

**National University of Life and Environmental Sciences of Ukraine**

**English  
for  
Veterinarians**

**КИЇВ - 2017**

УДК: 373.461: 811

Пропонуються навчальні тексти фахового спрямування для підготовки студентів ОС «Бакалавр» за спеціальністю «Ветеринарна медицина».

Мета навчального посібника – розвиток навичок читання, перекладу автентичних наукових текстів за фахом і спілкування з різних тем зі спеціальності.

Рекомендовано Вченою радою Національного університету біоресурсів та природокористування України . (протокол № від 2017р.)

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**English for Veterinarians**  
**«Англійська мова для ветеринарів»**  
**(для підготовки студентів ОС “Бакалавр”**  
**за спеціальністю**  
**“Ветеринарна медицина”)**

**Укладач : МИШАК ОЛЕНА ОЛЕКСІЇВНА**

# ПЕРЕДМОВА

Навчальний посібник створено на лексичному та граматичному матеріалі, що охоплює нормативну граматику англійської мови і базовий лексичний мінімум професійного спрямування, передбачені навчальним планом для підготовки студентів ОС «Бакалавр» зі спеціальності «Ветеринарна медицина» в Національному університеті біоресурсів та природокористування України.

Посібник чітко й логічно структуровано на п'ять розділів.

Перший розділ містить автентичні англійські тексти професійного спрямування. До кожного тематичного тексту цього розділу пропонуються словник-мінімум, багато різноманітних вправ і завдань, які активізують засвоєння термінологічної лексики, подаються запитання на розуміння тексту, вправи на переклад та завдання, що сприяють розширенню і закріпленню активного словникового запасу, формуванню навичок говоріння. Вправи та завдання характеризуються системністю і спрямовані на перевірку розуміння змісту тексту, відтворення його інформативного наповнення, а також готують студентів до створення власного монологічного дискурсу.

Кінцевий етап роботи з текстом — це, як правило, усний переказ на задану тему з використанням нового лексичного матеріалу, а також творчі завдання у формі презентації, дискусії, розроблення проекту, які формують у студентів професійно орієнтовану комунікативну компетенцію.

У другому розділі подано модульні тестові завдання для перевірки навичок і умінь такого виду мовленнєвої діяльності, як читання.

Третій розділ спрямований на самостійну роботу студентів і містить додаткові тексти, які тематично розвивають основний текст. Їх можна використовувати для самостійної роботи і подальшого обговорення прочитаного в аудиторії.

Передбачається, що ці тексти можуть бути використані як додатковий матеріал, що розширює кругозір студентів.

Написання есе, анотації, доповіді присутні в кожній темі, оскільки вміння їх складати і коректно оформляти такі роботи є необхідним для майбутніх фахівців.

Четвертий і п'ятий розділи містять граматичний довідник, тренувальні вправи з граматики, таблицю неправильних дієслів

Окрім словника-мінімуму до кожного тексту, навчальний посібник містить англо-український глосарій ветеринарних термінів, що знаходить надзвичайно широке застосування в сучасній навчально-науковій і практичній роботі.

Все це здатне полегшити роботу студентам при перекладі текстів за фахом і дозволить їм ефективно опанувати сучасну термінологію та сприяти формуванню професійно - термінологічної компетентності.

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## MODULE I

### STUDENT'S LIFE

#### Unit 1

#### THE IMPORTANCE OF LEARNING ENGLISH IN A MODERN WORLD

*Memorize the meaning of the following words and word combinations.*

prevalence - поширення; поширеність

intermingle - 1) змішувати(ся), перемішувати(ся) 2) спілкуватися (with)

treat - поводитися; ставитися

survival - виживання; доживання

prominent - видатний, визначний, відомий

graduate - закінчити вищий навчальний заклад і одержати ступінь бакалавра

incredible - неймовірний, неправдоподібний

access – доступ

wise - мудрий; розсудливий

tool - засіб

*Read and translate the text:*

#### THE IMPORTANCE OF LEARNING ENGLISH IN A MODERN WORLD

It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion!

There are 6 reasons to study English:

##### 1. International prevalence

English may not be the most spoken language in the world, but it is the official language in a large number of countries. English is commonly spoken throughout much of the world due to Great Britain's expansion during the colonial age. People in Australia, New Zealand, Canada, parts of Africa, India, and many smaller island nations speak English. English is the commonly adopted second language in Germany, Norway, Sweden, Denmark and the Netherlands.

##### 2. Business

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated. Thus, learning English will open your job prospects and increase your standard of living. It invariably opens up opportunities regardless of your ethnicity, color, or background.

##### 3. Travelling

With widening horizons, it's the time for cultural intermingling. Since English is the most recognized language across the world, it promotes healthy cultural interaction. This is why more people want to learn English than any other language – it is a great way to learn other cultures. Learning English fosters bonds of friendship, understanding, and peace among different people. If you are far away in a distant land and you don't understand their native language, knowledge of English can save you. Even if it's a completely far off place, you will certainly find someone who understands a bit of English. This is why knowledge of English can be treated as a survival skill.

#### 4. Education

A staggering majority of higher study programs are conducted in the English language. Countries like the UK and USA, home to the two prominent varieties of the language, offer some of the best education programs. Needless to say, barring language courses, every UK and US University conducts its certificate, graduate, and postgraduate programs in English. In addition, libraries, journals, educational magazines, and bulletins are all published in their native language. Even in countries which are multilingual, English is mostly positioned as the second most important language.

#### 5. Pop culture

Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to get greater cultural experiences.

#### 6. The Internet

Most of the content produced on the Internet (around 50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available/understandable.

Clearly, it is very important to learn English. In these internet times when the next country is just a click away, it is wise to be familiar with the world's favorite language. Regardless of nationality, age, and profession, possessing basic language skill in English is a useful tool in any situation. Although learning English can be challenging and time consuming, it is also very valuable to learn and can create you many opportunities!

### **Exercises**

#### ***I. Answer the following questions:***

1. How many people in the world speak English ?
2. Where is English spoken?
3. What are 6 reasons to study English?
4. Why is it very important to learn English?
5. Why do you learn English?

#### ***II. Read the text once again and try to retell it.***

## Unit 2

### ABOUT MYSELF AND MY FAMILY

*Memorize the meaning of the following words and word combinations.*

first-year student, freshman (Am.) – студент 1-го курсу  
full-time student – студент денного відділення  
part-time student – студент-заочник  
post-graduate student – аспірант  
National University of Life and Environmental Sciences of Ukraine –  
Національний Університет Біоресурсів та Природокористування України  
Faculty of Veterinary Medicine – факультет ветеринарної медицини  
hostel – гуртожиток  
reading room – читальний зал  
comfortable – зручний  
important – важливий  
quite – цілком, цілковито  
course – курс  
to be fond of – з ахоплюватися; полюбляти  
busy – зайнятий  
apartment – квартира  
married – одружений; заміжня

*Read and translate the text:*

### ABOUT MYSELF AND MY FAMILY

Let me introduce myself. My name is Vera. My surname or last name is Voronina. I was born on the 13<sup>th</sup> of October in 2000 in Poltava. Now I am a first-year student at the Faculty of Veterinary medicine of National University of Life and Environmental Sciences of Ukraine. It has a lot of beautiful buildings.

I study full-time. After classes I often work in the reading room of our library. I am not from Kyiv, so I live in the university hostel. The rooms of the hostel are not large, but they are quite comfortable. I have a lot of friends here. I am fond of English. My hobby is playing table tennis and computer games. I am also fond of going to disco and parties together with my friends. I love to listen to the modern music and dance. I dance a lot and I hope I am good at it.

I would like to tell you about my family. There are five people in our family. My father's name is Mikhail Evgenyevich. He is a mathematician by education but works at a bank now. He is a very busy man. He has much work to do. He is forty-six years old. My mother's name is Natalya Yakovlevna. My mother is forty-three. She works as an economist in a big company. She also has much work about the house after she gets home from work. But my sister and I always help her. Yes, let me introduce my



younger sister. My sister is elder than me. We are good friends with my sister. She is twenty-two. She is married. She has a small daughter, Inna. She is a post-graduate student of Taras Shevchenko Kyiv National University. She lives in Kyiv with her husband.

My parents have an apartment in a big building. It is in the center of our town. We are always glad to meet at our parents' home. Our family is very friendly, we have many friends.

## **Exercises**

### ***I. Answer the following questions:***

1. What is your name?
2. What are you?
3. How old are you?
4. Where are you from? (What is your native town?)
5. What is your hobby?
6. What are your parents?
7. Where do they work?
8. What do you usually do in your free time?

### ***II. Listen to the dialogue and fill in the missing words.***

- What is your name?
- My name is Alexey Popov.
- How old are you?
- I'm sixteen.
- Where do you live?
- I live in Frolovo.
- Is your family large?
- No, it is not. My family consists of four members.
- Do you have a sister or a brother?
- I have a younger..... . She is six.
- What are your parents?
- My father is a ..... , my mother is a ..... .
- Who do you look like?
- I look like my dad. I have ..... hair, straight nose, ..... eyes.
- What is your hobby?
- I've got many hobbies, but my favourite is ..... .
- What qualities do you most admire in people?
- I admire tolerancy, ..... , generosity.
- What characteristics annoy you most in people?
- Selfishness annoys me most in people.
- How do you spend your free time?
- There are a lot of opportunities of spending my free time. I can read books, listen to my favourite music, ..... clubs, or call on my friends. But unfortunately I seldom can afford myself such activities.

### ***III. Make up your own dialogues.***

### ***IV. Read the text once again and try to retell it.***

#### **What personality are you?**

There is no need to say that all people are different. If you want to be successful in all spheres of life, e.g. university, future career, communication with friends, you are to be able to estimate your personal qualities. So, the question is: “What personality are you?”

#### ***I. Match the words from the box with the statements.***

|             |             |            |           |                |
|-------------|-------------|------------|-----------|----------------|
| adventurous | competitive | dependable | energetic | short-tempered |
| ambitious   | creative    | easygoing  | forgetful | sociable       |

1. They say I have a lot of energy. I’m always active.
2. I enjoy meeting new people at parties.
3. I like to draw, paint, play music or dance.
4. I often lose things or don’t remember information.
5. I get angry or upset with people easily.
6. I want to become rich and famous.
7. I would like to be the first in all competitions.
8. I love to travel and have new experiences.
9. My friends can always rely on me.
10. I’m usually relaxed. I don’t worry about things.

#### ***II. Choose three words that describe your personality. Tell your partner.***

e. g. I think I’m creative as I am always ready to invent something new for my friends not to feel bored.

***Use the following:*** in my opinion, to my mind, I believe, firstly, secondly, etc.

#### ***III. What kind of person are you? Read the sentences and find the answer on the desk.***

- |   |                |
|---|----------------|
| 1) Are you aware of other people feeling?       | [Kind-hearted] |
| 2) Do you find it difficult to meet new people? | [Unsociable]   |
| 3) Do you make people laugh?                    | [Humorous]     |
| 4) Do you mood change often and suddenly?       | [Moody]        |

- |  |               |
|--|---------------|
| 5) Can you friends trust (доверяють) you and depend of you?                  | [Reliable]    |
| 6) Do you generally like other people's company?                             | [Sociable]    |
| 7) Can you usually understand other peoples point of you?                    | [Sensitive]   |
| 8) Do you worry and think too much about detail?                             | [Practical]   |
| 9) Are you interested in other people and their business?                    | [Inquisitive] |
| 10) Are you usually quite and happy smiley person?                           | [good-moody]  |
| 11) When decisions have to be made do you think first to yourself?           | [Selfish]     |
| 12) When he sees the old woman he gets up and says: "Please, take the seat". | [Polite]      |
| 13) The man, who says only the truth   | [honest]      |
| 14) Are there lots of things you want to do in your professional life?       | [Ambitious]   |

***IV. Tell us about yourself as a personality.***

### **Unit 3**

#### **I AM A STUDENT OF THE NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE**

***Memorize the meaning of the following words and word combinations.***

to enter the University - вступати до університету  
entrance examination - вступний іспит  
to suffer (from) - страждати, хворіти  
surgeon - хірург  
to decide - вирішувати  
higher education - вища освіта  
hostel - гуртожиток  
to prepare - готувати  
disease - хвороба  
relatives - родичі  
necessary facilities - життєво необхідні зручності  
to admire - захоплюватися

***Read and translate the text:***

## **I AM A STUDENT OF THE NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE**

This year I left the secondary school. My favorite subjects were mathematics and biology. But first of all I was interested in animals and their life. I passed my entrance examinations to the National University of Life and Environmental Sciences of Ukraine.

The University is a higher school which trains specialists for different branches of industry and agriculture. To enter the University I passed entrance examinations in biology, chemistry (physics) and the Ukrainian language. Now I am a first-year student. I entered the faculty of Veterinary Medicine because my dream was to become a veterinary surgeon and help animals suffering from different diseases.

I am not from Kyiv. I am from Poltava. There is no higher veterinary institute there and I came to Kyiv to get a higher medical veterinary education. I decided to enter this University because it is one of the best higher schools in Ukraine. I have no relatives in the city and now I live in the hostel.

My hostel is located in Lomonosova street. It is not very convenient and modern, but it has all the necessary facilities. There are four students in my room. They are from different towns of Ukraine and also came to Kyiv to study at our University. We are rather friendly and always prepare our home tasks together. And when we have free time on the week-end we often go to the cinema or theatre, exhibitions or museums or wander along the streets of the city admiring its beauty. I am very happy that I have entered the University. It is very interesting to study here, though not easy.

### **Exercises**

#### ***I. Answer the following questions:***

1. What are you?
2. Where are you from?
3. When did you finish secondary school?
4. What kind of secondary school did you finish?
5. What were your favorite subjects at school?
6. What did you do after school?
7. When did you enter the National University of Life and Environmental Sciences of Ukraine ?
8. What did you do to enter the University?
9. What entrance examinations did you pass?
10. Why did you enter the University?
11. Have you any relatives in Kyiv?
12. Where do you live now?
13. Where is your hostel situated?
14. How many students live in your room?
15. What do you usually do in your free time?

**II. Match the following English words with their Ukrainian equivalents:**

|    |           |   |               |
|----|-----------|---|---------------|
| 1  | surgeon   | a | вступати      |
| 2  | disease   | b | вступний      |
| 3  | hostel    | c | родичі        |
| 4  | enter     | d | хвороба       |
| 5  | entrance  | e | готувати      |
| 6  | relatives | f | surgeon       |
| 7  | admire    | g | складати      |
| 8  | prepare   | h | освіта        |
| 9  | pass      | i | гуртожиток    |
| 10 | education | j | захоплюватися |

**III. Translate the following word combinations into English and remember them:**

першокурсник, різні захворювання, інфекційні хвороби, середня школа, вступні іспити, денне відділення, сучасний гуртожиток, готувати фахівців, бродити по вулицях, вищий навчальний заклад, улюблений предмет, викладач, вільний час, родич, зручний гуртожиток, лікувати тварин, страждати від хвороб

**IV. Translate the following word combinations into Ukrainian:**

entrance examinations \_\_\_\_\_  
first-year student \_\_\_\_\_  
to enter this University \_\_\_\_\_  
veterinary education \_\_\_\_\_  
to suffer from different diseases \_\_\_\_\_  
to live in the hostel \_\_\_\_\_  
necessary facilities \_\_\_\_\_  
higher school \_\_\_\_\_

**V. Complete the sentences with the word combinations from the text:**

1. This year I passed ... examinations. 2. Now I am a ... student. 3. I study at ... . 4. I entered the National University of Life and Environmental Sciences of Ukraine the faculty of Veterinary Medicine because ... . 6. I am from ... . 7. I have no ... in the city and now I live in the .... 9. My hostel is ... . 8. There are four ... . 9. I often spend my free time .... 10. It is very interesting to .... .

**VI. Learn the following questions and answers and tell us about yourself:**

- a) Who are you? What is your name?- I'm Alexander Petrenko. My first name is Alexander. Petrenko is my surname ( family name).
- b) What are you? - I am a first-year student of the National University of Life and Environmental Sciences of Ukraine.

- c) How old are you? When were you born? - I'm 18 years old. I was born in 1999.
- d) When is your birthday? - My birthday is on the 20-th of December.
- e) Where are you from? What is your native town? - I'm from Poltava. My native town is Poltava.
- f) Where do you live in Kyiv? - I live in the hostel.
- g) Have you a family? Where does your family live? With whom do you live? - Yes, I have. I live with my parents and my younger brother. I live separately (alone). My parents live in Poltava. - I live with my family (my wife, husband).
- h) How many are you in the family? - We are four.
- i) Have you any relatives in Kyiv? Have you a brother or a sister - I have an uncle (an aunt). I have an elder sister. I have a daughter (a son). I have no brothers and sisters. I am the only child in our family.
- j) What are your parents? What is your father's occupation (specialty)? Are your parents pensioners? - My mother is a zoo technician. My father is a veterinary surgeon. My grandmother and grandfather do not work. They are pensioners, but they are still full of life and energy.
- k) How many years is your sister older than you? What is her name?  
- My sister is six years older than I am. My sister is six years my senior. She is 23 already. She is married and has her own family. Her name's Kate (Catherine). She was called after our granny.

***VII. Tell us about yourself as a student of the National University of Life and Environmental Sciences of Ukraine using the following words and expressions:***

secondary school, advanced learning of English, to enter a higher school, entrance examinations, to train specialists for, to become a veterinary surgeon, veterinary inspector, veterinary medicine, to help sick animals, a first-year student, different diseases, to be from, to have (no) relatives, to live at home, to live in a hostel, different towns, to be friendly, free time, week-end, to go in for sports, to read books, to watch TV.

## **Unit 4**

### **MY WORKING DAY**

***Memorize the meaning of the following words and word combinations.***

success - успіх, successfully - успішно  
 to get up - вставати, підніматися  
 to attend classes - відвідувати заняття  
 to miss - пропускати (заняття)  
 to have a rest - відпочивати  
 to spend time - проводити час

***Read and translate the text:***

## **MY WORKING DAY**

My name is Irina Glushko. I am a first-year student of the National University of Life and Environmental Sciences of Ukraine. I entered the faculty of Veterinary Medicine because I want to be a veterinary surgeon as my mother (father, grandmother) is a veterinarian and I like this profession and want to follow her (him, them). Now I study at the day department of the University.

Every day I get up at half past 6. Our classes begin at half past 8. I live rather far from the University and it takes me one hour to go to it. I leave for the University at half past seven. I take bus ( tram or metro ) to get to the University. Every day we have three or four classes; as a rule there are two lectures and two practical classes. I attend all the classes, except when I am ill. All the missed lessons are to be answered with the permission of the dean. At lectures I listen to the lecturer and take notes. The lectures are delivered by the professors or senior lecturers (docents). At practical classes I perform experiments, do laboratory works, read and translate texts, discuss different philosophical works and problems.

I have many subjects to study such as anatomy, chemistry, organic chemistry, biochemistry, physiology, biology and others. My favorite subjects are anatomy and English. I like anatomy because it will be necessary for my future work as a veterinarian and I like English because it is also a necessary subject in our modern life and besides every highly qualified specialist must know at least one foreign language.

Usually my lessons are over at half past four. After the lessons I go home. Sometimes I go to the library or go to answer my missed lessons. At home I have a little rest, dinner and then do my home task. It takes me two or three hours to do my home task for the next day.

There are 25 students in my academic group. We are rather friendly and help each other in our studies. Sometimes we even spend our free time together. I must say that it is interesting to study at the University, but not easy. I am often very tired when I return home in the evening. I like to study at the University and hope to finish it successfully in 5 years and be a good veterinary practitioner.

When I have time I like to read books, watch TV, listen to modern music or, when the weather is good, I go for a walk. I like to walk along the streets and embankments of our city and admire its beauty. On Sundays I like to sleep a little longer, visit my friends, go for a walk or stay at home and have a rest.

### **Exercises**

***I. Answer the following questions:***

1. Who are you? 2. What are you? 3. Where do you study? 4. Did you work after the secondary school? 5. Did you study in the middle veterinary school? 6. Why did you enter the faculty of Veterinary Medicine ? 7. What department do you study at? 8. When do you get up in the morning? 9. When do your classes begin? 10. When do

you leave for the University? 11. Do you live far from the University? 12. How do you get to the University ? 13. How much time does it take you to get to the University ? 14. Do you attend all the classes? 15. How many classes do you have every day? 16. What type of classes do you have every day? 17. What do you do at lectures? 18. What do you do at practical classes? 19. What subjects do you study? 20. What is (are) you favorite subject(s)? 21. Why do you like it? 22. When are your classes usually over? 23. What do you do after the classes? 24. When do you answer your missed lessons? 25. When do you usually go home? 26. How many students are there in your group? 27. Is your group friendly? 28. When do you do your home task? 29. How much time does it take you to do your home task? 30. Do you have free time during your working days? 31. What do you do in your free time? 32. How do you usually spend your weekend?

**II. Match the following English words with their Ukrainian equivalents:**

|    |                    |   |                      |
|----|--------------------|---|----------------------|
| 1  | successfully       | a | вступати             |
| 2  | to get up          | b | відпочивати          |
| 3  | to get to          | c | відвідувати заняття  |
| 4  | to enter           | d | проводити час        |
| 5  | to have a rest     | e | пропускати (заняття) |
| 6  | to attend classes  | f | практичні заняття    |
| 7  | to miss            | g | діставатися          |
| 8  | to spend time      | h | залишати             |
| 9  | practical training | i | успішно              |
| 10 | to leave           | j | вставати             |

**III. Translate the following word combinations into English and remember them:**

першокурсник, читати лекції, проводити експерименти, вступні іспити, робити лабораторні роботи, скласти іспит, улюблений предмет, сучасне життя, висококваліфікований фахівець, вставати о сьомій годині ранку, виходити з дому, досить далеко, я витрачаю годину, їхати на автобусі (метро), вільний час, як правило, дуже втомлюватися, йти додому, відвідувати заняття, пропускати заняття, робити домашнє завдання, практичні заняття, повертатися додому, погано себе почувати, дивитися телевізор, слухати викладача, слухати музику, писати конспекти лекцій, залишатися вдома

**IV. Complete the sentences with the word combinations from the text:**

1. I am a .... 2. I am... of the National University of Life and Environmental Sciences of Ukraine. 3. This year I finished ... . 4. I live .... from the University. 6. I entered the faculty of Veterinary Medicine because ... . 7. ... I get up at 7 o'clock. 8. Our classes begin at... . 9. It... to get to the University. 10. Every day we have ... . 11. I attend all the classes except when ... . 12. All the ... are to be answered. 13. At lectures I... and .... 14. At practical classes I ... 15. My... is microbiology. 16. I think



that microbiology is a ... for a future veterinarian-practitioner. 17. Usually our classes ... at half past four. 18. At home I... 19. It takes me two hours to ... for the next day. 20. All the students in our group are rather ... . 21. Often we spend our... together. 23. In my free time I like to...

***V. Choose the necessary word from brackets.***

1. I (learn, study, go) at the National University of Life and Environmental Sciences of Ukraine. 2. Alex is a first (student, course, year) student. 3. Professor Boiko (teaches, learns, studies) us to care for patients. 4. Professor Boiko (reads, gives, delivers) lectures on anatomy. 5. My friend and I (love, like, admire) to wander along the streets of the city. 6. In a month I will (read, write, speak) for my 1-st exam. 7. Usually I (go, come, walk) home at 5 o'clock. 8. It (spends, takes, gives) me two hours to (take, do, read) my home task. 9. I'll (visit, go, come) to see you tomorrow. 10. Usually I (study, learn, teach) Latin terms in the evening before (taking, going, coming) to bed.

***VI. Read and learn the following dialogues.***

**Bob.** Have you forgotten? On Fridays we always have four lessons.

**Ann.** Four!?! And what is the last? - **Bob.** English.

-----

**Mary.** Good morning , Nick, where are you going in such a hurry?

**Nick.** Oh, Mary! Glad to meet you. But I'm short of time, I must be in the dissecting room at 4 o'clock, we have a practical lesson there today.

**Mary.** It's a pity. I haven't seen you for ages and want to talk with you.

-----

**Ken.** Hello, Liz.! Where are you going?

**Liz.** To the department of Biology. We have a lesson there.

**Ken.** Is it a practical lesson or a lecture? - **Liz.** It's a lecture.

**Ken.** Do you always attend all the lectures?

**Liz.** Yes, I try to. But last week I was ill and did not go to the Academy.

**Ken.** I see. Then good luck. Bye.

***VII. Read the text once again and try to retell it.***

***VIII. Tell us about your working day.***

## Unit 5

### NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE

*Before you read the text say why you decided to enter the National University of Life and Environmental Sciences of Ukraine.*

*What do you know about this University?*

*Memorize the meaning of the following words and word combinations.*

leading - провідний  
world-wide - у всьому світі  
foundation-заснування, організація  
department - відділення (кафедра)  
to transform - перетворювати  
faculty - факультет  
to create - створювати  
forestry - лісогосподарський  
to appear - з'являтися  
to unite - об'єднувати  
single - єдиний, один, окремий  
to join - приєднувати(ся), об'єднувати(ся)  
to receive - одержувати  
campus - університетське містечко  
to include - включати  
level - рівень  
to award - присуджувати  
degree - ступінь  
junior - молодий  
bachelor - бакалавр  
master - магістр  
associate professor - доцент  
dormitory - студентський гуртожиток  
industrial practice - виробнича практика;  
livestock breeding - племінне тваринництво  
teaching staff - педагогічні працівники  
to carry out - проводити  
to provide - постачати; забезпечувати  
to train - навчати(ся), готувати(ся)  
under the guidance - під керівництвом  
well-equipped - добре обладнаний  
campus - університетське містечко  
thorough - ґрунтовний; досконалий

***Read and translate the text:***

## **NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE**

1. National University of Life and Environmental Sciences of Ukraine is a leading institution of higher education and one of the leaders in higher agricultural education in Ukraine and well known worldwide.

2. Its history begins with foundation of the Department of Agriculture at the Kyiv Polytechnic Institute (KPI) in 1898, which was transformed into Agricultural faculty in 1918. Kyiv Agricultural Institute was created at KPI on the bases of that faculty. Later on the Institute became the independent educational institution. Kyiv Forestry Institute appeared in 1930.

3. In 1954 Kyiv Agricultural Institute and Kyiv Forestry Institute were united into the single institution – Ukrainian Agricultural Academy (UAA). Kyiv Veterinary Institute joined the Academy in 1957.

4. On the basis of Ukrainian Agricultural Academy Ukrainian State Agricultural University was founded in August 1992. In 1994 it received the status of National. National Agricultural University got a new title National University of Life and Environmental Sciences of Ukraine in 2008. Today the University has a well-planned campus with good accommodation. The major part of the students live in 12 University dormitories with all modern conveniences. Besides Kyiv campus it includes a number of regional institutions.

5. As a higher educational establishment of the 4<sup>th</sup> level of accreditation, National University of Life and Environmental Sciences trains specialists in different areas and specialities. More than 20 thousand students study at its 20 faculties and 6 Regional Higher Educational Establishments.

6. There are such faculties as: Economics, Agricultural Management, Farm Mechanization, Power Engineering in Agriculture, Biotechnology, Forestry, Park Gardening and Landscape Architecture, Veterinary Medicine, Land Management and others. All the faculties provide the students with capital knowledge of technical and agricultural sciences during 5 years of studying at the University. This is achieved by thorough study of mathematics, physics, chemistry, biology, economy, drawing, biotechnology, informatics, foreign languages and other subjects. University awards the following degrees: Bachelor, Master.

7. The University's dynamic development has been facilitated by its highly qualified teaching staff who are employed in the departments of the University. These are academicians, Corresponding Members of the Ukrainian Academy of Sciences, professors, associate professors and experienced teachers. Many of them are the pride of Ukrainian science.

8. Considerable resources are required to give proper education to all these students. The University buildings provide the students with well-equipped scientific laboratories and lecture rooms. There is an up-to-date computer equipment at the University.

9. Advanced students can join the Student's Scientific society and carry out their research work under the guidance of supervisors. Annually The Student's Scientific Conference is held where students present their scientific work. Research results obtained by the students contribute to the development of agricultural production.

10. Industrial practice activities of the students such as agronomy, crop cultivation, livestock breeding are organized at the University training farm.

11. Special attention is given to sport at the University. There are several sporting grounds for running, playing football and other games. Most of the students are fond of sport and spend a lot of time at the University sporting centre.

## Exercises

### *I. Answer the following questions:*

1. What University do you study at?
2. What is the history of National University of Life and Environmental Sciences of Ukraine?
2. Where is it situated?
3. How many faculties are there at our University? What are they?
4. What degrees does University award?
5. What can you tell about teaching staff of the University?

### *II. Circle T if the sentence is true. Circle F if the sentence is false.*

|    |   |   |   |
|----|---|---|---|
| 1  | Our University a higher educational establishment of the 5th level of accreditation.          | T | F |
| 2  | The typical first degree offered at Ukrainian universities is the Bachelor's degree           | T | F |
| 3  | University awards the following degrees: Bachelor, Specialist, Master.                        | T | F |
| 4  | The overall number of students is more than two thousand.                                     | T | F |
| 5  | There are ten faculties at the University.  | T | F |
| 6. | The NULES trains qualified specialists for agro-industrial complex.                           | T | F |
| 7. | Industrial practice activities of the students are organized at the University training farm. | T | F |

### *III. Find the word on the right which should logically follow the word on the left:*

teaching

to train

associate

well-planned

industrial

specialists

students

practice

the University

staff

|           |              |                   |
|-----------|--------------|-------------------|
|           | to carry out | the research work |
|           | experienced  | professor         |
| excellent |              | employment        |
| to enter  |              | teachers          |

**IV. What are these words derived from? Notice the different suffixes, indicating different parts of speech.**

Educational, establishment, agricultural, provider, combination, farming, getting, practical, employment, training, production, development, academician, manager, technical, considerable, equipment, operation, maintenance, importance, guidance, accommodation.

**V. Look through the text again to find the facts which were quite new to you and the facts which were already known to you.**

**VI. In what paragraphs can you find the following information:**

- |   |             |
|---|-------------|
| a) the teaching staff                       | paragraph - |
| b) the foundation of the University         | paragraph - |
| c) sport at the University                  | paragraph - |
| d) the faculties at the University          | paragraph - |
| e) the number of students at the University | paragraph - |
| f) the Student's Scientific society         | paragraph - |
| g) industrial practice activities           | paragraph - |

**VII. Make up dialogue about your University using additional expressions.**

Are you a student? — Ви студент?

What University do you study at? — В якому університеті ви навчаєтеся ?

Where is it situated? — Де він знаходиться?

What year are you in? — На якому ви курсі?

I am in the first (second, etc.) year. — Я на першому (другому, і т.д.) курсі.

When do your classes begin? — Коли починаються ваші заняття?

Our classes begin at nine a.m. — Наші заняття починаються о 9 ранку.

What is your favourite subject? — Який ваш улюблений предмет?

What departments are there in this University? — Які факультети в цьому університеті?

What subjects do you take the first year for? — Які предмети ви вивчаєте на першому курсі?

Is it state supported University (college)? — Це державний університет (коледж)?

What institution of learning did you graduate from? — Що ви закінчили?

I graduated from the University (I took my degree at the University). — Я закінчив університет.

I left secondary school a year ago. — Я закінчив середню школу рік тому.

**VIII. A delegation of students and teachers from Cambridge are on a visit at your University. You are asked questions about it. Give information about the items listed below:**

- 1) the name of your University;
- 2) its location;
- 3) the faculties at the University;
- 4) how long the complete course lasts;
- 5) the number of the students at the University;
- 6) the subjects you study;
- 7) the equipment the University is provided with;
- 8) the student's hostels;
- 9) what you like and what you don't like about the University.

**IX. Read the text once again and try to retell it.**

## **Unit 6**

### **FACULTY OF VETERINARY MEDICINE**

***Before you read the text say why you decided to enter the Faculty of Veterinary Medicine of the National University of Life and Environmental Sciences of Ukraine.***

***What do you know about the faculty of Veterinary Medicine?***

***Memorize the meaning of the following words and word combinations.***

senior student - старшокурсник

to master - опанувати, оволодівати, вивчати

researcher - дослідник

dean- декан

carry out - проводити, виконувати, здійснювати

guidance - керівництво

borrow - позичати

emergency - екстрений

departments (chairs) - кафедри

***Read and translate the text:***

## FACULTY OF VETERINARY MEDICINE

Faculty of Veterinary Medicine of NULES of Ukraine provides training in "Veterinary Medicine" for agriculture of Ukraine. Currently, training is provided for educational degrees "Bachelor" and "Master". The faculty trained over 1300 students. Faculty of Veterinary Medicine is a scientific center for veterinary education for schools of this profile in Ukraine.

Faculty of Veterinary Medicine has full-time course of education. The course of training at the faculty lasts for 5 years. The first- and second-year students study pre-clinical subjects such as biology, anatomy, mathematics, microbiology, physics, chemistry, Latin and foreign languages. They also study some social subjects among which are history, philosophy and economics. Senior students study clinical subjects such as diagnostics and therapy, surgery, pathology, nervous and infectious diseases, hygiene and sanitation, feeding, epizootology, veterinary pharmacology, toxicology, obstetrics and others. Most of these subjects are necessary for the future veterinarian-practitioners. That is why it is necessary to attend all the practical classes and lectures. It is interesting to listen to the lecturers and discuss different medical or social problems. About 18 professors, more than 30 senior lecturers (docents) and scientific researchers, whose names are known not only in our country but also abroad, work at our faculty. They are busy with the development of new methods of teaching students and treating sick animals.

There are about 13 departments (chairs) the faculty of Veterinary Medicine, such as the departments of Anatomy, Physiology, Surgery, Hygiene, Nutrition and others. Each department has its head who is responsible for the work of the department. Dean is the head of a faculty. He helps students in their studies. The departments of the faculty have well equipped modern laboratories where students can work after their classes. Many students carry out their first scientific investigations in such laboratories at the different departments. The students have all opportunities to master their profession. If some of them are interested in research work they can join a Student's Scientific Society. The students get their practical knowledge in the university clinics, on farms and veterinary establishments. They work there under guidance of experienced specialists.

The faculty has a big library containing more than 300 thousand volumes of native and foreign literature. Students can borrow books on veterinary medicine and other subjects from the library and they also can read for their lectures and seminars in its light reading hall.

After the course of training students get diplomas of veterinary surgeons or veterinary inspectors and begin to work on state or collective farms, at veterinary stations and bacteriological laboratories. They also may have an own clinic or work at an emergency veterinary service.

### Exercises

#### *I. Answer the following questions:*

1. What degrees does the faculty of Veterinary Medicine of NULES of Ukraine provide ?
2. What specialists does the faculty of Veterinary Medicine train?
3. How long is the course of training at the faculty of Veterinary Medicine ?
4. What subjects do the first- and second- year students study?
5. What do senior students study?
6. Why is it necessary to attend lectures and practical classes?
7. What do senior students do in the clinics of the University?
8. Whom does the teaching staff consist of?
9. How many departments are there at the faculty of Veterinary Medicine ?
10. Who is the head of a faculty?
11. What is the task of a dean?
12. What is the equipment of the departments?
13. Where students may borrow books on their specialty?
14. When do students get diplomas?
15. What kind of diplomas do the students of the the faculty of Veterinary Medicine get?
16. Is there a post-graduate department at the faculty of Veterinary Medicine?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|    |  |   |   |
|----|--|---|---|
| 1  | Training at the faculty is provided for educational degrees "Bachelor" and " Specialist".                          | T | F |
| 2  | Faculty of Veterinary Medicine has full-time and correspondence course of education of education.                  | T | F |
| 3  | Senior students study pre-clinical subjects.   | T | F |
| 4  | It is interesting to listen to the lecturers and discuss different medical or social problems.                     | T | F |
| 5  | Dean is responsible for the work of the University in general.   | T | F |
| 6. | The departments of the faculty have well equipped modern laboratories where students can work after their classes. | T | F |
| 7. | Students can't borrow books on veterinary medicine and other subjects from the library.                            | T | F |
| 8. | After the course of training students get diplomas of specialists for agro-industrial complex.                     | T | F |

**II. Match the following English words with their Ukrainian equivalents:**

|   |              |   |             |
|---|--------------|---|-------------|
| 1 | researcher   | a | ОВОЛОДІВАТИ |
| 2 | department   | b | ВИКОНУВАТИ  |
| 3 | to master    | c | ЛІКУВАННЯ   |
| 4 | to train     | d | КЕРІВНИЦТВО |
| 5 | to carry out | e | ДОСЛІДНИК   |
| 6 | treating     | f | ЕКСТРЕНИЙ   |
| 7 | guidance     | g | ЗАКЛАД      |



|    |               |   |             |
|----|---------------|---|-------------|
| 8  | emergency     | h | кафедра     |
| 9  | establishment | i | досвідчений |
| 10 | experienced   | j | готувати    |

**IV. Translate the following word combinations into Ukrainian:**

- provides training \_\_\_\_\_  
veterinarian-practitioners \_\_\_\_\_  
treating sick animals \_\_\_\_\_  
well equipped modern laboratories \_\_\_\_\_  
carry out scientific investigations \_\_\_\_\_  
veterinary establishments \_\_\_\_\_  
guidance of experienced specialists \_\_\_\_\_  
borrow books \_\_\_\_\_  
own clinic \_\_\_\_\_  
emergency veterinary service \_\_\_\_\_

**V. Complete the sentences with the words from the text.**

1. Faculty of Veterinary Medicine is a scientific center for ... education for schools of this profile in Ukraine.
2. The first- and second- year students study ... subjects such as biology, anatomy, mathematics, microbiology, physics, chemistry, Latin and foreign languages.
3. Senior students study .... subjects such as diagnostics and therapy, surgery, pathology, nervous and infectious diseases, hygiene and sanitation, feeding, epizootology, veterinary pharmacology, toxicology, obstetrics and others.
4. It is necessary to ... all the practical classes and lectures.
5. The departments of the faculty have well .... modern laboratories where students can work after their classes.
6. Many students carry out their first scientific .... in such laboratories at the different departments.
7. The students work there under guidance of ... specialists.

**VI. Translate following sentences into English.**

1. Факультет ветеринарної медицини НУБІП готує фахівців для роботи в різних областях ветеринарної медицини.
3. Курс навчання на факультеті ветеринарної медицини – п'ять років.
4. Студенти 1 та 2 курсів вивчають доклінічні дисципліни.
5. Старшокурсники вивчають клінічні предмети.
6. Всі заняття проводяться висококваліфікованими викладачами.
7. Старшокурсники можуть надати кваліфіковану допомогу хворим тваринам.
8. Студенти старших курсів отримують практичні знання в академічних клініках терапії, хірургії та інфекційних хвороб під керівництвом досвідчених ветеринарів.
9. На факультеті близько 13 кафедр.
10. Багато кафедр обладнані сучасними лабораторіями, де студенти можуть виконувати свої перші наукові роботи.
11. У студентів є всі можливості овододівати своєї спеціальністю.
12. Якщо студенти цікавляться

дослідницькою роботою, вони можуть вступити в студентське наукове товариство. 13. Після курсу навчання студенти отримують дипломи і починають працювати в різних ветеринарних установах.

***VII. Read the text once again and try to retell it.***

## **Unit 7**

### **MY FIRST ANATOMY LESSON**

***Before you read the text say what subjects you study at the university.  
What subjects are necessary to know for every veterinarian?***

***Memorize the meaning of the following words and word combinations.***

bone - кістка  
adult - дорослий  
skull - череп  
cranial - черепний  
facial - лицьовий  
trunk - тулуб  
spinal column, spine - хребетний стовп  
chest, thorax - грудна клітка  
neck - шия  
rib - ребро  
breastbone - грудина  
cervical - шийний  
thoracic - грудний  
lumbar - поперековий  
sacral - крестцовий  
vertebra (-ae) - хребець (-i)  
sossux - куприк  
cartilage - хрящ  
extremity - кінцівка  
joint - сустав  
ligament - зв'язка  
forearm - передпліччя  
shoulder girdle - плечовий пояс  
mammary - сосавець  
digestion - травлення  
vessels - судини  
inner - внутрішній

***Read and translate the text:***

## MY FIRST ANATOMY LESSON

The students of the first year begin to study anatomy. Anatomy is a very important subject for every veterinarian. A good specialist must know precisely where a certain inner organ of an animal is located. The quality of the treatment depends upon that.

First of all we study bones and the skeletal system. The skeleton of any mammal animal has a similar construction and the following basic parts: the skull, the spinal column or the spine with the adjoining bones of the chest (ribs and the breastbone), bones of the pelvis and extremities. The spine consists of the cervical, thoracic, lumbar and sacral vertebrae and the coccyx (tail bones). The vertebra is a small bone which is formed by the body and the arch. All vertebrae compose the spinal column. There are 34 or more vertebrae in the spine of an adult animal. The lumbar vertebrae are the largest ones in the spinal column. They have oval bodies.

The chest (thorax) is usually composed of 12 thoracic vertebrae, the breastbone and 12 pairs of ribs. The breastbone is a long bone in the middle of the chest. Ribs form the basic part of the chest. On each side seven ribs are connected with the breastbone. The following three ribs are not connected with the breastbone. The eleventh and twelfth ribs are not connected with the breastbone either. Each rib is composed of a head, neck and body.

The extremities may be divided in the thigh, leg and foot. There are fore and hind extremities. The hind extremities are connected with the trunk by the pelvis. The fore extremities are connected with the trunk by the shoulder girdle.

The bones of the skeleton are connected together by the joints or by the cartilages and ligaments.

We have to know many anatomical terms. They were established at three Congresses of anatomists. In 1955 the International Congress in Paris established the universal anatomical terms that are collected in the list called "Paris Nomina Anatomica". We will study bones, muscles, the inner organs, blood vessels, organs of digestion and respiration and so on.

### Exercises

#### *I. Answer the following questions:*

1. What does anatomy study?
2. Why is it necessary to know anatomy for every veterinarian?
3. What do you study at your anatomy class?
4. Did you learn all the anatomical terms of the skeleton?

#### *II. Circle T if the sentence is true. Circle F if the sentence is false.*

|   |  |   |   |
|---|--|---|---|
| 1 | Anatomy is the branch of biology concerned with the study of the structure of organisms and their parts. | T | F |
| 2 | The first- and second- year students study anatomy.  | T | F |
| 3 | First of all the first- year students study anatomical terms.  | T | F |

|    |  |   |   |
|----|--|---|---|
| 4  | A good specialist must know the skeleton of any mammal animal.   | T | F |
| 5  | The quality of the treatment depends upon a good specialist.   | T | F |
| 6. | In 1965 the International Congress in Paris established the universal anatomical terms that are collected in the list called "Paris Nomina Anatomica". | T | F |
| 7. | The first-year students study bones, muscles, the inner organs, blood vessels, organs of digestion and respiration and so on.                          | T | F |
| 8. | The second- year students don't have anatomy class.  | T | F |

**III. Match the following English words with their Ukrainian equivalents:**

|    |             |   |            |
|----|-------------|---|------------|
| 1  | mammal      | a | дихання    |
| 2  | bone        | b | внутрішній |
| 3  | digestion   | c | лікування  |
| 4  | respiration | d | м'яз       |
| 5  | universal   | e | ссавець    |
| 6  | treatment   | f | precisely  |
| 7  | muscle      | g | кінцівка   |
| 8  | precisely   | h | кістка     |
| 9  | inner       | i | загальний  |
| 10 | extremity   | j | травлення  |

**IV. Translate the following word combinations into Ukrainian:**

certain inner organ \_\_\_\_\_  
 similar construction \_\_\_\_\_  
 fore and hind extremities \_\_\_\_\_  
 the bones of the skeleton \_\_\_\_\_  
 cartilages and ligaments \_\_\_\_\_  
 anatomical terms \_\_\_\_\_  
 blood vessels \_\_\_\_\_  
 organs of digestion and respiration \_\_\_\_\_  
 the skeleton of any mammal animal \_\_\_\_\_

**V. Complete the sentences with the words from the text:**

1. The .... is the largest and longest bone in the body. 2. The skeleton of the head is called the .... 3. At the Anatomy class medical students study bones of the ....4. In the .... animal the bones of the extremities are larger than in the younger one. 5. A good specialist must know precisely where a certain ... organ of an animal is located. 6. Medical students study bones, muscles, the inner organs, ....vessels, organs of ... and respiration and so on. 7. Veterinary students have to know many anatomical ... .

***VI. Translate following sentences into English.***

1. Студенти першого курсу вивчають анатомію. 2. На заняттях з анатомії студенти вивчають скелет ссавців. 3. Всі кістки скелета названі в анатомічному атласі. 4. Кістки черепа щільно з'єднані. 5. Позвоночний стовп утворений окремими хребцями. 6. Студенти вивчають кістки, м'язи, внутрішні органи, кровоносні судини, органи травлення та дихання тощо.

***VII. Read and learn the following dialogue, make up your own dialogue.***

Ann. Hello, have you been yesterday in the dissecting-room?

Bill. Well, we have worked there till 6 o'clock in the afternoon.

Ann. And what did you do? – Bill. We prepared a corpse of the rat.

Ann. How did you like it?

Bill. It was necessary and besides very interesting. We could see all the inner organs of the rat.

Ann. Do you want to be a surgeon? – Bill. Really, it may be.

***VIII. Tell us about your anatomy classes.***

## MODULE II

### VETERINARY MEDICINE THE WORK OF VETERINARIANS

#### UNIT 1

#### VETERINARY MEDICINE

*Memorize the meaning of the following words.*

prevention – відвернення, запобігання  
treat – лікувати (від чогось - for; чимсь - with)  
treatment – лікування; догляд  
disorder – розлад  
denote – позначати; означати; значити; вказувати на  
virtual – фактичний; дійсний  
revive – відроджувати, воскрешати  
ensure – гарантувати, забезпечувати  
wholesome – корисний; здоровий;  
susceptible – 1) вразливий; сприйнятливий 2) чутливий (to); уразливий  
suffer – страждати; зазнавати  
harmful – шкідливий, згубний  
examine – досліджувати; оглядати  
rigid – 1) жорсткий, твердий; цупкий; негнучкий 2) непохитний, незламний  
segregation – 1) ізоляція; відокремлення 2) сегрегація  
tool – знаряддя  
combat – битися, боротися  
eliminate – 1) усувати, виключати 2) ліквідувати, знищувати  
outbreak – 1) вибух, спалах (гніву) 2) раптовий початок (епідемії тощо)  
slaughter – забивати, різати (худобу)  
repair – 1) лагодити, ремонтувати; виправляти 2) відновлювати (сили тощо)  
excision – вирізування; відрізування  
obstetrics – акушерство  
lameness – кульгавість  
affect – уражати (про хворобу)  
notifiable – який підлягає реєстрації (повідомленню, заявленню)

*Read and translate the text:*

## VETERINARY MEDICINE

Veterinary medicine is the branch of medical science, which deals with the prevention, diagnosis, and treatment of the diseases of domestic animals and the management of other animal disorders. The field also deals with those diseases that are intercommunicable between animals and humans.

Persons who serve as doctors to animals have existed since early times, and veterinary practice was already established as a specialty as early as 2000 BC in Babylonia and Egypt. The ancient Greeks had a class of physicians who were called "horse-doctors", and the Latin term for the specialty, *veterinarius* ("pertaining to beasts of burden"), came to denote the field in general in modern times. After a period of virtual nonexistence during the Middle Ages, veterinary science revived in the 18th century, when the first veterinary schools in Europe were established.

Animal health is to ensure the efficient production of wholesome animal products. Farm animals are susceptible to various infectious diseases and may suffer from viruses and harmful bacteria, so animals should be examined by veterinary surgeons regularly in order to notice disease symptoms in time and take the necessary preventive and control measures. Such common animal diseases as mastitis, brucellosis, swine fever, and some others can cause major losses among stock animals and must be controlled or prevented by veterinary doctors. Vaccination and immunization, sanitation measures, and the rigid segregation are important tools used to combat the spread of such infectious diseases as anthrax, bovine tuberculosis, brucellosis, canine distemper, and rabies. Sanitary control of animal housing and proper pasture management are to eliminate any carriers of animal infectious diseases which can be easily transmitted by water and soil.

The government officials must be informed about the outbreak of a notifiable disease in order to prevent the disease spread. If an animal has contract the infectious disease and cannot be cured, it will have to be slaughtered. Veterinary surgeons also treat parasitical infections, unsanitary conditions which may cause lower fertility in livestock, and nutritional.

A veterinarian's training must include the basic preclinical disciplines of anatomy, histology, physiology, pharmacology, microbiology, and pathology. The clinical subjects of study can be divided into internal medicine, surgery, preventive medicine, and clinical practice. Internal medicine includes the diagnosis and treatment of diseases as they affect animals. Surgery includes wound treatment, fracture repair, the excision of body parts, and the related techniques of radiology, anesthesiology, obstetrics, treatment of lameness, and so on. In both medical and surgical treatment, the same techniques are used as in medical practice on humans.

Veterinary associations exist in practically all countries, their purpose is to advance the standards and to improve the services of the profession.

### Exercises

#### *I. Answer the following questions:*

1. What is veterinary medicine?

2. When was veterinary practice established?
3. How was a class of physicians called in the ancient Greece?
4. What did the Latin term *veterinarius* mean?
5. When were the first veterinary schools in Europe established?
6. What diseases can cause major losses among stock animals?
7. What are vaccination and immunization, sanitation measures, and the rigid segregation used for?
8. What must a veterinarian's training include?
9. What do the clinical subjects include?
10. What are the purposes of veterinary associations?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|   |  |   |   |
|---|--|---|---|
| 1 | Veterinary practice was already established as a specialty as early as 2000 BC in Babylonia and Greece.  | T | F |
| 2 | The first veterinary schools in Europe were established in the 19th century and since that time veterinary science has rapidly developed alongside with modern medicine. | T | F |
| 3 | Such common animal diseases as mastitis, brucellosis, swine fever, and some others can cause major losses among stock animals.   | T | F |
| 4 | Sanitary control of animal housing and proper pasture management are conducted by veterinary doctors.  | T | F |
| 5 | The government officials mustn't be informed about the outbreak of a notifiable disease in order to prevent the disease spread.  | T | F |
| 6 | Veterinarians also treat parasitical infections, unsanitary conditions which may cause lower fertility in livestock, and nutritional.                                    | T | F |
| 7 | Veterinary associations exist in practically all countries, their purpose is to advance the standards and to treat parasitical infections.                               | T | F |

**III. Match the following synonyms.**

|    |             |   |              |
|----|-------------|---|--------------|
| 1  | prevention  | a | to fight     |
| 2  | disease     | b | to transform |
| 3  | to cure     | c | to widen     |
| 4  | to spread   | d | aim          |
| 5  | to combat   | e | illness      |
| 6  | purpose     | f | to influence |
| 7  | to affect   | g | to improve   |
| 8  | management  | h | to treat     |
| 9  | to advance  | i | prophylactic |
| 10 | to transmit | j | to treat     |



**IV. Match the following English words with their Ukrainian equivalents:**

|    |             |   |             |
|----|-------------|---|-------------|
| 1  | prevention  | a | лікування   |
| 2  | disease     | b | ізоляція    |
| 3  | examine     | c | вибух       |
| 4  | segregation | d | хвороба     |
| 5  | eliminate   | e | боротися    |
| 6  | outbreak    | f | хірургічний |
| 7  | combat      | g | спричиняти  |
| 8  | treatment   | h | оглядати    |
| 9  | cause       | i | запобігання |
| 10 | surgical    | j | ліквідувати |

**V. Read aloud the following words paying attention to the pronunciation and translate them into Ukrainian:**

medicine, diagnosis, diseases, disorder, infectious, viruses, bacteria, symptoms, measures, mastitis, brucellosis, swine fever, segregation, anthrax, bovine tuberculosis, brucellosis, canine distemper, rabies, pasture, fertility, anatomy, histology, physiology, pharmacology, microbiology, pathology, surgery, preventive medicine, clinical practice, radiology, anesthesiology, obstetrics, treatment of lameness

**VI. Translate the following word combinations into Ukrainian:**

management of animal disorders \_\_\_\_\_  
to be examined by veterinary surgeons \_\_\_\_\_  
to eliminate any carriers of animal infectious diseases \_\_\_\_\_  
animal health \_\_\_\_\_  
wholesome animal products \_\_\_\_\_  
suffer from viruses and harmful bacteria \_\_\_\_\_  
disease symptoms \_\_\_\_\_  
preventive and control measures \_\_\_\_\_  
rigid segregation \_\_\_\_\_  
cause lower fertility in livestock \_\_\_\_\_  
to affect animals \_\_\_\_\_

**VII. Complete the sentences with the most appropriate form of the words below.**

1. Veterinary ..... is taught in many universities and colleges around the world.
2. Veterinary science includes the prevention, diagnosis, and treatment of the ..... of domestic animals and the management of other animals disorders.
3. Farm animals are susceptible to various infectious diseases and may ..... from viruses and harmful bacteria.
4. Animals should be ..... by veterinarians in order to notice disease symptoms in time.

5. The task of the veterinary service is to prevent ..... of serious animal diseases.
6. Veterinarians also .....treat parasitical infections, unsanitary conditions which may cause lower fertility in livestock, and nutritional.

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suffer, outbreak, treat, diseases, medicine, examined

***VIII. Read additional text 1 carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Write a summary of the text. Read the text once again and try to retell it.***

***IX. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.***

1. Veterinary medicine in Ukraine.
2. Veterinary medicine in the USA.

***X. Discuss such problem:***

1. Role and importance of veterinary medicine in society.
2. What tasks are set for the veterinary science today?

## UNIT 2

### HISTORY OF VETERINARY MEDICINE

***Memorize the meaning of the following words and word combinations.***

ancient - древній  
to compare - порівнювати  
physician - лікар  
cattle plague - чума худоби  
to graze - пасти (-сь)  
to deplete peasants - розоряти селян  
to deprive - позбавляти  
to be of great concern - мати велике значення  
environment - навколишнє середовище, умови  
to destroy - знищувати  
dissemination - поширення  
disease outbreak - спалах хвороби  
well-being - добробут  
advancement - прогрес, рух вперед  
contribution - внесок

***Read and translate the text:***

## FROM THE HISTORY OF VETERINARY MEDICINE

Even at the ancient times diseases of people were compared with those of animals. Hippocrates and other known physicians made sections of animal corps to study the body structure, for the section of human body was not allowed by the church till the late Middle Ages. The veterinary medicine as a separate science appeared since the 17<sup>th</sup> century. At that time cattle plague was the most devastating disease that seriously affected Europe's social and economic life. It greatly reduced the incomes of landowners, deprived merchants of products of animal origin, depleted peasants, while the urban population could obtain meat, dairy products, leather and wool goods at extremely high prices.

The plague was of such great concern that Italian physician Giovanni Lancisi was ordered by the government to investigate this disease when it first appeared in Italy in 1713. Lancisi developed some measures to control the epizootic; he established the quarantine, the inspection of meat, the destruction of sick animals and the hygienic control of the environment. The control procedures prescribed by Lancisi soon liberated Rome and its surrounding countryside from the plague, but the remainder continued to devastate European countries.

The devastation caused by rinderpest was so great in France that nearly half the cattle population was destroyed between 1710 and 1714. The King established a commission of physicians and agriculturists to determine what action was needed. After 40 years of reports, petitions, enormous economic losses a royal decree empowered Claude Bourgelat, a physician, who was an eminent authority on animal diseases, to establish a school at Lyon for the study of diseases of cattle, horses and other domestic animals. The school was opened in 1762 and soon gained fame for its useful advice on handling disease outbreaks. Students from all over France and Europe came in Lyon to study. Later on new schools were established in Vienna, Berlin, Hanover, Copenhagen and other cities of Europe.

The dissemination of disease control measures, the quarantine of sick animals and restriction of their carriers, the slaughter of diseased animals, cleaning of cattle housing, barns and sheds, avoiding fields and pastures where sick animals had grazed, all this had brought effect.

Here was the beginning of the significant contribution of veterinary medicine to society. Not only public health but also mankind's economic and social well-being have benefited from the advancement of veterinary medicine. The protection of animal health resulted in an expanded rural economy that in turn provided a base for the industry and development of the whole world market. Many Ukrainian scientists made a valuable contribution to the development of veterinary medicine.

### Exercises

#### *I. Answer the following questions:*

1. What did stimulate the development of veterinary medicine?
2. What kind of animal diseases was particularly destructive?

3. What harm did the epizootic bring to the people?
4. Whose recommendations became very useful?
5. Where the first veterinary school was established?
6. How could veterinarians fight the epizootic?
7. Have the achievements of veterinary helped the mankind's health and economy?
8. What do you know about the history of you native school of veterinary medicine?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|   |   |   |   |
|---|---|---|---|
| 1 | The physicians made sections of animal corps to study the body structure, for the section of human body was not allowed by the church till the late Middle Ages.                              | T | F |
| 2 | The veterinary medicine as a separate science appeared since the 18 <sup>th</sup> century.  | T | F |
| 3 | The plague was of such great concern that Hippocrates was ordered by the government to investigate this disease when it first appeared in Italy in 1713.                                      | T | F |
| 4 | Lancisi developed some measures to control the epizootic; he established the quarantine, the inspection of meat, the destruction of sick animals and the hygienic control of the environment. | T | F |
| 5 | The school for the study of diseases of cattle, horses and other domestic animals was opened in 1762 in Paris.  | T | F |
| 6 | Later on new schools were established in Vienna, Berlin, Hanover, Copenhagen and other cities of Europe.  | T | F |
| 7 | Not only public health but also mankind's economic and social well-being haven't benefited from the advancement of veterinary medicine.   | T | F |
| 8 | Many Ukrainian scientists made a valuable contribution to the development of veterinary medicine.   | T | F |

**III. Match the following English words with their Ukrainian equivalents:**

|    |               |   |             |
|----|---------------|---|-------------|
| 1  | destroy       | a | пасти       |
| 2  | plague        | b | внесок      |
| 3  | to graze      | c | прогрес     |
| 4  | dissemination | d | карантин    |
| 5  | environment   | e | знищувати   |
| 6  | contribution  | f | спалах      |
| 7  | advancement   | g | чума        |
| 8  | quarantine    | h | заходи      |
| 9  | outbreak      | i | environment |
| 10 | measures      | j | поширення   |

***IV. Translate the following word combinations into Ukrainian:***

separate science \_\_\_\_\_  
cattle plague \_\_\_\_\_  
disease outbreak \_\_\_\_\_  
study of diseases of cattle \_\_\_\_\_  
was of great concern \_\_\_\_\_  
dissemination of disease control measures \_\_\_\_\_  
advancement of veterinary medicine \_\_\_\_\_  
valuable contribution \_\_\_\_\_

***V. Complete the sentences with the most appropriate form of the words below.***

1. Hippocrates and other known physicians made sections of animal corps to study the ... structure, for the section of human body was not allowed by the church till the late Middle Ages.

2. In the 18th cattle ... was the most devastating disease that seriously affected Europe's social and economic life.

3. The Italian doctor Lancisi investigated this ... .

4. Lancisi established the quarantine, the inspection of meat, the ... of sick animals and the hygienic control of the environment.

5. The first ... school was opened in 1762.

6. The ... of animal health resulted in an expanded rural economy that in turn provided a base for the industry and development of the whole world market.

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epizootic, plague, body, destruction, protection, veterinary

***VI. Translat ethe following sentences into English.***

1. Чума великої рогатої худоби стала справжнім лихом в 18-м столітті.  
2. Вона серйозно вразила соціальне та економічне життя в Європі.  
3. В Італії вона вперше з'явилася в 1713 році.  
4. Італійський лікар Ланцізі досліджував цю епізоотію.  
5. Він рекомендував карантин, інспекцію м'ясних і молочних продуктів, забій уражених тварин і гігієну навколишнього середовища.  
6. Процедури, запропоновані їм, швидко позбавили Рим і навколишню сільську місцевість від хвороби.  
7. У Франції майже половина великої рогатої худоби була знищена чумою між 1710 і 1740 роками.  
8. Королівським указом лікар Клод Буржела був уповноважений відкрити ветеринарну школу в Ліоні для вивчення хвороб домашніх тварин.  
9. Пізніше нові ветеринарні школи були засновані в багатьох великих містах Європи.  
10. Застосування заходів контролю за захворюваннями домашньої худоби стало початком реального вкладу ветеринарної медицини в життя суспільства.  
11. Громадське здоров'я і благополуччя людей виграли від прогресу ветеринарної медицини.

**VII. Read additional text 2 carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Write a summary of the text. Read the text once again and try to retell it.**

**VIII. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.**

1. History of veterinary medicine in Ukraine.
2. History of veterinary medicine in the USA.

**IX. Write composition about the development of veterinary medicine in Ukraine and first Ukrainian veterinary schools. What do you know about the history of Education and Research Institute of Veterinary Medicine you study in?**

### UNIT 3

#### THE WORK OF VETERINARIANS

***Before you read the text say why you decided to be a veterinarian. What do you know about your future profession?***

***Memorize the meaning of the following words:***

authorization – 1) уповноваження 2) доручення; дозвіл; санкція;  
ability – здібність, здатність; спритність, уміння  
advanced – 1) сучасний; досконалий 2) висунутий уперед; передовий  
background – підготовка, кваліфікація  
recognition – 1) упізнавання, розпізнавання 2) визнання; схвалення  
acknowledgement – визнання  
physician – лікар  
surgeon – хірург  
injury – 1) пошкодження 2) поранення, травма, рана;  
disorder – розлад  
maintain – 1) підтримувати; зберігати 2) захищати, відстоювати  
pet – улюблена тварина  
internal medicine – терапія  
pursue – 1) ставити (за мету) 2) продовжувати  
investigate – досліджувати; вивчати  
research – 1) (часто) наукове дослідження; вивчення 2) дослідницький  
safety – безпечність; безпека; надійність  
enhance – збільшувати, посилювати; підвищувати (ціну); підносити (якість)  
evaluate – оцінювати; визначати кількість  
effect – дія, вплив

prevention – запобігання; застереження  
treatment – лікування; догляд  
oath – присяга, клятва  
recite – повторювати напам'ять; декламувати  
prior — раніше, колись, до  
wording – формулювання; форма вислову  
admit – допускати, приймати; впускати; to be admitted to — одержати право  
swear – клястися, присягатися  
solemnly – урочистий  
skill – майстерність, уміння  
benefit – користь; вигода; прибуток  
relief – полегшення, заспокоєння (болю); допомога, розрада  
conscientiously – сумлінно, добросовісно  
dignity – гідність; почуття власної гідності; поважність  
obligation – обов'язок, зобов'язання  
lifelong – довічний  
improvement – поліпшення, удосконалення  
core – суть  
inseparable – нероздільний, невіддільний  
accountable – відповідальний  
explore – досліджувати, вивчати  
ethos – моральні уявлення

***Read and translate the text:***

## **BEING A PROFESSIONAL VETERINARIAN**

The term “professional” often describes an individual with specialized knowledge or ability. Professional status is typically based on a number of things: an advanced educational background; practical experience from working in the field one has chosen; membership of a professional organization; recognition of a whole set of professional norms and values; acknowledgement of the need for continuing education; and in the case of veterinarians, official authorization.

A veterinary physician, colloquially called a vet, shortened from veterinarian (American English, Australian English) or veterinary surgeon (British English), is a professional who practices veterinary medicine by treating disease, disorder, and injury in animals. The word “veterinarius” is a Latin word. It means taking care of animals and treatment of livestock.

Veterinarians are highly trained medical professionals who provide for the health and quality of life of all kinds of animals. They use problem-solving skills and in-depth knowledge of biological, physical and social science to diagnose, treat and prevent animal diseases and help to maintain the quality of our environment.

Veterinary practice is diverse. Many careers are open to specialists with veterinary degrees. They diagnose and treat disease in a variety of different species without verbal communication with their patients. They work in clinical institutions

and often practice in a limited field such as “companion animal” or pet medicine (small animals such as dog, cat, and pocket pets), production medicine or livestock medicine.

Veterinarians may specialize in medical disciplines such as surgery, dermatology or internal medicine after postgraduate training and certification. Some veterinarians pursue postgraduate training and enter research careers, and have contributed to advances in many human and veterinary medical fields, including pharmacology and epidemiology. Research veterinarians investigate scientific problems and develop strategies and new technologies. They develop new diagnostic tests, vaccines and products that prevent human and animal disease and enhance food quality. For instance, veterinary pathologists and toxicologists working in public institutions or private companies test the safety and efficacy of new treatments, monitor environmental conditions and evaluate the effects of environmental pollutants.

Generally the veterinary medicine is profession concerned with the prevention, diagnosis and treatment of animal diseases, animal production and public health. Public health here means the health of both – animals and humans.

Besides having a recognized veterinary education, in some countries applicants must sign a declaration or an oath to obtain licensure. Many veterinary schools require students to recite a veterinarian’s oath prior to or at graduation. The veterinarian’s oath currently has the following wording:

Being admitted to the profession of veterinary medicine, I solemnly swear to use my scientific knowledge and skills for the benefit of society through the protection of animal health, the relief of animal suffering, the conservation of animal resources, the promotion of public health, and the advancement of medical knowledge. I will practice my profession conscientiously, with dignity, and in keeping with the principles of veterinary medical ethics. I accept as a lifelong obligation the continual improvement of my professional knowledge and competence.

The oath not only expresses obligations defined by society, but is also the expression of the ethos of the profession, or a core part of the professional identity.

Veterinarians are now educated in higher education, both to degree level and through the Advanced Diploma in Veterinary Medicine. There is a strong motivation towards professionalism and to be seen to be professionals in practice. However, professionalism is more than a label. It is inseparable from ethical, lawful and accountable practice. To function as professionals, veterinary doctor need to explore and analyses what it means to be a professional.

## **Exercises**

### ***I. Answer the following questions:***

1. What does the term “professional” mean?
2. What is a veterinarian and what do they do?
3. Can you describe veterinary practice?
4. Where do most vets work?



5. Does the work of veterinarian include research?
6. What do many veterinary schools require from students?
7. What wording has the veterinarian's oath currently?
8. What should professional veterinarian pay particular attention to?
9. What is your responsibility as a doctor of veterinary medicine?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|   |   |   |   |
|---|---|---|---|
| 1 | A veterinarian is a medical professional who protects the health and well-being of both animals and people.   | T | F |
| 2 | They diagnose and control animal diseases and treat sick and injured animals.   | T | F |
| 3 | They work only for federal or regional agencies that watch over the health and welfare of domesticated animals or monitor populations of free-ranging wildlife.                 | T | F |
| 4 | Veterinarians provide a wide range of services in private practice, teaching, research, government service, public health, military service, private industry, and other areas. | T | F |
| 5 | In all countries applicants must sign a declaration or an oath to obtain licensure.   | T | F |
| 6 | The oath of veterinarians expresses obligations defined by society.   | T | F |

**III. Match the following synonyms.**

|    |              |   |               |
|----|--------------|---|---------------|
| 1  | individual   | a | hurt          |
| 2  | to explore   | b | investigation |
| 3  | to provide   | c | preservation  |
| 4  | injury       | d | security      |
| 5  | research     | e | duty          |
| 6  | enhance      | f | person        |
| 7  | safety       | g | to search     |
| 8  | effect       | h | to supply     |
| 9  | obligation   | i | cause         |
| 10 | conservation | j | increase      |

**IV. Match the following English words with their Ukrainian equivalents:**

|   |                 |   |              |
|---|-----------------|---|--------------|
| 1 | oath            | a | лікування    |
| 2 | recognition     | b | безпека      |
| 3 | obligation      | c | сумлінно     |
| 4 | safety          | d | досліджувати |
| 5 | prevent         | e | контролювати |
| 6 | conscientiously | f | визнання     |
| 7 | investigate     | g | захист       |

|    |            |   |            |
|----|------------|---|------------|
| 8  | treatment  | h | запобігати |
| 9  | monitor    | i | клятва     |
| 10 | protection | j | обов'язок  |

**V. Read aloud the following words paying attention to the pronunciation and translate them into Ukrainian:**

physician, authorization, surgeon, injury, diagnose, species, conscientiously, obligation, treatment, improvement, research, ethics, ethos, benefit, prevent, effect, monitor, advance, pathologists, toxicologists, promotion

**VI. Translate the following word combinations into Ukrainian:**

veterinary physician \_\_\_\_\_  
veterinarian's oath \_\_\_\_\_  
relief of animal suffering \_\_\_\_\_  
conservation of animal resources \_\_\_\_\_  
promotion of public health \_\_\_\_\_  
continual improvement \_\_\_\_\_  
lawful and accountable practice \_\_\_\_\_  
treatment of animal diseases \_\_\_\_\_  
advanced educational background \_\_\_\_\_  
professional norms and values \_\_\_\_\_  
official authorization \_\_\_\_\_  
to obtain licensure \_\_\_\_\_

**VII. Choose the correct word.**

1. A veterinarian is a medical professional who (*controls /protects*) the health and well-being of both animals and people.
2. They diagnose animal diseases and (*treat/ care*) sick and injured animals.
3. They also advise owners on proper care of their (*animals /pets*) and livestock.
4. Research veterinarians develop new diagnostic tests, vaccines and products that prevent human and animal disease and enhance food (*nutrition /quality*).
5. Veterinarians may (*graduate/ specialize*) in medical disciplines such as surgery, dermatology or internal medicine after postgraduate training and certification.
6. Besides having a recognized veterinary education, in some countries applicants must sign a declaration or an (*oath / ethos*) to obtain licensure.

**VIII. Translate the following word combinations into English:**

сучасний освітній рівень \_\_\_\_\_  
визнання професійних норм і цінностей \_\_\_\_\_  
офіційний дозвіл \_\_\_\_\_  
лікування хвороби \_\_\_\_\_  
травми у тварин \_\_\_\_\_

продовжити навчання в аспірантурі \_\_\_\_\_  
сприяти прогресу в галузі ветеринарної медицини \_\_\_\_\_  
безпека і ефективність нових методів лікування \_\_\_\_\_  
клятва ветеринара \_\_\_\_\_  
постійне удосконалення \_\_\_\_\_  
законна і відповідальна практика \_\_\_\_\_

***IX. Read additional text 3 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Write a summary of the text.***

***X. Write an essay/ report on one of the topics:***

1. The Future of the Veterinary Profession.
2. The Veterinary Profession in Ukraine.
3. Outstanding British, American and Ukrainian Veterinarians.
4. British, American and Ukrainian Veterinary School.

***XI. Discuss such problems:***

1. Why did you want to become a vet?
2. What are you doing outside your studies to prepare you to be a veterinarian?
3. What advice do you have for students who want to become vets?

## UNIT 4

### NATURE OF THE WORK

***Before you read the text say why you decided to be a veterinarian.  
What do you know about your future profession?***

***Memorize the meaning of the following words:***

self-employed – який працює не за наймом; який обслуговує власне підприємство  
wildlife – жива природа  
oversee – наглядати; стежити  
handle – мати справу з  
ferret – тхір  
fractures – тріщина; надлом, злом; розрив

owner – власник, хазяїн; господар  
equine – кінський, конячий  
feeding – годування  
housing – 1) забезпечення житлом 2) укриття; сховище  
enforce – 1) проводити в життя (закон) 2) натискувати, спонукати, примушувати  
transmissible – 1) що передається 2) заразний  
limb – 1) кінцівка, частина (тіла)  
anxious – 1) стурбований, стривожений, занепокоєний  
slaughterhouse – бойня, бійня, різниця  
frightened – наляканий, переляканий  
pain – 1) біль, страждання  
bite – 1) кусати(ся); жалити  
kick – 1) ударяти (штовхати) ногою; брикати(ся)  
scratch – 1) дряпати(ся); шкребти(ся); роздряпувати

***Read and translate the text:***

## NATURE OF THE WORK

Veterinarians are highly trained medical professionals who provide for the health and quality of life of all kinds of animals. Veterinary surgery is a popular careers choice with a broad range of possibilities. Veterinarians held about 78,300 jobs in 2014, of which about 74 percent were in the veterinary services industry. Others held positions in federal, state, or local government; animal production, and in colleges and universities. About 1 in 6 veterinarians were self-employed in 2016. Most veterinarians work in private clinics and hospitals. Others travel to farms, work in laboratories or classrooms, or work for the government. Veterinarians may work for federal or regional agencies that watch over the health and welfare of domesticated animals or monitor populations of free-ranging wildlife. These experts diagnose diseases, inspect meat and poultry, oversee communicable disease programs (West Nile virus, rabies, BSE, avian flu, etc.) and conduct research. Specialists also handle fish, wildlife, laboratory animals and other animals are regulated by federal law.

The following are examples of types of veterinarians:

*Companion animal veterinarians* treat pets and generally work in private clinics and hospitals. According to the American Veterinary Medical Association, more than 75 percent of veterinarians who work in private clinical practice treat pets. They most often care for cats and dogs, but also treat other pets, such as birds, ferrets, and rabbits. These veterinarians diagnose and provide treatment for animal health problems, consult with owners of animals about preventive healthcare, and carry out medical and surgical procedures, such as vaccinations, dental work, and setting fractures.

*Equine veterinarians* work with horses. In 2014, about 6 percent of private practice veterinarians diagnosed and treated horses.

*Food animal veterinarians* work with farm animals such as pigs, cattle, and sheep, which are raised to be food sources. In 2014, about 7 percent of private practice veterinarians treated food animals. They spend much of their time at farms and ranches treating illnesses and injuries and testing for and vaccinating against disease. They may advise owners or managers about feeding, housing, and general health practices.

*Food safety and inspection veterinarians* inspect and test livestock and animal products for major animal diseases, provide vaccines to treat animals, enhance animal welfare, conduct research to improve animal health, and enforce government food safety regulations. They design and administer animal and public health programs for the prevention and control of diseases transmissible among animals and between animals and people.

*Research veterinarians* work in laboratories, conducting clinical research on human and animal health problems. These veterinarians investigate scientific problems and develop strategies and new technologies. They develop new diagnostic tests, vaccines and products that prevent human and animal disease and enhance food quality. For instance, veterinary pathologists and toxicologists working in public institutions or private companies test the safety and efficacy of new treatments, monitor environmental conditions and evaluate the effects of environmental pollutants.

Research veterinarians were the first to isolate oncoviruses, Salmonella species, Brucella species, and various other pathogenic agents. Veterinarians determined the identity of the botulism diseasecausing agent; produced an anticoagulant used to treat human heart disease; and developed surgical techniques for human beings, such as limb and organ transplants.

The work can be emotionally stressful, as veterinarians deal with sick animals and the animals' anxious owners. Also, the workplace can be noisy, as animals make noise when sick or being handled. Working on farms and ranches, in slaughterhouses, or with wildlife can also be physically demanding.

When working with animals that are frightened or in pain, veterinarians risk being bitten, kicked, and scratched. In addition, veterinarians working with diseased animals risk being infected by the disease.

## **Exercises**

### ***I. Answer the following questions:***

1. Where do veterinarians work?
2. Can you describe veterinarians' work for federal or regional agencies?
3. What are examples of types of veterinarians?
4. What activity do animal veterinarians perform?
5. What activity do veterinarians usually perform if they are food safety inspectors?
6. What do research veterinarians investigate?
7. What can you say about working with animals?

### ***II. Match the following English words with their Ukrainian equivalents:***

|    |                 |   |              |
|----|-----------------|---|--------------|
| 1  | oath            | a | лікування    |
| 2  | recognition     | b | безпека      |
| 3  | obligation      | c | сумлінно     |
| 4  | safety          | d | досліджувати |
| 5  | prevent         | e | контролювати |
| 6  | conscientiously | f | визнання     |
| 7  | investigate     | g | захист       |
| 8  | treatment       | h | запобігати   |
| 9  | monitor         | i | клятва       |
| 10 | protection      | j | обов'язок    |

**III. Match the following synonyms.**

|    |              |   |               |
|----|--------------|---|---------------|
| 1  | professional | a | to carry out  |
| 2  | to oversee   | b | prophylactic  |
| 3  | to monitor   | c | to increase   |
| 4  | livestock    | d | to look after |
| 5  | to conduct   | e | to develop    |
| 6  | preventive   | f | to estimate   |
| 7  | to enhance   | g | cattle        |
| 8  | to improve   | h | ill           |
| 9  | to evaluate  | i | to control    |
| 10 | sick         | j | expert        |

**IV. Read aloud the following words paying attention to the pronunciation and translate them into Ukrainian:**

physician, authorization, surgeon, injury, diagnose, species, conscientiously, obligation, treatment, improvement, research, ethics, ethos, benefit, prevent, effect, monitor, advance, pathologists, toxicologists, promotion

**V. Translate the following words and word combinations into English:**

стежити за здоров'ям домашніх тварин \_\_\_\_\_  
 контролювати популяції диких тварин \_\_\_\_\_  
 проводити інспектування м'яса і птиці \_\_\_\_\_  
 власники тварин \_\_\_\_\_  
 підвищувати якість продуктів харчування \_\_\_\_\_  
 оцінювати вплив забрудників навколишнього середовища \_\_\_\_\_  
 забезпечувати виконання (дотримання) державних норм безпеки харчових продуктів \_\_\_\_\_  
 контролювати стан навколишнього середовища \_\_\_\_\_  
 мати справу з дикою природою \_\_\_\_\_

**VI. Read and complete the sentences using the words below.**

1. .... held positions in federal, state, or local government; animal production, and in colleges and universities.
2. .... care for cats and dogs, but also treat other pets, such as birds, ferrets, and rabbits.
3. .... work with farm animals such as pigs, cattle, and sheep, which are raised to be food sources.
4. ....work in laboratories, conducting clinical research on human and animal health problems. These veterinarians investigate scientific problems and develop strategies and new technologies.
5. .... work with horses.
6. ....inspect and test livestock and animal products for major animal diseases, provide vaccines to treat animals, enhance animal welfare, conduct research to improve animal health, and enforce government food safety regulations.

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research veterinarians, food animal veterinarians, equine veterinarians,  
animal veterinarians, veterinarians, food safety veterinarians

***VII. Read additional text 4 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Write a summary of the text.***

***VIII. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.***

1. Work environment for veterinarians.
2. The veterinary profession in Ukraine.

***IX. Discuss such problems:***

1. What is the duty of the veterinary doctor?
2. Where will you get a job with as a veterinary doctor in Ukraine?
3. What veterinary will I be? And how will I help humanity?
4. Why did you want to become a vet?
5. What are you doing outside your studies to prepare you to be a veterinarian?
6. What advice do you have for students who want to become vets?

## UNIT 5

### A VETERINARY CAREER

***What do you know about a veterinary career?***

***What are the pluses and minuses of a veterinary career ?***

***Memorize the meaning of the following words and expressions:***

advantage - перевага  
employed - найнятий, прийнятий (на роботу)  
gain - діставати, одержувати, домагатися; здобувати  
considerable - значний, чималий  
injury - пошкодження  
emergency clinic - клініка швидкої допомоги  
hamster – хом'як  
catfish – зубатка смугаста  
ostrich - страус  
hogs - свині  
reduce – знизити, зменшити  
beyond – за межами, вище, над, понад  
practitioner - практикуючий лікар

***Read and translate the text:***

### **THE PLUSES AND MINUSES OF A VETERINARY CAREER**

The pluses and minuses of a veterinary career vary. They depend on the stage of a veterinarian's career, the type of practice, and the veterinarian's likes and dislikes. The primary reward for all veterinarians is the personal satisfaction in knowing that they are improving the quality of life for animals and people.

Veterinarians who are employed by government agencies, laboratories, colleges, and commercial firms often have responsibility for large health programs and may manage large numbers of people. Most veterinarians work in private clinical practice, which has its own set of advantages and disadvantages. Veterinarians in private clinical practice gain satisfaction from helping owners keep their animals well and from treating sick and injured animals. Veterinarians in private practice serve a variety of animals. This is especially true in companion animal practice because of the increased popularity of pet birds, small mammals, hamsters, and fish. Today, a veterinarian may be treating llamas, catfish, or ostriches as well as cats, dogs, horses, cows, hogs, sheep, and goats. Veterinarians usually treat companion and food animals in hospitals and clinics. Those in large animal practice also work out of well-equipped trucks or cars, and may drive considerable distances to farms and ranches. They may work outdoors in all kinds of weather.

The chief risk for veterinarians is injury by animals; however, modern tranquilizers and technology have made it much easier for veterinarians to work on all types of animals. Most veterinarians work 50 or more hours a week; however, about a fifth work 40 hours a week. Although those in private practice may work nights and weekends, the increased number of emergency clinics has reduced the amount of time private practitioners must be on call. Large animal practitioners tend to work more irregular hours than do those in small animal practice, industry, or



government. Veterinarians who are just starting a practice tend to work longer hours. Private clinical practitioners who own their own practices determine the nature of their practice and set their working hours. Because they are selfemployed, most private clinical practitioners choose to work beyond normal retirement age.

## Exercises

### *I. Answer the following questions:*

1. Where do veterinarians work?
2. Can you describe veterinarians' work?
3. What activity do animal veterinarians perform?
4. What is the chief risk for veterinarians?
5. What can you say about working with animals?

### *II. Match the following English words and expressions with their Ukrainian equivalents:*

|    |                              |   |                               |
|----|------------------------------|---|-------------------------------|
| 1  | to be employed by            | a | переваги і недоліки           |
| 2  | to have responsibility       | b | мати власну практику          |
| 3  | to gain satisfaction         | c | пенсійний вік                 |
| 4  | to tend                      | d | головний ризик                |
| 5  | companion                    | e | нести відповідальність        |
| 6  | retirement age               | f | отримати задоволення          |
| 7  | chief risk                   | g | бути схильним, мати тенденцію |
| 8  | sick and injured animals     | h | компаньон, товариш            |
| 9  | help owners                  | i | наймати на роботу             |
| 10 | advantages and disadvantages | j | допомагати власникам          |
| 11 | to own one's own practice    | k | хворі та поранені тварини     |

### *III. Match the following synonyms.*

|    |             |   |                   |
|----|-------------|---|-------------------|
| 1  | stage       | a | be hired          |
| 2  | improve     | b | guide             |
| 3  | be employed | c | ill               |
| 4  | keep        | d | possess           |
| 5  | manage      | e | wounded           |
| 6  | be sick     | f | a man of property |
| 7  | treat       | g | select            |
| 8  | own         | h | job               |
| 9  | injured     | i | cure              |
| 10 | owner       | j | level             |
| 11 | choose      | k | hold              |
| 12 | work        | l | get better        |

#### ***IV. Translate the following words and word combinations into English:***

лікувати хворих та поранених тварин \_\_\_\_\_  
мати власну практику \_\_\_\_\_  
управляти великою кількістю людей \_\_\_\_\_  
мати певні переваги і недоліки \_\_\_\_\_  
зменшити кількісь часу \_\_\_\_\_  
клініка швидкої допомоги \_\_\_\_\_  
визначати природу практики \_\_\_\_\_  
на відкритому просторі за будь-якої погоди \_\_\_\_\_

#### ***V. Read and complete the sentences using the words below.***

1. Most veterinarians work in ... clinical practice, which has its own set of advantages and disadvantages.
2. Veterinarians in private practice serve a variety of ... .
3. Veterinarians in private clinical practice gain satisfaction from helping owners keep their animals well and from treating sick and ... animals.
4. The chief ... for veterinarians is injury by animals.
5. Large animal ... tend to work more irregular hours than do those in small animal practice, industry, or government.
6. Veterinarians who are just starting a practice ... to work longer hours.

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tend, practitioners, private, animals, injured, risk

#### ***VI. Translate the following sentences into English.***

1. У практиці ветеринарного лікаря є багато переваг та недоліків. 2. Ветеринари несуть велику відповідальність перед суспільством, оскільки залучені до діяльності у великих корпораціях, державних установах, а також у різних проектах. 3. Ветеринари, які займаються приватною клінічною практикою, отримують задоволення від надання допомоги у гарному догляді за домашніми тваринами їх власникам, а також від лікуванні хворих та поранених тварин. 4. Ветеринари обслуговують різних тварин, котрі проживають на фермах, у дикій природі, зоопарках та приватних домівках. 5. Ветеринари, які лікують великих тварин, часто працюють на відкритому просторі за будь-якої погоди, використовують добре оснащені машини. Вони долають значні відстані до ферм або ранчо. 6. Найбільшим ризиком для ветеринарів є ушкодження, які вони можуть отримати від хворих тварин, проте використання сучасних транквілізаторів та технологій полегшує їх діяльність. 7. Більшість приватних лікарів повинні працювати 50 і більше годин, іноді вночі і у вихідні. 8. Велика кількість лікарень швидкої допомоги зменшила години приватної практики для ветеринарів. Отже, вони завжди мають бути на зв'язку. 9. Ветеринари-початківці схильні практикувати більше годин. 10. Більшість ветеринарів, які мають приватну практику, продовжують працювати у пенсійному віці.

*VII. Read additional text 5 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean.*

*VIII. Express your opinion as for advantages and disadvantages of veterinarian profession in the USA. Have you ever thought which of these areas is more preferable for your future? Write composition and express your opinions.*

## UNIT 6

### VETERINARY EDUCATION

*Memorize the meaning of the following words and word combinations.*

confuse – змішувати, сплутувати

curriculum – курс навчання, навчальний план, програма

surgery – хірургія

last – тривати

herd – стадо

expose – піддавати (чомусь - to)

setting – оточення

award – присуджувати (щось)

adopt – вибирати

recipient – одержувач

license – ліцензія, патент

graduate – той, що має науковий ступінь, випускник

permit – 1) дозволяти, давати дозвіл 2) надавати можливість

administer – управляти, керувати справами

jurisdiction – судочинство

prior to – раніше, колись, до

undergraduate – студент останнього курсу

sit for examination – скласти екзамен, іспит

mutual – взаємний, обопільний

recognize – визнавати

issue – 1) виходити; випливати 2) випускати; видавати (газету, журнал тощо) 3)

пускати в обіг (гроші тощо) 4) видавати наказ

individual – особа

*Read and translate the text:*

### A VETERINARY SCHOOL

To become a veterinarian one must first complete a veterinary degree (i. e.: DVM, VMD, BVSc, BVMS, etc.). A veterinary school is a tertiary educational institution, or part of such an institution, which is involved in the education of veterinarians. A veterinary school should not be confused with a department of animal science. A department of animal science usually offers a preveterinary school curriculum, teaches the biomedical sciences (usually resulting in a Bachelor of Science degree or the equivalent), and provides graduate veterinary education in disciplines such as microbiology, virology, and molecular biology. The terminology can be confusing, as many veterinary schools outside North America use the title “Faculty of Veterinary Science” rather than “college of veterinary medicine” or “school of veterinary medicine”, and some veterinary schools (particularly those in China, Japan and South Korea) use the term “department” rather than college or school. Veterinary medical school curricula are not standardized. Programs may last anywhere from three to six years. In the United States and Canada, for example, the program is generally four years long. In the first three years, students are taught basic sciences (such as anatomy, physiology, histology, neuroanatomy, pharmacology, immunology, bacteriology, virology, pathology, parasitology, toxicology) in the classroom, as well as other basic courses such as herd health (also called population health), nutrition, radiography, and epidemiology. During the third year, students are exposed to clinical topics like anesthesiology, therapeutic medicine, diagnostics, surgery, ophthalmology, orthopedics, and dentistry. The fourth year is often 12 (not nine) months long, during which students work in a clinical setting delivering care to a wide range of animals.

The types of degree offered by a veterinary school can vary widely. For example: In the United States and in Canada, schools award the Doctor of Veterinary Medicine degree (DVM) or the less common Veterinariane Medicinale Doctoris degree (VMD) if the students are a graduate from the University of Pennsylvania School of Veterinary Medicine. Many countries offer a degree equivalent to the North American DVM.

In the United Kingdom, in Ireland and in many countries which have adopted the undergraduate system of higher education in which a Bachelor’s degree is equivalent to a DVM (after six years of study, not four), the Bachelor of Veterinary Science degree (BVSc) is awarded. At the University of Edinburgh, the degree is the Bachelor’s of Veterinary Medicine & Surgery (BVM&S).

Some veterinary schools, however, offer a degree which enables the recipient to practice veterinary medicine in the home country but which does not permit the individual to even sit for a license exam in another nation. For example, Ethiopia awards the Doctor of Veterinary Medicine degree, but the degree is not recognized in the U. S. or Western Europe due to the low quality of education provided by Ethiopian veterinary schools.

Nearly every country in the world requires an individual with a veterinary degree to be licensed prior to practicing in the profession. Most countries require a nonnational who holds a veterinary degree to pass a separate licensure exam for foreign graduates prior to practicing veterinary medicine. In the U. S., for example, the Educational Commission for Foreign Veterinary Graduates (ECFVG) administers a fourstep examination which is accepted by all American states. In Europe, the

European Parliament, which has some jurisdiction over the member states of the European Union (EU), issued a directive on September 30, 2005, which provides for EU-wide standards for veterinary medical education and mutual recognition of veterinary degrees between member states meeting these standards.

## Exercises

### I. Answer the following questions:

1. What kind of education do you need to be a veterinarian?
2. What a veterinary degree must a veterinarian have?
3. What is a veterinary school ?
4. What can you say about veterinary medical school curricula?
5. How long may veterinary medical programs last anywhere ?
6. What sciences are students taught in the first three years?
7. Where do students work during the fourth year?
8. What veterinary degrees do many countries offer?

### II. Circle T if the sentence is true. Circle F if the sentence is false.

|   |   |   |   |
|---|---|---|---|
| 1 | To become a veterinarian one mustn't first complete a veterinary degree (i. e.: DVM, VMD, BVSc, BVMS, etc.).  | T | F |
| 2 | A veterinary school is a department of animal science.  | T | F |
| 3 | In the United States and Canada, for example, the program is generally five years long.   | T | F |
| 4 | During the second year, students are exposed to clinical topics like anesthesiology, therapeutic medicine, diagnostics, surgery, ophthalmology, orthopedics, and dentistry. | T | F |
| 5 | The fourth year is often 12 (not nine) months long, during which students work in a clinical setting delivering care to a wide range of animals.                            | T | F |
| 6 | Nearly every country in the world requires an individual with a veterinary degree to be licensed prior to practicing in the profession.                                     | T | F |

### III. Match the following synonyms.

|   |            |   |             |
|---|------------|---|-------------|
| 1 | recipient  | a | oblige      |
| 2 | profession | b | authorise   |
| 3 | require    | c | bestow      |
| 4 | involve    | d | career      |
| 5 | individual | e | allow       |
| 6 | license    | f | nourishment |
| 7 | award      | g | person      |
| 8 | permit     | h | particular  |

|    |           |   |          |
|----|-----------|---|----------|
| 9  | nutrition | i | receiver |
| 10 | separate  | j | include  |

**IV. Find Ukrainian equivalents for these words:**

- |               |                    |
|---------------|--------------------|
| a) graduate   | a) забезпечувати   |
| b) recognize  | b) випускник       |
| c) provide    | c) хірургія        |
| d) recipient  | d) присуджувати    |
| e) curriculum | e) ліцензія        |
| f) surgery    | f) дозволяти       |
| g) award      | g) якість          |
| h) license    | h) одержувач       |
| i) permit     | i) навчальний план |
| j) quality    | j) визнавати       |

**V. Read aloud the following words paying attention to the pronunciation and translate them into Ukrainian:**

veterinary, veterinarian, equivalent, recipient, to practice, medicine, to be licensed, jurisdiction, standard, biomedical, microbiology, virology, molecular biology, terminology, anatomy, physiology, histology, neuroanatomy, pharmacology, immunology, bacteriology, pathology, parasitology, toxicology, anesthesiology, therapeutic, dentistry, diagnostics, surgery, nutrition, individuals

**VI. Translate the following words and word combinations into Ukrainian:**

- a Bachelor of Science degree \_\_\_\_\_  
 undergraduate \_\_\_\_\_  
 a clinical setting \_\_\_\_\_  
 mutual recognition of veterinary degrees \_\_\_\_\_  
 sit for a license exam \_\_\_\_\_  
 practice in the home country \_\_\_\_\_  
 a fourstep examination \_\_\_\_\_  
 require to pass a separate licensure exam \_\_\_\_\_  
 EU-wide standards for veterinary medical education \_\_\_\_\_  
 permit \_\_\_\_\_  
 award \_\_\_\_\_  
 a license exam \_\_\_\_\_

**VII. Fill in the blanks with suitable words from the text:**

1. To become a veterinarian one must first complete a veterinary .....
2. Veterinary medical school ..... are not standardized.
3. The types of degree offered by a veterinary school can ..... widely.

4. In the United States and in Canada, schools ..... the Doctor of Veterinary Medicine degree (DVM).
3. In Great Britain and Ireland a qualified veterinarian ..... a Bachelor's Degree.
4. Some veterinary schools, however, offer a degree which enables the recipient ..... veterinary medicine in the home country but which does not ..... the individual to even sit for a licensure exam in another nation.
5. Most countries ..... an individual with a veterinary degree to be licensed prior to practicing in the profession.

***VIII. Read the text once again and try to retell it.***

***IX. Read additional text 1 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Write an essay on the following subject : British, American and Ukrainian Veterinary School.***

***X. Compare veterinary schools in the USA and in our country.***

***XI. Discuss your training at the Higher School of Veterinary Medicine.***

***XII. Discuss such problems:***

What kind of education do you need to be a veterinarian?

What do you need to get a veterinary degree?

Changes in Veterinary Education.

## **VETERINARY TRAINING**

***Memorize the meaning of the following words and word combinations.***

complete – закінчити

applicant – абітурієнт

admit – допускати, приймати, дозволяти

admission test – вступний тест

obtain – одержувати; діставати; здобувати

earn – заробляти; отримувати

curriculum – навчальна програма

preclinical sciences – навчальні дисципліни

hands-on experience – практичний досвід

interact under the supervision - взаємодіяти під ( наглядом) керівництвом

***Read and translate the text:***

## VETERINARY TRAINING

The path to becoming a veterinarian is not a short one. To become a veterinarian, students must complete an undergraduate course of study that typically includes basic language and communication skills, social sciences, humanities, mathematics, chemistry, and the biological and physical sciences. Most students enter veterinary school after four undergraduate years, although some are ready in three years. Applicants must take the Veterinary Aptitude Test (VAT), Medical College Admission Test (MCAT), or the Graduate Record Examination (GRE).

At minimum, veterinarians must obtain doctoral degrees from accredited schools of veterinary medicine. Earning a doctor of veterinary medicine degree typically takes four years. Although it is sometimes possible to gain acceptance to a college of veterinary medicine without first earning a bachelor's degree, most students have completed their undergraduate degrees before enrolling.

Veterinarians must complete a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) degree at an accredited college of veterinary medicine.

Twenty-eight colleges and schools of veterinary medicine are accredited by the American Veterinary Medical Association (AVMA) in the United States. A veterinary medicine program generally takes 4 years. The four-year curriculum is usually divided into two phases. The emphasis of the first phase is on preclinical sciences such as anatomy, physiology, pathology, pharmacology, and microbiology. Students spend the majority of their time in classrooms and laboratories. The second phase of veterinary education is more clinical, covering the principles of medicine and surgery through class work and hands-on experience. At this point students treat animals, perform surgery, and interact with clients under the supervision of staff veterinarians.

They also study infectious and noninfectious diseases, diagnostic and clinical pathology, obstetrics, radiology, clinical medicine, anesthesiology, and surgery. Courses in public health, preventative medicine, toxicology, clinical nutrition, professional ethics, and business are also offered. By graduation, students have spent an estimated 4,000 hours in the classroom, laboratory, and clinic. Each year approximately 2,100 people receive their Doctor of Veterinary Medicine (DVM) degree in the United States.

Most veterinary degrees require at least six years of study at the university level, including a minimum of two years of pre-veterinary education and four years in a veterinary medicine program.

To stay current with veterinary medicine, techniques, and technology, practicing veterinarians read scientific journals and attend continuing education symposiums, seminars, and courses.

### Exercises

#### *I. Answer the following questions:*

1. If you want to become a veterinarian, what kind of tests you must pass?
2. What subjects students must know perfect in order to become a veterinarian?



3. What degrees must veterinarians complete?
4. How many colleges and schools of veterinary medicine universities are there in the USA?
5. What can you say about veterinary medicine program ?
6. How many hours per week do veterinary students usually spend in the classroom, laboratory, and clinic?
7. How many years do veterinary degrees require?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|   |  |   |   |
|---|--|---|---|
| 1 | To become a veterinarian, students must complete an graduate course of study that typically includes basic language and communication skills, social sciences, humanities, mathematics, chemistry, and the biological and physical sciences. | T | F |
| 2 | Most students enter veterinary school after four undergraduate years, although some are ready in three years.  | T | F |
| 3 | Veterinarians must complete only a Doctor of Veterinary Medicine.  | T | F |
| 4 | There are currently 30 colleges with accredited programs in the United States.   | T | F |
| 5 | By graduation, students have spent an estimated 400 hours in the classroom, laboratory, and clinic.  | T | F |
| 6 | Most veterinary degrees require at least six years of study at the university level, including a minimum of two years of pre-veterinary education and four years in a veterinary medicine program.   | T | F |
| 7 | To stay current with veterinary medicine, techniques, and technology, practicing veterinarians read scientific journals.   | T | F |

**III. Match the following synonyms.**

|    |              |   |              |
|----|--------------|---|--------------|
| 1  | enter        | a | graduate     |
| 2  | complete     | b | syllabi      |
| 3  | preventative | c | illness      |
| 4  | pathology    | d | ability      |
| 5  | disease      | e | prophylactic |
| 6  | treat        | f | disorder     |
| 7  | education    | g | be enrolled  |
| 8  | curriculum   | h | collaborate  |
| 9  | interact     | i | training     |
| 10 | skill        | j | cure         |

**IV. Find Ukrainian equivalents given in the left column to the following English words and word combinations.**

|    |  |   |  |
|----|--|---|--|
| 1  | communication skills   | a | вступити до ветеринарного коледжу                          |
| 2  | complete an undergraduate course                                   | b | проводити більшість часу в аудиторіях та лабораторіях      |
| 3  | enter veterinary college   | c | профілактична медицина                                     |
| 4  | medical College Admission Test                                     | d | взаємодіяти (спілкуватися) з клієнтами під керівництвом    |
| 5  | spend the majority of one's time in classrooms and laboratories    | e | включати принципи медицини та хірургії                     |
| 6  | interact with clients under the supervision of staff veterinarians | f | демонструвати професіоналізм у певній галузі спеціалізації |
| 7  | preventative medicine  | g | отримати ліцензію  |
| 8  | received a license   | h | практичний досвід  |
| 9  | hands-on experience  | i | закінчити підготовчий курс                                 |
| 10 | cover the principles of medicine and surgery                       | j | комунікативні вміння                                       |
| 11 | demonstrate proficiency in one's area of specialization            | k | вступний тест до медичного навчального закладу             |

***V. Translate the following words and word combinations into Ukrainian:***

obtain doctoral degrees \_\_\_\_\_  
take the Veterinary Aptitude Test \_\_\_\_\_  
earning a bachelor's degree \_\_\_\_\_  
four-year curriculum \_\_\_\_\_  
principles of medicine and surgery \_\_\_\_\_  
treat animals \_\_\_\_\_  
perform surgery \_\_\_\_\_  
interact with clients \_\_\_\_\_  
clinical nutrition \_\_\_\_\_  
attend continuing education symposiums \_\_\_\_\_

***VI. Fill in the blanks with suitable words from the text:***

1. Undergraduate course usually..... basic language and communication skills, social sciences, humanities, mathematics, chemistry, and the biological and physical sciences. (a. include, b. includes, c. was included, d. were included).

2. Some years ago most students .....veterinary school after four undergraduate years, but nowadays some ...ready in three years. (a. entered, are; b. entered, were; c. were entered, are; d. was entered, was).

3. Applicants .....take the Veterinary Aptitude Test (a. can; b. need; c. must; d. able.).

4. Nowadays most colleges and schools of veterinary medicine in the USA ... (a. is accredited; b. were accredited; c. are accredited; d. had been accredited).

5. The four-year curriculum is usually ... into two phases (a. separated; b. divided; c. subdivided; d. shared.).

6. The emphasis of the first phase ... on preclinical sciences such as anatomy, physiology, pathology, pharmacology, and microbiology (a. has been; b. had been; c. was; d. is).

7. Students spend the ...of their time in classrooms and laboratories (a. best; b. most; c. majority; d. more).

8. The second phase of veterinary education is more clinical, covering the principles of ... (a. medicine and welfare; b. medicine and surgery; c. medicine and research; d. only medicine).

9. Future veterinarians treat animals, ... surgery, and ... with clients under the supervision of staff veterinarians. (a. perform, chat; b. demonstrate, interact; c. perform, interact, d. show, interact).

10. Many different courses such as: public health, preventative medicine, toxicology, clinical nutrition, professional ethics, and business ... (a. are proposed; b. are allowed; c. are offered; d. are performed).

11. By graduation you ... an estimated 4,000 hours in the classroom, laboratory, and clinic (a. had to spend; b. has to spend; c. have to spend; d. are to spend).

### ***VII. Translate the following sentences into English***

1. Якщо ви хочете стати ветеринаром у США, ви повинні закінчити підготовчий курс. 2. Такий курс включає базову мову і вміння спілкуватися, соціальні та гуманітарні науки, математику, хімію, біологію, фізику. 3. Більшість студентів вступає до ветеринарної школи після чотирирічного підготовчого курсу, а деякі після трирічного. 4. Двадцять вісім коледжів та шкіл ветеринарної медицини акредитовано у США Американською асоціацією ветеринарної медицини. 5. Чотирирічна навчальна програма зазвичай поділяється на два періоди. 6. Упродовж першого періоду студенти вивчають анатомію, фізіологію, патологію, фармакологію, мікробіологію. 7. Більшість свого часу студенти проводять в аудиторіях та лабораторіях. 8. Другий період навчання у ветеринарній школі присвячений клінічній практиці, де студенти оволодівають практичним досвідом, лікують та оперують тварин під керівництвом викладачів та штатних ветеринарів. 9. Під час другого етапу навчання студенти вивчають інфекційні та неінфекційні хвороби, клінічну патологію, акушерство, анестезіологію, хірургію та ін.

***VIII. Read additional text 3 carefully, without a dictionary. While reading, pay special attention to the words that you don't know : look carefully at the context and see if you can get the idea of what they mean. Write a summary of the text.***

***IX. Write an essay/ report on the topics: Training at the Higher School of Veterinary Medicine.***

***Read the questions given below and answer them.***

1. If you want to become a veterinarian in Ukraine, what kind of tests you must pass?
2. What school subjects you must know perfect in order to become a student?
3. How many years will you study there to obtain your bachelor degree?
4. What subjects are you going to study during your training at the University?
5. How many colleges and schools of veterinary medicine are accredited in Ukraine?
7. Is there any clinical session to obtain hands-on experience during your training at the University?
8. How many hours per week do you usually spend in the classroom, laboratory, and clinic?
9. Do you know how many gradulators obtain their Doctor of Veterinary Medicine (DVM) degree in Ukraine every year?
10. What is your primary responsibility at the moment?
11. Just imaging: You are a veterinarian. What is your responsibility as a doctor of veterinary medicine?

## MODULE III

### PARASITES. BACTERIA AND VIRUSES

#### Unit 1

#### TYPES AND FORMS OF PARASITES

*What are parasites?*

*Do you know what science studies parasites?*

***Memorize the meaning of the following words and word combinations.***

host- хазяїн

nourishment - годування, живлення

tapeworm - стрічковий черв'як, солітер

flattened worm - сплющений черв'як

gastrointestinal tract - шлунково-кишковий тракт

intestine - кишечник

absorb- абсорбувати, поглинати

mite- кліщ

mosquito- москіт, комар

mistletoe- омела

dodder- повитиця, повій, березка

nutrient - поживна речовина

single-celled protozoans - одноклітинні найпростіші

fungi – гриби

trigger - приводити в дію спусковий механізм

lungs- легені

liver- печінка

vertebrate – хребетний

tissue - тканина

***Read and translate the text.***

#### PARASITES

Parasite, organism that lives in or on a second organism, called a host, usually causing it some harm. A parasite is generally smaller than the host and of a different species. Parasites are dependent on the host for some or all of their nourishment. For example, a tapeworm, a flattened worm that lives in the gastrointestinal tract of mammals, lacks an intestine of its own and must absorb predigested food from the intestine of its host. This food is the tapeworm's only energy source for growth and

reproduction. Parasitism affects most life forms, from bacteria infected by the viruses known as bacteriophages, to humans, who are subject to more than 100 parasites known to cause disease.

Parasites come in a variety of forms. Many arthropod parasites, including mites, ticks, and mosquitoes, cause a number of debilitating animal and human diseases. Certain plants, including mistletoe and dodder, parasitize other plants to obtain water and nutrients. Microscopic parasites include single-celled protozoans such as amoebas and sporozoa, fungi, and bacteria, which can infect animals and plants. Viruses are entirely parasitic, able to survive and reproduce only within other living organisms.

Parasites that live on the inside of the host's body are known as endoparasites, while those that live on the outer surface of their hosts are known as ectoparasites. This distinction reflects adaptations made by the parasite to overcome certain barriers to parasitism. For example, when invaded by a parasite, a host often triggers an immune response, a cellular reaction that works to destroy the invader. Parasitic worms, including flatworms (soft-bodied worms, such as tapeworms and flukes) and roundworms (thin, unsegmented worms, also called nematodes) are endoparasites, usually living in the intestines, lungs, liver, or the internal organs of their hosts.

These worms have developed adaptations that enable them to avoid the host's immune response, such as during a developmental stage when they are protected by a cyst wall or an outer surface that constantly changes, thereby making it difficult for the host immune system to target the parasite for attack.

Many ectoparasites have developed structures, such as suckers, hooks, and teeth, which help penetrate the host's outer surface. Primitive fishes, such as hagfish and lampreys, use suction like mouths to attach to the outer surface of other fish and suck out nutrients. Some annelids (segmented worms), such as leeches, are also ectoparasites, using sucking disks to feed on the blood and tissues of vertebrate hosts.

## **Exercises**

### ***I. Answer the following questions:***

1. What are parasites?
2. What types and forms of parasites do you know?
3. How are parasites distinguished in adaptations made by them to overcome certain barriers to parasitism part by their morphological and genetic features?
4. How many types of parasites can cause disease?

### ***II. Decide whether the following statements are true or false using the following words: "that's right", "that's wrong".***

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

A parasite is generally larger than the host and of a different species.– That's wrong. A parasite is generally smaller than the host and of a different species.

1. Parasite, microscopic organism that lives in or on a second organism, called a host, usually causing it some harm.
2. Parasites are dependent on the host for some or all of their nourishment.
3. Parasitism affects most life forms, from bacteria infected by the viruses known as bacteriophages, to humans, who are subject to more than 1000 parasites known to cause disease.
4. Microscopic parasites include fungi and bacteria, which can infect animals and plants.
5. Parasites that live on the inside of the host's body are known as endoparasites, while those that live on the outer surface of their hosts are known as ectoparasites.
6. Viruses survive and reproduce only within other living organisms.

**III. Match the following English words with their Ukrainian equivalents:**

|     |                  |     |                   |
|-----|------------------|-----|-------------------|
| 1.  | single-celled    | 1.  | хвороба           |
| 2.  | species          | 2.  | спричиняти        |
| 3.  | disease          | 3.  | поживна речовина  |
| 4.  | cause            | 4.  | приєднуватися     |
| 5.  | nutrient         | 5.  | шлунково-кишковий |
| 6.  | attach           | 6.  | кишечник          |
| 7.  | gastrointestinal | 7.  | одноклітинний     |
| 8.  | host             | 8.  | живлення          |
| 9.  | nourishment      | 9.  | хазяїн            |
| 10. | intestine        | 10. | вид               |

**IV. Translate the following word combinations in written form:**

different species \_\_\_\_\_

single-celled protozoans \_\_\_\_\_

gastrointestinal tract of mammals \_\_\_\_\_

dependent on their nourishment \_\_\_\_\_

cause disease \_\_\_\_\_

survive and reproduce only within other living organisms \_\_\_\_\_

avoid the host's immune response \_\_\_\_\_

host immune system \_\_\_\_\_

to feed on the blood and tissues of vertebrate hosts \_\_\_\_\_

source for growth and reproduction \_\_\_\_\_

**V. Fill in the blanks with the words using the text:**

1. Parasite, organism that lives in or on a second organism, called a ..., usually causing it some harm.
2. Parasites are dependent on the host for some or all of their ... .
3. This food is the tapeworm's only energy source for ... and reproduction.

4. Parasitism affects most life forms, from bacteria infected by the viruses known as ..., to humans, who are subject to more than 100 parasites known to cause disease.
5. It is difficult for the host ... system to target the parasite for attack.
6. Ectoparasites use sucking disks to feed on the blood and ... of vertebrate hosts.

**VI. Write definitions of the following terms. Check the glossary.**

Parasite, host, bacteriophages, endoparasites, ectoparasites, microorganism.

**VII. Translate the following sentences into English**

1. Паразити – організми, які живуть на тілі (ектопаразити) або в тілі (ендопаразити) інших організмів (хазяїв), живляться за їх рахунок та можуть завдавати їм певної шкоди.
2. Паразити бувають як тваринні (зоопаразити, тобто паразитують на тваринах), так і рослинні (фітопаразити).
3. Розрізняють ектопаразитизм, при якому паразит живе на тілі господаря і пов'язаний з його покривами (кліщі, блохи, воші і ін.), і ендопаразитизм, при якому паразит живе в тілі господаря (паразитичні черви, найпростіші та ін.) .
4. Паразитизм впливає на більшість життєвих форм, від бактерій, інфікованих вірусами, відомих як бактеріофаги, до людей, у яких викликають захворювання більш ніж 100 паразитів.

**VIII. Read additional text 5 carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Say in your words what microbiology is. Write a brief summary of the text. Read the text once again and try to retell it.**

## Unit 2

### BACTERIA

*What are bacteria?*

*Where are bacteria used?*

*Are bacteria harmful or beneficial?*

*Do you know what science studies bacterium?*

*How many areas of microbiology do you know?*

*What is the main subject of microbiological research?*

**Memorize the following words:**

ancestor - предок

available - доступний, наявний

bacteria - бактерії, бактерія

bacterium - бактерія



beneficial - корисний  
breakdown - розпад, розкладатися  
cause - причина, спричиняти  
convert - перетворювати  
digest - перетравлювати (їжу)  
feed - харчуватись, годувати  
germ - мікроб, бактерія, мікроорганізм, зародок  
sediment - осад, осамок  
intestine - кишечник  
master - хазяїн  
matter - речовина  
nutrient - поживна речовина  
pathogen - патоген  
render - виконувати, віддавати належне  
rigid - твердий  
sewage - нечистоти, стічні води  
solvent - розчин  
wastes - відходи  
recycling - утилізація (використаних ресурсів)

***Read and translate the text.***

## **BACTERIA**

Bacteria are relatively complex, single-celled creatures with a rigid wall and a thin, rubbery membrane surrounding the fluid inside the cell. They can reproduce on their own. Fossilized records show that bacteria have existed for about 3.5 billion years, and bacteria can survive in different environments, including extreme heat and cold, radioactive waste, and the human body.

Though some bacteria can cause food poisoning and infectious diseases in humans, most are harmless and many are beneficial.

Some bacteria actually help by digesting food, destroying disease-causing microbes, fighting cancer cells, and providing essential nutrients. Fewer than 1% of bacteria cause diseases in people.

They are used in various industrial processes, especially in the food industry (e.g., the production of yogurt, cheeses, and pickles).

Bacteria are distinguished in part by their morphological and genetic features; for instance, they may have spherical, rodlike, or spiral shapes.

One teaspoon full of rich soil is home to more than one billion bacteria. These microbes are nature's invisible master chemists recycling leftovers of everything else. For two billion years, bacteria lived alone and now nothing else could live without them. While one in a thousand is a pathogen or germ, the others work to breakdown or convert matter into nutrients that can be used by organisms for food. This includes 100 trillion bacteria in our intestines that help us digest our meals.

Bacteria clean up our environment by feeding on toxic wastes, petroleum, and sewage. Some bacteria make nitrogen more available to plants. Industries can culture

micro-organisms to produce medicines, pesticides, solvents, and even to separate metals from ore.

For thousands of years our ancestors have known that micro-organisms secrete enzymes that are used in fermenting beer, wine, cheeses, breads, and many other foods.

## **Exercises**

### ***I. Answer the following questions:***

1. What are bacteria?
2. What can some bacteria cause?
3. How are bacteria distinguished in part by their morphological and genetic features?
4. How many bacteria can be in one teaspoon of rich soil?
5. What do these microbes do?
6. What is the role of bacteria in nature?
7. How do bacteria clean up our environment?
8. What do some bacteria make?
9. What kinds of micro-organisms can industries culture?
10. What do you know about enzymes?

### ***II. Decide whether the following statements are true or false using the following words: “that’s right”, “that’s wrong”.***

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

Bacteria can't cause poisoning and infectious diseases in humans. – That's wrong. Bacteria can cause food poisoning and infectious diseases in humans.

1. The vast majority of the bacteria are beneficial.
2. One teaspoon full of rich soil is home to several bacteria.
3. Everything can live without bacteria.
4. Bacteria help us digest our meals.
5. Bacteria feed on toxic wastes, petroleum and sewage.
6. Rock particles are used in fermenting beer, cheeses, bread and other foods.
7. Bacteria have only spiral shapes.
8. Many bacteria do such helpful things.

### ***III. Match the following English words with their Ukrainian equivalents:***

|     |           |     |                          |
|-----|-----------|-----|--------------------------|
| 1.  | germ      | 1.  | хвороба                  |
| 2.  | nutrient  | 2.  | речовина                 |
| 3.  | disease   | 3.  | існувати                 |
| 4.  | matter    | 4.  | відходи                  |
| 5.  | breakdown | 5.  | поживна речовина         |
| 6.  | exist     | 6.  | використовувати повторно |
| 7.  | wastes    | 7.  | часточка                 |
| 8.  | recycle   | 8.  | мікроб                   |
| 9.  | particle  | 9.  | патоген                  |
| 10. | pathogen  | 10. | розкладатися             |

**IV. Match the following Ukrainian words with their English equivalents:**

|     |               |     |            |
|-----|---------------|-----|------------|
| 1.  | перетворювати | 1.  | shape      |
| 2.  | виділяти      | 2.  | features   |
| 3.  | невидимий     | 3.  | convert    |
| 4.  | пестициди     | 4.  | cause      |
| 5.  | розчин        | 5.  | secrete    |
| 6.  | риси          | 6.  | invisible  |
| 7.  | спричиняти    | 7.  | pesticides |
| 8.  | форма         | 8.  | solvent    |
| 9.  | токсичний     | 9.  | enzyme     |
| 10. | фермент       | 10. | toxic      |

**V. Translate the following word combinations in written form:**

single-celled creatures \_\_\_\_\_  
to convert matter into nutrients \_\_\_\_\_  
render harmless by the protective effects of the immune system \_\_\_\_\_  
to digest our meals \_\_\_\_\_  
to clean up our environment \_\_\_\_\_  
to produce pesticides \_\_\_\_\_  
to secrete enzymes \_\_\_\_\_  
water-dwelling bacteria \_\_\_\_\_  
food-rich sediment \_\_\_\_\_  
to be surrounded by a coat of protein \_\_\_\_\_  
to replicate within the host's cells \_\_\_\_\_  
to take control of the nucleus \_\_\_\_\_  
to cause the clinical disease \_\_\_\_\_  
droplet infection \_\_\_\_\_  
biting insects \_\_\_\_\_  
food poisoning and infectious diseases \_\_\_\_\_

**VI. Match the following synonyms:**

|     |           |     |            |
|-----|-----------|-----|------------|
| 1.  | secrete   | 1.  | drug       |
| 2.  | cause     | 2.  | nutrient   |
| 3.  | food      | 3.  | poisonous  |
| 4.  | disease   | 4.  | reproduce  |
| 5.  | toxic     | 5.  | beneficial |
| 6.  | replicate | 6.  | meal       |
| 7.  | helpful   | 7.  | occasion   |
| 8.  | feed      | 8.  | safe       |
| 9.  | harmless  | 9.  | give off   |
| 10. | medicine  | 10. | sickness   |

**VII. Read the sentence and choose the variant that corresponds to the underlined word(s).**

1. Bacteria are distinguished in part by their morphological and genetic features.

a) described b) classified c) identified d) recognized

2. Though some bacteria can cause food poisoning and infectious diseases in humans, most are harmless and many are beneficial.

a) innocent b) innocuous c) inoffensive d) safe

a) favourable b) useful c) valuable d) helpful

3. They are used in various industrial processes, especially in the food industry.

a) utilised b) applied c) serviced d) spende

4. While it is true that bacteria are responsible for a large number of human diseases, they also make it possible for certain elements such as carbon, nitrogen, and oxygen to be returned to the atmosphere.

a) dependable b) reliable c) stable d) accountable

a) restored b) given back c) generated

5. Bacteria clean up our environment by feeding on toxic wastes, petroleum, and sewage.

a) purge b) give c) tidy up d) supply

a) garbage b) ruin c) litter d) refuse

6. Life as we know it would not exist without bacteria to decompose waste and dead organisms.

a) continue b) endure c) occur d) survive

a) break up b) crumble c) decay d) separate

**VIII. Write definitions of the following terms. Check the glossary.**

Bacteria, microbes, pathogen, germ, nutrient, microorganism, enzyme.

**IX. Fill in the blanks with the words using the text:**

1. One teaspoon full of rich soil is home to more than \_\_\_\_\_ bacteria.
2. Bacteria are \_\_\_\_\_ chemists recycling \_\_\_\_\_ of everything else.
3. Some bacteria \_\_\_\_\_ matters into \_\_\_\_\_ that can be used by \_\_\_\_\_ for food.
4. Nowadays nothing can \_\_\_\_\_ live without \_\_\_\_\_.
5. Bacteria secrete \_\_\_\_\_ used in \_\_\_\_\_ beer, \_\_\_\_\_ and other foods.
6. Though some bacteria can cause food poisoning and infectious \_\_\_\_\_ in humans, most are harmless and many are \_\_\_\_\_.
7. They are used in various industrial processes, especially in the \_\_\_\_\_ industry.

**X. What parts of speech do these words belong to? Pay attention to the suffixes and prefixes. Translate each word:**

industrial, fermenting, simplest, existing, infectious, harmless, beneficial, feeding, secrete, helpful, poisoning, biting, protective, invisible, recycling, leftover, chemist, solvent, various.

**XI. Translate the following sentences into English.**

1. Бактерії існують 2 мільярди років. 2. Життя неможливе без бактерій. 3. У нашому кишечнику 100 трильйонів бактерій. Вони допомагають нам перетравлювати їжу. 4. Бактерії очищають навколишнє середовище, живлячись відходами, нафтою та стічними водами. 5. Мікроорганізми допомагають виготовляти ліки, пестициди, розчинники та ін. 6. Люди використовують бактерії у виробництві пива, вина, сирів, хліба та інших продуктів харчування.

**XII. Read additional text 5 carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Say in your words what microbiology is. Write a brief summary of the text. Read the text once again and try to retell it.**

**XIII. Discuss such problems:**

1. Areas of microbiology.
2. Harmfull and beneficial bacteria.
4. Use of recombinant microbes in the future.

**XIV. Take one theme and create a presentation to present to the other students:**

Food microbiology.  
 Environmental microbiology.  
 Eukaryote. •  
 Bacteria.  
 Prokaryote.

## UNIT 3

### VIRUSES

*What is a virus?*

*Are you afraid of viruses?*

*Can people living in the closed spaces without any contacts be protected from viruses?*

*What do you know about virology?*

***Memorize the following words:***

|                             |   |
|-----------------------------|---|
| acid                        | кислота   |
| bacteriophage               | бактеріофаг   |
| bite                        | кусати, жалити  |
| coat                        | оболонка, пліва   |
| contain                     | містити (у собі)  |
| destroy                     | руйнувати   |
| DNA(desoxyribonucleic acid) | ДНК (дезоксирибонуклеїнова кислота)   |
| droplet                     | крапля  |
| host                        | живитель  |
| host cell                   | клітина-живитель (клітина, в якій поселився вірус і живиться за її рахунок) |
| infection                   | інфекція  |
| entity                      | 1) суть, сутність 2) реальна річ, реальність особа                          |
| intracellular               | внутрішньоклітинний   |
| invade                      | вторгатися, нападати, уражати (хворобою)                                    |
| leukosis                    | лейкоз  |
| lipid                       | ліпід, ліпоїд   |
| medium                      | середовище  |
| nucleic                     | нуклеїновий   |
| poisonous                   | отруйний, шкідливий   |
| poultry                     | птиця (домашня)   |
| protein                     | протеїн, білок  |
| replicate                   | відтворювати  |
| RNA (ribonucleic acid)      | РНК (рибонуклеїнова кислота)  |
| spread                      | поширюватись, розповсюджуватись   |
| toxin                       | токсин, отрута  |
| virion                      | віріон (вірусна частка)   |
| transmit                    | передавати  |
| virus                       | вірус   |
| yellow fever                | жовта лихоманка   |

***Read and translate the text.***

## **VIRUSES**

A virus is a small infectious agent that can replicate only inside the living cells of organisms. Most viruses are too small to be seen directly with a light microscope. Viruses infect all types of organisms, from animals and plants to bacteria and *archaea*. Viruses are found in almost every ecosystem on Earth and are the most abundant type of biological entity. The study of viruses is known as virology, a sub-speciality of microbiology.

Viruses consist usually of a central part containing nucleic acid, surrounded by a coat of protein, or of protein and lipid. Nucleic acid is: desoxyribonucleic acid (DNA) or ribonucleic acid (RNA) in viruses attacking animals; RNA in viruses attacking plants; usually DNA in bacteriophages.

Viruses replicate within the host's cells forming new virions which invade further cells of the host. Viruses can only replicate intracellularly, so they can not be cultured in a nonliving medium.

The nucleic acid of the virus takes control of the nucleus in the host cell. During this process the cell may be destroyed or may produce toxins which cause the clinical disease. Examples of viruses are the virus causing leucosis in poultry or mice and the virus causing yellow fever.

Viruses spread in many ways; viruses in plants are often transmitted from plant to plant by insects that feed on the sap of plants, such as aphids; viruses in animals can be carried by blood-sucking insects. These disease-bearing organisms are known as vectors.

Viruses can be spread either by droplet infection, personal contact or biting insects.

### **Exercises**

#### ***I. Answer the following questions:***

1. What is a virus?
2. What do viruses usually consist of?
3. What is nucleic acid?
4. How do viruses replicate?
5. Can viruses be cultured in nonliving medium?
6. What does the nucleic acid of the virus do in the host cell?
7. What are examples of viruses?
8. How can viruses be spread?
9. How are viruses transmitted from plant to plant?
10. What are vectors?

**II. Decide whether the following statements are true or false using the following words: “that’s right”, “that’s wrong”.**

**Model:**

Viruses can be spread by animals. – That’s wrong. Viruses can’t be spread by animals. Viruses can be spread either by droplet infection, personal contact or biting insects.

1. Viruses infect some types of organisms.
2. Viruses are found in almost every ecosystem on Earth.
3. The study of viruses is known as microbiology.
4. Viruses consist usually of a central part containing nucleic acid, surrounded by a coat of protein, or of protein and lipid.
5. Viruses can be cultured in a living medium and nonliving medium.
6. Viruses in plants are often transmitted from plant to plant by wind.
7. The disease-bearing organisms are known as pests.
8. Viruses can’t be spread by droplet infection.
9. Examples of viruses are the virus causing leucosis in poultry.

**III. Match the following English words with their Ukrainian equivalents:**

|     |           |     |              |
|-----|-----------|-----|--------------|
| 1.  | poisonous | 1.  | передавати   |
| 2.  | insect    | 2.  | відтворювати |
| 3.  | transmit  | 3.  | оболонка     |
| 4.  | replicate | 4.  | кислота      |
| 5.  | medium    | 5.  | неживий      |
| 6.  | coat      | 6.  | заражати     |
| 7.  | acid      | 7.  | отруйний     |
| 8.  | nonliving | 8.  | особа        |
| 9.  | infect    | 9.  | середовище   |
| 10. | entity    | 10. | комаха       |

**IV. Match the following Ukrainian words with their English equivalents:**

|     |                     |     |                 |
|-----|---------------------|-----|-----------------|
| 1.  | живитель            | 1.  | spread          |
| 2.  | внутрішньоклітинний | 2.  | invade          |
| 3.  | спричиняти          | 3.  | nucleic         |
| 4.  | руйнувати           | 4.  | intracellularly |
| 5.  | уражати             | 5.  | disease         |
| 6.  | розведення          | 6.  | cause           |
| 7.  | розповсюджуватись   | 7.  | destroy         |
| 8.  | нападати            | 8.  | culture         |
| 9.  | хвороба             | 9.  | attack          |
| 10. | ядерний             | 10. | host            |



***V. Translate the following word combinations in written form:***

small infectious agent  
the most abundant type of biological entity  
surrounded by a coat of protein  
containing nucleic acid  
a nonliving medium  
cause the clinical disease  
host cell  
produce toxins  
virus causing yellow fever  
transmit from plant to plant by insects  
carried by blood-sucking insects  
disease-bearing organisms  
be spread by droplet infection  
biting insects

***VI. Match the following synonyms.***

|     |            |     |              |
|-----|------------|-----|--------------|
| 1.  | spread     | 1.  | environment  |
| 2.  | contain    | 2.  | layer        |
| 3.  | cause      | 3.  | extend       |
| 4.  | medium     | 4.  | transfer     |
| 5.  | coat       | 5.  | particularly |
| 6.  | mature     | 6.  | be           |
| 7.  | transmit   | 7.  | comprise     |
| 8.  | especially | 8.  | investigate  |
| 9.  | exist      | 9.  | generate     |
| 10. | examine    | 10. | ripen        |

***VII. Read the sentence and choose the variant that corresponds to the underlined word(s).***

1. A virus is a small infectious agent that can replicate only inside the living cells of organisms.

a) reduplicate   b) repeat   c) double   d) reproduce

2. Most viruses are too small to be seen directly with a light microscope.

a) little   b) minute   c) tiny   d) short

3. Viruses consist usually of a central part containing nucleic acid, surrounded by a coat of protein, or of protein and lipid.

a) belong   b) dwell   c) lie   d) lie in  
a) cover   b) layer   c) sheet   d) laminate

4. Viruses can only replicate intracellularly, so they can not be cultured in a nonliving medium.

- a) average   b) environment   c) conditions   d) middle

5. During this process the cell may be destroyed or may produce toxins which cause the clinical disease.

- a) eliminated   b) ruined   c) broken down   d) demolished  
a) infect   b) virus   c) poison   d) venom

6. Viruses spread in many ways.

- a) circulate   b) increase   c) expand   d) go around

7. Viruses in animals can be carried by blood-sucking insects.

- a) conveyed   b) transferred   c) conducted   d) transmitted

**VIII. Give definitions of the following words:**

|                  |  |
|------------------|--|
| 1. bacteria      | 1. causative agents of disease in plants and animals   |
| 2. microbes      | 2. a mature, single virus; it attacks one cell of its host   |
| 3. viruses       | 3. a collection of unicellular micro-organisms with a primitive cellular structure                               |
| 4. acid          | 4. invisible master chemists recycling leftovers of everything else  |
| 5. lipids        | 5. a virus that is a parasite on bacteria  |
| 6. vector        | 6. substance that contains hydrogen, which may be replaced by a metal to form a salt                             |
| 7. virion        | 7. organic compounds consisting of fats and other similar substances   |
| 8. nucleus       | 8. substance, surroundings, in which something exists or through which something moves                           |
| 9. bacteriophage | 9. poisonous substance, especially one formed by bacteria in plants and animals and causing a particular disease |
| 10. medium       | 10. an animal, as an insect, that transmits a disease-producing organism from one host to another                |
| 11. toxin        | 11. a central part, around which other parts are grouped   |

**IX. Read the following text and select the most appropriate link-words from the list given below:**

Viruses are non-living microscopic particles that attack healthy cells ..... living things. They do not have the characteristics ..... living things and are not able to metabolize food. To metabolize means to change food energy .... chemical energy that the body can use. Viruses are not alive, so they do not have a need .... food like living organisms. Viruses do not have an organized cell structure. They are so light that they can float in the air or water, be passed on .... other organisms if touched, and fit anywhere. The virus injects its own DNA structure into healthy cells where new virus cells grow.

Viruses can not reproduce .... themselves like bacteria or cells. They must attach themselves to the cell membrane of animals, or cell wall of plants and inject a part of their DNA into the cells of the host organism.

of within into for to by

**X. Complete the table with the following words.**

| noun   | verb    | adjective  | adverb |
|--------|---------|------------|--------|
| animal | confuse | geological | badly  |

lipid, intracellularly, further, time, entity, aquatic, avoid, danger, poisonous, pest, friendly, seldom, nowadays, elderly, rather, ecologist, good, badly, well, primarily, exist, chemist, deep, recently, examine, especially, nucleic, destroy, replicate, infect, droplet.

**XI. Translate the following sentences into English.**

1. Більшість вірусів занадто малі, тому їх можна побачити лише за допомогою оптичного мікроскопа.
2. Віруси заражають всі види організмів, від тварин і рослин до бактерій і архей.
3. Віруси складаються зазвичай з центральної частини, яка містить нуклеїнову кислоту, оточену шаром протеїна, або протеїном і ліпідом.
4. Віруси можуть відтворюватися тільки всередині клітини, тому вони не можуть бути культивовані у неживому середовищі.
5. Віруси в рослинах часто розповсюджуються від рослини до рослини комахами.
7. Віруси менші, ніж бактерії. Вони спричиняють поширення інфекційних захворювань.
8. Віруси розмножуються у клітинах свого живителя, формуючи нові віріони.
9. Нуклеїнова кислота вірусу контролює ядро клітини-живителя.
10. Віруси можуть викликати лейкоз у домашньої птиці та мишей.

***XII. Read additional text 6 carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Say in your words what virology is. Write a brief summary of the text. Read the text once again and try to retell it.***

***XIII. Write a creative composition "If viruses take over the world..."***

***XIV. Discuss such problems:***

1. The role of viruses in the biosphere.
2. Defences against viruses.
3. The main subject of microbiological research.

## UNIT 4

### MICROBIOLOGY

*What do you know about Microbiology?*

***Memorize the following words:***

unicellular – одноклітинний

tool- засіб

culturing - культивування

magnify – збільшувати

stain - фарба, барвник

encompass - містити в собі

conventionally - умовно

rely - покладатися, довіряти; бути впевненим (on, upon)

predict - провіщати, передрікати

presume- припускати, гадати

existence - існування; життя

mould - цвіль, пліснява

putrid - гнилий

***Read and translate the text:***

### MICROBIOLOGY

Microbiology is the study of microscopic organisms, those being unicellular (single cell), multicellular (cell colony), or acellular (lacking cells).

Microorganisms are those organisms that are too small to see with the naked eye and include things like bacteria, fungi, and viruses. Microbiologists study these organisms using tools, like microscopes, genetics, and culturing. Microscopes allow

scientists to magnify microbial cells that are otherwise too small to see. Genetics and molecular biology help scientists understand the evolutionary relationships between microbes and their habitats.

Microbiological procedures usually must be aseptic, and use a variety of tools such as light microscopes with a combination of stains and dyes, agar plates in petri dishes, biochemical test and running tests against particular growth conditions.

Microbiology encompasses numerous sub-disciplines including virology, mycology, parasitology, and bacteriology.

Eukaryotic micro-organisms possess membrane-bound cell organelles and include fungi and protists, whereas prokaryotic organisms—all of which are microorganisms—are conventionally classified as lacking membrane-bound organelles and include eubacteria and archaeobacteria. Microbiologists traditionally relied on culture, staining, and microscopy. However, less than 1% of the microorganisms present in common environments can be cultured in isolation using current means. Microbiologists often rely on extraction or detection of nucleic acid, either DNA or RNA sequences.

Viruses have been variably classified as organisms, as they have been considered either as very simple microorganisms or very complex molecules. Prions, never considered microorganisms, have been investigated by virologists, however, as the clinical effects traced to them were originally presumed due to chronic viral infections, and virologists took search—discovering "infectious proteins".

The existence of microorganisms was predicted many centuries before they were first observed, for example by the Jains in India and by Marcus Terentius Varro in ancient Rome. The first recorded microscope observation was of the fruiting bodies of moulds, by Robert Hooke in 1666, but the Jesuit priest Athanasius Kircher was likely the first to see microbes, which he mentioned observing in milk and putrid material in 1658. Antonie van Leeuwenhoek is considered a father of microbiology as he observed and experimented with microscopic organisms in 1676, using simple microscopes of his own design. Scientific microbiology developed in the 19th century through the work of Louis Pasteur and in medical microbiology Robert Koch.

## Exercises

### *I. Answer the following questions:*

1. What does microbiology study?
2. How do microbiologists study microorganisms?
3. What sub-disciplines does microbiology encompass?
4. When was the first microscope observation recorded?
5. Which famous microbiologists do you know?

### *II. Circle T if the sentence is true. Circle F if the sentence is false.*

|   |   |   |   |
|---|---|---|---|
| 1 | Microbiology is the study of microorganisms, which are microscopic and unicellular organisms. | T | F |
|---|---|---|---|

|    |  |   |   |
|----|--|---|---|
| 2  | Microbiologists study microorganisms organisms using only microscopes.   | T | F |
| 3  | Genetics and molecular biology help scientists understand the evolutionary relationships between microbes and their habitats.                    | T | F |
| 4  | Microbiology includes virology, mycology, parasitology, bacteriology and other branches.   | T | F |
| 5  | Less than 10 % of the microorganisms present in common environments can be cultured in isolation using current means.                            | T | F |
| 6  | Viruses have been variably classified as organisms, as they have been considered either as very simple microorganisms or very complex molecules. | T | F |
| 7  | The existence of microorganisms was predicted century before they were first observed.   | T | F |
| 8  | The first recorded microscope observation was of the fruiting bodies of moulds, by Robert Hooke in 1658.   | T | F |
| 9  | Louis Pasteur is considered a father of microbiology as he observed and experimented with microscopic organisms in 1676.                         | T | F |
| 10 | Scientific microbiology developed in the 20th century through the work of Louis Pasteur and in medical microbiology Robert Koch.                 | T | F |

**III. Match the following English words with their Ukrainian equivalents:**

|    |               |   |                 |
|----|---------------|---|-----------------|
| 1  | multicellular | a | записувати      |
| 2  | culturing     | b | вважати         |
| 3  | observation   | c | виявлення       |
| 4  | consider      | d | добування       |
| 5  | environment   | e | культивування   |
| 6  | detection     | f | містити в собі  |
| 7  | record        | g | досліджувати    |
| 8  | encompass     | h | багатоклітинний |
| 9  | extraction    | i | спостереження   |
| 10 | investigate   | j | середовище      |

**IV. Translate the following word combinations into Ukrainian:**

to magnify microbial cells \_\_\_\_\_  
particular growth conditions \_\_\_\_\_  
relationships between microbes and their habitats \_\_\_\_\_  
to investigate by virologists \_\_\_\_\_  
recorded microscope observation \_\_\_\_\_  
existence of microorganisms \_\_\_\_\_  
to experiment with microscopic organisms \_\_\_\_\_  
extraction or detection of nucleic acid \_\_\_\_\_

microscope observation \_\_\_\_\_

***V. Read the additional texts about great microbiologists carefully, without a dictionary. While reading, pay special attention to the words that you don't know. Answer the following questions:***

1. Why are bacteria dangerous for people?
2. What dangerous disease could overcome Louis Pasteur?
3. What is the principal content of vaccination?
4. What is the meaning of the term "pasteurization"?
5. Which bacteria were investigated by Koch and named after him?
6. What does occur when bacteria invade the human organism?
7. Which dangerous epidemic followed Koch in Egypt and India?
8. Is cholera possible in animals?

***VI. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.***

1. Great microbiologists.
  2. Trends in microbiology.
  3. Recent research in microbiology.
  4. Applications of microbiology.
- 

## UNIT 5

### CYTOLOGY

*Do you know what cytology is and what it studies?*

*Is the kernel of a cell a subject of cytology?*

*Why is knowledge of cytology necessary?*

*Where can this knowledge be applied?*

***Memorize the meaning of the following words and word combinations.***

unit - одиниця

cell - клітина

property - властивість

division - ділення, поділ

single-celled - одноклітинний

preexist - існувати до (чогось)

occur - траплятися; відбуватися

contain - містити (мати) в собі

hereditary - спадковий

unfertilized - незапліднені

coin - творити (нові слова)

compare - порівнювати; зіставляти (з - with, to)  
cork - корковий  
protein - протеїн, білок  
rough - нерівний  
appreciate - розуміти, усвідомлювати  
similarity - схожість, подібність  
cancer - рак

***Read and translate the text:***

## CYTOLOGY AS A SCIENCE

Cytology means "the study of cells". Cytology is that branch of life science, which deals with the study of cells in terms of structure, function and chemistry. Based on usage it can refer to cell biology.

Cell biology is a scientific discipline that studies cells – their physiological properties, their structure, the organelles they contain, interactions with their environment, their life cycle, division and death. This is done both on a microscopic and molecular level. Cell biology research encompasses both the great diversity of single-celled organisms like bacteria, as well as the many specialized cells in multicellular organisms such as humans.

The cell is the functional basic unit of life discovered by Robert Hooke. It is the smallest unit of life that is classified as a living thing, and is often called the building block of life. Some organisms, such as most bacteria, are unicellular (consist of a single cell). Other organisms, such as humans, are multicellular. Humans have about 100 trillion cells; a typical cell size is 10 micrometers and a typical cell mass is 1 nanogram. The largest known cells are unfertilized ostrich egg cells, which weigh 3.3 pounds.

The cell theory, first developed in 1839 by Matthias Jakob Schleiden and Theodor Schwann, states that all organisms are composed of one or more cells, that all cells come from preexisting cells, that vital functions of an organism occur within cells, and that all cells contain the hereditary information necessary for regulating cell functions and for transmitting information to the next generation of cells.

The word *cell* comes from the Latin *cellula*, meaning, a small room. The descriptive term for the smallest living biological structure was coined by Robert Hooke in a book he published in 1665 when he compared the cork cells he saw through his microscope to the small rooms monks lived in.

The cell consists of different proteins. Each type of protein is usually sent to a particular part of the cell. Most proteins are synthesized by ribosomes in the rough endoplasmic reticulum. This process is known as protein biosynthesis.

Appreciating the similarities and differences between cell types is particularly important to cell and molecular biology as well as to biomedical fields such as cancer research and developmental biology. Therefore, research in cell biology is closely related to genetics, biochemistry, molecular biology, immunology and developmental biology.



## Exercises

### ***I. Answer the following questions:***

1. What is cytology?
2. Are cytology and biology of a cell the same science?
3. What does cell biology study?
4. Who discovered the cell?
5. Is a cell the smallest unit of life?
6. Give examples of unicellular and multicellular organisms.
7. What cells are the largest known cells?
8. Who developed the cell theory?
9. Where does the word cell come from?
10. What is it inside the cell?
11. What is biosynthesis?
12. What sciences are related to the cell biology closely?

### ***II. Decide whether the following statements are true or false:***

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

- 1). A. Every living thing on Earth has cells.  
Do you agree with me?  
B. Yes, that is right (you are quite right). Every living thing on Earth has cells.
- 2). A. Viruses have cells.  
Do you agree with me?  
B. No, you are wrong (that is wrong). Viruses do not have cells.

1. Cytology can refer to cell biology.
2. Cell biology is the branch of life science, which deals with the study of cells in terms of structure, function and chemistry.
3. Cell biology research encompasses both the great diversity of single-celled organisms like bacteria, as well as the many specialized cells in multicellular organisms such as humans.
4. The cell is the functional basic unit of life discovered by Theodor Schwann.
5. There are unicellular (consist of a single cell) and multicellular creatures on Earth
6. Some creatures on Earth don't have all of the basic parts of a cell, or even a cell.
7. The cell theory was developed in 1859 by Matthias Jakob Schleiden and Theodor Schwann.
8. The word *cell* comes from the Latin *cellula*, meaning, a small cup.
9. All cells contain the hereditary information necessary for regulating cell functions and for transmitting information to the next generation of cells.
10. The descriptive term for the smallest living biological structure was coined by Robert Hooke in a book he published in 1665.
11. The cell consists of different enzymes.
12. Research in cell biology is closely related to genetics, biochemistry, molecular biology, immunology and developmental biology.

**III. Match the following English words with their Ukrainian equivalents:**

|     |            |     |                 |
|-----|------------|-----|-----------------|
| 1.  | term       | 1.  | спадковий       |
| 2.  | property   | 2.  | поділяти        |
| 3.  | hereditary | 3.  | жива істота     |
| 4.  | creature   | 4.  | складати        |
| 5.  | diversity  | 5.  | подібність      |
| 6.  | similarity | 6.  | передавати      |
| 7.  | compose    | 7.  | одиниця         |
| 8.  | transmit   | 8.  | властивість     |
| 9.  | divide     | 9.  | різноманітність |
| 10. | unit       | 10. | термін          |

**IV. Translate the following word combinations into Ukrainian:**

branch of life science \_\_\_\_\_  
physiological properties and structure \_\_\_\_\_  
contain the hereditary information \_\_\_\_\_  
diversity of single-celled organisms \_\_\_\_\_  
life cycle, division and death \_\_\_\_\_  
developmental biology \_\_\_\_\_  
similarities and differences between cell types \_\_\_\_\_  
transmitting information to the next generation of cells \_\_\_\_\_  
smallest living biological structure \_\_\_\_\_  
дослідження в молекулярній біології \_\_\_\_\_

**V. Translate the following word combinations into English:**

багатоклітинні організми, молекулярна біологія, процеси клітинного розмноження, поділ, клітина, спадкова інформація, органели, яйцеклітина, дослідження раку, розділ (науки), мати справу з, молекулярний рівень, цитологія.

**VI. Translate the following sentences into English.**

1) Біологія клітини — розділ біології, який вивчає живі клітини, їх органели, їх будову, функціонування, процеси клітинного розмноження, старіння і смерті. 2) Найважливішим доповненням клітинної теорії стало твердження знаменитого німецького натураліста, що кожна клітина утворюється в результаті поділу іншої клітини. 3) Біологія розвитку — розділ сучасної біології, який вивчає процеси індивідуального розвитку організму. 4) Завдяки досягненням в області імунології створюються нові технології для діагностики і лікування захворювань, виробництва і застосування лікарських препаратів. 5) Треба розглядати даний процес на молекулярному рівні. 6) Життєвий цикл —

закономірна зміна всіх поколінь, характерних для даного виду живих організмів.

**VII. Put the words in the right order and write down the sentences:**

1) that studies cells/ is / scientific / a/ cell biology / discipline / 2) basic /the /cell/ life/ functional/ of /is/ the/ unit / 3) of/ called/ life //the cell / often / the building block / is / 4) and/ 10 /mass /a /typical/ size/ nanogram/ is / a cell / is /1/cell / $\mu\text{m}$ /typical/ 5) for/ that /the next/ functions/ and /regulating/ all/ the /information /contain /for /cell/ hereditary/ to/ necessary/ generation / cells /cells /information/ of/ transmitting 6) provide/ differences /these /unifying/ similarities /and /theme fundamental /a

**VIII . Find the meaning to the terms given in the left column.**

|    |                |    |   |
|----|----------------|----|---|
| 1. | The cell       | 1. | a scientific discipline that studies cells – their physiological properties, their structure, the organelles they contain, interactions with their environment, their life cycle, division and death.   |
| 2. | Microorganisms | 2. | branch of life science, which deals with the study of cells in terms of structure, function and chemistry.  |
| 3. | Cytology       | 3. | the study of viruses and virus-like agents: their structure, classification and evolution, their ways to infect and exploit cells for virus reproduction, the diseases they cause, the techniques to isolate and culture them, and their use in research and therapy. |
| 4. | Cell biology   | 4. | the functional basic unit of life.  |
| 5. | Microbiology   | 5. | those organisms that are too small to see with the naked eye and include things like bacteria, fungi, and viruses.  |
| 6. | Virology       | 6. | the study of microscopic organisms, those being unicellular (single cell), multicellular (cell colony), or acellular (lacking cells).   |

**IX. Read additional text 4 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean.**

## MODULE IV

### ANIMAL DISEASES

#### UNIT 1

#### CLASSIFICATION OF ANIMAL DISEASES

*Memorize the meaning of the following words:*

deviation – відхилення

raise – розводити (худобу)

transmit – передавати

reduce – зменшувати, знижувати

upset – розлад

cause – спричиняти, завдавати, викликати

enhance – збільшувати, посилювати; підвищувати (ціну); підносити (якість)

penetrate 1) проникати всередину 2) входити, проходити (into, through, to)

injury – 1) пошкодження 2) поранення, рана

heredity – спадковість

germ – мікроб, бактерія

contagion – 1) зараза, інфекція 2) інфекційна хвороба 3) шкідливий вплив

experience – зазнавати (труднощів тощо); почувати, відчувати, знати з досвіду

feed – годувати

spread – поширювати(ся), розносити(ся)

comprehensive – 1) всеосяжний; всебічний, вичерпний 2) тямкий, тямущий

worm – черв'як, хробак; глист

invade – вражати (про хворобу)

digestive – 1) травний 2) що сприяє травленню

insect – комаха

*Read and translate the text:*

#### CLASSIFICATION OF ANIMAL DISEASES

Disease is the general term for any deviation from the normal or healthy condition of the body. Diseases of animals are disorders which influence an animal's health and ability to function. Animal diseases are of great concern to human beings for several reasons. Diseases can reduce the productivity of animals used to produce food, such as hens and dairy cows. Animals that are raised as food, such as pigs and beef cattle that become ill may affect the economic well-being of many industries. Some animal diseases can be transmitted to human beings, and control of these types of diseases, known as zoonoses, is vital to public health. In the wild animal

populations reduced by disease can upset the ecological balance of an area. And, in the case of pets, prevention and treatment of animal diseases help pets live long and healthy lives, enhancing the companionship shared by a pet and its human owner.

Animal diseases are characterized as infectious and noninfectious. Infectious diseases are caused by an agent, such as bacteria or a virus that penetrates the body's natural defense mechanisms, while noninfectious diseases are caused by factors such as diet, environment, injury, and heredity. Sometimes the cause of a disease is unknown. An animal may also experience one disease or a combination of diseases simultaneously.

We may divide diseases into three classes: nonspecific, specific and parasitic.

**Nonspecific diseases** have no constant cause. A variety of causes may produce the same disease. For example, acute indigestion may be caused by a change of diet, watering the animal after feeding grain, by exhaustion and intestinal worms. One of the animals in the stable or herd is usually affected. If several are affected, it is because all have been subject to the same condition, and not because the disease has spread from one animal to another.

**Specific Diseases.** The terms infectious and contagious are used when we speak of specific diseases. Much confusion exists in the popular use of these terms. A contagious disease is one that may be transmitted by personal contact, as, for example, influenza, glanders and hogcholera. As these diseases may be produced by indirect contact with the diseased animal as well as by direct, they are also infectious. There are a few germ diseases that are not spread by the healthy animals coming in direct contact with the diseased animal, as, for example, blackleg. These are purely infectious diseases. Infection is a more comprehensive term than contagion, as it may be used in alluding to all germ diseases, while the use of the term contagion is rightly limited to such diseases as are produced principally through individual contact.

**Parasitic diseases** are very common among domestic animals. This class of diseases is caused by insects and worms, for example, lice, mites, ticks, flies, and round and flat worms that live at the expense of their hosts. They may invade any organs of the body, but most commonly they inhabit the digestive tract and skin. Some of the parasitic insects, mosquitoes, flies and ticks, act as secondary hosts for certain animal microorganisms that they transmit to healthy individuals through the punctures or the bites.

## **Exercises**

### ***I. Answer the following questions:***

1. What is disease?
2. How can diseases affect the animal's health?
3. How are animal diseases classified?
4. What are nonspecific diseases?
5. What does the term "specific diseases" mean?
6. What diseases are caused by insects and worms?
7. What diseases are caused by bacteria or a virus?

**II. Circle T if the sentence is true. Circle F if the sentence is false.**

|   |   |   |   |
|---|---|---|---|
| 1 | Animals' diseases are defined as certain orders that influence an animal's health and ability to function.                              | T | F |
| 2 | Diseases can increase the productivity of animals used to produce food, such as hens and dairy cows.                                    | T | F |
| 3 | Some animal diseases can be transmitted to humans, and control of these types of diseases, known as hygiene, is vital to public health. | T | F |
| 4 | Animals diseases are characterized as infectious and noninfectious.   | T | F |
| 5 | Diseases are divided into three classes: nonspecific, specific and infectious.  | T | F |
| 6 | Infectious diseases are caused by insects and worms.  | T | F |
| 7 | Nonspecific diseases may be transmitted by personal contact, as, for example, influenza, glanders and hogcholera.                       | T | F |

**III. Match the following English words and words combinations with their Ukrainian equivalents:**

|    |                           |   |                       |
|----|---------------------------|---|-----------------------|
| 1  | cause disease             | a | травний               |
| 2  | influenza                 | b | продуктивність худоби |
| 3  | insect                    | c | кишкові черві         |
| 4  | digestive                 | d | грип                  |
| 5  | feeding                   | e | безпосередній контакт |
| 6  | heredity                  | f | комаха                |
| 7  | productivity of livestock | g | життєво важливий      |
| 8  | intestinal worms          | h | спричиняти хворобу    |
| 9  | direct contact            | i | годування             |
| 10 | vital                     | j | спадковість           |

**IV. Match the following synonyms.**

|    |              |   |             |
|----|--------------|---|-------------|
| 1  | disorder     | a | to decrease |
| 2  | vital        | b | surrounding |
| 3  | to spread    | c | to forward  |
| 4  | injury       | d | upset       |
| 5  | to transmit  | e | avoidance   |
| 6  | to penetrate | f | influence   |
| 7  | to reduce    | g | hurt        |
| 8  | affect       | h | to seep     |
| 9  | prevention   | i | important   |
| 10 | environment  | j | to extend   |

**V. Translate the following words and word combinations into Ukrainian:**

be characterized as \_\_\_\_\_  
some animal diseases \_\_\_\_\_  
raise animals \_\_\_\_\_  
prevention and treatment of animal diseases \_\_\_\_\_  
to identify a disease \_\_\_\_\_  
injury and heredity \_\_\_\_\_  
be of great concern to humans \_\_\_\_\_  
to transmit to healthy individuals \_\_\_\_\_  
invade any organs of the body \_\_\_\_\_  
exhaustion and intestinal worms \_\_\_\_\_  
be vital to public health \_\_\_\_\_  
influence an animal's health and ability to function \_\_\_\_\_

**VI. Choose the appropriate definition.**

\_\_\_\_\_ disorder, zoonotic disease, disease, infectious diseases, treatment, bacteria, noninfectious diseases

1. \_\_\_\_\_ is an illness which affects people, animals, or plants.
2. \_\_\_\_\_ are caused by an agent, such as bacteria or a virus.
3. \_\_\_\_\_ is a problem or illness which affects a person's or animal's body.
4. \_\_\_\_\_ are caused by factors such as diet, environment, injury, and heredity.
5. \_\_\_\_\_ is medical attention given to a sick or injured person or animal.
6. \_\_\_\_\_ are small organisms which can cause disease.
7. \_\_\_\_\_ can be transmitted to human beings.

**VII. Read additional text 10 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Translate the text. Sum it up in writing.**

**VIII. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.**

1. Disease prevention, control and eradication.
2. Animal diseases that threaten man.

**IX. Give a detailed answer or write an essay on the following questions:**

1. How does a veterinarian identify a disease first?
2. What includes the history of the animal?
3. Once the disease is identified, what does a veterinarian do next?
4. What have you learned about animal diseases?

## UNIT 2

### INFECTIOUS DISEASES

***Memorize the meaning of the following words:***

agent – фактор, чинник

exist – 1) існувати, жити 2) бути

stomach – шлунок; живіт

digest – перетравлювати (їжу)

spread – поширювати(ся), розносити(ся)

consume – споживати

contaminate – 1) забруднювати; псувати 2) заражати

barn – стайня; корівник

zoonoses – зоонози

rat – 1) пацюк, щур

rabies – сказ, водобоязнь

tuberculosis – туберкульоз

anthrax – сибірка

salmonellosis – сальмонельоз

brucellosis – бруцельоз

mastitis – мастит

readily – швидко, легко, без зусиль

contagious – інфекційний, заразний

fever – лихоманка

eradication – усунення, знищення

vomiting – блювання

slaughter – забій (худоби)

enteric – черевний, кишковий

invade – вражати (про хворобу)

gland – залоза

mammal – ссавець

clot – зсідатися (про молоко)

swelling – 1) опух 2) опуклість; підвищення 3) набрякання

udder – вим'я

***Read and translate the text:***

### INFECTIOUS DISEASES

Infectious diseases are those caused by an infecting agent or organism. A disease can be infectious but not readily transmitted to others. There are several categories of organism capable of infecting domestic animals. They include parasites, bacteria and viruses.

Many microscopic organisms naturally and peacefully exist in enormous quantities within animal bodies. For example, the multichambered stomach of a cow



contains bacteria that help the animal digest its food. But many other microscopic organisms, known as pathogens, cause diseases in animals. Pathogens include bacteria, viruses, fungi, prions — newly identified mutated proteins — and parasites. Pathogens are easily spread: an animal may consume food or drink something that has been contaminated with infected fecal material. If the ground is contaminated by *Salmonella* bacteria, for instance, infection can travel from barn to barn on the soles of a farmer's boots or an animal may be exposed while walking across contaminated ground. Some diseases are transmitted by biting insects, others are spread by sexual contact.

Some of these diseases are transmissible from animals to human beings — these are known as zoonoses. More than 100 zoonoses are recognized. Most cases are transmitted from animals that have close contact with humans, such as pets, farm animals, or rats. Examples of zoonoses are rabies and tuberculosis.

Some examples of important bacterial diseases of domestic animals are shown below.

**Anthrax.** Anthrax is caused by *Bacillus anthracis* and can affect all warm-blooded animals. It is highly contagious to human beings handling an infected animal but it is not normally transmitted readily to other animals on the farm. Anthrax is usually rapidly fatal.

**Brucellosis.** Brucellosis is caused by several species including *Brucella abortus*. It commonly affects cattle, sheep, goats, pigs, human beings and causes abortion and fever. There is no effective treatment for affected animals. Human beings are normally treated with large doses of antibiotics for a very long period. Brucellosis can be effectively controlled by vaccination, combined with testing and eradication. It is fairly well controlled in livestock in the USA. There is concern about it spreading into cattle from other sources, e. g. buffalo.

**Tuberculosis.** Tuberculosis is caused by several species including *Mycobacterium tuberculosis*. It affects mammals, birds and reptiles. An effective treatment is available although drug resistance is becoming a serious problem for human beings. Tuberculosis requires a long course of therapy. Herds are tested regularly by veterinarians and if affected animals are found they should be slaughtered. Meat and milk of infected animals can transmit the disease.

**Swine dysentery.** Swine dysentery is caused by *Treponema hyodysenteriae*. The disease causes diarrhea and weight loss in young pigs. It is controlled by antibiotics in feed. Some vaccines are being developed. **Salmonellosis.**

Salmonellosis is caused by various species of *Salmonella*. There are typically two forms: an enteric form in which diarrhea and vomiting is present and young animals are mainly at risk of dehydration and an invasive form in which the bacteria of the *Salmonella* genus invade the bloodstream and cause septicaemia. The latter is often fatal. There are some vaccines against salmonellosis but they are of limited efficiency. Antibiotics and fluids are the usual treatments.

**Mastitis.** Mastitis is an infection of the mammary gland by various species of bacteria. It affects all mammals, reducing milk yield and quality. The disease is spread through contaminated equipment or hands of the milker and dirty barns and yards. The symptoms are clotted and watery milk, fever, pain, swelling and change in

the shape of the udder. Preventive measures are hygiene and therapy. A vaccine is available to reduce incidence of coliform mastitis.

## **Exercises**

### ***I. Answer the following questions:***

1. What are infectious diseases?
2. How do microorganisms within animal's body usually exist?
3. What do normally microbes do in the multichambered stomach of a cow?
4. What agents are called pathogens?
5. What are the ways pathogens spread?
7. How are some infection diseases transmitted?
8. What infections pose a danger to humans?
9. How many zoonoses are recognized by scientists?
10. What are the examples of zoonoses?
11. What disease is anthrax?
12. What disease is brucellosis?
13. How can you characterize tuberculosis?
14. What disease is salmonellosis?
15. How can you characterize some infectious diseases?

### ***II. Decide whether the following statements are true or false and if they are false say why.***

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

In my opinion it is true that .../I'm afraid it is false that ... because ...

To make it clear I'd like .../It is my belief that ...

I agree with the point of view that .../I really think ...

1. Infectious diseases are those caused by an infecting agent or organism.
2. A disease can be infectious and readily transmitted to others.
3. Scientists define pathogens as ones that include bacteria, viruses, fungi and parasites.
4. Some diseases which are transmissible from animals to animals are known as zoonoses.
5. Infectious diseases are transmitted by biting insects, others are spread by sexual contact.
6. Brucellosis affects mammals, birds and reptiles.
7. Meat and milk of infected animals can transmit swine dysentery.
8. Some important bacterial diseases of domestic animals are anthrax, mastitis, rabies.
9. Salmonellosis is a disease caused by various species of *Bacillus anthracis*.
10. Mastitis affects all mammals, reducing milk yield and quality.

**III. Match the following English words and words combinations with their Ukrainian equivalents:**

|    |                        |   |                       |
|----|------------------------|---|-----------------------|
| 1  | contaminate            | a | мирно існувати        |
| 2  | digest food            | b | спричиняти сепсис     |
| 3  | warm-blooded animals   | c | заражати              |
| 4  | peacefully exist       | d | превентивні заходи    |
| 5  | cause disease          | e | знищення              |
| 6  | mammary gland          | f | багатокамерний шлунок |
| 7  | eradication            | g | перетравлювати їжу    |
| 8  | preventive measures    | h | молочна залоза        |
| 9  | cause septicaemia      | i | теплокровні тварини   |
| 10 | multichambered stomach | j | спричиняти хворобу    |

**IV. Match the following synonyms.**

|    |                |   |              |
|----|----------------|---|--------------|
| 1  | to cause       | a | to cause     |
| 2  | to exist       | b | to eat       |
| 3  | to spread      | c | to be        |
| 4  | to pose        | d | to pollute   |
| 5  | to digest      | e | elimination  |
| 6  | to consume     | f | to influence |
| 7  | to contaminate | g | to widen     |
| 8  | eradication    | h | danger       |
| 9  | to affect      | i | to produce   |
| 10 | risk           | j | to absorb    |

**V. Translate the following words and word combinations into Ukrainian:**

infecting agent \_\_\_\_\_  
 to consume food or drink \_\_\_\_\_  
 be contaminated with infected fecal material \_\_\_\_\_  
 to travel from barn to barn \_\_\_\_\_  
 risk of dehydration and an invasive form \_\_\_\_\_  
 to affect mammals, birds and reptiles \_\_\_\_\_  
 reducing milk yield and quality \_\_\_\_\_  
 to combine with testing and eradication \_\_\_\_\_  
 to invade the bloodstream \_\_\_\_\_  
 to reduce incidence of coliform mastitis \_\_\_\_\_  
 mammary gland \_\_\_\_\_  
 cause septicaemia \_\_\_\_\_  
 contaminated equipment or hands of the milker \_\_\_\_\_

**VI. Read the description and guess what disease it is.**

1. It is an acute infectious disease caused by the bacterium *Bacillus anthracis* and is highly lethal in some forms.
2. Affects all mammals reducing milk yield and quality. The symptoms are clotted and watery milk, fever, pain, swelling and change in the shape of the udder.
3. Causes diarrhea and weight loss in young pigs.
4. Herds are tested regularly by veterinarian and affected animals slaughtered. Meat and milk of infected animals can transmit disease.
5. Diarrhea and vomiting are present and young animals are mainly at risk of dehydration; the bacteria invade the bloodstream and cause septicaemia.
6. It is a bacterial disease. More often it infects cattle of young age. Symptoms include fever, watery diarrhea, and cough. In some cases animals may die in 5–10 days. It affects lungs, and gastrointestinal system.

***VII. Read additional text 11 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Translate the text. Sum it up in writing.***

***VIII. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.***

1. Animal Diseases that Threaten Man.
2. Nutritional and Metabolic Diseases.
3. Animal Diseases Cused by Bacteria.
4. Viral Diseases.
5. Zoonotic Diseases.
6. Prevention and Treatment of Animal Diseases.

***IX. Give a detailed answer or write an essay on the following questions:***

**A.**

1. What disease is salmonellosis?
2. What cattle does salmonellosis infect more often?
3. What symptoms of the disease do the cattle have?
4. Can people get salmonellosis?
5. What symptoms do people have?
6. What should the patients do if they have salmonellosis?
7. How long are people ill?
8. What treatment do they have?

**B.**

1. What symptoms of brusellosis do people have?
2. What symptoms of brusellosis does cattle have?
3. How does brusellosis spread?
4. Can people get brusellosis?

### C.

1. What disease is rabies?
2. What virus is it caused by?
3. What kinds of animals are susceptible to rabies virus?
4. What is a source of the disease?
5. How long are the animals ill?
6. How many stages of the disease do the animals have?
7. What treatment do they have?
8. What prevention and measures should be recommended?
9. What symptoms of rabies do three stages of the disease include?

### D.

1. What disease is anthrax?
2. What animals suffer from anthrax?
3. How can people get anthrax?
4. What kinds of anthrax are there?
5. What symptoms of pulmonary anthrax do the animals have?
6. What symptoms of gastro-intestinal anthrax do the animals have?
7. What symptoms of cutaneous anthrax do the animals have?
8. What treatment for anthrax infection do the animals have?
9. What measures should be recommended?

## UNIT 3

### NONINFECTIOUS DISEASES

#### *Memorize the meaning of the following words:*

hereditary – спадковий

endure – терпіти, зносити

heatstroke – тепловий удар

shade – тінь; холодок; прохолода

pest – паразит, шкідник

weed – бур'ян

rat – пацюк, щур

internal – внутрішній

hemorrhage – крововилив

ingest – глутати, ковтати

locked – зачинений на замок

hypothermia – переохолодження

frostbite – обмороження

hazard – ризик; небезпека

array – велика кількість

dip – купання

collar – 1) комір, комірець 2) нашійник 3) хомут

appeal – приваблювати, подобатися

yew – тисове дерево  
lameness – кульгавість  
eye – око, зір  
intake – споживання  
thyroid – щитовидна залоза  
trauma – травма  
hit – 1) ударяти; уражати 2) забитися, вдаритися  
predator – хижак  
harm – шкодити; завдавати шкоди  
wound – рана; поранення  
hip dysplasia – дисплазія кульшового суглоба  
hyperparathyroidism – гиперпаратиреоз  
debilitate – ослабляти, розслабляти  
predispose – схилити, привертати  
mite – кліщ  
scale – лущити(ся)  
eyelid – повіка  
inflammation – запалення  
joint – суглоб  
cancer – рак  
benign – доброякісний  
malignant – злоякісний  
breed – порода; плем'я  
tumour – пухлина  
node – наріст, потовщення

***Read and translate the text:***

## NONINFECTIOUS DISEASES

Noninfectious diseases may be caused by hereditary factors or by the environment in which an animal lives.

**Heatstroke**, for example, occurs when an animal is forced to endure high temperatures without access to water, adequate ventilation, or suitable shade. A common scenario involves an animal that has been locked inside a car without air-conditioning during hot weather.

Conversely, extreme cold can lead to hypothermia or frostbite. Other environmental hazards include the vast array of products people use to eliminate pests and weeds from homes, farms, and gardens. For example, poison used to kill rats and mice can cause fatal internal hemorrhaging in any animal that ingests this toxic substance. Improper use of sprays, dips, and collars can also cause illness. Automobile antifreeze is another well-known poison. Its sweet taste appeals to some animals, such as cats and dogs, but consuming only a small amount can result in death. Many plant species are also toxic to animals. Some, such as yew, commonly grow in pastures and yards.

Poor feeding can lead to diseases such as **nutritional secondary hyperparathyroidism**. It involves the muscles and bones of dogs and is associated with an all-meat diet. Large, rapidly growing puppies that consume too many calories and too much calcium can develop hypertrophic osteodystrophy, a disease resulting in lameness. Cats need sufficient amounts of an essential amino acid called taurine in their diets. Without it, they may develop eye problems. Not enough iodine intake can cause enlargement of the thyroid gland in cows, horses, and other animals.

**Trauma** is a leading cause of an injury and premature death of animals, especially pets that are allowed to roam free outdoors. Many animals are hit by cars or bitten by other animals. Farm animals may be attacked by predators, or they may harm themselves on sharp fencing or discarded nails. Untreated wounds can become infected and cause permanent damage.

**Hip dysplasia**, a painful and debilitating skeletal condition, is a noninfectious disease caused in part by heredity. Certain defects of the heart, the roof of the mouth may also be inherited. Some animals are genetically predisposed to diseases such as generalized demodectic mange, a skin disease caused by mites and characterized by hair loss and scaling around the eyelids, mouth, and front legs. An animal's immune system is designed to detect and eliminate invading organisms. Occasionally, however, it behaves as though the animal's own body is the attacker, and it destroys healthy tissue. One of the diseases caused by this response is rheumatoid arthritis is a severe type of arthritis that involves inflammation of the joints.

**Cancer** exists in all animals. It is classified as either benign — that is, relatively noninvasive and unlikely to return after treatment; or as malignant — that is, aggressive and likely to spread. Any organ or system can be affected, either directly or through metastasis — when cancer cells from one part of the body spread to other areas of the body. Some forms of cancer are more widespread in animals of a particular breed, age, or sex, and even a specific colour. For example, cancer of the mammary gland occurs more often in female animals, while melanoma, or skin cancer, is the most frequent tumour of elderly gray horses, and lymphosarcomas, tumours of the lymph nodes, is the most common type of specific tumour in cats. The study of cancer, known as oncology, is a growing field in veterinary medicine.

## **Exercises**

### ***I. Answer the following questions:***

1. What noninfectious factors can cause animal diseases?
2. What can lead to heatstroke in animals?
3. What noninfectious diseases can you name?
4. What toxic substances can cause fatal internal hemorrhage in any animal?
5. What diseases can be caused by incorrect feeding of pets?
7. What can lead to trauma in animals?
8. How can you characterize hip dysplasia?
9. What disease is cancer?

**II. Match the following English words and words combinations with their Ukrainian equivalents:**

|    |                                     |   |  |
|----|-------------------------------------|---|--|
| 1  | enlargement of the thyroid gland    | a | переносити високі температури          |
| 2  | hereditary factors                  | b | внутрішній крововилив                  |
| 3  | to endure high temperatures         | c | погане годування                       |
| 4  | to eliminate pests and weeds        | d | доброякісний та злроякісний            |
| 5  | to harm                             | e | спадкові фактори                       |
| 6  | benign and malignant                | f | генетично схильні до хвороб            |
| 7  | to cause permanent damage           | g | збільшення щитовидної залози           |
| 8  | internal hemorrhaging               | h | привести до довготривалого пошкодження |
| 9  | poor feeding                        | i | завдавати шкоди                        |
| 10 | genetically predisposed to diseases | j | знищувати шкідників і бур'яни          |

**III. Translate the following words and word combinations into Ukrainian:**

to lead to hypothermia or frostbite \_\_\_\_\_  
 environmental hazards \_\_\_\_\_  
 to cause fatal internal hemorrhaging \_\_\_\_\_  
 improper use of sprays, dips, and collars \_\_\_\_\_  
 plant species \_\_\_\_\_  
 skin disease \_\_\_\_\_  
 premature death of animals \_\_\_\_\_  
 to roam free outdoors \_\_\_\_\_  
 debilitating skeletal condition \_\_\_\_\_  
 scaling around the eyelids, mouth, and front legs \_\_\_\_\_  
 hair loss \_\_\_\_\_  
 to detect and eliminate invading organisms \_\_\_\_\_  
 inflammation of the joints \_\_\_\_\_  
 cancer of the mammary gland \_\_\_\_\_

**IV. Make word combinations. Make up sentences with them.**

- |                   |   |
|-------------------|---|
| 1. to involve     | a) to animals                                     |
| 2. can lead to    | b) hypertrophic osteodystrophy                    |
| 3. to ingest      | c) by cars  |
| 4. to be toxic    | d) a toxic substance                              |
| 5. can develop    | e) weeds from gardens                             |
| 6. to be hit      | f) high temperatures without adequate ventilation |
| 7. to harm        | g) frostbite                                      |
| 8. to endure      | h) on a sharp fencing                             |
| 9. to be attacked | i) inflammation of the joints                     |
| 10. to eliminate  | j) by predators                                   |



***V. Choose the appropriate definition.***

---

trauma, heatstroke, hyperparathyroidism, cancer, inflammation,  
demodectic mange

1. An abnormally high concentration of parathyroid hormone in the blood, resulting in weakening of the bones through loss of calcium.
2. Condition marked by fever and often by unconsciousness, caused by failure of the body's temperature-regulating mechanism when exposed to excessively high temperatures.
3. Physical injury.
4. A form of mange caused by follicle mites and tending to affect chiefly the head and foreparts.
5. A localized physical condition in which part of the body becomes reddened, swollen, hot, and often painful, especially as a reaction to injury or infection.
6. The disease caused by an uncontrolled division of abnormal cells in a part of the body.

***VI. Read additional text 12 carefully, without a dictionary. While reading, pay special attention to the words that you don't know: look carefully at the context and see if you can get the idea of what they mean. Translate the text. Sum it up in writing.***

***VII. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.***

1. Noninfectious diseases of Animals.
2. Animal Diseases Caused by Environmental Hazards.
4. Animal Diseases Caused by Poor Feeding.
5. Hereditary Diseases of Animals.
6. Prevention and Treatment of Noninfectious Diseases.

***VIII. Give a detailed answer on the following question:***

How can you characterize such noninfectious diseases : 1) heatstroke; 2) trauma; 3) hyperparathyroidism; 4) cancer; 5) demodectic mange?

## UNIT 4

### PREVENTION AND TREATMENT OF ANIMAL DISEASES

***Memorize the meaning of the following words:***

impaired - порушений; потерпілий

spread - поширення

quarantine - піддавати карантиніві

threatening - загрозливий, який загрожує  
transmission - передача  
encourage - заохочувати  
severe - важкий, тяжкий  
outbreak - раптовий початок  
bovine - бичачий  
slaughter - забій (худоби)  
trigger - спонукати  
concern - турбота, хвилювання  
wholesomeness - здоров'я, корисність  
eradicate - викорінювати; знищувати

***Read and translate the text:***

## **PREVENTION AND TREATMENT OF ANIMAL DISEASES**

"Animal disease" means a disease to which animals are liable and whereby the normal functions of any organ or the body of an animal is impaired or disturbed by any protozoon, bacterium, virus, fungus, parasite, other organism or agent.

Controlling the spread of infectious animal diseases begins with isolating or quarantining, animals with threatening infections, such as salmonella, to prevent further transmission. Many bacterial diseases can be treated with various antibiotics, such as penicillin and streptomycin. But as with all disease, prevention is more important than treatment, and a major activity for veterinarians is immunization of animals. Immunization commonly involves an injection of a weakened or killed pathogen for a specific disease that encourages the immune system to fight off infection.

Many infectious diseases, including rabies, canine distemper, feline leukemia, anthrax, and brucellosis, can be prevented by immunization. In the case of severe outbreaks of infectious disease, public health officials may work with animal owners destroyed large groups of animals. This was the case in the early 1990s, when an outbreak of bovine spongiform encephalopathy triggered the slaughter of many beef cattle in Britain.

Transmission of animal diseases to humans is a constant concern of public health officials. To protect people from disease, veterinarians inspect food animals for wholesomeness; quarantine and examine animals brought into the United States from other countries; test animals for the presence of disease; and actively work to prevent and eradicate diseases that threaten human health.

### **Exercises**

***I. Answer the following questions:***

1. What does "animal disease" mean?
2. What does control of the spread of infectious animal diseases begin with?

3. What is quarantining?
4. What is immunization?
5. What is a constant concern of public health officials?

**II. Match the following English words and words combinations with their Ukrainian equivalents:**

|    |                     |   |                        |
|----|---------------------|---|------------------------|
| 1  | disturb             | a | запобігати             |
| 2  | threatening         | b | важкі спалахи          |
| 3  | prevent             | c | власник                |
| 4  | presence of disease | d | загрозливий            |
| 5  | eradicate diseases  | e | забій                  |
| 6  | constant concern    | f | поширення              |
| 7  | severe outbreaks    | g | порушувати             |
| 8  | owner               | h | викорінити хвороби     |
| 9  | slaughter           | i | наявність захворювання |
| 10 | spread              | j | постійна турбота       |

**III. Translate the following word combinations into Ukrainian:**

disturbed by any protozoon, bacterium, virus \_\_\_\_\_

spread of infectious animal diseases \_\_\_\_\_

threatening infections \_\_\_\_\_

prevent further transmission \_\_\_\_\_

injection of a weakened or killed pathogen \_\_\_\_\_

encourages the immune system to fight off infection \_\_\_\_\_

can be prevented by immunization \_\_\_\_\_

severe outbreaks of infectious disease \_\_\_\_\_

the slaughter of many beef cattle \_\_\_\_\_

to prevent and eradicate diseases \_\_\_\_\_

threaten human health \_\_\_\_\_

**IV. Translate the following sentences into English.**

1. Контроль за поширенням хвороб тварин починається з їх ізоляції та карантину. 2. Багато бактеріальних хвороб можна лікувати різними антибіотиками. 3. Серед профілактичних заходів щодо поширення інфекційних хвороб важливим є імунізація. 4. Багато інфекційних хвороб, таких як котячий лейкоз, сибірка, сальмонельоз, бруцельоз, сказ можуть бути попереджені імунізацією. 5. Губчата енцефалопатія спричинила забій великої рогатої худоби в Британії 6. Передача хвороб тварин людям є постійною турботою чиновників з охорони здоров'я.

**V. Write short and correct definition to the terms given below.**

|            |  |
|------------|--|
| Quarantine |  |
|------------|--|

|                        |  |
|------------------------|--|
| Prevention             |  |
| Treatment              |  |
| Immunization           |  |
| Infectious diseases    |  |
| Noninfectious diseases |  |

**VI. Take one theme and create a presentation. You should use books, newspapers and the web. Present the result of your research in class.**

1. Noninfectious diseases of Animals.
2. Animal Diseases Caused by Environmental Hazards.
4. Animal Diseases Caused by Poor Feeding.
5. Hereditary Diseases of Animals.
6. Prevention and Treatment of Noninfectious Diseases.

**VII. A. Read and translate additional text 13 "Shipping Fever" into Ukrainian. Give answers the following questions:**

1. What kind of a disease is Shipping Fever?
2. Does it resemble influenza in man?
3. Does it cause heavy losses?
4. Has the primary cause of the disease been determined?
5. What is Shipping Fever associated with?
6. Is the name "haemorrhagic septicemia" appropriate for Shipping Fever?.
7. Why was the disease called stockyard one?
8. Are haemorrhages and septicemia common in shipping fever?
9. Is the true cause of shipping fever established?

**B. Read and translate additional text 14 "Malignant Edema" into Ukrainian. Give answer the following questions:**

1. What is said about *Clostridium septicum* in the text?
2. What animals are susceptible to the disease?
3. Is malignant edema a wound infection?
4. Is the disease fatal?
5. What are the symptoms of the disease?
6. What is the cause of malignant edema?
7. How does the infection enter the body?
8. Are the germs scattered in the top layers of soil?
9. What animals are rarely affected with the disease?

**C. Read and translate the text 15 "Nephrosis" into Ukrainian. Give answers the following questions:**

1. What does nephrosis include?
2. What are the causes of nephrosis?
3. What are the acute and chronic forms characterized with?
4. What does urine analysis show in acute cases?
5. What lesions occur in nephrosis?
6. How does uraemia develop?
7. What are most cases caused by?
8. What impairments develop in acute nephrosis?
9. What impairment may occur in chronic cases?
10. What is present in the urine and blood of acute cases?

***D. Read and translate the text 16 "Lactation Tetany" into Ukrainian.  
Answer the following questions:***

1. Does lactation tetany occur only in animals at pasture?
2. Does lactation tetany affect animals in winter or in spring?
3. Are fertilized pastures most dangerous?
4. Is the disease related to parturition?
5. Are animals of 4- to 7-year age group most susceptible?
6. When does the disease occur in housed cattle?
7. What may be morbidity rate in particular areas?
8. When do most cases occur?
9. What pastures are most dangerous?
10. Why is the disease known as "lactation tetany"?
11. What are the most susceptible animals?

***E. Read and translate the text 17 "Pleuritis" into Ukrainian.  
Answer the following questions:***

1. Does primary pleuritis occur rarely?
2. Is it usually of traumatic origin?
3. What is respiration in the early stage?
4. What kind of exudate collects in pleural sacs in the second stage of the disease?
5. What is the role of adhesions in the third stage?
6. What respiratory movement is observed in the early stages?
7. What is the behaviour (поведення) of the animal in this case?
8. What happens on auscultation?
9. When friction sounds are difficult to identify?

***F. Read and translate the text 18 "Gastritis. Gastro-enteritis" into Ukrainian.***

***Answer the following questions:***

1. What forms of gastritis do you know?
2. What agents cause gastritis?
3. What physical agents cause gastritis?

4. How many forms of gastritis do you know?
5. What agents may cause inflammation?
6. What does over-feeding cause?
7. What feeds may cause gastritis?
8. What is it said about bad teeth in the text?
9. Does the feeding of damaged feeds cause a moderate gastritis?

***G. Read and translate the text 19 "Listeriosis" into Ukrainian.***

***Answer the following questions:***

1. What are the symptoms of listeriosis?
2. What animals are susceptible to infection?
3. Is listeriosis known to be an infectious disease?
4. What is the cause of listeriosis?
5. Has the disease an economic importance in sheep and cattle?
6. What is the mortality rate without treatment?
7. Is it possible to isolate the causative organism of the disease?
8. Is it possible to find two forms of listeriosis in one outbreak?

## MODULE I

### TEST 1

#### 1. Choose the necessary word from brackets.

1. I decided to (finish, go, enter) this University because it is one of the best higher schools in Ukraine. 2. The University is a higher school which (trains, prepares, takes) specialists for different branches of industry and agriculture. 3. I (learn, study, go) at the National University of Life and Environmental Sciences of Ukraine. 4. Alex is a first (student, course, year) student. 5. Professor Boiko (teaches, learns, studies) us to care for patients. 6. My friend and I (love, like, admire) to wander along the streets of the city. 7. In a month I will (read, write, speak) for my 1-st exam. 8. Usually I (go, come, walk) home at 5 o'clock. 9. It (spends, takes, gives) me two hours to (take, do, read) my home task. 10. I am not from Kyiv, so I live in the university (hotel, building, hostel). Usually I (study, learn, teach) Latin terms in the evening before (taking, going, coming) to bed.

**Points - 10**

#### 2. Translate the following word combinations into English.

першокурсник  
відвідувати заняття  
писати конспекти лекцій  
скласти іспит  
практичні заняття  
проводити експерименти  
готувати фахівців  
вища освіта  
робити домашнє завдання  
висококваліфікований фахівець

**Points - 10**

#### 3. Give the definitions of the following words and word combinations:

|   |               |   |   |
|---|---------------|---|---|
| 1 | semester      | a | be present  |
| 2 | undergraduate | b | a a half-year term in a school or college, typically lasting fifteen to eighteen weeks        |
| 3 | attend        | c | a conference or other meeting for discussion or training                                      |
| 4 | lecture       | d | a student at a college or university who has not yet earned a bachelor's or equivalent degree |
| 5 | seminar       | e | an educational talk to an audience, especially to students in a university or college         |

**Points —5**

**4. Answer the following questions:**

1. Why did you enter the University?
2. What subjects do you take the first year for?
3. Why is it necessary to attend lectures and practical classes?
4. What is (are) your favorite subject(s)?
5. What type of classes do you have every day?

**Points —5**

**MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

**TEST 2**

**1. Choose the necessary word from brackets.**

1. I am a first (student, course, year) student. 2. The major part of the students live in 12 University (dormitories, hotels, buildings) with all modern conveniences. 3. The University is a higher school which (trains, prepares, takes) specialists for different branches of industry and agriculture. 4. She (goes, learns, studies) at Taras Shevchenko Kyiv National University. 5. Professor Boiko (reads, gives, delivers) lectures on anatomy. 6. Usually I (study, learn, teach) Latin terms in the evening before (taking, going, coming) to bed. 7. It is necessary to (visit, attend, come) all the practical classes and lectures. 8. Many students (do, perform, carry) out their first scientific investigations in laboratories at the different departments. 9. In a month I will (read, write, speak) for my 1-st exam. 10. I decided to (finish, go, enter) the Faculty of Veterinary Medicine of NULES of Ukraine because my dream was to become a veterinary surgeon and help animals suffering from different diseases.

**Points - 10**

**2. Translate the following word combinations into English.**

висококваліфікований фахівець  
вступати до університету  
вступний іспит  
робити лабораторні роботи  
відвідувати заняття  
улюблений предмет  
жити в гуртожитку  
дуже втомлюватися



слухати викладача  
проводити експерименти

**Points - 10**

**3. Give the definitions of the following words and word combinations:**

|   |               |   |   |
|---|---------------|---|---|
| 1 | education     | a | be present  |
| 2 | undergraduate | b | a a half-year term in a school or college, typically lasting fifteen to eighteen weeks        |
| 3 | attend        | c | an educational talk to an audience, especially to students in a university or college         |
| 4 | lecture       | d | a student at a college or university who has not yet earned a bachelor's or equivalent degree |
| 5 | semester      | e | an educational talk to an audience, especially to students in a university or college         |

**Points —5**

**4. Answer the following questions:**

1. Why did you enter the faculty of Veterinary Medicine?
2. What faculties are there in the University?
3. How many classes do you have every day?
4. What subjects do the first- and second- year students study?
5. What do you do after the classes?

**Points —5**

**MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## MODULE TEST 2

### TEST 1

#### Foreign Text Handling

Veterinarians held about 78,300 jobs in 2014, of which about 74 percent were in the veterinary services industry in the USA. Others held positions in federal, state, or local government; animal production, and in colleges and universities. About 1 in 6 veterinarians were self-employed in 2016.

Most veterinarians work in private clinics and hospitals. Others travel to farms, work in laboratories or classrooms, or work for the government. Veterinarians who treat horses or food animals travel between their offices and farms and ranches. They work outdoors in all kinds of weather and may have to perform surgery, often in remote locations.

Veterinarians who work in food safety and inspection travel to farms, slaughterhouses, and food-processing plants to inspect the health of animals and ensure that safety protocols are being followed by the facility.

Veterinarians who conduct research work primarily in offices and laboratories. They spend much of their time dealing with people, rather than animals.

The chief risk for veterinarians is injury by animals; however, modern tranquilizers and technology have made it much easier for veterinarians to work on all types of animals. Most veterinarians work 50 or more hours a week; however, about a fifth work 40 hours a week. Although those in private practice may work nights and weekends, the increased number of emergency clinics has reduced the amount of time private practitioners must be on call. Large animal practitioners tend to work more irregular hours than do those in small animal practice, industry, or government.

#### a. Decide whether the following statements are true or false:

1. Veterinarians held about 78,300 jobs in 2014, of which about 74 percent were in the veterinary private practice.
2. Veterinarians who conduct research work primarily in offices and laboratories spend much of their time dealing with animals.
3. A few veterinarians work in private clinics and hospitals.
4. Veterinarians who treat horses or food animals have to travel a lot.
5. The chief risk for veterinarians working with diseased animals is being infected by the disease.

**Points—5.**

#### b. Translate into English using the text:

1. лікувати
2. хірургія
3. практикуючий лікар
4. непередбачений випадок
5. наглядати

6. поранення
7. безпека

**Points —7.**

**c. Give the definitions of the following words and word combinations:**

|   |                           |   |  |
|---|---------------------------|---|--|
| 1 | noninfectious diseases    | a | the disease caused by an uncontrolled division of abnormal cells in a part of the body   |
| 2 | treatment                 | b | inspect and test livestock and animal products for major animal diseases, provide vaccines to treat animals, enhance animal welfare, conduct research to improve animal health, and enforce government food safety regulations |
| 3 | research veterinarians    | c | condition marked by fever and often by unconsciousness, caused by failure of the body's temperature-regulating mechanism when exposed to excessively high temperatures   |
| 4 | cancer                    | d | are caused by an agent, such as bacteria or a virus  |
| 5 | infectious diseases       | e | work in laboratories, conducting clinical research on human and animal health problems, they investigate scientific problems and develop strategies and new technologies   |
| 6 | heatstroke                | f | are caused by factors such as diet, environment, injury, and heredity  |
| 7 | disease                   | g | is medical attention given to a sick or injured person or animal   |
| 8 | food safety veterinarians | h | is an illness which affects people, animals, or plants   |

**Points —8.**

**d. Write a summary of the text in Ukrainian.**

**Points —10.**

## MARK YOUR SCORE

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## TEST 2

### Foreign Text Handling

The tasks set for the veterinary science today are to increase animal productivity, to reduce death of animals.

Veterinary service should pay particular attention to the organization of veterinary work on industrial livestock and poultry farms to prevent the spreading of infectious diseases. The foremost attention is paid to the veterinary sanitation and hygiene. They are the foundation of human health, well being of animals, good quality of animal production and high culture of cattle breeding.

The duty of the veterinary doctor is to prevent infectious and noncontagious diseases, to treat sick animals, to control the quality of meat, milk and eggs delivered by farms. Animal diseases cause great damage to the herds of cattle. The success of the struggle and preventive treatment against these diseases depend upon the arrangement of the veterinary service. Vaccination of animals against infectious diseases is a specialized type of work in which veterinarians may be engaged.

Veterinarians care for the health of animals and work to improve public health. They diagnose, treat, and research medical conditions and diseases of pets, livestock, and other animals.

Veterinarians treat the injuries and illnesses of pets and other animals with a variety of medical equipment, including surgical tools and x-ray and ultrasound machines. They provide treatment for animals that is similar to the services a physician provides to treat humans.

#### a. Decide whether the following statements are true or false:

1. The task set for the veterinary science today is to increase animal productivity.
2. The foremost attention is paid to the organization of veterinary work on industrial livestock and poultry farms to prevent the spreading of infectious diseases.
3. The veterinary sanitation and hygiene are the foundation of human health, well being of animals, good quality of animal production and high culture of cattle breeding.
4. The success of the struggle and preventive treatment against diseases depend upon the arrangement of the veterinary sanitation.
5. Veterinarians provide treatment for animals that isn't similar to the services a physician provides to treat humans.

**Points—5.**

**b. Translate into English using the text:**

6. гігієна
7. організація
8. санітарія
9. неінфекційний
10. хірургічний
11. розповсюдження
12. лікувати

**Points —7.****c. Give the definitions of the following words and word combinations:**

|   |                       |   |  |
|---|-----------------------|---|--|
| 1 | disease               | a | can be transmitted to human beings   |
| 2 | infectious diseases   | b | conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal  |
| 3 | noncontagious         | c | is an illness which affects people, animals, or plants   |
| 4 | zoonotic disease      | d | are caused by an agent, such as bacteria or a virus  |
| 5 | prophylactic measures | e | conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness   |
| 6 | sanitation            | f | are caused by factors such as diet, environment, injury, and heredity  |
| 7 | hygiene               | g | prevention of animal diseases activities in providing services connected with prevention, diagnostics and medical treatment of animal diseases, and consultations on veterinary medicine issues carried out by legal entities (veterinary medicine institutions of all property forms and public organizations) and natural persons (specialists in veterinary medicine) |
| 8 | veterinary practice   | h | prevention of animal diseases  |

**Points —8.**

**d. Write a summary of the text in Ukrainian.**

**Points —10.**

### **MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## **MODULE 3. MICROORGANISMS AND VIRUSES**

### **TEST 1**

#### **I. Foreign Text Handling**

Bacteria are all around us and most people only consider these prokaryotic organisms to be disease causing parasites. While it is true that bacteria are responsible for a large number of human diseases, they also make it possible for certain elements such as carbon, nitrogen, and oxygen to be returned to the atmosphere.

Life as we know it would not exist without bacteria to decompose waste and dead organisms. These bacteria ensure that the cycle of chemical exchange between organisms and their environment is continuous.

The decision as to whether bacteria are friend or foe becomes more difficult when both the positive and negative aspects of the relationship between humans and bacteria are considered.

**a. Decide whether the following statements are true or false according to the plot:**

- 1.The vast majority of the bacteria are harmful.
- 2.Bacteria are responsible for some human diseases.
- 3.Life can exist without bacteria.
- 4.Bacteria help us digest our meals, decompose waste and dead organisms.
- 5.Many bacteria do such helpful things that the cycle of chemical exchange between organisms and their environment is continuous.

**Points—5.**

**b. Find synonyms to the words below in the text:**

1. nearby
2. infection
3. particular

4. be
5. enemy
6. estimate

**Points —6.**

**c. Give definitions of the following words:**

|                  |  |
|------------------|--|
| 1. bacteria      | 1. causative agents of disease in plants and animals   |
| 2. microbes      | 2. a mature, single virus; it attacks one cell of its host   |
| 3. viruses       | 3. a collection of unicellular micro-organisms with a primitive cellular structure                               |
| 4. acid          | 4. invisible master chemists recycling leftovers of everything else  |
| 5. lipids        | 5. a virus that is a parasite on bacteria  |
| 6. vector        | 6. substance that contains hydrogen, which may be replaced by a metal to form a salt                             |
| 7. virion        | 7. organic compounds consisting of fats and other similar substances   |
| 8. toxin         | 8. an animal, as an insect, that transmits a disease-producing organism from one host to another                 |
| 9. bacteriophage | 9. poisonous substance, especially one formed by bacteria in plants and animals and causing a particular disease |

**Points —9.**

**d. Ask five questions to the given text.**

**Points —5.**

**e. Write a summary of the text in Ukrainian.**

**Points —10.**

### **MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## TEST 2

### I. Foreign Text Handling

Viruses are non-living microscopic particles that attack healthy cells within living things. They do not have the characteristics of living things and are not able to metabolize food. To metabolize means to change food energy into chemical energy that the body can use. Viruses are not alive, so they do not have a need for food like living organisms. Viruses do not have an organized cell structure. They are so light that they can float in the air or water, be passed on to other organisms if touched, and fit anywhere. The virus injects its own DNA structure into healthy cells where new virus cells grow.

Viruses can not reproduce by themselves like bacteria or cells. Viruses can only replicate intracellularly, so they can not be cultured in a nonliving medium. They must attach themselves to the cell membrane of animals, or cell wall of plants and inject a part of their DNA into the cells of the host organism.

#### a. Decide whether the following statements are true or false according to the text:

1. Viruses are living microscopic particles that attack healthy cells within living things.
2. They have the characteristics of living things and are able to metabolize food.
3. Viruses can reproduce by themselves like bacteria or cells.
4. Viruses can be cultured in a living medium and nonliving medium.
5. Viruses can be passed on to other organisms if touched, and fit anywhere.

**Points—5.**

#### b. Find synonyms to the words below in the text:

6. convert
7. living
3. transfer
4. adapt
10. replicate
11. dead

**Points —6.**

#### c. Translate into English using the text:

12. частка
13. здоровий
14. уражати
15. ознака

**Points —4.**



**d. Ask five questions to the given text.**

**Points —5.**

**e. Write a summary of the text in Ukrainian.**

**Points —10.**

## **MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## **TEST 3**

### **I. Foreign Text Handling**

The study of microorganisms is called microbiology, a subject that began with Anton van Leeuwenhoek's discovery of microorganisms in 1675, using a microscope of his own design.

Microorganisms are very tiny one-celled organisms, viruses, fungi, and bacteria, and are found everywhere in the world. They are found in all living things, plants and animal. There are more microorganisms on and inside your body than there are cells that make up your entire body. Microorganisms can live in the air, on land, and in fresh or salt water environments. Some of them, pathogens, can be harmful and causes diseases, but there are some microorganisms that are needed for living things to survive.

**a. Decide whether the following statements are true or false according to the text:**

1. The study of microorganisms is called molecular genetics.
2. Anton van Leeuwenhoek's discovered microorganisms in 1765, using a microscope of his own design.
3. Microorganisms are very tiny multicellular organisms, viruses, fungi, and bacteria, and are found everywhere in the world.
4. There are microorganisms inside only your body
5. Some of microorganisms can be useful, they are needed for living things to survive.

**Points—5.**

**b. Find synonyms to the words below in the text:**

1. branch of knowledge
2. invention
3. construction
4. microscopic
5. continue to exist

**Points—5.**

**c. Translate into English using the text:**

5. середовище
6. шкідливий, згубний
7. продовжувати існувати
8. спричиняти
9. відкриття

**Points—9.**

**d. Ask five questions to the given text.**

**Points—5.**

**e. Write a summary of the text in Ukrainian.**

**Points —10.**

**MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## MODULE 4

### TEST 1

#### Foreign Text Handling

Diseases may be either infectious or noninfectious. The term infection implies an interaction between two living organisms, called the host and the parasite. Infection may be defined as the state of existence of one organism (the parasite) at the expense of another (the host). Agents (certain viruses, bacteria, fungi, protozoans, worms, and arthropods) capable of producing disease are pathogens. A pathogen may be virulent for one host but not for another.

Many pathogens 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.

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.

Noninfectious diseases may be caused by hereditary factors or by the environment in which an animal lives. Many metabolic diseases are caused by an unsuitable alteration, sometimes brought about by man, in an animal's genetic constitution or in its environment. Metabolic diseases usually result from a disturbance in the normal balance of the physiological mechanisms that maintain stability, or homeostasis.

#### a. Circle T (true) or F (false) for the statements given below.

1. T. F. Diseases may be infectious and parasitic.
2. T. F. Infectious diseases are those caused by an infecting agent or organism.
3. T. F. Scientists define pathogens as ones that include bacteria, viruses, fungi and parasites.
4. T. F. 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.
5. T. F. Noninfectious diseases may be caused by hereditary factors or by the parasites.
6. T. F. Many metabolic diseases are caused by an unsuitable hygiene, sometimes brought about by man, in an animal's genetic constitution or in its environment.

**Points —6.**

#### b. Translate into English using the text:

викликати хворобу

захист від хвороби  
сприятливі умови  
спадковий фактор  
середовище, в якому живе тварина  
проникнення в живителя

**Points —6.**

**c. Give the definitions of the following words and word combinations:**

|   |                        |   |  |
|---|------------------------|---|--|
| 1 | disorder               | a | are agents (certain viruses, bacteria, fungi, protozoans, worms, and arthropods) capable of producing disease. |
| 2 | zoonotic disease       | b | is an illness which affects people, animals, or plants.  |
| 3 | disease                | c | are caused by an agent, such as bacteria or a virus  |
| 4 | infectious diseases    | d | is medical attention given to a sick or injured person or animal.  |
| 5 | treatment              | e | are small organisms which can cause disease.   |
| 6 | bacteria               | f | is a problem or illness which affects a person's or animal's body.   |
| 7 | noninfectious diseases | g | can be transmitted to human beings   |
| 8 | pathogens              | h | are caused by factors such as diet, environment, injury, and heredity.   |

**Points —8.**

**d. Write a summary of the text in Ukrainian.**

**Points —10.**

### MARK YOUR SCORE

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## TEST 2

### Foreign Text Handling

Scientists define animals' diseases as disorders that influence an animal's health and ability to function. Animal diseases are of great concern to humans for several reasons. Diseases can reduce the productivity of animals used to produce food, such as hens and dairy cows. Animals that are raised as food, such as pigs and beef cattle, which become ill, may affect the economic well-being of many industries. Some animal diseases can be transmitted to humans, and control of these types of diseases, known as zoonoses, is vital to public health. In the wild, animal populations reduced by disease can upset the ecological balance of an area. And, in the case of pets, prevention and treatment of animal diseases helps pets live long and healthy lives.

Animal diseases are characterized as infectious and noninfectious. Infectious diseases are caused by an agent, such as bacteria or a virus, which penetrates the body's natural defense mechanisms, while noninfectious diseases are caused by factors such as diet, environment, injury, and heredity. Sometimes the cause of a disease is unknown. An animal may also experience one disease or a combination of diseases at any one time. To identify a disease, a veterinarian (a doctor who treats animals) first determines the animal's signalman—its species, breed, age, and sex. This information helps to identify a disease.

The veterinarian then gathers a complete history of the animal and its problem. This history includes the symptoms the animal is displaying and when they first appeared, as well as whether the animal has been exposed to something new in its surroundings or to other animals. The veterinarian gives the animal a thorough physical examination, which may include measuring its body temperature, listening to its heart, checking its pulse, and feeling its abdomen and lymph nodes. The veterinarian then creates a list of possible diseases that may be making the animal sick. The list may be narrowed by running diagnostic tests such as X - rays, electrocardiograms, blood analyses, and bacterial or fungal cultures. Once the disease is identified, the doctor develops a treatment plan for the animal.

#### **a. Circle T (true) or F (false) for the statements given below.**

1. T. F. Animals' diseases are defined as certain orders that influence an animal's health and ability to function.
2. T. F. Animal diseases are of great concern to humans because they may affect the economic well-being of many industries.
3. T. F. Some animal diseases can be transmitted to humans, and control of these types of diseases, known as hygiene, is vital to public health.
4. T. F. Infectious diseases are divided into diseases of circulator system, internal organs, muscular system and reproductive system.
5. T. F. If veterinarian wants to identify a disease, he must first determine the animal's signalmen—its species, breed, age, and sex.

6. T. F. As a rule, a doctor that treats any animal gathers a complete history of his patient and its problem. This history includes the symptoms the animal usually displays and when they first appeared. It also includes information about animal surroundings and its owners.

**Points —6.**

**b. Translate into English using the text:**

визначити (ідентифікувати) хворобу  
 зменшити продуктивність тварин  
 скласти цілісну картину хвороби  
 найкращий вплив  
 розробити план лікування  
 впливати на економічну ефективність

**Points —6.**

**c. Give the definitions of the following words and word combinations:**

|   |                        |   |  |
|---|------------------------|---|--|
| 1 | illness                | a | are caused by an agent, such as bacteria or a virus.               |
| 2 | zoonotic disease       | b | is an illness which affects people, animals, or plants.            |
| 3 | prophylactic measures  | c | is disorder that influences body's health and ability to function. |
| 4 | infectious diseases    | d | is medical attention given to a sick or injured person or animal.  |
| 5 | treatment              | e | is body's natural defense mechanisms                               |
| 6 | immune system          | f | is prevention of animal diseases.                                  |
| 7 | noninfectious diseases | g | are small organisms which can cause disease.                       |
| 8 | pathogens              | h | can be transmitted to human beings.                                |

**Points —8.**

**d. Write a summary of the text in Ukrainian.**

**Points —10.**

**MARK YOUR SCORE**

You can get 30 points.

28...30 points — well done

25...27 points — good

22...24 points — you can do better

20 points or less — revise and try again

## CHAPTER II

### SUPPLEMENTARY READING

#### Text 1

#### Veterinary Medicine

Veterinary Medicine is a branch of medical science that deals with the health and welfare of animals. Doctors of veterinary medicine diagnose and treat the diseases and injuries of household pets, livestock, laboratory animals, zoo animals, and wildlife. They promote public health by combating *zoonotic* diseases (animal diseases that can be transmitted to humans) and by inspecting livestock and food processing procedures to insure a safe food supply. Some veterinarians actively participate in wildlife preservation and conservation, while others conduct scientific research into the causes and prevention of disease.

Veterinary medicine is a challenging field. One significant difference between human and animal medicine is that veterinarians must be familiar with the anatomy and diseases of several different species. An appropriate treatment for one species might be ineffective or harmful if applied to another. Veterinarians must be proficient in both medicine and surgery, and be well versed in areas such as pediatrics, obstetrics, anesthesiology, plastic surgery, dentistry, dermatology, geriatrics, and orthopedics. They must deduce problems without sharing a single spoken word with the patient. Many veterinarians, therefore, are acute diagnosticians with top-notch skills of observation and intuition.

Veterinary medicine is a unique profession concerned with the prevention, diagnosis, and treatment of animal diseases, animal production and public health. People used to have a profound interest in maintaining the health and welfare of animals because of human dependence on them. The practice of veterinary medicine goes back to ancient times, and has roots in China, India, Egypt and Babylonia. The first schools for the training of professional veterinarians were established in France in the eighteenth century. In the United States, veterinary medical education dates back to 1852. Until the early part of the twentieth century, veterinarians in the United States were primarily engaged in the practice of equine and food animal medicine.

Veterinarians' roles and responsibilities to society have become increasingly vital since good animal care is essential to human health and economic well-being. Primary examples are in the areas of basic biological research, human medicine, ecology, and food production. The importance of the profession to both human and animal welfare is self-evident.

## Text 2

### The History of Veterinary Medicine

The history of veterinary medicine began around 9000 BC in Middle East countries including Saudi Arabia, Egypt, Iran, Turkey and Iraq. Shepherders had a crude understanding of medical skills which were used to treat their dogs and other animals. From 4000 to 3000 BC, Egyptians took earlier medical skills and made further advancements. Historical records and Egyptian hieroglyphs record how they used herbs to treat and promote good health in domesticated animals.

Archaeologists found fragments of a papyrus that was a medical textbook from somewhere around 1850 BC, indicating that Egyptians were familiar with the anatomy of animals, could recognize early warning signs of certain diseases in dogs, birds, fish and cattle, and used specific treatments to deal with them. Evidence of animal medicine has also been found in other ancient civilizations, such as those of the Hindus, Babylonians, Arabs, Greeks, and Romans.

Formal veterinary education began in the Western world in the 1760s in Lyon and Alfort in France with the establishment of the first Western veterinary schools.

Over the next ten years, veterinary schools were established in Germany, Sweden and Denmark. In 1791, the London Veterinary College was established and developed veterinary science at a professional level dedicated to animal medicine.

The first veterinary school established in the United States was the Veterinary College of Philadelphia in 1852, which operated until 1866. In 1883, the School of Veterinary Medicine at the University of Pennsylvania was established. It is the oldest accredited veterinary school currently operating in the United States.

## Text 3

### The Veterinary Profession in Great Britain

The role of the veterinary profession in the history of animal welfare might have appeared noticeably absent during the earlier part of this chapter. Veterinary surgeons are considered, in law and by the majority of the public, to be experts in the field of welfare, but have in fact become involved in the subject relatively late in the day. The first origins of the profession were relatively humble, with most so-called practitioners having no training and relying on idiosyncratic and unproven “cures”; which are unlikely to have done much to help their patients. The first records of veterinary training date from 1791 when a private college was established in London, with another school opening in Edinburgh during the 1820s. The reputation of veterinary science, however, did not achieve any great status until the end of the nineteenth century, when the passing of formal examinations was required before participants were allowed to use the title “veterinary surgeon” and were entitled to become registered members of the Royal College of Veterinary Surgeons (RCVS). For many years the RCVS was unable to prevent untrained or unregistered people



from misleadingly holding themselves out as veterinary surgeons, a situation which served to jeopardize the reputation of the fledgling profession, but by 1881 it became an offence to falsely hold oneself out as a registered veterinary surgeon. Further veterinary schools were founded at Glasgow, Liverpool and Dublin and later at Cambridge and Bristol and the standing and reputation of the profession has increased significantly in recent years.

The earliest records of the veterinary nursing profession date back to the beginning of the 1900s, when the first small animal hospitals and nursing homes were established. The Canine Nurses Institute was set up in 1908 by a Mrs. Lenty Collins, and uniformed nurses were trained in the care of dogs and the proper conduct of a nurse. Other centers were established over the years to provide health care for sick small animals, and these would commonly include the attentions of veterinary nurses. In 1961, the RCVS started the first veterinary nursing qualifications with the establishment of Registered Animal Nursing Auxiliaries or RANA, the term “nurse” being protected at the time for those in the human field. Qualified Veterinary Nurses appeared in 1984.

On the whole, the veterinary profession has responded to society’s expectations and attitudes towards animals rather than shaped them. Vets, as a body, have been reluctant to become involved in campaigns over controversial welfare issues such as animal experimentation, blood sports and intensive farming. An influential philosopher, Richard Ryder, is of the opinion that although widely seen by members of the public as being interested in the welfare of animals, with a few glorious exceptions, vets have been distinguished by their absence from the great campaigns of the last two hundred years. He also asserts that the vested interests of members of the profession have prevented their publicly criticising certain practices. There is an inherent tension in the role of a veterinary surgeon, in that they must act on behalf of their client, but also swear an oath that their constant endeavor will be to ensure the welfare of animals committed to my care. Where vets are required to work in situations with potential for the compromise of animal welfare, their role as either servant or animal advocate often remains undefined and needs further exploration, both by the profession and those who rely on its services. In recent years, the profession has assumed a greater role in the formation of opinion and policy with the issuing of more detailed guidance to its members, and statements of policy, in relation to tail docking in dogs and renal transplantation in cats, for example.

## Text 4

### Veterinary Medicine in the USA

**Private Practice.** In the United States, approximately 75% of all veterinarians are in private clinical practice. Of those, about 58% are engaged in exclusively small animal practice in which they treat only companion animals. Approximately 18% limit their practice to the care of farm animals or horses. Another 19% are involved in what is known as mixed (or general) animal practice.

Their patients include all types of pets, horses, and livestock. Veterinarians in private clinical practice are responsible for the health of approximately 53 million dogs, 59 million cats. Bird ownership has risen over the past 5 years from 11 million in 1991 to approximately 13 million birds. The number of pleasure horses in the U.S. is about 4.0 million. Other pets such as rabbits, ferrets, guinea pigs, hamsters, gerbils, other rodents, turtles, snakes, lizards, other reptiles and many other animals primarily kept as companion animals. Rabbits and ferrets are owned by 2.3% of households in the U.S. with a total population of 5.7 million; 4.8 million rodents are owned by 2.3% of households and 1.5 % of households own 3.5 million reptiles. The fish population is estimated at 55.6 million owned by 6.3% of households. Veterinarians in private clinical practice work to prevent disease and other health problems in their patients. They examine animal patients, vaccinate them against diseases, prevent the transmission of animal disease to people ("zoonoses"), and advise owners on ways to keep pets and livestock well nourished and healthy. When health problems develop, practitioners must diagnose the problem and treat the patients. Accurate diagnosis frequently requires the use of laboratory tests, radiography (x-rays), and specialized equipment. Treatments may involve a number of procedures including: emergency lifesaving measures, prescribing medication, setting a fracture, delivering a calf, performing surgery, or advising the owner on feeding and care of the patient.

**Teaching and Research.** More than 3,800 veterinarians are engaged in educating tomorrow's veterinarians at schools and colleges of veterinary medicine. In addition to teaching, veterinary school faculty members conduct basic and clinical research, provide various services to the public, contribute to scientific publications, and develop continuing education programs to help graduate veterinarians acquire new knowledge and skills. Veterinarians in research seek better ways to prevent and solve animal and human health problems. Many problems, such as cancer and cardiovascular disease, are studied through the use of laboratory animals, which are carefully bred, raised, and maintained under the supervision of veterinarians. Laboratory animal veterinarians help select the best animal models for particular research projects and ensure that the animals receive proper care. In addition to developing ways to reduce or eliminate the threat of animal diseases, veterinarians involved in research have made many direct contributions to human health. Veterinarians were the first to isolate filterable viruses, slow viruses, the first tumor-causing virus, Salmonella species, Brucella species, and other pathogenic agents. They also helped conquer malaria and yellow fever, solved the mystery of botulism, produced an anticoagulant used to treat some people with heart disease, and defined and developed surgical techniques for humans, such as hip-joint replacement and limb and organ transplants.

**Regulatory Medicine.** Veterinarians in regulatory medicine have two major responsibilities: the control or elimination of certain diseases, and protection of the public from animal diseases that can affect people. Veterinarians who work for the U.S. Department of Agriculture's Food Safety and Inspection Service (FSIS) and for state and municipal food inspection services protect the public from diseased livestock and unsafe meat and poultry. They ensure that food products are safe and wholesome. To prevent the introduction of foreign diseases, veterinarians employed by state and federal regulatory agencies quarantine and inspect animals brought into

the United States from other countries. They supervise interstate shipments of animals, test for the presence of diseases, and manage campaigns to prevent and eradicate many diseases, such as tuberculosis, brucellosis, and rabies, which threaten animal and human health. Department of Agriculture veterinarians in the Animal and Plant Health Inspection Service (APHIS) monitor the development and testing of new vaccines to ensure their safety and effectiveness. These APHIS veterinarians are also responsible for enforcing two major humane laws, the Animal Welfare Act and Horse Protection.

**Public Health.** Veterinarians also work in the area of public health for city, county, state, and federal agencies. They help to prevent and control animal and human diseases and promote good health. As epidemiologists they investigate animal and human disease outbreaks such as food-borne illness, influenza, plague, rabies, AIDS, and encephalitis. They evaluate the safety of food processing plants, restaurants, and water supplies. Veterinarians in environmental health programs study and evaluate the effects of various pesticides, industrial pollutants, and other contaminants on people as well as animals. The U.S. Food and Drug Administration (FDA) employs veterinarians to determine the safety and the efficacy of medicines and food additives. Veterinarians in government and private laboratories provide diagnostic and testing services. Some veterinarians serve as state epidemiologists, directors of environmental health, and directors of state or city public health departments. Veterinarians are also employed by the Agriculture Research Service, Fish and Wildlife Service, Environmental Protection Agency, National Library of Medicine, and National Institutes of Health.

**Uniformed Services.** Veterinarians serving as officers in the U.S. Army Veterinary Corps are responsible for biomedical research and development. Officers with special training in laboratory animal medicine, pathology, microbiology, or related disciplines are actively engaged in research programs within the military and other government agencies. In the U.S. Air Force, veterinarians serve in the Biomedical Sciences Corps as "public health officers." These officers manage communicable disease control programs at Air Force bases around the world to halt the spread of human immunodeficiency virus (HIV) infection, encephalitis, tuberculosis, and other infectious diseases. They monitor and control insect-borne diseases, such as Lyme Disease and Rocky Mountain Spotted Fever. They also manage influenza, hepatitis, and other human disease vaccination programs.

**Private Industry.** Veterinarians working in pharmaceutical and biomedical research firms develop, test, and supervise the production of drugs, chemicals, and biological products, such as antibiotics and vaccines for human and animal use. These veterinarians usually have specialized training in pharmacology, virology, bacteriology, pathology, parasitology, toxicology, nutrition, endocrinology, or laboratory animal medicine. Veterinarians are also employed in management, technical sales and services, and marketing in agribusinesses, pet food companies, and pharmaceutical companies. Veterinarians also are in demand for positions in the agricultural chemical industry, private testing laboratories, and laboratory animal medicine. To profitably fulfill the demand for quality food products, veterinarians who have expertise in nutrition and disease control may seek employment in the feed, livestock, and poultry industries.

## **Text 5**

### **Veterinary Service**

Agriculture plays an important role in the development of our country. Agriculture remains the main source of providing the population with food. It supplies the necessary raw materials for the food and light industries which produce large quantities of consumer goods.

The tasks set for the veterinary science today are to increase animal productivity, to reduce death of animals.

Veterinary service should pay particular attention to the organization of veterinary work on industrial livestock and poultry farms to prevent the spreading of infectious diseases. The foremost attention is paid to the veterinary sanitation and hygiene. They are the foundation of human health, well being of animals, good quality of animal production and high culture of cattle breeding.

The duty of the veterinary doctor is to prevent infectious and non contagious diseases, to treat sick animals, to control the quality of meat, milk and eggs delivered by farms. Animal diseases cause great damage to the herds of cattle. The success of the struggle and preventive treatment against these diseases depend upon the arrangement of the veterinary service. Vaccination of animals against infectious diseases is a specialized type of work in which veterinarians may be engaged.

The chief risk for veterinarians is injury by animals; however, modern tranquilizers and technology have made it much easier for veterinarians to work on all types of animals. Most veterinarians work 50 or more hours a week; however, about a fifth work 40 hours a week. Although those in private practice may work nights and weekends, the increased number of emergency clinics has reduced the amount of time private practitioners must be on call. Large animal practitioners tend to work more irregular hours than do those in small animal practice, industry, or government. Veterinarians who are just starting a practice tend to work longer hours. Private clinical practitioners who own their own practices determine the nature of their practice and set their working hours. Because they are selfemployed, most private clinical practitioners choose to work beyond normal retirement age.

## **Text 6**

### **Veterinary Training**

The path to becoming a veterinarian is not a short one. At minimum, veterinarians must obtain doctoral degrees from accredited schools of veterinary medicine. For individuals who love working with animals and want to earn a salary above the national average, becoming a veterinarian might be a path worth taking.

Earning a doctor of veterinary medicine degree typically takes four years. Although it is sometimes possible to gain acceptance to a college of veterinary

medicine without first earning a bachelor's degree, most students have completed their undergraduate degrees before enrolling.

Most veterinary degrees require at least six years of study at the university level, including a minimum of two years of pre-veterinary education and four years in a veterinary medicine program. Veterinary students usually spend 4,000 hours or more in classroom, laboratory, and clinical study.

To stay current with veterinary medicine, techniques, and technology, practicing veterinarians read scientific journals and attend continuing education symposiums, seminars, and courses.

Veterinarians must complete a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) degree at an accredited college of veterinary medicine. There are currently 30 colleges with accredited programs in the United States. A veterinary medicine program generally takes 4 years to complete and includes classroom, laboratory, and clinical components.

Although not required, most applicants to veterinary school have a bachelor's degree. Veterinary medical colleges typically require applicants to have taken many science classes, including biology, chemistry, anatomy, physiology, zoology, microbiology, and animal science. Most programs also require math, humanities, and social science courses.

Admission to veterinary programs is competitive, and less than half of all applicants were accepted in 2014.

In veterinary medicine programs, students take courses on animal anatomy and physiology, as well as disease prevention, diagnosis, and treatment. Most programs include 3 years of classroom, laboratory, and clinical work. Students typically spend the final year of the 4-year program doing clinical rotations in a veterinary medical center or hospital.

Changes in Veterinary Education. Changes are required in veterinary education to better equip the profession to provide for a changing role in a changing world.

The Pew Health Professions Commission in *Healthy America: Practitioners for 2005*, made one additional recommendation that was embedded in, but not highlighted by *Future Directions for Veterinary Medicine*(10): Veterinarians are more knowledgeable about the impact of animals and their diseases on human health and the role and use of animals in the improvement of health and well-being than any other health professional in most communities. Thus, veterinarians should be more directly available to human health providers for consultation on these subjects. If veterinarians are to play a larger role in human health delivery, veterinary education should equip them to do it.

Veterinary colleges in the United States and Canada are being confronted by some important institutional issues. As veterinary practice is becoming ever-more complex and the public is demanding more from veterinarians and increasing the demands on veterinary colleges, higher education is confronted with diminishing resources. Veterinary colleges are being forced to operate with funding levels that, in the light of previous experience, are thought to be inadequate. There is every reason to believe that lower levels of funding will continue for some time. Lower levels of funding do not necessarily mean that a school's program must be of lower quality, but it does mean that it will be different.

If veterinary education is to continue to provide support and leadership for the continued growth and development of the profession, new and innovative ways must be found to increase the efficiency of education processes, i.e., the productivity of veterinary schools. Increased efficiency could (among many possibilities) include:

The development of new relationships within the university in which veterinary colleges use university academic units for components of professional education, or contribute to teaching or research in other units, providing economies for the university as a whole. Promising areas for consideration are programs in animal science, biomedical sciences, and human medicine.

Cooperative efforts ("strategic alliances") between veterinary medical colleges and with other colleges permitting individual colleges to focus resources on fewer programs to maintain or enhance quality, while depending upon cooperative efforts with other institutions for needed breadth. Advances in electronics are making this strategy more and more attractive.

Adoption of new teaching modes to increase the efficiency and effectiveness of teaching/learning processes and the productivity of faculty. This could include new uses of electronics and sharing of human resources among veterinary medical colleges.

Veterinary colleges must learn to function more like the graduate professional colleges that they have become, giving more responsibility to students for their education than has been traditional in United States and Canadian veterinary medical colleges.

Veterinary medical colleges must establish new relationships with the practicing community to take advantage of the opportunities for teaching afforded by the high quality of contemporary veterinary practice. The gap between the quality of private practices and the quality of veterinary college hospitals which once existed, has now narrowed to the point where colleges might more cost-effectively use private practice for part of their clinical teaching needs. Teaching hospitals, staffed by specialists, who work mainly with referred cases and have expanded public service responsibilities, are having increasing difficulty in teaching primary care.

The overall cost of veterinary education (to the public and to students) requires a critical evaluation of every element in the preveterinary and veterinary program, and an openness to changes that will decrease costs without diminishing effectiveness.

## **Text 7**

### **Discovery**

By the last half of the 19th century, the microbial world was known to consist of protozoa, fungi, and bacteria, all visible with a light microscope. In the 1840s, the German scientist Jacob Henle suggested that there were infectious agents too small to be seen with a light microscope, but for the lack of direct proof, his hypothesis was not accepted. Although the French scientist Louis Pasteur was working to develop a vaccine for rabies in the 1880s, he did not understand the concept of a virus.

During the last half of the 19th century, several key discoveries were made that set the stage for the discovery of viruses. Pasteur is usually credited for dispelling the notion of spontaneous generation and proving that organisms reproduce new organisms. The German scientist Robert Koch, a student of Jacob Henle, and the British surgeon Joseph Lister developed techniques for growing cultures of single organisms that allowed the assignment of specific bacteria to specific diseases.

The first experimental transmission of a viral infection was accomplished in about 1880 by the German scientist Adolf Mayer, when he demonstrated that extracts from infected tobacco leaves could transfer tobacco mosaic disease to a new plant, causing spots on the leaves. Because Mayer was unable to isolate a bacterium or fungus from the tobacco leaf extracts, he considered the idea that tobacco mosaic disease might be caused by a soluble agent, but he concluded incorrectly that a new type of bacteria was likely to be the cause. The Russian scientist Dimitri Ivanofsky extended Mayer's observation and reported in 1892 that the tobacco mosaic agent was small enough to pass through a porcelain filter known to block the passage of bacteria. He too failed to isolate bacteria or fungi from the filtered material. But Ivanofsky, like Mayer, was bound by the dogma of his times and concluded in 1903 that the filter might be defective or that the disease agent was a toxin rather than a reproducing organism.

Unaware of Ivanofsky's results, the Dutch scientist Martinus Beijerinck, who collaborated with Mayer, repeated the filter experiment but extended this finding by demonstrating that the filtered material was not a toxin because it could grow and reproduce in the cells of the plant tissues. In his 1898 publication, Beijerinck referred to this new disease agent as a contagious living liquid— *contagium vivum fluidum*—initiating a 20-year controversy over whether viruses were liquids or particles.

The conclusion that viruses are particles came from several important observations. In 1917 the French-Canadian scientist Felix H. d'Herelle discovered that viruses of bacteria, which he named bacteriophage, could make holes in a culture of bacteria. Because each hole, or plaque, developed from a single bacteriophage, this experiment provided the first method for counting infectious viruses (the plaque assay). In 1935 the American biochemist Wendell Meredith Stanley crystallized tobacco mosaic virus to demonstrate that viruses had regular shapes, and in 1939 tobacco mosaic virus was first visualized using the electron microscope.

In 1898 the German bacteriologists Friedrich August Johannes Löffler and Paul F. Frosch (both trained by Robert Koch) described foot-and-mouth disease virus as the first filterable agent of animals, and in 1900, the American bacteriologist Walter Reed and colleagues recognized yellow fever virus as the first human filterable agent. For several decades viruses were referred to as filterable agents, and gradually the term virus (Latin for "slimy liquid" or "poison") was employed strictly for this new class of infectious agents. Through the 1940s and 1950s many critical discoveries were made about viruses through the study of bacteriophages. Between 1948 and 1955, scientists at the National Institutes of Health (NIH) and at Johns Hopkins Medical Institutions revolutionized the study of animal viruses by developing cell culture systems that permitted the growth and study of many animal viruses in laboratory dishes.

**Evolution.** Three theories have been put forth to explain the origin of viruses. One theory suggests that viruses are derived from more complex intracellular parasites that have eliminated all but the essential features required for replication and transmission. A more widely accepted theory is that viruses are derived from normal cellular components that gained the ability to replicate autonomously. A third possibility is that viruses originated from self-replicating RNA molecules. This hypothesis is supported by the observation that RNA can code for proteins as well as carry out enzymatic functions. Thus, viroids may resemble “prehistoric” viruses.

**Importance of bacteria.** Because viral processes so closely resemble normal cellular processes, abundant information about cell biology and genetics has come from studying viruses. Basic scientists and medical researchers at university and hospital laboratories are working to understand viral mechanisms of action and are searching for new and better ways to treat viral illnesses. Many pharmaceutical and biotechnology companies are actively pursuing effective antiviral therapies. Viruses can also serve as tools. Because they are efficient factories for the production of viral proteins, viruses have been harnessed to produce a wide variety of proteins for industrial and research purposes. A new area of endeavor is the use of viruses for gene therapy. Because viruses are programmed to carry genetic information into cells, they have been used to replace defective cellular genes.

Viruses are also being altered by genetic engineering to kill selected cell populations, such as tumor cells. The use of genetically engineered viruses for medical intervention is a relatively new field, and none of these therapies is widely available. However, this is a fast-growing area of research, and many clinical trials are now in progress. The use of genetically engineered viruses extends beyond the medical field. Recombinant insect viruses have agricultural applications and are currently being tested in field trials for their effectiveness as pesticides.

Mammals and reptiles serve as the virus reservoir, and mosquitoes serve as vectors essential to the virus life cycle by ensuring transmission of the virus from one host to another. Horses and people are accidental hosts when they are bitten by an infected mosquito, and they do not play an important role in virus transmission.

## Text 8

### Virology and Viruses

Virology is the study of viruses and virus-like agents: their structure, classification and evolution, their ways to infect and exploit cells for virus reproduction, the diseases they cause, the techniques to isolate and culture them, and their use in research and therapy.

Virology is often considered as a part of a major branch of virology is virus classification.

Viruses can be classified according to the host cell they infect: animal viruses, plant viruses, fungal viruses, and bacteriophages (viruses infecting bacteria, which include the most complex viruses).



Another classification uses the geometrical shape of their capsid (often a helix or an icosahedron) or the virus's structure (e.g. presence or absence of a lipid envelope).

Viruses range in size from about 30 nm to about 450 nm, which means that most of them cannot be seen with light microscopes. The shape and structure of viruses has been studied by electron microscopy, NMR spectroscopy, and X-ray crystallography.

Virus particles (known as virions) consist of two or three parts: the genetic material made from either DNA or RNA, long molecules that carry genetic information; a protein coat that protects these genes; and in some cases an envelope of lipids that surrounds the protein coat when they are outside a cell. The average virus is about one one-hundredth the size of the average bacterium.

Viruses cause a number of diseases in eukaryotes. In humans, smallpox, the common cold, influenza, herpes, polio, rabies and AIDS are examples of viral diseases.

Viral infections in animals provoke an immune response that usually eliminates the infecting virus. Immune responses can also be produced by vaccines. However, some viruses including those causing AIDS and viral hepatitis evade these immune responses and result in chronic infections. Antibiotics have no effect on viruses, but several antiviral drugs have been developed.

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.

The evolution of viruses, which often occurs in concert with the evolution of their hosts, is studied in the field of viral evolution.

While viruses reproduce and evolve, they don't engage in metabolism and depend on a host cell for reproduction. The often-debated question of whether they are alive or not is a matter of definition that does not affect the biological reality of viruses.

## **Text 8**

### **Microbiology**

Microbiology is the study of microorganisms, which are microscopic and unicellular organisms. This includes eukaryotes such as fungi and protists, and prokaryotes. Viruses, though not classed as living organisms, are also studied. Microbiology typically includes the study of the immune system, or Immunology. And immune systems obviously interact with pathogenic microbes.

Microbiology includes virology, mycology, parasitology, bacteriology and other branches. Microbiological procedures usually must be aseptic, and use a variety of tools such as light microscopes with a combination of stains and dyes, agar plates in petri dishes, biochemical test and running tests against particular growth conditions.

Microbiology is researched actively. Many microbes are responsible for beneficial processes such as industrial fermentation, antibiotic production and others. Bacteria can be used for the industrial production of amino acids. *Corynebacterium glutamicum* is one of the most important bacterial species with an annual production of more than two million tons of amino acids.

A variety of biopolymers, such as polysaccharides, polyesters, and polyamides, are produced by microorganisms. Microorganisms are used for the biotechnological production of biopolymers with tailored properties suitable for high-value medical application such as tissue engineering and drug delivery.

Microorganisms are beneficial for microbial biodegradation of domestic, agricultural and industrial wastes. The ability of each microorganism to degrade toxic waste depends on the nature of each

contaminant. There are also various claims concerning the contributions to human and animal health by consuming probiotics (bacteria potentially beneficial to the digestive system) and/or prebiotics (substances consumed to promote the growth of probiotic microorganisms). Recent research has suggested that microorganisms could be useful in the treatment of cancer.

## Text 9

### THREE GREAT MICROBIOLOGISTS

#### Louis Pasteur

The scientific contribution of Louis Pasteur, French microbiologist is among the most valuable in the history of science. He was born 1822 at a small village in eastern France. His father and grandfather were tanners and yet as a boy he got knowledge in chemical treating of hides. One day he saw a rabid dog to run through the village and to bite a neighboring peasant. In spite of burning the wound in the near smithy the peasant died in some days. Young Louis was very impressed by this event and he swore to make everything to battle the disease.

After finishing the primary school Pasteur was admitted to the famous Ecole Superieure in Paris. Having graduated this higher school he taught chemistry and physics at different schools and began his scientific research on fermentation and development of bacteria. He determined that fermentation was the result of the activity of minute organisms. Pasteur showed that milk or beer could be soured by invading a number of such organisms. Besides he was dealing with medical problems, his interest turned to the structure of blood and blood transfusion. He suggested as a first the group classification of human blood and tried to precede it for transfusion to wounded soldiers on the front during the French-Prussian war 1870. Due to scoundrel deeds of his enemies it failed. Pasteur had to escape to Britain where he continued the works on beer. Following an investigation conducted both in France and by brewers in London he devised a procedure for manufacturing beer that would prevent its deterioration with time. British exporters were able to send beer even as far as India without fear of its deteriorating.

Having returned to France Pasteur perfected a technique for reducing the virulence of various disease-producing microorganisms. He had observed that if animals stricken with certain diseases had recovered, they became later immune to a new attack. Thus by isolating the germ of the disease and by cultivating its weakened form to be later inoculated, he could immunize animals against maladies. He succeeded in vaccination a herd of sheep against anthrax. Likewise he was able to protect fowl from chicken cholera. By further work he could obtain a weakened form of the virus that could be used for inoculation. Having detected the rabies virus by the effect on the nervous system, he applied this procedure to man. 1885 he saved the life of a boy who had been bitten by a rabid dog.

That was Pasteur's victory over rabies, an outstanding success. Pasteur was awarded many decorations, and he became a head of the special Research Institute named after him. And now he is regarded as one of the greatest personalities in France.

### **Robert Koch**

Robert Koch was a prominent German bacteriologist, the founder of modern microbiology. He was born in 1843. As a boy he was interested in small insects and animals and collected them in his room. He observed details through the magnifying glass, because he wanted to know everything about the inner structure of animal's body. Once as he tried to cut a rat on the dining table a big quarrel arose between him, his brother and parents. Only his uncle supported Robert's occupations. He helped him to become a medical student of the famous Gottingen University. When Koch became a doctor he carried on many experiments on mice in his laboratory. In 1882 Koch discovered tuberculosis bacilli. In his report made in the Berlin Physiological Society Koch described in detail the morphology of tuberculosis bacilli and the ways to reveal them. Due to his discovery Koch became known all over the world. In 1883 he went to Egypt to study cholera. At that time there was a wide-spread epidemic of this terrible plague. Nobody knew the origin of this disease; there were not any protective measures against it. The disease spread very rapidly from one place to another and thousands of people died. But sometimes some people who were in a constant contact with the diseased person did not catch cholera. As soon as Koch began his investigations he found in blood, kidneys, spleen, liver and lungs of the people who died of cholera many microorganisms but all of them were not the agents of cholera. However in the walls of the intestines and in stools Koch always found an organism which looked like a comma. Many times Koch tried to grow this bacterium on gelatin but he failed to do it. Many times he inoculated this bacterium to the experimental animals, but none became ill. As the epidemic of cholera became less in Egypt, Koch went to India to continue his investigations there. In Calcutta Koch often walked along its muddy streets, where the poor people lived. Once Koch saw some muddy water on the ground near a small house. He looked into that water and thought there may be different bacteria to be analyzed. He did it under the microscope and found there the same "commas" which he had observed many times before. In 1884 Koch published his book on cholera. From the intestines of the affected men Koch isolated a small comma-shaped bacterium. He proved that these bacteria spread through drinking water. Later Koch experimented with other infectious agents and could isolate germs of such dangerous

epidemic like anthrax. In 1905 Koch got the Nobel Prize for his important scientific discoveries.

### **Alexander Fleming**

Alexander Fleming was born in 1881 on a farm in Scotland. Since his childhood he liked animals and watched their life. He decided to become a doctor and passed on top all the exams to be a medical student in London. Then he continued the research work at one of the London hospitals and became interested in bacterial action and antibacterial drugs. During the World War 1 he served as a military doctor in France and saw numerous terrible infected wounds of soldiers that could not be treated. In 1918 Fleming was demobilized and returned to his work in St. Mary Hospital. One day Fleming's assistant brought him a plate on which a colony of dangerous bacteria were being grown. "This plate cannot be used for the experiment,"- said the assistant.- "Some mould has formed on it and I'll have to take another plate." Fleming was ready to allow his assistant to do so. Then he looked at the plate and saw that the bacteria around a mould had disappeared. Fleming understood the importance of what had happened and immediately began to study the phenomenon. He placed some mould on other plates and grew more colonies. By means of numerous experiments on animals he determined that this new substance was not toxic to the tissues and stopped the growth of the most common pathogenic bacteria. Fleming called this substance penicillin. It is of the same family of moulds that often appear on dry bread. Many investigations had been carried out before a method of extracting pure penicillin was found.

In 1942 Fleming tried his own first experiment using penicillin for an injured friend. After several injections the man was cured. It marked the beginning of penicillin treatment. But it was very difficult for Fleming to awake interest biologists and experts to his new remedy and to decide the problem of its production. Fortunately one American company understood the great importance of this invention and USA Government offered some million dollars for penicillin production. This saved thousand of lives even in the last period of war.

For his great discovery Fleming received 1955 the Nobel Prize. In his Nobel speech he said: "Everywhere I go people thank me for saving their lives. I do not know why they do it. I didn't do anything. Nature makes penicillin. I only found it."

## **Text 10**

### **Animal Diseases**

Health is an important part of animal welfare. If you own one or more animals, you are concerned with their health. Your knowledge of a good housing, nutrition, sanitation is the first step. Livestock diseases compromise animal welfare, reduce productivity, and in rare cases can infect humans.

Scientists define animals' diseases as disorders that influence an animal's health and ability to function. Animal diseases are of great concern to humans for several reasons. Diseases can reduce the productivity of animals used to produce

food, such as hens and dairy cows. Animals that are raised as food, such as pigs and beef cattle, which become ill, may affect the economic well-being of many industries. Some animal diseases can be transmitted to humans, and control of these types of diseases, known as zoonoses, is vital to public health. In the wild, animal populations reduced by disease can upset the ecological balance of an area. And, in the case of pets, prevention and treatment of animal diseases helps pets live long and healthy lives.

Animal diseases may be reduced through antibiotics and vaccines, internal and external parasite control. In developing countries animal diseases are tolerated in animal husbandry, resulting in considerably reduced productivity, especially given the low health status of many developing country herds. Gains from productivity through disease management are often the first step taken in implementing an agricultural policy. Disease management can be achieved through changes in animal husbandry. These measures may aim to control spread by controlling animal mixing, controlling entry to farms and using of protective clothing, and quarantining sick animals. Diseases management may be controlled by the use of vaccines and antibiotics. Antibiotics may also be used as a growth promoter. The issue of antibiotic resistance has limited the practices of preventative dosing such as antibiotic-laced feed. Countries will often require the use of veterinary certificates before transporting, selling or showing animals.

### **Disease prevention, control and eradication**

Prevention is the first line of defense against disease. At least four preventive techniques are available for use in the prevention of disease in an animal population.

One is the exclusion of causative agents of disease from specific geographic areas, or quarantine. A second preventive tool utilizes control methods such as immunization, environmental control, and chemical agents to protect specific animal populations from endemic diseases, diseases normally present in an area. The third preventive measure concerns the mass education of people about disease prevention. Finally, early diagnosis of illness among members of an animal population is important so that disease manifestations do not become too severe and so that affected animals can be more easily managed and treated.

One of the oldest tools of preventive medicine is *Quarantine* — the restriction of movement of animals affected by diseases. It was applied to domesticated animals as early as Roman times.

The early detection of a disease in a population of animals - a herd of cattle, for example – is particularly useful in controlling certain chronic infectious diseases, such as mastitis, brucellosis, and tuberculosis, as well as certain noninfectious diseases such as bloat. Different laboratory tests — the agglutination test in pullorum disease, the tuberculin skin test for tuberculosis and others —are used for the early detection of diseases in an animal population.

Methods of disease control and eradication have been successful in various countries. In the United States, for example, the test-and-slaughter technique, in which simple tests are used to confirm the existence of diseased animals that are then slaughtered, has been of great value in controlling infectious and hereditary diseases, including dourine (a venereal disease in horses), fowl plague, and foot-and-mouth

disease in cattle and deer. Due to this method bovine tuberculosis has been eliminated from Denmark, Finland, and The Netherlands and reduced to a low level in various other countries, including Great Britain, Japan, the United States, and Canada.

In biological control enemies of the agents that transmit the disease, enemies of the reservoir host, or a specific parasite are introduced into the environment.

Disease control and elimination programs require many sophisticated techniques. They include: the control of insects known as transmitters of diseases, the cooperation of animal owners, and so on.

## **Text 11**

### **Infectious and noninfectious diseases**

Diseases may be either infectious or noninfectious. The term infection implies an interaction between two living organisms, called the host and the parasite. Infection may be defined as the state of existence of one organism (the parasite) at the expense of another (the host). Agents (certain viruses, bacteria, fungi, protozoans, worms, and arthropods) capable of producing disease are pathogens. The degree of pathogenicity — 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 and to prevent injury. 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; if introduced experimentally into a mouse, however, the bacteria overwhelm its body defenses and cause death.

Many pathogens 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.

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.

As certain bacterial species multiply, they may produce and liberate poisons, called exotoxins, into the tissues; other bacterial pathogens contain toxins, called endotoxins, which produce disease only when liberated at the time of death of the bacterial cell.

Noninfectious diseases may be caused by hereditary factors or by the environment in which an animal lives. Many metabolic diseases are caused by an unsuitable alteration, sometimes brought about by man, in an animal's genetic constitution or in its environment. Metabolic diseases usually result from a disturbance in the normal balance of the physiological mechanisms that maintain stability, or homeostasis.

Excessive inbreeding (the mating of related animals) among all domesticated animal species has resulted in an increase in the number of metabolic diseases and an increase in the susceptibility of certain animals to infectious diseases.

## Text 12

### Animal diseases that threaten man

Animals, domesticated or wild, can be a source of human illness. Such diseases, transmitted between animals and man, are often referred to as zoonoses.

The animal inflicted malady that inspires the most fear is rabies, a virus that attacks the nervous system. The saliva of an infected animal contains the deadly virus and comes to us through a bite or open sore or wound. Rural people are at greater risk than urban because of the proximity of wild animals and many free roaming unvaccinated dogs and cats. Warn children about petting or feeding any animal acting abnormally. Have your family pets inoculated. Take immediate action if someone is bitten – try to capture the animal for examination by a veterinarian and seek prompt medical consultation.

Brucellosis afflicts cattle, goats and swine. It can be transmitted from infected animals to man through raw milk, contact of an open sore or wound with an aborted fetus or after birth or from carcasses at the time of slaughter.

Undulant fever is a severe and tenacious malady that you can avoid through good sanitation and management. Animals should be tested regularly and removed if infected. Check with your state regulatory officials regarding vaccination.

Bovine tuberculosis is much less common today due to rigorous testing and elimination of infected animals. As bacteria are found in any body secretion or discharge, handling tubercular cattle is a health. Protective measures are regular testing and slaughter of those showing positive reaction, and pasteurization of family consumed milk.

Trichinosis is a painful and sometimes fatal disease in man. Eating uncooked or partially cooked infested pork is how we get in. Thorough cooking of pork is the best prevention.

Salmonella organisms are found in a variety of domestic and wild animals and poultry. Transmission to people occurs through contaminated food and water. The disease causes severe gastro-intestinal distress, fever and loss of appetite, and can be serious for the very young or old.

The natural reservoir of tetanus organisms is the intestinal tract of animals, especially horses. The spores are introduced into a person's body by contamination of a wound with soil, street dust or fecal material. Tetanus is a horrible disease with a high fatality rate; therefore, all rural people should be immunized. It is passed from animal to animal or to people through contact with infected urine, or with soil, feed, water or other materials so contaminated. Once on a farm, the disease is difficult to eradicate.

Tularemia is usually acquired by handling wild rabbits and eating imperfectly cooked contaminated meat. Though the disease is not usually life threatening, it is characterized by a high fever.

Other zoonoses that farm people should guard against include swine erysipelas, animal pox disease, ring worm, tape worm, Newcastle disease, histoplasmosis, psittacosis, and insect-borne animal diseases.

Here a few general preventive measures.

Keep animal quarters clean.

Immunize animals and keep them free of parasites.

Quarantine or remove sick animals.

Don't unduly expose yourself to any sick animal.

Wear rubber gloves when treating sick animals or assisting at birth and without fail if you have open sores or wounds on your hands and arms. Wash up and change clothing when finished.

### Text 13

#### Shipping Fever

Bovine shipping fever is an infectious respiratory disease. It is somewhat comparable clinically to influenza in man, but it has a longer incubation period and is primarily a disease of the lungs.

It has been a major disease of cattle for at least half a century. In some years it probably has caused the death of more young cattle than any other disease.

Because its primary cause has not been determined, it has never been given a fully satisfactory name.

Shipping fever usually is associated with the shipping of animals. It often spreads during transportation of native stock, and it occurs occasionally in unmoved cattle. At one time it was called stockyard disease because the animals frequently had passed through stockyards.

It also has been called "haemorrhagic septicemia", but that name seems to have little justification because it does not indicate the cause or the primary characteristics of the disease.

Haemorrhages are rather common, but septicemia, infection in the blood stream, is present only in the later stages, if at all. When the true cause of shipping fever is established, a more appropriate name may be applied.

### Text 14

#### Malignant Edema

Malignant edema is a wound infection that usually is quickly, fatal. It is marked by painful gangrenous swellings and severely toxic symptoms.

It is caused by a spore-forming, rod shaped germ, *Clostridium septicum*. The organism resembles the germ that causes blackleg; both grow only in the absence of



oxygen. Therefore the infection usually enters the body through wounds caused by puncture or laceration. The infection develops in the injured tissue.

The germs are widely scattered in the top layers of soil. Animals kept in dusty, unsanitary surroundings may get the disease following hypodermic injections, surgical operations, parturition and accidental wounds.

Horses, cattle, and sheep are most susceptible. Swine, dogs, and cats are rarely affected.

Malignant edema can be transmitted to rabbits, guinea pigs, white rats, mice and pigeons under experimental conditions.

## **Text 15**

### **Nephrosis**

Nephrosis includes degenerative and inflammatory lesions of the renal tubules. Uraemia is developed acutely or as the terminal stage after a chronic illness manifested by polyuria, dehydration and loss of weight.

Most cases of nephrosis are caused by exogenous or endogenous toxins. Mercury poisoning is the classical cause but nephrosis also follows poisoning with arsenic, oxalate and in overdosing with sulphonamides, especially when water intake is restricted.

In acute nephrosis there is obstruction of glomerular filtrate through the tubules and an obstructive oliguria and uraemia develop. In chronic cases there may be impairment of tubular resorption of solutes and fluids with an attendant polyuria.

The presence of protein in a urine of high specific gravity is accompanied by high levels of urea nitrogen in the blood in acute nephrosis.

## **Text 16**

### **Lactation Tetany**

The lactation tetany is known to be a highly fatal disease of all classes of ruminants. It reaches its highest incidence in lactating cows. To fight it we have to know that this disease occurs not only at pasture but we can observe it in housed cattle too.

The morbidity rate is highly variable, some researchers observed it to reach as high as 12 per cent in individual herds, and up to 2 per cent in particular areas. They believed the lactation tetany to affect cattle and sheep turned out to pastures in the early spring after wintering indoors, and in late autumn. Most cases are known to occur during the first 2 weeks after the animals leave the barn.

Pasture which has been heavily fertilized with nitrogen and potashes is potentially most dangerous. When animals begin to graze on the pasture heavy losses may occur

in all classes of sheep and cattle, particularly when the pasture is in early stages of growth.

Although the disease is not specifically related to parturition we know it to occur most commonly in the first 2 months after calving, hence the name "lactation tetany". The disease is most common in lactating dairy cattle; it may reach a moderate incidence in beef cattle and calves and has affected dry cows and bulls.

The disease affects cattle in the 4- to 7-year age group that are most susceptible. Ewes which have lambed during the preceding month are the most susceptible group.

## **Text 17**

### **Pleuritis**

Primary pleuritis occurs rarely, usually being caused by traumatic perforation of the thoracic wall.

In the early, acute, dry stage of pleuritis respiratory movements are restricted, the respiration being rapid and shallow. The second stage of pleuritis is characterized by the production of sero-fibrinous inflammatory exudate collecting in the pleural sacs and causing collapse of the ventral parts of the lungs, thus reducing vital capacity and interfering with gaseous exchange. In the third stage the fluid is desorbed and adhesions develop, restricting the movement of the lungs and chest wall, interference with respiratory exchange being usually minor and disappearing gradually as the adhesions stretch with continuous movement. In the early stages the respiratory movements are markedly abdominal and movement of the chest wall is restricted. The animal stands with its elbows abducted and is disinclined to move. On auscultation pleuritis friction sounds are audible. They are dry and abrasive, and do not abate with coughing. They may be difficult to identify if there is a coincident pneumonia accompanied by rales and increased vesicular murmur.

## **Text 18**

### **Gastritis. Gastro-enteritis**

Gastritis may be acute or chronic but both forms of the disease may be caused by the same etiological agents acting with varying degrees of severity and for varying periods. The inflammation may be caused by physical, chemical, bacterial, viral or metazoan agents.

Physical agents. Gross over-feeding causing gastric dilatation is usually accompanied by some secondary gastritis. Frosted or frozen feeds, particularly roots, may cause a severe gastritis, although frozen roots in adult ruminants are more likely to cause severe indigestion accompanied by frothy bloat. The ingestion of coarse, fibrous feeds such as straw bedding may cause a chronic gastritis, especially in pigs.

and calves Bad teeth, leading to faulty mastication, may have the same effect as coarse roughage.

The feeding of damaged feeds, including mouldy and fermented hay and ensilage, commonly causes a moderate gastritis. Foreign bodies may also lacerate the gastric mucosa and cause gastritis.

## Text 19

### Listeriosis

Listeriosis is known to be an infectious disease caused by *Listeria monocytogenes* and characterized by either meningo-encephalitis, abortion or septicaemia. The disease is of greatest economic importance in sheep and cattle. In man the disease is serious and often fatal. Animals of any age, including the newborn, may be affected in a herd, the infection rate reaching 10 per cent. The mortality rate without treatment in listerial septicaemia and listerial meningo-encephalitis approaches 100 per cent.

*List, monocytogenes* is the causative organism and can be isolated in pure culture from affected animals. Several strains of the organism have been identified.

Sheep, cattle, buffalo, goats, horses, pigs, cats, rabbits and some wild animals and man are susceptible to infection. One can expect to find the meningo-encephalitic form and the visceral form (chiefly as abortion or neonatal septicaemia) in different outbreaks of the disease, and rarely two forms together in the one outbreak.

**Listerial meningo-encephalitis.** This form has been observed in all species and presents a standard syndrome. In adult cattle the course of the disease is usually 1 to 2 weeks but in sheep and calves the disease is more acute, death occurring in 3 to 4 days. Basically the clinical picture combines the signs of the dummy syndrome, with pressing against fixed objects, and unilateral facial paralysis. Affected animals are dull, often at the point of somnolence, and isolate themselves from the rest of the group. Prehension and mastication are slow and the animal stands for long periods drooling saliva and with food hanging from its mouth. The affected animals become recumbent and are unable to rise. Death is due to respiratory failure. Fever (usually 104° F or 40° C, but occasionally as high as 107° F or 42° C) is usual in the early stages of the disease but the temperature is usually normal when frank clinical signs are present.

**Listerial abortion.** In cattle many sporadic abortions due to *List, monocytogenes* are recorded and outbreaks of abortion due to this organism are recorded in cattle, sheep and in goats.

**Septicaemic listeriosis.** Acute septicaemia due to *List, monocytogenes* is not common in adult ruminants but does occur in monogastric animals including foals, young pigs and newborn lambs and calves. There are no signs suggestive of nervous system involvement, the syndrome being a general one comprising depression, weakness, emaciation, pyrexia and diarrhoea in some cases, with hepatic necrosis and gastroenteritis at necropsy.

## TENSES

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### THE VERB TO BE

**Вправа 1. Напишіть стверджувальну або заперечну форму. Вживайте am/am not/is/ isn't / aren't.**

1. Paris \_\_\_\_\_ the capital of France. 2. I \_\_\_\_\_ interested in football. 3. I \_\_\_\_\_ hungry. 4. It \_\_\_\_\_ warm today. 5. Rome \_\_\_\_\_ in Spain. 6. I \_\_\_\_\_ afraid of dogs. 7. My hands \_\_\_\_\_ cold. 8. Canada \_\_\_\_\_ a very big country. 9. The Amazon \_\_\_\_\_ in Africa. 10. Diamonds \_\_\_\_\_ cheap. 11. Motor-racing \_\_\_\_\_ a dangerous sport. 12. Cats \_\_\_\_\_ big animals.

**Вправа 2. Продовжіть висловлювання за зразком. Перекладіть речення українською мовою.**

Model: *There is a teacher in the classroom, (many pupils).* —

*There are many pupils* in the classroom.

1. There is a little table in the corner (two armchairs). 2. There is a magazine on the little table (a few newspapers). 3. There is one book in his bag (some copybooks). 4. There is a key in my pocket (a few other things). 5. There is one tree near the house (some bushes). 6. There is a bus in the street (many cars). 7. There is the sun in the sky (some clouds). 8. There is an old house in this district (many new houses).

**Вправа 3. Заповніть пропуски, вибравши відповідне дієслово.**

1. There \_\_\_\_\_ a lamp on the desk. 2. There \_\_\_\_\_ many flowers on the window-sill. 3. There \_\_\_\_\_ a magazine and some newspapers on the little table. 4. \_\_\_\_\_ there any garage near the house? No, there \_\_\_\_\_ not any. 5. There \_\_\_\_\_ some apple-trees and one plum-tree in the garden. 6. There \_\_\_\_\_ one girl and four boys in the classroom. 7. On the walls there \_\_\_\_\_ many pictures. 8. There \_\_\_\_\_ a cow, a pig, and a horse in the field. 9. There \_\_\_\_\_ no sheep there. 10. \_\_\_\_\_ there much snow in the yard? Yes, there \_\_\_\_\_ a lot of snow everywhere.

**Вправа 4. Складіть речення за зразком. Вживайте am//is/are.**

Model: (my shoes very dirty) *My shoes are very dirty.*

- (my bed very comfortable) \_\_\_\_\_
- (your cigarettes in your bag) \_\_\_\_\_
- (I not very happy today) \_\_\_\_\_
- (this restaurant very expensive) \_\_\_\_\_
- (the shops not open today) \_\_\_\_\_
- (Mr. Kelly's daughter six years old) \_\_\_\_\_
- (the houses in this street very old) \_\_\_\_\_
- (the examination not difficult) \_\_\_\_\_
- (those flowers very beautiful) \_\_\_\_\_

## TEST 1 TO BE

**Виберіть потрібну форму дієслова: A – am B – is C- are**

1. It \_\_\_\_\_ surprising how popular American music is around the world.
2. What \_\_\_\_\_ your aunt's name?
3. Tom's parents \_\_\_\_\_ travel agents.
4. In my opinion, it \_\_\_\_\_ too soon to make a decision.
5. Where \_\_\_\_\_ you from?
6. The new models \_\_\_\_\_ less expensive.
7. I \_\_\_\_\_ worried about it, and he \_\_\_\_\_ also.
8. She \_\_\_\_\_ famous not only in the United States, but also abroad.
9. His arms \_\_\_\_\_ so long that he can't find shirts to fit him.
10. It \_\_\_\_\_ (not) far from the university, is it?
11. One of the students \_\_\_\_\_ in the classroom.
12. \_\_\_\_\_ Tom and Bob good players?
13. The news \_\_\_\_\_ (not) very bad today.
14. Your money \_\_\_\_\_ in your handbag
15. The best seats \_\_\_\_\_ 10 \$.
16. \_\_\_\_\_ you hungry?
17. What \_\_\_\_\_ your parents' address?
18. I \_\_\_\_\_ glad to see you. How \_\_\_\_\_ you?
19. What \_\_\_\_\_ your favourite sport?
20. Each piece of furniture in this display \_\_\_\_\_ on sale for half price.
21. The customer \_\_\_\_\_ always right.

## THE VERB TO HAVE

**Вправа 1. Вставте дієслово to have в Present Simple.**

1. My neighbour ... a car.
2. They ... a TV set.
3. I ... eight English books.
4. She ... a new dress.
5. You ... a good dictionary.
6. Our room ... two windows.
7. Many collective farmers ... motor cycles.
8. Our teacher ... two daughters.
9. I ... a very special reason to go there.
10. I can't go swimming today, I .....enough energy.

**Вправа 2. Доповніть речення словосполученнями:**

**have a baby have a break have a chat have trouble have a shower  
have a good flight have a look have lunch have a party have a nice time**

1. I don't eat much during the day. I never..... .
2. David starts work at 8 o'clock and ..... at 10.30.

3. We .....last week. It was great - we invited lots of people.
4. Excuse me, can I .....at your newspaper, please?
5. Jim is away on holiday at the moment. I hope he .....
6. I met Ann in the supermarket yesterday. We stopped and.....
7. A: .....finding the book you wanted?  
B: No, I found it OK.
8. Suzanne.....a few weeks ago. It's her second child.
- 9 A: Why didn't you answer the phone?  
B: I .....
10. You meet your friend Sally at the airport. She has just arrived. You say:  
Hi, Sally. How are you? ..... ?

## TEST 2 HAVE/HAVE GOT

### Виберіть правильне речення.

1. A. Peter have a tape recorder.  
B. Peter has got a tape recorder.
2. A. The children have lunch at eleven.  
B. The children have got lunch at eleven.
3. A. They haven't got breakfast at seven.  
B. They don't have breakfast at seven.
4. A. My mother has got a bad headache.  
B. My mother has a bad headache.
5. A. They can't go out because they have got rain-coats.  
B. They can't go out because they don't have rain-coats.
6. A. Have Peter got any beer in the fridge?  
B. Does Peter have any beer in the fridge?
7. A. I have got a shower in the morning.  
B. I have a shower in the morning.
8. A. What time have you got lunch?  
B. What time do you have lunch?
9. A. He has never got milk in his coffee.  
B. He never has milk in his coffee.
10. A. Have you got an aspirin?  
B. I'm busy, I have got a lot of time.
11. A. He have lots of friends.  
B. They don't have much money, but they've got a lot of happiness.

## PRESENT SIMPLE

### Вправа 1. Доповніть речення наступними дієсловами.

**believe eat flow go grow make rise tell translate**

1. The earth... round the sun.
2. Rice .... in Britain.
3. The sun.....in the east.
4. Bees..... honey.
5. Vegetarians ..... meat.
6. An atheist..... in God.
7. An interpreter ..... from one language into another.
8. Liars are people who ..... the truth.
9. The River Amazon .....into the Atlantic Ocean.

### Вправа 2. Поширте подані твердження відповідно до зразка.

Model A: *Kate doesn't study German. (English).*

*Kate doesn't study German, but she studies English.*

1. Den doesn't drive a car, (a motor-cycle).
2. Ann doesn't like ham, (cheese).
3. Father doesn't go to bed at ten, (at twelve).
4. He doesn't drink tea in the morning, (coffee).
5. The short hand of the watch doesn't tell the minutes, (the hours).
6. Granny doesn't do shopping, (the cooking).
7. He doesn't begin his work at eight, (at nine).
8. Mother doesn't cook breakfast, (dinner).
9. Alice doesn't enjoy physics, (languages).
10. Fred doesn't keep his notebooks on the table, (in the drawer).

Model B: *Kate studies English, (German).*

*Kate studies English, but she doesn't study German.*

1. Grandmother does all the cooking, (the shopping).
2. Pete likes jazz, (serious music).
3. My sister plays tennis, (basket-ball).
4. Jim gets up early on week-days, (on Sundays).
5. Father listens to the news in the evening, (concerts).
6. Den's sister studies medicine, (foreign languages).
7. Mike likes to play football, (piano).
8. Paul speaks German, (Russian).
9. They go to the country for weekends, (on Monday).
10. I like Ann, (her brother).

### Вправа 3. Розкрийте дужки і виберіть правильну форму дієслова в *Present Indefinite*, узгодивши його з підметом.

1. I always (get) up at seven o'clock. (A — get; B—gets).
2. Tom usually (make) his own breakfast. (A — make; B — makes).
3. We (go) to school every day. (A — go; B— goes).
4. My mother (work) at the hospital. (A — work; B — works).
5. Pupils usually (speak) English at the English lessons. (A — speak; B — speaks).
6. My brother (know) English very well. (A — know; B — knows).
7. Den (like) to walk with his dog in the park. (A — like; B — likes).
8. The boys often (play) football at the stadium. (A — play; B —plays).
9. Father generally (come) home from his work late in the evening. (A — come; B — comes).
10. Kate (leave) for the seaside with her parents every summer. (A — leave ; B — leaves).

### Вправа 4. Розкрийте дужки і поставте дієслово в *Present Indefinite*.

1.The swimming bath (open) at 9.00 and (close) at 18.00 every day. 2.What time the bank (close) in Britain? 3.I have a car, but I (not/use) it very often. 4.The sun (not/go) round the earth. 5.The River Amason (flow) into the Pacific Ocean. 6.How many cigarettes you (smoke) a day? 7.He (no/know) how to use the card catalog in the library. 8.Her husband always (help) her wife to do laundry. 9.Family members (love) each other. 10.Happiness( mean ) different things to different people. 11.We (not/have) information about it. 12.Peter always (play) his stereo too loud. 13.Jayne's apartment (not/differ) from Bill's. 14.Professor Williams (enjoy) teaching and writing. 15.When this train (leave)? 16.Although the medicine (taste) bad, it seems to help my condition.17.Professor Stone (keep) few chairs in his office because he(not/have) room for many.18.Alice (color) her hair? 19.You (know) whether the movie starts at 7? 20.They (wait) for him to return.

**Вправа 5. Поставте прислівник у потрібне місце речення.**

1. I write letters. (seldom) 2. She plays the piano. (often) 3. They go to school. (every morning) 4. I watch TV. (on Sundays) 5. They go swimming. (always) 6. My grandmother drinks coffee. (never) 7. We go to the seaside. (every summer) 8. She goes for a walk after dinner. (usually) 9. My parents are kind. (always) 10. We write tests in English. (often)

**Вправа 6. Виберіть потрібний прислівник: rarely, never, always, usually, often, seldom, sometimes.**

1. I see one or two films every week. I \_\_\_\_\_ go to the movies. 2. I let my roommate borrow my car one time last year. I \_\_\_\_\_ let my roommate my car. 3. Maria eats cereal for breakfast seven days a week. Maria \_\_\_\_\_ eats cereal for breakfast. 4. Four or five visitors to the museum stay for three hours or longer. Museum visitors \_\_\_\_\_ stay for at least three hours. 5. We occasionally have quizzes in Dr. Jacobs's history class. Dr. Jacobs \_\_\_\_\_ gives quizzes in history class. 6. If the teacher is on time, the class begins at 8:00 A.M. Once in a while, the teacher is a few minutes late. The class \_\_\_\_\_ begins at 8:00 A.M. 7. In the desert, it rains only two days between May and September every year. It \_\_\_\_\_ rains there in the summer.

**TEST 1 PRESENT SIMPLE**

1. There \_\_\_\_\_ too many people at the conference .  
A is B are
2. How much \_\_\_\_\_ this sweater cost?  
A is B does C do
3. How much \_\_\_\_\_ this sweater?  
A is B does C do
4. It \_\_\_\_\_ rainy in summer.  
A don't B doesn't C isn't
5. It \_\_\_\_\_ often rain in summer.  
A don't B doesn't C isn't
6. I \_\_\_\_\_ stay at home on Sundays.  
A am not B doesn't C don't



7. I \_\_\_\_\_ at home on Sundays.  
 A am not            B doesn't    C don't
8. He \_\_\_\_\_ have much money.  
 A isn't    B doesn't    C don't
9. Pat's mother \_\_\_\_\_ teach students.  
 A isn't    B doesn't    C don't
10. Ann \_\_\_\_\_ speak French; but she is studying English.  
 A isn't    B doesn't    C don't
11. Pat's mother \_\_\_\_\_ a teacher.  
 A isn't    B doesn't    C don't
12. That hotel \_\_\_\_\_ expensive.  
 A isn't    B doesn't    C don't
13. What subjects \_\_\_\_\_ she good at?  
 A does    B are            C is
14. What subjects \_\_\_\_\_ you like best?  
 A does    B do            C are
15. She \_\_\_\_\_ home early.  
 A doesn't come    B doesn't comes    C isn't come

## PAST SIMPLE

### Вправа 1. Доповніть речення дієсловами в потрібній формі.

- 1 The film wasn't very good. I.....it much. (enjoy)
- 2 I knew Sarah was busy, so I..... her. (disturb)
- 3 We were very tired, so we..... the party early. (leave)
- 4 The bed was very uncomfortable. I..... well. (sleep)
- 5 The window was open and a bird ..... into the room. (fly)
- 6 The hotel wasn't very expensive. It..... much to stay there. (cost)
- 7 I was in a hurry, so I ..... time to phone you. (have)
- 8 It was hard carrying the bags. They..... very heavy. (be)

### Вправа 2. Складіть питальні речення за зразком, дайте на них відповіді.

Model:        *where/go*    *Where did you go?*  
                  *food/good*    *Was the food good?*

1. how long/stay there? 2. stay in a hotel? 3. go alone? 4. how/travel? 5. the weather/fine? 6. how/cut your finger? 7. when/write to your parents last time? 8. What /do in the evening? 9. meet any interesting people? 10. how/ spend your last holidays?

### Вправа 3. Доповніть речення дієсловами в дужках, поставивши їх у Past Simple, перетворіть ці речення в питальні та заперечні.

1. They (begin) to work in June. 2. She (tell) us about it some days ago. 3. Tom (finish) the secondary school in June. 4. Mary (sell) her home last week. 5. He (invest) ten thousand dollars in the company in 1997. 6. Columbus (discover) America in 1492. 7. He (be) ten years old last month. 8. The students (understand) the rule very

well. 9.They lost their way because it (be) dark. 10.My wife ( see) your cousin in Kharkiv. 11. He (borrow) the money so that he could finish his education. 12.My aunt (grow) beautiful roses in the garden.

**Вправа 4. Дайте відповіді на подані запитання за зразком, використовуючи запропоновані слова.**

***Did you meet Ann on Monday?***

**(No, on Saturday)**

**— No, I *didn't*. I met her on *Saturday*.**

1.Did he fly to Moscow in September? (No, to St. Petersburg). 2. Did you take my pen? (No, your pencil) 3. Did they eat meat at dinner? (No, fish). 4. Did the hat cost 50 roubles? (No, 70 roubles). 5. Did you find her at the library? (No, at the reading-hall). 6. Did Mother buy apples? (No, oranges). 7. Did Ben go to the sea-side by car? (No, by train). 8. Did you leave your bicycle in the yard? (No, in the garden). 9. Did they read Shakespeare in class? (No, Byron). 10. Did you send Kate to aunt Polly? (No, to her Granny).

**Вправа 5. Перетворіть подані речення в *Present Indefinite Tense*, додаючи, якщо треба, слова, характерні для форм цього часу.**

1. Peter went to the concert once a month. 2. We understood all the problems that our teacher explained to us. 3. I saw your brother at the stadium yesterday. 4. Ann wrote a letter to her Granny the other day. 5. They went to the theatre every week. 6. Mike played football with his friends. 7. Mr. Priestley came into his study and met his students there. 8. The students were in the study. 9. He taught them the English language. 10. Nick forgot to take his dictionary for the lesson. 10. The boy saw the sunrise in the morning. 11. Hob got up early in the morning and drank coffee for breakfast. 12. Lizzy had a beautiful hat. 13 She bought it at the nearest shop.

**Вправа 6. Розкрийте дужки і поставте дієслово в *Past Indefinite*.**

1. I (see) Pete at the school party the other day. 2. He (meet) Ann there and (fall) in love with her at first sight. 3. Yesterday I (be) on duty and (come) home from school later than usual. 4. Now my brother smokes a lot, but he (not/smoke) before. 5. The weather is nice today, but yesterday it (be) bad. 6. I (walk) quickly because I (feel) cold. 7. It (seem) impossible for him to win, but he (win).8.I usually sleep well, but last night I (not/sleep) at all. 9.It (take) me half an hour to get to the station. 10. When you (write) to your parents last time?

**Вправа 7. Розкрийте дужки і поставте дієслово в *Past Indefinite*.**

1.Tom usually wakes up early. Yesterday morning he (get up) at 7.30.  
2.There isn't cloud in the sky, but it (be) cloudy in the morning.  
3.Tom's father ( teach) him how to drive when he was 17.  
4. Looking through the paper, teacher (find ) several mistakes.  
5.We needed some money so we (sell) our car.  
6. He (meet) Mary and (fall) in love her at first sight.  
7.We (not/eat) anything because we (not/be) hungry.  
8.She (not/be) interested in the book because she (not/understand) it.

9. Now my brother smokes a lot, but he (not/smoke) before.  
 10. The weather is nice today, but it (be) bad yesterday.  
 11. We rarely watch television, but last week we (watch) a lot of interesting programmes.  
 12. Edward (make) up his mind to escape from prison.  
 13. Ten minutes ago I (hear) a strange noise.

### TEST 3 PAST SIMPLE

1. I wanted to phone you, but I \_\_\_\_\_ your number.  
 A hadn't B didn't have C have not
2. He \_\_\_\_\_ in Lviv when he was young.  
 A lived B lives C will live D live
3. Last spring they \_\_\_\_\_ a lot of fruit trees in their garden  
 A planted B plant C will plant
4. There \_\_\_\_\_ a lot of people at the party.  
 A was B wasn't C were D has been
5. Yesterday I \_\_\_\_\_ to a furniture store. I bought a new lamp there.  
 A go B went C could gone D have gone
6. I \_\_\_\_\_ not see Peter at the school party yesterday.  
 A do B are C was D did
7. Tom's father \_\_\_\_\_ him how to drive when he was 17.  
 A teach B teached C taught
8. I \_\_\_\_\_ quickly because \_\_\_\_\_ cold.  
 A walked A felt  
 B walked B feeled  
 C walk C feels
9. He \_\_\_\_\_ Ann there and \_\_\_\_\_ in love with her at first sight.  
 A metted A fall  
 B met B fell  
 C met C fallen
10. I was hungry, so I \_\_\_\_\_ something to eat in the shop.  
 A bought B bought C have bought
11. Pete \_\_\_\_\_ at the lessons yesterday.  
 A wasn't B weren't C won't be D didn't be
12. We needed some money so we \_\_\_\_\_ our car.  
 A sell B sold C sold
13. When \_\_\_\_\_ in the USA?  
 A was you B were you C did you be
14. Shakespeare \_\_\_\_\_ in 1616.  
 A died B has died C was died
15. Someone \_\_\_\_\_ us to wait here.  
 A tell B told C telled
16. Fred \_\_\_\_\_ Russian when he was six years old.

- A speak      B spoke      C speaks      D spoken
17. Did they \_\_\_\_\_ tennis last Saturday?  
A played      B plays      C play      D playing
18. Ann \_\_\_\_\_ a lot of money yesterday. She \_\_\_\_\_ a dress which cost \$50.  
A spend      A buyed  
B spended      B have bought  
C spent      C bought
19. Ten minutes ago I \_\_\_\_\_ a strange noise.  
A hears      B heard      C heard
20. Yesterday Mr. Watson \_\_\_\_\_ too much at the party.  
A drinks      B dranked      C drank      D drunk
21. Looking through the paper, teacher \_\_\_\_\_ several mistakes.  
A finded      B found      C finds

### FUTURE SIMPLE

#### **Вправа 1. Поставте подані речення в Future Simple.**

1. I spend my summer holidays in the country.
2. Our engineer left for Kyiv on Monday.
3. She agrees with him.
4. My brother is a driver.
5. Her husband worked at the factory.
6. They found each other at this crowded airport.
7. Peter helps my wife and me with our tax returns.
8. Virginia doesn't have enough information.
9. She borrowed my key to get into the apartment.
10. Jim's family met Karen today.
11. I saw him at school.
12. We sleep in the open air.

#### **Вправа 2. Сформулюйте запитання до поданих тверджень за зразком.**

Model: *I can't do this work myself. (help you)*  
*Shall I/we help you?*

1. I haven't got a dictionary. (bring your mine tomorrow).
2. Jane wants to go to the theatre. (buy the tickets).
3. I'm sure Martin is hungry. (take some sandwiches for him).
4. It's very stuffy in the room. (open the window).
5. I can't read in the dark. (switch on the light).
6. It's too late to telephone Tom now. (phone him in the morning).
7. I don't know where the library is. (take you there).
8. Ann is late as usual. (wait for her some more minutes).
9. I've got no time to post my letter today. (do it).
10. I'm afraid we'll be late. (take a taxi).

**Вправа 3. З'єднайте речення. Виразіть майбутню дію в реченнях часу та умови, використовуючи the Present Simple Tense.**

Model: *We will go to the river. The weather will be fine (if).*  
*We will go to the river if the weather is fine.*

1. Air will circulate better. You will open the door (if).
2. Dad will buy a new car. We'll go to the sea-side by car next summer (if).
3. I'll send you a telegram. I'll arrive in Moscow (as soon as).
4. Mary will stay with our daughter. We'll be at the theatre (while).
5. She'll look after him. He'll be well again (till).
6. I'll see my brother. I'll go to St. Petersburg (if).
7. We'll discuss it with Den. He'll come to see us (when).
8. I'll stay in Kyiv. I'll finish my business there (till).
9. You'll be late. I'll walk your dog (if).
10. You won't wake me up. I'll miss the train (if).

**Вправа 4. Поставте подані речення в А — Past Simple, В — Future Simple, використовуючи запропоновані слова.**

Model: She usually rings me up on Sunday. (Saturday)  
A She *rang* me up on Saturday.  
B She *will ring* me up on Saturday.

1. The concert usually begins at 6 o'clock. (A — yesterday; B — tomorrow).
2. We always listen to the news. (A — last night; B — in the evening).
3. I often buy detective stories. (A — two days ago; B — on Sunday).
4. She goes to town every day. (A — yesterday; B — tomorrow).
5. Our teacher often collects our copy-books. (A — the day before yesterday; B — the day after tomorrow).
6. I never wake up early on Sundays. (on my last day off).
7. We frequently have dinner at the cafeteria. (on Mother's birthday).
8. I often get presents from my parents. (A — last week; B — next week).
9. Mike often gives Ann flowers. (on her birthday).
10. Father usually takes us to the country every Sunday. (for the weekend).

**Вправа 5. Розкрийте дужки, вживаючи дієслова в Present Continuous, Present Simple, Future Simple.**

1. The match (finish) at half past nine, so I'll be at home by ten o'clock.
2. My elder sister (finish) school in June.
3. The population of our city (reach) one million by 2010.
4. There is somebody at the door. I (open).
5. Sam's plane (arrive) at midnight.
6. My sister (not/rest) now. She (help) mother in the kitchen. She (help) mother every day.
7. We (go) to the country the day after tomorrow.
8. She (cook) breakfast for us.
9. I (meet) Jane after work today.
10. My sister (learn) French at night school.
11. The bag looks heavy. I (help) you with it.
12. I felt a bit hungry. I think I (take) something to eat.

**Вправа 6. Доповніть речення дієсловами will or going to.**

1. - Why are you turning on the TV?  
- I ..... the news. (I / watch)

2. - Oh, I've just realised. I haven't got any money.  
- Haven't you? Well, don't worry.....you some. (I / lend)
3. - I've got a headache.  
- Have you? Wait a second and ..... an aspirin for you. (I / get)
4. - Why are you filling that bucket with water?  
- ..... the car (I / wash)
- 5.- I've decided to repaint this room.  
- Oh, have you? What colour.....it? (you / paint)
6. - Where are you going? Are you going shopping?  
- Yes, .....some things for dinner. (I / buy)
7. - I don't know how to use the washing machine.  
- It's easy. ....you. (I/show)
- 8.-What would you like to eat?  
-.....a pizza, please. (I / have)
9. - Did you call Lisa?  
- Oh, no. I completely forgot . .... her now. (I / call)
10. - Has Dan decided what to do when he leaves school?  
- Yes. Everything is planned.....a holiday for a few weeks. (he / have) Then ..... a management training course, (he / do)

**Вправа 7. Доповніть речення. Використовуйте will/won't or the present simple (I see / he plays / it is etc.).**

- 1 When .....(you / be) in London again, come and see us.
- 2 I want to see Sophie before .....(she / go) out.
- 3 Call me when..... (you / know) what time you're going to get here.
- 4 I'm going out now.....(you / be) here when.....(I / get) back?
- 5 I think everything will be fine, but if ..... (there / be) any problems, .....(I / call) you, OK?
- 6 We must do something soon before .....(it / be) too late.
- 7 Anna looks very different now. When.....(you / see) her again, ..... (you / not / recognise) her.
- 8 Steve has applied for the job, but he isn't really qualified for it.(I / be) surprised if .....(he / get) it.
- 9 I'm going to be away for a few days. If..... (you / need) to contact me while ..... (I / be) away, here's my mobile number.

**Вправа 8. Прочитайте ситуацію. Доповніть речення.**

1. A friend of yours is going on holiday. You want to know what she is going to do.  
You ask: *What are you going to do when you are on holiday?*
- 2.A friend is visiting you. She has to go soon, but you'd like to show her some pictures.  
You ask: Do you have time to look at some pictures before .....
- 3.You want to sell your car. Mark is interested in buying it, but he hasn't decided yet.  
You ask: Can you let me know as soon as .....

4. Your friends are going to Hong Kong soon. You want to know where they're going to stay.

You ask: Where are you going to stay when.....

5. The traffic is very bad in your town, but they are going to build a new road.

You say: I think things will be better when they .....

### Вправа 9. Поставте **when** or **if**.

1 Don't worry .... I'm late tonight.

2 Be careful. You'll hurt yourself .... you fall.

3 I'm going to Rome next week I'm there, I hope to visit a friend of mine.

4 I'm going shopping you want anything, I can get it for you.

5 ..... I don't see you tomorrow, when will I see you again?

6 I'm going away for a few days. I'll call you ..... I get back.

7 I hope Sarah can come to the party. It will be a shame ..... she can't come.

8 We can eat at home or,.....you prefer, we can go to a restaurant.

### Вправа 10. Розкрийте дужки і виберіть правильний варіант для вираження майбутнього часу в поданих реченнях.

1. Call the ambulance, if he (feel) worse. (A-will feel, B-feels, C-felt).

2. If the weather (be) fine tomorrow, we are going to have a picnic. (A-is, B-are, C-

will be). 3. If I (hear) any news, I (phone) you (A-will hear, B-hear. C-heard; A- will

phone, B-phone, C-am going). 4. I'm tired, but if you (make) me strong coffee, I (go

on) working. (A-will make, B-made, C-make; A-go, B- will go, C-went). 5. Could

you ask Alice to phone me, if you (see) her tomorrow. (A-will see, B- will see, C-

see). 6. Hurry up! If you (catch) a taxi, you (meet) Ann at the station. (A-catches, B-

catch, C-will catch; A-meet, B- will meet, C-will meet).

7. Your parents (worry) if you (be) late in the evening. (A-will worry, B- will worry,

C-worry; A-is, B-are, C-will be). 8. You (improve) your pronunciation if you (read)

aloud every day (A-improves, - improved, C-will improve; A-read, B-reads, C-will

read). 9. I (go) to bed, as soon as I (finish) my work (A-go, B- will go, C- will go; A-

finish, B-finished, C- will finish). 10.1 (stay) here until he (return) (A-stay, B-stayed,

C- will stay; A-return, B-returns, C-will return).

### TEST 4

Виберіть потрібну заперечну форму для дієслова, перетворивши речення в заперечні.

*A — wasn't; B — weren't; C — doesn't; D — didn't; E — won't.*

1. The train often (arrive) in time.

2. Yesterday he (run) very quickly.

3. There (be) too many people at the conference tomorrow.

4. I (see) her any more.

5. She is very tired and (look) well.

6. She (listen) to him if he gives her any advice.

7. Pete (be) at the lessons yesterday.

8. Mike is busy and (go) for a walk in the evening.
9. I (borrow) any books from the library, I have them at home.
10. They (go) to London next summer.
11. Den (know) anything about that man.
12. Ann (speak) French; but she is studying English.
13. They (be) at the seaside last year.
14. I (buy) that book yesterday.

### TEST 5 SIMPLE TENSES

**Виберіть правильну форму дієслова в *Present, Past* або *Future Simple*.**

1. We \_\_\_\_\_ anything because we \_\_\_\_\_ hungry.  
 A don't eat          wasn't  
 B didn't eat          weren't  
 C not eat              not be
2. Professor Stone \_\_\_\_\_ few chairs in his office because he \_\_\_\_\_ room for many.  
 A don't keep          not have  
 B doesn't keep      doesn't have
3. What \_\_\_\_\_ your parents' address?  
 A is                    B are
4. He \_\_\_\_\_ how to use the card catalog in the library.  
 A don't know          B doesn't know
5. Happiness \_\_\_\_\_ different things to different people.  
 A means                B mean
6. Water \_\_\_\_\_ at 100 degrees Centigrade.  
 A is boiled    B boil    C boils
7. The men \_\_\_\_\_ as hungry as hunters.  
 A were                B was
8. If Maria \_\_\_\_\_ him, she will be unhappy.  
 A marry            B marries    C will marry
9. I \_\_\_\_\_ not see Andrew yesterday.  
 A did    B Do    C am.
10. When \_\_\_\_\_ in Poland?  
 A was you    B were you    C did you be
11. She \_\_\_\_\_ her present flat.  
 A don't like    B doesn't like    C not like
12. Jayne's apartment \_\_\_\_\_ from Bill's.  
 A don't differ    B doesn't differ    C not differ
13. It \_\_\_\_\_ in this part of the world.  
 A is often raining    B often rain    B often rains
14. The children \_\_\_\_\_ lunch at eleven.  
 A has got    B have got    C have



15. Tom`s parents \_\_\_\_\_ travel agents.  
A is B are
16. Your money \_\_\_\_\_ in your handbag.  
A is B are
17. I`ll stay in Kyiv till I \_\_\_\_\_ my business there .  
A will finish B finish
18. Professor Williams \_\_\_\_\_ teaching and writing.  
A enjoys B enjoy C enjoying
19. The swimming bath \_\_\_\_\_ at 9.00 and \_\_\_\_\_ at 18.00 every day.  
A open close B opens closes
20. I have a car, but I \_\_\_\_\_ it very often.  
A don`t use B not use
21. There isn`t cloud in the sky, but it \_\_\_\_\_ cloudly in the morning.  
A is B was C were
22. Sam`s plane \_\_\_\_\_ at midnight.  
A is arriving B will arrive C arrives
23. We needed some money so we \_\_\_\_\_ our car.  
A sell B sold C sold
24. We`ll go to the party if he \_\_\_\_\_ us.  
A invite B will invite C invites

## PRESENT CONTINUOUS

### Вправа 1. Змініть подані речення згідно зі зразком.

Model: *Father is washing. (shave).*

*Fatner isn't washing Father is shaving.*

1. The boys are playing, (fight). 2. I am eating, (drink coffee). 3. They are speaking, (shout). 4. The teacher is reading, (dictate). 5. We are listening to the radio, (watch the TV). 6. Mother is washing the dishes, (make breakfast), 7. Torn is smoking in his study, (read a newspaper). 8. You are reading a poem, (learn it by heart). 9. Mary is playing piano in her room, (listen to the concert). 10. We are hurrying to the theatre, (go home).

### Вправа 2. Дайте відповіді на запитання, використовуючи запропоновані слова.

Model: *What are you doing in there, Jim? (repair the door)*

*I am repairing the door.*

1. What is Ann doing in the kitchen? (cook supper). 2. What are you doing in this shop? (buy a pair of shoes). 3. What is Mary doing with the scissors? (cut out a dress) 4. Why are children making such a terrible noise? (play football). 5. Why is she playing the piano so late? (rehearse for a concert). 6. Where are they training now? (play tennis at the stadium). 7. Why are you leaving so soon? (go home). 8. Where are they hurrying to? (run to school). 9. What is the man at the window doing? (read a newspaper) 10. Why are the children sitting so quiet? (listen to an interesting story).

**Вправа 3. Розкрийте дужки, вживаючи дієслова у Present Continuous Tense.**

1. Please don't make so much noise. I (study). 2. Look! It (snow). 3. Why you (look) at me like that? Have I said something wrong? 4. Why you (wear) your coat today? It's very warm. 5. I (not/work) this week. I'm on holiday. 6. I want to lose weight. I (not/eat) anything today. 7. What they (talk) about? 8. Who (lie) on the sofa? 9. I say, listen! Someone (have) a bath. 10. My sister Chris and David (get married) today.

**Вправа 4. Перефразуйте дані речення за зразком.**

Model: I will buy a car. - *I am going to buy a car.*

1. Ann will spend the summer holidays in the country. 2. The students will visit the Art gallery. 3. We'll learn Spanish next year. 4. She will take a taxi. 5. I'll take part in the sports competition. 6. He will show her the house and the garden. 7. I will talk French four days a week and Russian in the remaining three. 8. We'll talk about this some other time.

**Вправа 5. Розкрийте дужки і поставте дієслово у Present Continuous Tense:**

**A – стверджувальна форма**

1. Hello, Den. I (phone) to you to say good-bye. My train (leave) in ten minutes. 2. I (look) forward to meeting you. 3. My baby (learn) to talk. 4. It (rain) very hard. 5. Where are the boys? They (play) in their room. 6. I (water) the garden, it is very dry. 7. She (come) to see her sister. 8. It is twelve o'clock. So I (go) to bed now. 9. They (go) to leave Moscow tomorrow. 10. Listen! Somebody (sing) a lovely song.

**B – питальна форма**

1. How you (get) on? 2. How your father (feel)? 3. What we (quarrel) about? 4. Where the children (play)? 5. What you (do) now? I (write) a letter. 6. Who (talk) there? Our students (talk) in the next room. 7. What language they (speak)? I can't understand anything. 8. Whom you (wait) for? I (wait) for Mary. 9. Why you (make) so much noise, children? We (play). 10. What you (drink)? I (drink) coffee.

**C – заперечна форма**

1. I not (feel) very well. 2. He not (sit) in the armchair. 3. She not (ring) to anybody. 4. I not (go) to sleep. It's rather early. 5. They no (go) to study German. 6. Ann not (sing) there, she can't sing. 7. I not (wait) for anybody here. 8. We not (listen) to the radio. 9. He not (walk); he (hurry) to school. 10. Let's go for a walk. It not (rain) now.

**Вправа 6. Розкрийте дужки і поставте дієслово в Present Continuous Tense.**

1. What you (do) now? - I (look for) my key. I can't open the door.  
2. We (spend) next weekend at home.  
3. Listen! Somebody (sing) a lovely song.  
4. Don't make so much noise. I (try) to work.  
5. Why you (cry)? Is something wrong?  
6. Let's go for a walk. It (not/rain) now.

7. I don' speak any foreign language, but I (learn) English now.
- 8.–Where is Margaret ? She (have) a bath.
9. A young man (stand) at the window. He (smoke) a cigarette.
- 10.The children (have/not) supper now.
- 11.We (go) to a party on Saturday.
12. I (meet) Jane after work today.

**Вправа 7. Виберіть потрібну форму Present Simple або Present Continuous.**

1. Jack \_\_\_\_\_ not work at his father's store.
- 2 \_\_\_\_\_ you have a job?
3. Kate \_\_\_\_\_ works at a restaurant.
4. Tom \_\_\_\_\_ working this after- noon.
5. \_\_\_\_\_ you working today?
6. Emily and Sara \_\_\_\_\_ working at the ice cream store this summer.
7. \_\_\_\_\_ Eric planning to get a job this summer?
8. \_\_\_\_\_ you plan to get a job, too?
9. Dennis \_\_\_\_\_ wears jeans to work every day.
10. She \_\_\_\_\_ a carpenter.
11. Today she \_\_\_\_\_ working at the Hill's house.
12. She and her partner Scott \_\_\_\_\_ building a new porch for Mr. and Mrs. Hill.
13. Dennis and Scott usually work \_\_\_\_\_ together on small construction jobs.

**Вправа 8. Розкрийте дужки та поставте дієслова у**

*A. Present Simple or Present Continuous.*

- 1.The professor (speak) five foreign languages. Right now he (speak) German.
- 2.I usually drive to my work. Be carefull! You (drive) too fast.
- 3.I (do) a lot of work every day. Don't worry! I (know) what I (do).
- 4.What language they (speak) in India? What language he (speak) now?
- 5.She (not understand) what the teacher (explain).

*B. Future Simple or Present Continuous.*

- 1.Where you (go) for your next holiday?
- 2.I'm afraid, I'm not quite ready. – Never mind. I (wait).
- 3.We (have) a party next Saturday night. You (come)?
- 4.– There are a lot of mistakes in this document.  
– All right. I (type) it again.
- 5.You must visit this museum. I'm sure you (like) it.

**Вправа 9. Правильні чи неправильні підкреслені дієслова? Виправте їх там, де це необхідно.**

- 1.Look! That man tries to open the door of your car. ....
- 2.The water boils. Can you turn it off? .....
3. Can you hear those people? What do they talk about? .....
- 4.The moon goes round the earth in about 27 days.....
5. I must go now. It gets late. ....
6. I usually go to work by car. ....
7. 'Hurry up! It's time to leave.' 'OK, I come.' .....
8. I hear you've got a new job. How do you get on? .....
- 9.Paul is never late. He's always getting to work on time.....  
They don't get on well. They're always arguing.

## TEST 5 PRESENT SIMPLE /PRESENT CONTINUOUS

1. I \_\_\_\_\_ a book about astrology.  
A am reading B read
2. I \_\_\_\_\_ lots of books every year.  
A is reading B read
3. We \_\_\_\_\_ to the party on Saturday.  
A are going B go
4. Nurses \_\_\_\_\_ after people in hospital.  
A are looking B look
5. She \_\_\_\_\_ for dinner this evening.  
A comes B is coming
6. I \_\_\_\_\_ four languages.  
A speak B am speaking
7. It \_\_\_\_\_ in this part of the world.  
A is often raining B often rains
8. Take your umbrella. It \_\_\_\_\_ cats and dogs.  
A rains B is raining
9. Run downstairs. Your sister \_\_\_\_\_ for you.  
A is waiting B waits
10. Can you phone a bit later, please? Jane \_\_\_\_\_ a bath.  
A is having B have
11. We've got tickets, and tomorrow evening we \_\_\_\_\_ to the cinema.  
A are going B go
12. I \_\_\_\_\_ it would be a good idea to leave early.  
A am thinking B think
13. Can you hear those people? What \_\_\_\_\_ they \_\_\_\_\_ about?  
A do \_\_\_\_\_ talk B are \_\_\_\_\_ talking
14. The moon \_\_\_\_\_ round the earth.  
A goes B is going
15. The river \_\_\_\_\_ very fast today – much faster than usual.  
A flow B is flowing
16. George says he's 80 years old but I \_\_\_\_\_ him.  
A don't believe B am believing
17. These shoes \_\_\_\_\_ to me.  
A belong B are belonging
18. Ron is in London at the moment. He \_\_\_\_\_ at the Hilton Hotel.  
A stays B is staying
19. He usually \_\_\_\_\_ at the Hilton Hotel when he's in London.  
A stays B is staying
20. It \_\_\_\_\_ me forty minutes to get to the university.  
A takes B is taking

### PAST CONTINUOUS

**Вправа 1. Розкрийте дужки і виберіть потрібне дієслово, яке передає дію в минулому.**

1. While I (wait) for his call, somebody (knock) at the door. (A —waited, B — was waiting; A — knocked, B — was knocking). 2. They (quarrel) while they (wash) their car. (A — quarrelled, B — were quarrelling; A — washed, B — were washing). 3. We (talk) about Kate when she suddenly (come) in. (A — talked, B — were talking; A —came, B — was coming). 4. In the morning when father (shave) he (cut) himself. (A — shaved, B — was shaving; A — cut, B — was cutting). 5. I (sit) by the window when I (hear) the noise. (A — sat, B — was sitting; A — heard, B — was hearing). 6. At 7 o'clock I (wait) for Ann at the station. (A — waited, B— was waiting). 7. The pupils (write) the control paper when the director (come) into the classroom. (A — wrote, B — were writing; A — came, B — was coming). 8. I (see) the light in your window when I (pass) by. (A — saw, B — was seeing; A — passed, B — was passing).

**Вправа 2. Перетворіть подані речення в питальні та заперечні.**

1. She was standing along before the fire.
2. They were crossing the street at the wrong place.
3. Ann was listening to their conversation.
4. They were talking about our party.
5. George was preparing for his examination whole day.
6. She was playing the piano when you came in.
7. Their son was going to be a painter.
8. He was waiting for the bus.

**Вправа 3. Поставте подані речення в Past Continuous.**

1. Tom told us a story.
2. The children swam in the river.
3. Is Mary wearing a white dress?
4. The old man spoke in a low voice.
5. She is looking after her little brother.
6. They did not work in the garden.
7. The boy is running very fast.
8. The students are discussing a story.

**Вправа 4. Розкрийте дужки, вживаючи дієслова в Past Continuous, або Past Indefinite.**

1. George (fall) off the ladder while he (paint) the ceiling.
2. While Tom (cook) the dinner, the phone (ring).
3. Last night I (read) in bed when suddenly I (hear) a scream.
4. Ann (wait) for me when I (arrive).
5. Tom (take) a photograph of me while I (not/look).
6. I (see) Carol at the party. She (wear) a really beautiful dress.
7. I (not/drive) very fast when the accident (happen).
8. My wife (break) a plate last night when she (do) the washing-up.
9. The man (read) a magazine when somebody (knock) at the door.
10. Mr. Forest (write) a book while he (live) in Scotland.

**Вправа 5. Розкрийте дужки, вживаючи дієслова в Past Continuous, або Past Simple.**

1. He (feel) that it (get) hot and look off his jacket.
2. There (be) nobody in the room but the light (be) on.
3. The boy (listen) to the teacher but (not understand) him.
4. He (think) over his plans for the future when he heard some noise.
5. The mother (watch) her children and (smile).

6. The boy (wait) in the hall while his parents (have) a talk with his teacher.
7. His life (depend) on his friends and he (hope) that they (know) that.
8. When we met he (stay) in the hotel.

### TEST 6 PAST CONTINUOUS / PAST SIMPLE

1. While I \_\_\_\_\_ for his call, somebody \_\_\_\_\_ at the door.  
 A waited                      B was waiting  
 A knocked                      B was knocking
2. They \_\_\_\_\_ while they \_\_\_\_\_ their car.  
 A quarrelled                      B were quarrelling  
 A washed                      B were washing
3. We \_\_\_\_\_ about Kate when she suddenly \_\_\_\_\_ in.  
 A talked                      B were talking  
 A came                      B was coming
4. In the morning when father \_\_\_\_\_ he \_\_\_\_\_ himself.  
 A shaved                      B was shaving  
 A cut                      B was cutting
5. When I \_\_\_\_\_ the exercise I looked at the pictures.  
 A was starting                      B were starting  
 C started
6. While I \_\_\_\_\_ the exercise I looked at my computer screen.  
 A was doing                      B were doing                      C did
7. While I was doing the exercise I \_\_\_\_\_ my mouse a lot.  
 A was using                      B were using  
 C used
8. In the exercise there was a picture of three doctors who \_\_\_\_\_ .  
 A was singing                      B were singing  
 C sang
9. There was also one of Joe who \_\_\_\_\_ .  
 A was smoking                      B were smoking  
 C smoked
10. In one of the pictures three people \_\_\_\_\_ for a train.  
 A was waiting                      B were waiting  
 C waited
11. I couldn't watch television because I \_\_\_\_\_ the exercise.  
 A was doing                      B were doing  
 C did
12. Bill Gates \_\_\_\_\_ his first software when he was 13.  
 A was writing                      B were writing  
 C wrote
13. When I \_\_\_\_\_ the exercise I did something different.  
 A was finishing                      B were finishing  
 C finished
14. My brother and sister \_\_\_\_\_ tennis at 11 am yesterday.  
 A is playing                      B are playing                      C played

## FUTURE CONTINUOUS

### Вправа 1. Перетворіть подані речення у Future Continuous.

Model: Don't leave the child alone (cry).

Don't leave the child alone. The child will be crying.

1. Don't ask Peter to give a book ( read it).
2. Don't visit your grandmother (work in the garden).
3. Don't take his typewriter (type).
4. Don't wait for Mary tomorrow (fly to London).
5. Don't call for me at 6 (sleep).
6. Don't send us any letters in September (travel).
7. Don't pay a visit to Margaret at 5 (clean her room).
8. Don't expect her to come on Saturday (work).

### Вправа 2. Перетворіть ці речення в питальні та заперечні.

1. John will be coming soon.
2. We will be flying to Kherson at this time tomorrow.
3. You will be meeting him every day.
4. They will be packing our things when your come.
5. He'll be going to school soon.
6. Jack will be looking for you all afternoon.
7. They will be send the invitation to dinner all summer.
8. Ann will be doing some shopping at five o'clock.

## TEST 7 FUTURE CONTINUOUS

Розкрийте дужки і виберіть потрібне дієслово, яке передає дію в майбутньому.

1. Let's meet at the cinema at 6. 30. All right, I (wait) for you there.  
A will wait    B will be waiting
2. The child (sleep) when father (come) back from his work.  
A will sleep    B will be sleeping  
C comes    D will come
3. My sister (know) the result of her exam tomorrow.  
A will know    B will be knowing
4. This time tomorrow they (sit) in the train on their way to St. Petersburg.  
A will sit    B will be sitting
5. Don't phone Jack tomorrow — he (prepare) for his exam in English all day long.  
A will prepare    B will be preparing
6. What you (do) from 6 to 8 in the evening? I (write) a report at that time.  
A will do    B will be doing  
C will write    D will be writing
7. Don't be in a hurry. If you (arrive) at 7 o'clock, they (still / finish) their work.  
A arrive, will arrive    B will still finish

- C will still be finishing
8. Harry (come) at 9 o'clock in the evening.  
A will come                      B will be coming
9. Mrs. Smith (go) shopping the whole evening as soon as she (finish) her work.  
**A will be going                      B will go**  
C will finish                      D finishes
10. If Dad (buy) a new car, we (drive) all day long.  
A will buy                      B buys  
C shall drive                      D shall be driving
11. This time tomorrow they \_\_\_\_\_ in the train on their way to Chicago.  
A will sit                      B will be sitting
12. I \_\_\_\_\_ at home if you need anything.  
A will be                      B will be being
13. Don't phone Margaret from 5 to 6 – she \_\_\_\_\_ English.  
A will have                      B will be having

### PRESENT PERFECT TENSE

#### Вправа 1. Складіть речення, вживаючи подані слова.

Model: *Phil /find/ a new job. — Phil has found a new job.*

1. Carles /go/ Brazil/ two times. 2. Jack and Jill / decide / to get married. 3. Monica /give up / smoking. 4. George /pass/ his driving- test. 5. He / help/ me/ with this work. 6. I / meet/ him/ many times. 7. We /speak/ to him/ about it. 8. They /build/ the bridge at last.

#### Вправа 2. Перетворіть ці речення в питальні та заперечні.

1. Mary has switched on the light. 2. My relatives have received the parcel. 3. Our grandfather has travelled much. 4. The boy has passed all his exams. 5. The little girl has broken the cup. 6. The director has signed the order. 7. They have seen "Swan Lake" at the Bolshoi Theatre. 8. You have paid for the stamps. 9. Margaret has visited many beautiful countries.

#### Вправа 3. Складіть питальні речення, вживаючи подані слова.

Model: *you ever/ be/ to/ Italy. — Have you ever been to Italy?*

1. you ever/ be/ to South America? 2. you/ read/ any English books? 3. you /live/ in this town all your life? 4. how many times/ you/ be/ in love? 5. what's the most beautiful country you/ ever /visit? 6. you ever /speak/ to a famous person? 7. you /read/ anything by Jack London? 8. which of his stories/you/ read? 9 .how many trees/you / plant/?

#### Вправа 4. Використовуючи зразок, складіть речення.

Зразок. 1. (to read some biochemical journals)

A.: I have read some biochemical journals.

And what about your friend?



B.:He (she) has read the journals too.

1. to look through the latest political events;
2. to be to the University;
3. to read the offer from the dean's office;
4. to listen to the BBC English lessons;
5. to see a TV program about octopuses and snails.

*Зразок 2.:* (to read this journal)

A.: Have you read this journal?

B.:No, I haven't. I have not read this journal yet.

- to be to London;
- to attend English classes;
- to look through the latest biochemical papers;
- to listen to this compact disk.
- to watch this film

*Зразок 3.* (to go to Las Vegas)

A.: My friend has gone to Las Vegas.

B.:Has he really gone to Las Vegas?

A.:Yes, he has.

- 1.to pass all examinations;
- 2.to be to all European countries;
- 3.to learn a lot of subjects;
- 4.to make an appointment with schoolmates for Sunday;
- 5.to see the latest model of chemical equipment.

### **Вправа 5. Складіть речення із поданими словами, вживаючи Present Perfect Tense.**

*Зразок:* We have already discussed this problem.

*already – вже (твердження)*

*yet – ще (заперечення)*

*yet - вже (питання)*

*lately (recently) – нещодавно*

*just – щойно*

*ever – коли-небудь (питання)*

*never – ніколи (заперечення)*

*this year (цього року)*

### **Вправа 6. Прочитайте ситуації і напишіть речення. Використовуйте наступні дієслова в Present Perfect:**

**arrive    break    fall    go up    grow    improve    lose**

- 1 Tom is looking for his key. He can't find it.      Tom
- 2 Lisa can't walk and her leg is in plaster.      Lisa
- 3 Last week the bus fare was £1.80. Now it is £2.      The bus fare
- 4 Maria's English wasn't very good. Now it is better.      Her English
- 5 Dan didn't have a beard before. Now he has a beard.      Dan
- 6 This morning I was expecting a letter. Now I have it.      The letter

7 The temperature was 20 degrees. Now it is only 12. The

**Вправа 7. Розкрийте дужки, вживаючи дієслова в Present Perfect або Past Indefinite.**

1.The children (do) their homework. Now they can go to the skating-rink.2.Alice (know) them for many years. 3.He (go) to Greece two years ago. 4.His wife is a designer.She (have) her own studio for six months. 5.I (not/see) Keith for a while. 6.We (be) friends since we were ay university together. 7.He and his wife (live) next to me since their son, Tom, was born. 8.The film star (give) a party which cost \$10,000. 9.We (not/receive) any letters from her lately. 10.He (fall asleep) at half past seven. 11. Hello! I've just (be) to the shops. I've bought lots of things. 12. Alice isn't here at the moment. She (go) to the shop to get a newspaper.

**TEST 9 PRESENT PERFECT**

**Розкрийте дужки, вживаючи дієслова в Present Perfect або Past Indefinite.**

1.We (not/have) a holiday last year.

A didn't have B haven't had C hadn't have

2.My parents (be) to the USA many times.

A have been B were C have being

3.I (buy) a new dress last week, but I (not/ wear) it yet.

A have bought A haven't worn

B bought B wore

C had bought C didn't wear

4.We (live) in the United States for less than seven years.

A lived B have lived C had lived

5.She (take) the test already .

A took B has taken C have took

6.More than one hundred people (come) to the meeting.

A have come B came C has come

7.I (forget) their telephone number.

A forgot B have forgotten C had forgotten

8.She (study) English for five years.

A studied B has studied C have studied

9.Peter (borrow) the money so that he could finish his education.

A has borrowd B borrowed C have borrowed

10.I (take) this medication since 1985.

A have taken B had taken C took

11. Don't worry about your letter. I (send) it the day befor yesterday.

A sended B have sent C sent

12.We (not/see) Reter this week , but we (see) him a couple of week s ago.

A didn't see A saw

B haven't saw B have saw

C haven't seen C have seen

13.Mary (be) on a diet for three weeks.

A was B has been C was been

14.Mary (lose) her car keys , so we have to open the door by force.

- A lost B has lost C losted  
 15. My pen ran out of ink, so Sam ..... me an extra one he had.  
 A has given B gave C gives  
 16. I was hungry, so I ..... something to eat in the shop.  
 A buyed B bought C have bought  
 17. When she was 21 she (drive) across the United States.  
 A drove B drive C driven D drove

## PAST PERFECT TENSE

### Вправа 1. Перетворіть ці речення в питальні та заперечні.

- We had reached the village before the sun set.  
 He died after he had been ill for a long time.  
 The girl had cleaned the room by the time their mother came back.  
 4. Peter had studied English before he entered the university.  
 5. Kate had done her lessons by eight o'clock.  
 6. I had finished my work when my mother came.  
 6. He went home when he had spent all his money.

### Вправа 2. Складіть речення із наступними словами, використовуючи Past Perfect Tense та обставини часу:

*by five o'clock – до 5 години, by Saturday – до суботи,  
 by the 15-th of April – до 15 квітня, by the end of the year – до кінця року,  
 by that time – до того часу, before they sent their letter – до того, як вони  
 надіслали свого листа*

*Зразок:* He had translated the text by five o'clock.  
 (to translate the article, to learn to speak Spanish, to finish one's work, to lose one's  
 textbook, to fulfill one's plan, to look through the catalogue).

### Вправа 3. Розкрийте дужки, вживаючи дієслова в Past Perfect або Past Indefinite.

1. Yesterday we (discuss) the film which we (see) some days before. 2. My father (be) furious because I (crash) his car. 3. My mother (be) worried because I (not/eat) all day. 4. We (arrive) so late that Professor Baker already (call) the roll. 5. Peter (show) us the bicycle his father (buy) for him. 6. After I (have) a bath, I (go) to bed. 7. When she (read) the letter, she (throw) it away. 8. After I (take) some medicine, my stomach-ache (disappear). 9. I (be) nervous during the flight because I (not/fly) in a plane before. 10. When we (get) to the theatre, the play (start).

### Вправа 4. З'єднайте наступні пари речень, вживаючи прислівники в дужках.

Model: *I brushed my teeth. I went to bed. (after)*  
*After I had brushed my teeth, I went to bed.*

1. I arrived at John's house. He made a cake (when). 2. I called you at 8.00. You went out. (when). 3. He passed his driving test. He bought a car (as soon as). 4. I took the book back to the library. I finished reading it (when). 5. I didn't go to bed. I did my

homework (until). 6. I spent all my money. I went home. (when). 7. I read the book. I saw the film (before). 8. Her children left home. She started writing (after).

**Вправа 5. Розкрийте дужки, вживаючи дієслова в Past Simple / Present Perfect / Past Perfect.**

1. When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candle-lit dinner. 2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985. 3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired. 4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories.

**TEST 10 PAST PERFECT**

1. I (wake) up early and got out of bed.  
A woke up            B had woken up
2. I got out of bed an hour later I (wake up).  
A woke up            B had woken up
3. We were late. The meeting (start) an hour before.  
A started            B had started
4. She was the most delightful person I (ever/meet).  
A ever met            B had ever met
5. That morning she (dress), (phone) somebody, and went out.  
A dressed            A phoned  
B had dressed        B had phoned
6. That morning she went out after she (phone) somebody.  
A phoned            B had phoned
7. He was tired because he (work) hard in the garden all day.  
A worked            B had worked
8. The sun (set), it (get) dark, and we went home.  
A set, got            B had set, got
9. The Hills were in hurry, but they (take) a taxi and managed to arrive on time.  
A took            B had taken
10. Peter saw an urgent message on his table. Somebody (leave) it the day before.  
A left            B had left
11. He said he (break) the lamp post.  
A broke            B had broken
12. We asked Peter to come with us, but he refused. He (already promise) to play football with his friends.  
A already promised    B had already promised
13. After I (write) all my letters, I went to the kitchen to make coffee.  
A wrote            B had written
14. She (hardly/finish) speaking over the phone when the telephone rang again.  
A hardly finished    B had hardly finished

## FUTURE PERFECT TENSE

### Вправа 1. Перетворіть ці речення в питальні та заперечні.

1. We will have seen the exhibition before it is over. 2. I will have done it by five o'clock. 3. He will have build it by the end of the year. 4. You will have prepared it before I return. 5. Ann will have dinner when he comes back. 6. They will have translated it by that time. 7. I'll have finished all my work by the end of this week

### Вправа 2. Розкрийте дужки, вживаючи дієслова в Future Indefinite або Future Perfect.

1. He (receive) the telegram tomorrow. 2. He (receive) the telegram by tomorrow. 3. I (do) the exercises by seven o'clock. 4. I (do) the exercises in the afternoon. 5. By this time you (take) your examination. 6. You (take) your examination next week. 7. The teacher (correct) our dictation in the evening. 8. The teacher (correct) our dictation by the next lesson.

## TEST 11 FUTURE PERFECT

1. I promise I (get) in touch with you if I need your help.  
A will get                      B will have got
2. We are going to buy a car by the end of next month our family (save) money for it.  
A will save                      B will have saved
3. The workers say that they (build) up a district by the beginning of 2000.  
A will build up                  B will have build up
4. He probably never (be) patient.  
A will probably never be      B will probably never have been
5. She (have lunch) by the time we arrive.  
A will have                      B will have had
6. If you think it over, you (see) that I'm right.  
A will see                        B will have seen
7. You (finish) your homework by the time the movie starts.  
A will have finished            B will finish
8. Jan (leave) by 5 o'clock.  
A will leave                      B will have left
9. I think I (stay) at home this evening.  
A will stay                        B will have stayed
10. – I need some money. – Don't worry I (lend) you some.  
A will have lent                B will lend
11. I (be) in London for six months by the time I leave.  
A will be                         B will have been

## PRESENT PERFECT CONTINUOUS TENSE

### Вправа 1. Перетворіть ці речення в питальні та заперечні.

1. The film has been running for a month. 2. They have been waiting for the director since two o'clock. 3. The boy has been keeping the book for a month already. 4. The students have been translation the text for an hour and a half. 5. It has been raining

since the morning. 6. I have been talking to Tom about your problem. 7. I have been looking forward to meeting you.

### **Вправа 2. Розкрийте дужки, вживаючи дієслова в Present Perfect Continuous.**

Example: She \_\_\_\_\_ tennis for half an hour now. (to play)

Answer: She has been playing tennis for half an hour now.

1. Andrew \_\_\_\_\_ in the country. (not/to live)
2. How long \_\_\_\_\_ your parents \_\_\_\_\_ this car? (to drive)
3. Tony \_\_\_\_\_ this book, but Mary has. (not/to read)
4. \_\_\_\_\_ Andy on the blue car? (to work)
5. How long \_\_\_\_\_ they \_\_\_\_\_ for a home? (to look)
6. My brother \_\_\_\_\_ hard enough. (not/to study)
7. How long \_\_\_\_\_ you \_\_\_\_\_ for him? (to wait)
9. \_\_\_\_\_ he the whole morning? (to sleep)

### **TEST 4 PRESENT PERFECT CONTINUOUS**

1. She \_\_\_\_\_ there many years.  
A has been teaching      B has taught
2. He knows Africa well because he \_\_\_\_\_ a lot there.  
A has been traveling      B has traveled
3. The students \_\_\_\_\_ the matter all day long.  
A have been discussing      B have discussed
4. You \_\_\_\_\_ this composition for two hours and can't complete it.  
A have been writing      B have written
5. Alice promised to come, but she's absent. Something \_\_\_\_\_ to her.  
A has been happening      B has happened
6. The children are drawing. They \_\_\_\_\_ since they came home.  
A have been drawing      B have drawn
7. My aunt \_\_\_\_\_ the big house in the country.  
A has always been having      B has always had
8. They \_\_\_\_\_ here for two years.  
A have been living      B have lived
9. I \_\_\_\_\_ them our picture gallery.  
A have shown      B have been showing
10. Ann \_\_\_\_\_ over the telephone for the last ten minutes.  
A has been speaking      B has spoken

### **PAST PERFECT CONTINUOUS TENSE**

#### **Вправа 1. Розкрийте дужки, вживаючи дієслова в Present Perfect/Past Perfect, Present Perfect Continuous/Past Perfect Continuous.**

1. It is already 9:30 pm and I (wait) here for over an hour. If John does not get here in the next five minutes, I am going to leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) for over an hour. I almost left without him.
3. Did you hear that Ben was fired last month? He (work) for that import company for more than ten years and he (work) in almost every

department. Nobody knew the company like he did.4. I (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.5. Sarah (climb) the Matterhorn, (sail) around the world, and (go) on safari in Kenya.

## FUTURE PERFECT CONTINUOUS

**Вправа 1. Розкрийте дужки, вживаючи дієслова в Future Perfect/Future Perfect Continuous.**

1. By the time we get to Chicago this evening, we (drive) more than four hundred miles. We are going to be exhausted. 2. When Sarah goes on vacation next month, she (study) German for over two years. She should be able to communicate fairly well while she is in Austria. 3. I have not traveled much yet; however, I (visit) the Grand Canyon and San Francisco by the time I leave the United States. 4. By the time you finish studying the verb tense tutorial, you (master) all twelve tenses including their passive forms. 5. Drive faster! If you don't hurry up, she (have) the baby by the time we get to the hospital.

## MODAL VERBS

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**Вправа 1. Утворіть питальну та заперечну форми до речень.**

1. The secretary can help you.
2. My mother could speak English fluently when she was young.
3. His friend will be able to meet you at the airport.
4. Mr. Smith can answer your question.
5. She can play the guitar very well.
6. He can lift that heavy box.
7. You could see fish at an aquarium.
8. That race car will be able to go very fast.

**Вправа 2. Перекладіть наступні речення українською та поясніть вживання can, could, to be able to.**

1. It was cold last Saturday so we couldn't go on a picnic.
2. Can I go camping with my friends at the weekend?
3. Could I speak to you for a moment, please?
4. If you are not feeling well, you could stay at home.
5. Could you find these people's phone numbers, please?
6. It was a very difficult test, but Ann was able to answer all the questions.
7. When I arrived I could see a few people waiting for the train.
8. I hope I'll be able to take you out to dinner next week.
9. Scientists could not explain the phenomenon at that time.

**Вправа 3. Поставте замість пропусків can, can't або could, couldn't.**

1. A: Sir, I need to leave work early tonight, if that's possible.  
B: You \_\_\_\_\_ leave early if you finish all your work first.
2. I'm afraid I \_\_\_\_\_ come to your party next Saturday.
3. A: Excuse me? \_\_\_\_\_ you tell me the time, please?  
B: Yes, it's almost two o'clock.
4. My friend's father can't play tennis very well now but he \_\_\_\_\_ play quite well when he was younger.
5. A: What skills do you have?  
B: Well, I \_\_\_\_\_ use computers and I \_\_\_\_\_ speak three foreign languages.
6. You \_\_\_\_\_ see her at the party. She was at home working at her English.
7. I should be very happy if you \_\_\_\_\_ visit us in the village.
8. He said he \_\_\_\_\_ (to finish) the task by Monday.

**Вправа 4. Заповніть пропуски необхідними формами *can, could (not), cannot/can't, was/were (not) able to* та поясніть свій вибір.**

1. I \_\_\_\_\_ play the piano. I've taken lessons for many years.
2. Dogs \_\_\_\_\_ bark, but they \_\_\_\_\_ talk.
3. Tom is strong. He \_\_\_\_\_ lift that heavy box.
4. I \_\_\_\_\_ walk to school. It's not far.
5. Steven \_\_\_\_\_ walk when he was one year old.
6. The door was locked so I \_\_\_\_\_ go inside.
7. I \_\_\_\_\_ hear you very well. Please speak louder.
8. We arrived at the shop just it was closing, so we \_\_\_\_\_ do our shopping.
9. \_\_\_\_\_ you call Peter and tell him I'll be late?
10. My brother \_\_\_\_\_ drive yet. He's too young.
11. I'm not quite ready to go, but you \_\_\_\_\_ leave if you're in a hurry. I'll meet you later.

**Вправа 5. Перекладіть наступні речення українською та поясніть вживання *must, to be (to), to have (to), to have got (to)*.**

1. All applicants must take an entrance exam.
2. I'm looking for Sue. I have to talk to her about our lunch date tomorrow. I can't meet her for lunch because I have to go to a business meeting at 1:00.
3. Where's Sue? I must talk to her right away. I have an urgent message for her.
4. I have got to go now. I have a class in ten minutes.
5. The game is to begin at 10:00.
6. The committee is to meet tomorrow.
7. I must be at the meeting. The meeting can't occur without me because I'm the only one who has certain information.
8. I am to be at the meeting. My boss ordered me to be there. He will accept no excuses.
9. The teacher gave the students a writing assignment. They are to write a composition. They are to write it about a person they admire.

**Вправа 6. Доповніть речення. Вживайте *have to, has to, or had to*.**

1. I went downtown yesterday because I \_\_\_\_\_.
2. I can't go to the movie tonight because \_\_\_\_\_.
3. I couldn't go to Pete's party last Saturday because \_\_\_\_\_.
4. Josh can't go downtown with us this afternoon because \_\_\_\_\_.
5. When I was in high school, \_\_\_\_\_.
6. If you want to travel abroad, \_\_\_\_\_.
7. I'm sorry I was absent from the class yesterday, but \_\_\_\_\_.
8. Erica can't come to class tomorrow because \_\_\_\_\_.
9. I need a car because \_\_\_\_\_.
10. When I worked in my uncle's restaurant, \_\_\_\_\_.
11. If you want to enter the university, \_\_\_\_\_.
12. We wanted to go on a picnic yesterday, but we couldn't because \_\_\_\_\_.
13. I wanted to \_\_\_\_\_ yesterday, but \_\_\_\_\_ instead.



**Вправа 7. Вставте модальні дієслова *should, must* або *had to*. Розкрийте дужки, вживаючи потрібну форму інфінітиву.**

1. You \_\_\_\_\_ always lock the front door when you go out.
2. I don't think people \_\_\_\_\_ keep pets if they don't have time to care for them properly.
3. You \_\_\_\_\_ be thirsty after carrying those heavy boxes. Shall I make some tea?
4. If you want to take photos while we're going round the museum, you \_\_\_\_\_ ask permission. We don't want to get into trouble
5. He \_\_\_\_\_ (to attend) the lesson: the material which the teacher explained was very difficult, and now it will be impossible for him to write the test-paper well.
6. People really shouldn't smoke when there are children around. It's such a bad example to them.
7. Last night Ann suddenly became ill. Her parents \_\_\_\_\_ call the doctor.

**Вправа 8. Виберіть *must (not)* or *(do not) have to*.**

1. Soldiers \_\_\_\_\_ disobey a superior officer.  
A must / have to      B must not      C don't have to
2. To stay alive, people \_\_\_\_\_ breathe oxygen.  
A must / have to      B must not      C don't have to
3. You \_\_\_\_\_ finish to do your work on this project before you go on vacation. You'll probably lose your job if you don't.  
A must/ have to      B must not      C don't have to
4. If you have an aquarium, you \_\_\_\_\_ give your tropical fish too much or they'll die.  
A must / have to      B must not      C don't have to
5. To be a successful mountain climber, you \_\_\_\_\_ have a great deal of stamina.  
A must / have to      B must not      C don't have to
6. Thank goodness we \_\_\_\_\_ eat fish again tonight. Dad didn't catch any today.  
A must I have to      B must not      C don't have to
7. You \_\_\_\_\_ exert yourself. You're still not fully recovered from your surgery.  
A must / have to      B must not      C don't have to
8. My room is a mess, but I \_\_\_\_\_ clean it before I go out tonight, I can do it in the morning.  
A must / have to      B must not      C don't have to
9. We really \_\_\_\_\_ help Mary move to her new apartment at weekend. Not only is it too difficult for one person, but she still has her arm in a sling from her shoulder sprain a week ago.  
A must / have to      B must not      C don't have to

10. Bill is in the dark room developing the negatives of the photos he took on his last trip to Peru. You \_\_\_\_\_ open the door while he's there because the light will ruin the pictures.

A must / have to    B must not    C don't have to

**Вправа 9. Доповніть речення. Вживайте *don't/doesn't have to or must not*.**

1. The soup is too hot. You \_\_\_\_\_ eat it yet. Wait for it to cool. 2. You \_\_\_\_\_ have soup for lunch. You can have a sandwich if you like. 3. Liz finally got a car, so now she usually drives to work. She \_\_\_\_\_ take the bus. 4. Tommy, you \_\_\_\_\_ say that word. That's not a nice word. 5. Mr. Moneybags is very rich. He \_\_\_\_\_ work for a living. 6. If you are in a canoe, you \_\_\_\_\_ stand up and walk around. If you do, the canoe will probably tip over. 7. According to the rules of the game, one player \_\_\_\_\_ hit another player. 8. The review class before the final exam is optional. We \_\_\_\_\_ go unless we want to. 9. Most vegetables can be eaten raw. You \_\_\_\_\_ cook them.

**Вправа 10. Вставте модальні дієслова *should, must* або *had to*. Розкрийте дужки, вживаючи потрібну форму інфінітиву.**

1. You \_\_\_\_\_ always lock the front door when you go out. 2. I don't think people \_\_\_\_\_ keep pets if they don't have time to care for them properly. 3. You \_\_\_\_\_ be thirsty after carrying those heavy boxes. 4. Shall I make some tea? 5. If you want to take photos while we're going round the museum, you \_\_\_\_\_ ask permission. 6. We don't want to get into trouble. 7. He \_\_\_\_\_ (to attend) the lesson: the material which the teacher explained was very difficult, and now it will be impossible for him to write the test-paper well. 8. Last night Ann suddenly became ill. Her parents \_\_\_\_\_ call the doctor.

**Вправа 11. Доповніть пораду, вживаючи *should or ought to*** Example: "I've lost my credit card". "You *should(ought to)* report it to the credit card company immediately.

| Problems  | Advice                                |
|---|---------------------------------------|
| 1. I'm bored with my job.   | a) You/look through the encyclopedia  |
| 2. Our company needs special ecologist's services.                            | b) You/hire a professional ecologist  |
| 3. We are looking for information about climatology, geology and meteorology. | c) Perhaps you/look for another job   |
| 4. I need a thorough knowledge of the ecosystems.                             | d) She/read the text "Global warming" |
| 5. She doesn't know much about global warming.                                | e) You/consult your teacher           |

## TEST 1 MODAL VERBS

1. Please make sure to water my plants while I am gone. If they don't get enough water, they \_\_\_\_\_ die.  
A can            B might  
C have to      D must
2. Yesterday I \_\_\_\_\_ a film, today I can't.  
A can to watch    B could watch    C could to watch
3. He \_\_\_\_\_ be a fool to do such a thing.  
A can      B must      C has to
4. They \_\_\_\_\_ buy tickets to the Rolling Stones concert last week.  
A were able to    B could      C can            D be able to
5. The raft is so small we \_\_\_\_\_ lie down comfortably.  
A might not      C cannot      B could not      D should not
6. He \_\_\_\_\_ come next month.  
A is able to      C may to      B will be able to    D could
7. The bus came on time so we \_\_\_\_\_ wait long at the bus stop.  
A had to            C can          B must            D might
8. You \_\_\_\_\_ think about the future and not about the past.  
A should            C shouldn't    B mustn't            D needn't
9. It was 8 o'clock. I \_\_\_\_\_ leave.  
A must            B had          C have to            D had to
10. You should \_\_\_\_\_ there alone at night.  
A not go            B not to go
11. A: \_\_\_\_\_ you hold your breath for more than a minute?    B: No, I can't.  
A can      B may      C could      D have
12. I think we \_\_\_\_\_ check everything again.  
A have to      B must      C can      D could
13. You \_\_\_\_\_ the truth then.  
A should have told            B should to have told
14. You \_\_\_\_\_ kill animals; it's cruel and unlawful.  
A don't have to            B mustn't
15. I \_\_\_\_\_ understand what he was saying because he was speaking Spanish.  
A couldn't    B can      C can't            D was able to
16. I'm looking for Sue. I \_\_\_\_\_ to her about our lunch date tomorrow .  
A could talk            B have to talk  
C must talk            D could have talked
17. Did you read the news about the mountain climbers? They \_\_\_\_\_ reach the top yesterday.  
A could            B were able to  
C have been able to      D can

18. Steven \_\_\_\_\_ read and write until he was seven years old.

A must

B couldn't

C could

D may

19. You \_\_\_\_\_ visit your grandparents more often.

A ought to

B were able to

C shall

D will

## PASSIVE VOICE

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**Вправа 1. Перекладіть українською мовою речення з дієсловами в пасивному стані, при потребі починайте переклад з прийменників.**

a) 1. For that he can be sent to prison. 2. This book is written mainly for researchers. 3. Your husband is well thought of, which is very important.

4. Were you quite sure she had never been seen there before? 5. There are two things that must be connected. 6. The handwriting has been identified as hers. 7. The papers were set fire to in order to get rid of the evidence. 8. She found the room exactly as it had been left the night before. 9. New electronic devices are dealt with in this article. 10. Her bed had not been slept in. 11. His tie was very badly arranged. 12. When on earth will the telegram be sent off? 13. She is not seen with Tom any longer.

b) 1. Many diseases of plants and animals are caused by bacteria and fungi. 2. This book is written mainly for researchers. 3. The power plant was closed on December 15, 2000. 4. Forest farming is today recognized as an important part of agriculture. 5. Airplanes, helicopters, trucks, tractors, and combines are used in Western agriculture for seeding, spraying operations for insect and disease control, harvesting. 6. Ukraine has a total area of 603.000 km<sup>2</sup>, 55% of which is composed of arable land and 12% as grassland. 7. The fact that many new technologies are held by the private sector. 8. Soil is made of the mineral substances.

**Вправа 2. Поставте запитання до поданих речень.**

1. The Houses of Parliament were built *in the nineteenth century*.

2. *Twenty* people were hurt in the train crash.

3. *Three* teenagers were given an award for bravery yesterday.

4. The telephone was invented by Bell *in 1876*.

5. *20,000* cars will be produced next year.

6. *Ten* pictures have been stolen from the National Gallery.

**Вправа 3. Заповніть пропуски необхідною формою дієслова:**

1. In 1666, a large part of London (destroy) \_\_\_\_\_ by fire. 2. These pictures are beautiful. They \_\_\_\_\_ (paint) by my father while he was on holiday last summer. 3. Volkswagen cars \_\_\_\_\_ (make) in Germany. 4. The Pyramids \_\_\_\_\_ (build) by the Ancient Egyptians. 5. At the last competition the first prize (to win) \_\_\_\_\_ by our team. 6. Those flowers are great. They \_\_\_\_\_ (send) to her yesterday by one of her fans.

7. I've collected all the documents that \_\_\_\_\_ (need) for the house sale. Can you take them to the lawyer's office to \_\_\_\_\_ (sign)? 8. Who does the washing-up in your house? The dishes \_\_\_\_\_ (wash) by my brother and then \_\_\_\_\_ (dry) by my sister. 9. Who looks after your baby when you're at work? Well, he \_\_\_\_\_ (look after)

by my mother. 10. When will I have my car? It \_\_\_\_ (deliver) to your house the day after tomorrow.

**Вправа 4. Утворіть питальну та заперечну форми речень.**

1. The sick man is being operated on. 2. The network of transmitting stations is being built in this region now. 3. The children are making a birthday cake in the kitchen. 4. The road is being repaired by our workers. 5. The film was being shown from 7 till 9. 6. The orchestra was being conducted by our music teacher. 7. Water-power stations are being built on the Mountain Rivers. 8. Students from about 30 countries are being trained at Kyiv University. 9. The door has been left open. 10. The article will have been published by the time you arrive. 11. This crop had been sown by the end of the month.

**Вправа 5. Утворіть питальну та заперечну форми речень.**

1. The best camera are made in Japan. 2. This crop had been sown by the end of the month. 3. A large part of Ukraine, Russia and Belorussia was polluted by radioactive substances. 4. Nylon was invented in the early 1930s by an American chemist, Julian Hill. 5. The film was being shown from 7 till 9. 6. This question is being discussed right now. 7. The door has been left open. 8. The article will have been published by the time you arrive.

**Вправа 6. Відкрийте дужки, вживаючи дієслова у відповідній часовій формі.**

1. The printing press (invent) \_\_\_\_\_ in the fifteenth century. 2. Gold (mine) \_\_\_\_\_ in mines. 3. Last night we (invite) \_\_\_\_\_ to the restaurant by our friends from Spain. 4. Italy and France (visit) \_\_\_\_\_ by millions of tourists every year. 5. Russia (invade) \_\_\_\_\_ by Napoleon. 6. The menu in our bar (change) \_\_\_\_\_ every week. 7. Nowadays oil (transport) \_\_\_\_\_ in large ships. 8. These raspberries are fresh; they (pick) \_\_\_\_\_ in the morning. 9. Today rugby football (play) \_\_\_\_\_ in many countries. 10. Many people (kill) \_\_\_\_\_ in road accidents every year. 11. The United Nations Organization (found) \_\_\_\_\_ in 1945. 12. This type of TV sets (produce) \_\_\_\_\_ in Japan. 13. The results of the examination (not know) \_\_\_\_\_ for two months.

**Вправа 7. Поставте наступні речення у пасивному стані.**

**Зверніть увагу на модальні дієслова.**

1. You must do three of these exercises tomorrow. 2. You can find the book you need in the library. 3. We must send these letters at once. 4. You must take the box to the station. 5. You can cross the river on the raft. 6. The workers can finish the building of the house very soon. 7. You must return the books the day after tomorrow. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully. 11. The doctor says they must take her to hospital. 12. You can do the work in three days. 13. The students must return all the library books before each vacation.

**Вправа 8. Поставте дієслова в активному або пасивному стані в наступних реченнях.**

1. Some of the oldest structures in the world today (be) \_\_\_\_\_ pyramids, which (locate) \_\_\_\_\_ in Egypt near the River Nile. 2. Thousands of years ago, the Egyptians (believe) \_\_\_\_\_ in life after death. 3. After a person died, the body (dry) \_\_\_\_\_ (wrap) \_\_\_\_\_ in cloth, and (make) \_\_\_\_\_ into a mummy. 4. The mummy (place) \_\_\_\_\_ into a coffin, which (put) \_\_\_\_\_ inside an underground tomb. 5. Clothing, food, drink, weapons, and other personal possessions (also bury) \_\_\_\_\_ with the body. 6. The ancient Egyptians (believe) \_\_\_\_\_ that the spirit of the dead person would need them in the next life. 7. Great pyramids (build) \_\_\_\_\_ on the surface to honor the Egyptian kings. 8. These four-sided structures (make) \_\_\_\_\_ of huge limestone rocks cut from mountains in Southern Egypt and (float) \_\_\_\_\_ 700 miles up the Nile River.

**Вправа 9. Перекладіть речення, звертаючи увагу на вживання Perfect Infinitive Passive після модальних дієслів.**

1. My bicycle has disappeared. It must have been stolen. 2. The weather was awful. The football match ought to have been cancelled. 3. Did anyone invite Ann to the party? – I don't know. She might have been invited. 4. Did anyone see you? – No, but I would have been seen if it hadn't been so dark. 5. Has someone repaired this machine? – Well, it's working again so it must have been repaired. 6. Did someone throw those old letters away? – Yes, but it was a mistake. They shouldn't have been thrown away.

**TEST 1 PASSIVE VOICE**

1. What article \_\_\_\_\_ now?  
 A has being translated      B is translated  
 C has been translating      D is being translated
2. Many wetlands and river ecosystems \_\_\_\_\_ .  
 A have been lost      B been lost  
 C had been lost      D have lost
3. In prehistoric times, religion and farming \_\_\_\_\_ .  
 A closely connected      B were closely connected  
 C was closely connected      D are closely connected
4. In Ukraine about 200 combine harvesters \_\_\_\_\_ in 2002 in comparison to 1,200 units in Germany.  
 A was sold      B were sold  
 C area sold      D have been sold
5. Most of the agricultural businesses \_\_\_\_\_ in growing grain and technical crops.  
 A is      B are specialized  
 C was specialized      D specialized
6. Plants and animals \_\_\_\_\_ of millions of genes.  
 A is make      B was made  
 C are made      D make
7. The best camera ... in Japan.  
 A will make      B were made  
 C are made      D will have made

9. The fact that many new technologies \_\_\_\_\_ by the private sector.  
A is held                                    B are hold  
C are held                                    D be held
10. This crop \_\_\_\_\_ by the end of the month.  
A had been sown                            B have been sown  
C had be sown                                D has been sown
11. I think the film \_\_\_\_\_ on TV now.  
A is shown                                    B are being shown  
C has being shown                            D is being shown
12. Our post \_\_\_\_\_ twice a day.  
A has delivered                              B is delivered  
C will delivered                              D will be delivering
13. The Houses of Parliament \_\_\_\_\_ in the XIX-th century.  
A were build                                 B were being built  
C were built                                  D had been built
14. "Mona Lisa" \_\_\_\_\_ by Leonardo da Vinci.  
A was painted                                B is painting  
C is being painted                            D had been painted
15. This area \_\_\_\_\_ now because the plant is not working.  
A is polluted                                 B was not being polluted  
C is not being polluted                      D has not been polluted
16. Coca-Cola \_\_\_\_\_ for over one hundred years.  
A is produced                                B has been produced  
C was produced                              D had been produced

## THE NOUN

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### Вправа 1. Утворіть форму множини іменників:

- |                  |                |                  |
|------------------|----------------|------------------|
| 1 child _____    | children _____ | 7 ox _____       |
| 2 zero _____     |                | 8 goose _____    |
| 3 mouse _____    |                | 9 sheep _____    |
| 4 monkey _____   |                | 10 species _____ |
| 5 industry _____ |                | 11 belief _____  |
| 6 woman _____    |                | 12 leaf _____    |

### Вправа 2. Позначте літерою 'C' (countable)- обчислювані іменники та літерою 'U' (uncountable)- необчислювані іменники:

- |                        |                     |
|------------------------|---------------------|
| 1. advice _____        | 11. suitcase _____  |
| 2. plate _____         | 12. behaviour _____ |
| 3. money _____         | 13. honey _____     |
| 4. safe _____          | 14. weather _____   |
| 5. accommodation _____ | 15. scenery _____   |
| 6. deer _____          | 16. child _____     |
| 7. car _____           | 17. friend _____    |

8. furniture \_\_\_\_\_  
9. piece \_\_\_\_\_  
10. can \_\_\_\_\_

18. oxygen \_\_\_\_\_  
19. exercise \_\_\_\_\_  
20. coffee \_\_\_\_\_

**Вправа 3. Визначте, в якій формі ( однині чи множині ) наведені такі іменники:**

Fungi, organisms, tissues, species, animals, fish, land, life, bodies, deer, mice, monkey, milk, supply, sheep, oxen, sources, bacteria, data, analysis, nucleus, phenomena, stimulus, crisis.

**Вправа 4. Виберіть правильну форму дієслова:**

1. Some people never **do/does** any exercise.
2. Physics **was/were** my best subject at school.
3. There **is/are** a pair of socks under the bed.
4. Fortunately the news **wasn't/weren't** as bad as we had expected.
5. His new clothes **was/were** very expensive.
6. Tree days **isn't/aren't** long enough for a good holiday.
7. I can't find the stairs in this building. Where **is/are** they?
8. **Does/Do** the police know about the stolen money?
9. The police **is/are** looking for the criminal.
10. I'm going to take a taxi. Six miles **is/are** too far for me to walk.
11. Your hair **need/needs** cutting.
12. There **was/were** a lot of people at the cinema last night.
13. My shorts **is/are** made of silk.

## TEST 1 THE NOUN

1. This farm keeps many \_\_\_\_\_.  
A sheep            B sheeps    C sheepes
2. A long time ago in the past people used \_\_\_\_\_ in agriculture.  
A oxen            B oxes
3. I like \_\_\_\_\_ and vegetables.  
A fruit            B fruits
4. Can I borrow your scissors? Mine \_\_\_\_\_ not sharp enough.  
A is            B are
5. This news \_\_\_\_\_ interesting.  
A was            B were
6. My shorts \_\_\_\_\_ made of silk.  
A is            B are
7. There \_\_\_\_\_ a lot of people at the party.  
A was            B were
8. Your trousers \_\_\_\_\_ in the wardrobe.  
A is            B are



9. Money \_\_\_\_\_ not everything.  
A is                      B are
10. Two thousand pounds \_\_\_\_\_ stolen in the robbery.  
A were                    B was
11. Cattle \_\_\_\_\_ mainly raised in the North of this country.  
A is                        B are
12. Physics \_\_\_\_\_ my best subject at school.  
A were                    B was
13. His new clothes \_\_\_\_\_ very expensive.  
A were                    B was
14. In 2000, about 109.2 million acres \_\_\_\_\_ planted with transgenic crops.  
A was                      B were
15. Most of the agricultural businesses \_\_\_\_\_ specialized in growing grain and technical crops.  
A is                        B are
16. I think it's a pity Ann had her \_\_\_\_\_ cut short because she looked much more attractive before.  
A hairs                    B hair
17. The flat is empty. We haven't got any \_\_\_\_\_ yet.  
A furniture                B furnitures
18. The police \_\_\_\_\_ to interview Fred about the accident.  
A wants                    B want
19. As an old friend, may I give you \_\_\_\_\_ ? I don't want \_\_\_\_\_ or help.  
A an advice                B advice
20. Our team \_\_\_\_\_ playing well.  
A is                        B are
21. There \_\_\_\_\_ a pair of socks under the bed.  
A is                        B are

### The Possessive Case

**Вправа 1. Утворіть словосполучення, вживаючи, де це можливо, присвійний відмінок:**

e.g. the window / the room - the window of the room

the watch / Mike – Mike's watch

- |   |                              |
|---|------------------------------|
| 1. the laboratories / the Institute     | 7. the cinema / the town     |
| 2. the daughter / Charles               | 8. the name / the street     |
| 3. the economic policy / the government | 9. the eyes / the cat        |
| 4. the birthday / my friend             | 10. the shoes / the children |
| 5. the car / my neighbours              | 11. the goods / the factory  |
| 6. the roof / the house                 | 12. the newspaper / today    |

**Вправа 2. Перепишіть речення, починаючи його з підкресленого слова:**

e.g. Tourism is the main industry in this country.

This country's main industry is tourism.

1. The football match tomorrow has been cancelled.

- Tomorrow \_\_\_\_\_.
2. Exports from Britain to the United States have fallen recently.  
Britain \_\_\_\_\_.
3. The storm last week caused a lot of damage.  
Last \_\_\_\_\_.
4. The new manager of the company is very qualified.  
The company \_\_\_\_\_.

## Article

### Вправа 1. Заповніть пропуски артиклями *a, an, the*:

1. Have you made all \_\_\_\_\_ arrangements for our holiday yet? – Yes, I think so. – Did you find \_\_\_\_\_ good hotel? – Well, it isn't \_\_\_\_\_ luxurious hotel, but it's near \_\_\_\_\_ centre of \_\_\_\_\_ city and each bedroom has \_\_\_\_\_ private bathroom. 2. Is this \_\_\_\_\_ old car? – Four years old. Come and have \_\_\_\_\_ look at it. – Were you \_\_\_\_\_ first owner? – No, I got it two years ago. 3. Have \_\_\_\_\_ Browns gone on holiday? 4. Did you go to \_\_\_\_\_ bank to change \_\_\_\_\_ money into French francs? 5. I'll book \_\_\_\_\_ taxi to take us to \_\_\_\_\_ airport, so we can leave our car at home. 6. I'm \_\_\_\_\_ doctor. I've just started work at \_\_\_\_\_ hospital in Hills Road. I'm on call \_\_\_\_\_ lot of \_\_\_\_\_ time and I have to find \_\_\_\_\_ car which is really reliable. \_\_\_\_\_ car I used to have always breaking down and giving me problems.

### Вправа 2. Поставте замість пропусків *a, an, the* або *some* там, де це необхідно:

1. I bought \_\_\_\_\_ butter and \_\_\_\_\_ sugar. – Are you going to make \_\_\_\_\_ cake? 2. What did you have for \_\_\_\_\_ lunch today? - \_\_\_\_\_ piece of cheese and \_\_\_\_\_ bread. 3. I need \_\_\_\_\_ information for my history project. – Why don't you go to \_\_\_\_\_ library? 4. I'm going to \_\_\_\_\_ post office. Do you need anything? – Could you get me \_\_\_\_\_ stamps and \_\_\_\_\_ envelope, please? 5. Grandpa is in \_\_\_\_\_ hospital. Grandma went to \_\_\_\_\_ hospital to see Grandpa. 6. You need \_\_\_\_\_ visa to visit \_\_\_\_\_ foreign countries. 7. When we reached \_\_\_\_\_ city centre, \_\_\_\_\_ shops were still open but most of them were already closed. 8. Have you finished with \_\_\_\_\_ book I lent you last week? 9. In \_\_\_\_\_ bedroom of this flat there are twin beds, \_\_\_\_\_ cupboard, and \_\_\_\_\_ chair. There are clothes thrown over \_\_\_\_\_ chair. In one corner there is \_\_\_\_\_ basin. 10. This flat has \_\_\_\_\_ kitchen. There is \_\_\_\_\_ table with \_\_\_\_\_ chairs round it.

### Вправа 3. Заповніть пропуски де необхідно, за допомогою *some/a/an/much*:

1. I have \_\_\_\_\_ coins in my pocket. In other words, I have \_\_\_\_\_ change in my pocket. 2. Would you like \_\_\_\_\_ food? How about \_\_\_\_\_ sandwich and \_\_\_\_\_ apple? 3. We had \_\_\_\_\_ meat, rice, bread, butter, cheese, fruit, vegetables, and tea for dinner. 4. I used \_\_\_\_\_ iron to press my shirt because it was wrinkled. 5. I wish you \_\_\_\_\_ happiness, health, and luck in your life. 6. Tom is studying \_\_\_\_\_



- C -                                  D any
4. They got married but \_\_\_\_\_ marriage wasn't successful.
- A -                                  B a  
B the                                 D an
5. \_\_\_\_\_ film was very exciting – I enjoyed it.
- A some                                B any  
B a                                     D the
6. I found \_\_\_\_\_ old coin on the beach the other day.
- A the                                  B an  
C a                                     D -
7. Don't forget to lock \_\_\_\_\_ door when you leave.
- A the                                  B a  
C an                                   D -
8. Are \_\_\_\_\_ English people you know friendly?
- A some                                B any  
C the                                   D -
9. \_\_\_\_\_ man who lives next door to me is a vet.
- A an                                    B a  
C the                                   D -
10. Life would be very difficult without \_\_\_\_\_ electricity.
- A the                                  B an  
C -                                     D a
11. \_\_\_\_\_ bakery is closed every Saturday afternoon.
- A a                                     B any  
C -                                     D the
12. I watched \_\_\_\_\_ interesting programme on TV last night.
- A a                                     B an  
C the                                   D -
13. Terry sold his old bicycle so that he could buy \_\_\_\_\_ new one.
- A a                                     B some  
C the                                   D any
14. We flew from London to \_\_\_\_\_ Orly Airport in Paris.
- A an                                    B a  
C the                                   D -
15. I read \_\_\_\_\_ Times every day.
- A an                                    B a  
C the                                   D -
16. What time do you go to \_\_\_\_\_ bed?
- A a                                     B -  
C the                                   D any
17. Sylvia doesn't go to work by \_\_\_\_\_ car.
- A an                                    B a  
C the                                   D -
18. I have \_\_\_\_\_ breakfast at eight o'clock.
- A an                                    B a  
C the                                   D -

## THE PRONOUN

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### Вправа 1. Заповніть пропуски займенниками *some, any, no*:

1. Have you got \_\_\_\_\_ coffee? – No, I haven't got \_\_\_\_\_ coffee.
2. Would you like \_\_\_\_\_ tea? 3. Don't worry. I've got \_\_\_\_\_ free time. I'll go shopping.
4. I'm going to buy \_\_\_\_\_ oranges.
5. There is \_\_\_\_\_ milk left in the fridge.
6. I'm afraid there is \_\_\_\_\_ tea left.
7. You can call me \_\_\_\_\_ time you like.

### Вправа 2. Заповніть пропуски займенниками *any, anyone, anybody, anything, anywhere*:

1. You can ask me \_\_\_\_\_ you want.
2. \_\_\_\_\_ can go to the new sports center.
3. What shall I wear to the party? – Wear \_\_\_\_\_ you like. It's up to you.
4. If \_\_\_\_\_ needs help, they can ask me.
5. We left the door unlocked. \_\_\_\_\_ could have come in.
6. What time do you want dinner? – Oh, \_\_\_\_\_ time you like.
7. Where can I find this magazine? – At \_\_\_\_\_ shop in the centre.
8. Where shall we go for our holidays? \_\_\_\_\_ as long as it's hot!
9. Who can drive the company car? - \_\_\_\_\_ who has a driver's license.

### Вправа 3. Поставте замість пропусків займенниками *every, everyone / everybody / everything / everywhere*:

1. \_\_\_\_\_ you need is on the table.
2. \_\_\_\_\_ person in my family has their own car.
3. My uncle knows \_\_\_\_\_ about gardening.
4. Ann knows \_\_\_\_\_ in her street.
5. \_\_\_\_\_ looks tired today.
6. When I arrived home, \_\_\_\_\_ had gone out.
7. Your desk is untidy. There are papers \_\_\_\_\_.
8. Jill doesn't do any of the housework. Her husband does \_\_\_\_\_.

### Вправа 4. Поставте *much, many, a lot of*:

1. I've got \_\_\_\_\_ spare time today.
2. There isn't \_\_\_\_\_ snow on the ground. – No, the sun has melted it.
3. How \_\_\_\_\_ times did you have a shower yesterday?
4. There are \_\_\_\_\_ flowers in the garden. – Yes, they are beautiful, aren't they?
5. Have you got any money? – Yes, \_\_\_\_\_.
6. Have you got any vegetables? - Yes, \_\_\_\_\_.
7. Can you lend me some money? – No, sorry –I haven't got money with me.
8. We'll have to hurry. The man was badly injured in the accident. He lost \_\_\_\_\_ blood.
9. Don't disturb me. I've got \_\_\_\_\_ work to do.
10. We didn't take \_\_\_\_\_ photographs when we were on holiday.
11. In the evening after hard work farmers feel really tired. They need \_\_\_\_\_ energy to work on their own fields.

### Вправа 5. Виберіть правильний варіант:

1. When will you be back? –Soon. I'm only going away for a few / a little days.
2. When can I come and visit you? –Come on every / any Tuesday. I'm free on that day.
3. Who's coming to the party? – I've invited everyone / anyone from the office.
4. I've lost my keys. I can't find them anywhere / nowhere. – Don't worry. I'm sure they're everywhere / somewhere in this room.
5. I asked everyone / someone, but

nobody / anybody wants to help me with my project.6.How do you like your coffee?  
– I think you've put too much / too many milk in it.

**Вправа 6. Поставте замість пропусків займенники *a few, few, a little, little*.**

1. I don't think I can do this work on my own. I need \_\_\_ help. 2. \_\_\_ Ukrainian ecologists visited Northern Ireland in 2009.3.The snow was quite deep. There seemed to be \_\_\_ hope of completing the work on the fields.4. \_\_\_ teenagers in the village could read before the revolution. 5.We only need \_\_\_ tractors to do this work. 6.They had sheep, \_\_\_goats and some hens & cocks. 7.Unfortunately, there were \_\_\_ rains last summer. 8.In hot weather plants look fading. They need at least \_\_\_ water. 9.This village on the map is very small, but it has \_\_\_ big buildings. 10.There are roads in the village, but they all are in a good condition.

**Вправа 7. Перекладіть слова в дужках, вживаючи *few or a few*.**

1. During our last practice we have discussed (декілька) business matters. 2. I have (мало) German books. 3. There are (мало) plants in my native city.4. I have written (декілька) letters to my former schoolmates. 5. My brother has read (мало) English books this year. 6. We have (декілька) foreign students in our college. 7. There were very (мало) people there. 8 Many students were invited but (декілька) came. 9. He has (мало) friends.

### TEST 1 a / an / the / some / any / many / much / etc.

1. There is \_\_\_ apple on the plate.  
A a B an C the D any
2. There are \_\_\_ books on the shelf.  
A the B a C an D some
3. I've got \_\_\_ nice shoes.  
A a B any C some D much
4. Is \_\_\_ pen in the box?  
A the B any C man C much
5. 'What's this?'  
'It's \_\_\_ umbrella.'  
A a B an C any D some
6. There's \_\_\_ milk in this cup.  
A some B a C the D any
7. Have you got \_\_\_ bananas?  
A a B some C much D any

8. We haven't got \_\_\_\_ cheese in the fridge.  
A some B any C no D these
9. Can you see \_\_\_\_ people in the street?  
A much B some C any
10. Bob is hungry. Give him \_\_\_\_ eggs.  
A any B an C much D some
11. Are there \_\_\_\_ books on your shelf?  
A many B much C some D any
12. They've got \_\_\_\_ butter, but they haven't got \_\_\_\_ rolls.  
A some / any B any / some  
C a / some D a / any
13. There aren't \_\_\_\_ cars in the garage, but there are \_\_\_\_ motorbikes.  
A some / any B any / any  
C any / some D some / some
14. There's \_\_\_\_ oil in the bottle, but it isn't \_\_\_\_ .  
A some / much B any / some  
C some / any D much / some.
15. I'd like to buy a pullover. How \_\_\_\_ is it?  
A many B much
16. Brian usually has \_\_\_\_\_ omelette for lunch.  
A - B an

## THE ADJECTIVE THE ADVERB

### Вправа 1. Заповніть таблицю.

| noun   | verb    | adjective  | adverb |
|--------|---------|------------|--------|
| animal | confuse | geological | badly  |

group, animal, geological, time, close, aquatic, relatives, timid, hide, escape, avoid, danger, match, confuse, shoot, crop, pests, fast, late, friendly, seldom, nowadays, effect, hard, elderly, rather, ecologist, good, badly, well, primarily, exist, reproduction, chemists, deep, recently, examine.

### Вправа 2. Заповніть таблицю.

| Adjectives | Adverbs       |
|------------|---------------|
| high       | -             |
| -          | considerably  |
| -          | exceptionally |
| particular | -             |
|            | especially    |
| notable    | -             |
| natural    | -             |
| -          | primarily     |
| main       | -             |
| productive | -             |
| -          | well          |
| slow       | -             |
| hard       | -             |
| -          | quickly       |
| fast       | -             |

**Вправа 3. Виберіть правильну форму (прикметник чи прислівник):**

1. *Recently/recent* technology has allowed the discovery of the deep ocean vent communities. 2. Conditions are rather *constant/ constantly* in some tropical lands and seas. 3. All the factors mentioned are interrelated and none acts *independent/ independently*. 4. It smells *bad/ badly* and stings our eyes. 5. All we need to do is to open our eyes and act *immediate/ immediately*. 6. The greenhouse effect unquestionably real; it is the *essential/ essentially* for life on the Earth.

**Вправа 4. Виберіть правильну форму (прикметник чи прислівник):**

1. I'm going to Alison's house for dinner tonight. – You'll enjoy it. Alison is a very good / well cook. 2. I'm going to the shops now. – Make sure you carry the eggs careful / carefully. Don't break them. 3. I organized a party for my friends, last weekend. All the guests arrived early and waited quiet / quietly until Edith got there. 4. Have you finished that puzzle already? – Yes, it was really easy / easily. 5. We went into the garden because it was a very warm / warmly day. 6. The guests all gave Edith nice / nicely presents and she thanked them sincere / sincerely. 7. They danced happily / happy to the music and had a wonderful / wonderfully time. The party was successful / successfully.

**Вправа 5. До англійських слів підберіть їх українські еквіваленти.**



|                       |                       |
|-----------------------|-----------------------|
| <i>sometimes</i>      | з наукової точки зору |
| <i>nowadays</i>       | ГОЛОВНИМ ЧИНОМ        |
| <i>never</i>          | на жаль               |
| <i>already</i>        | звичайно              |
| <i>naturally</i>      | інколи                |
| <i>mainly</i>         | ніколи                |
| <i>certainly</i>      | рідко                 |
| <i>often</i>          | нещодавно             |
| <i>unfortunately</i>  | десь, де-небудь       |
| <i>scientifically</i> | досить                |
| <i>recently</i>       | вже                   |
| <i>seldom</i>         | практично             |
| <i>rather</i>         | природньо             |
| <i>somewhere</i>      | також                 |
| <i>either</i>         | на сьогоднішній день  |
| <i>practically</i>    | часто                 |
| <i>particularly</i>   | відколи               |
| <i>since</i>          | особливо              |

**Вправа 6. Доповніть речення, вживаючи для порівняння сполучники *as* \_\_\_\_\_ *as*, *not so (as)* \_\_\_\_\_ *as* та *in*.**

1. Lisa is prettier than Clare.

As Clare is not as pretty as Lisa.

2. It's the biggest house I've ever seen.

Such I \_\_\_\_\_ a big house.

3. I've never heard such a beautiful song.

The It's \_\_\_\_\_ I have ever heard.

4. Peter is more handsome than Roger.

Less Roger is \_\_\_\_\_ Peter.

5. Meat isn't as healthy as vegetables.

Than Vegetables are \_\_\_\_\_ meat.

6. Betty is 70 years old. Graham is 70 years old, too.

- Old Betty is \_\_\_\_\_ Graham.
7. My car is old. Your car is new.  
Than Your car \_\_\_\_\_ mine.
8. Samantha speaks French better than Josephine.  
Well Josephine doesn't \_\_\_\_\_ Samantha does.

**Вправа 7. Заповніть пропуски формою вищого чи найвищого ступеня прислівника, додавши необхідні слова:**

1. My best friend plays chess \_\_\_\_\_ I do. (well)
2. I left the party \_\_\_\_\_ you did. (late)
3. Catherine dances \_\_\_\_\_ all. (beautifully)
4. My sister drives \_\_\_\_\_ us all. (carefully)
5. The leading actress speaks \_\_\_\_\_ all. (clearly)
6. Al swims \_\_\_\_\_ you do. (fast)
8. Thomas works \_\_\_\_\_ all. (hard)

**Вправа 8. Заповніть пропуски формою вищого чи найвищого ступеня прикметника, додавши необхідні слова:**

1. Is the Gobi desert \_\_\_\_ (large) the Sahara desert?
2. Which is \_\_\_\_ (heavy) animal in the world?
3. Which is \_\_\_\_ (cold) planet in our solar system?
4. Is Mount Everest \_\_\_\_\_ (high) Kilimanjaro?
5. Which is \_\_\_\_\_ (long) wall in the world?
6. Does the blue whale make a \_\_\_\_\_ (loud) sound in the polar region?
7. Which is \_\_\_\_\_ (small) continent in the world?

### TEST 1 DEGREES of COMPARISON

1. Bill is two years \_\_\_\_ than Wanda.  
A smaller      B younger
2. He looks \_\_\_\_ than his father.  
A more happy      B happier
3. Osaka is \_\_\_\_ from Tokyo than Nagoya.  
A further      B farther
4. I make \_\_\_\_ money than my brother.  
A fewer      B less
5. \_\_\_\_ he studies, \_\_\_\_ he seems to know.  
A The more/ the less      B The most / the least
6. Patrick has \_\_\_\_ girlfriends than I do.  
A fewer      B less
7. It's one of \_\_\_\_\_ castles in Britain.  
A old      B the eldest      C elder      D the oldest
8. Hurry up! We'll miss the train. Can't you run \_\_\_\_\_?  
A as fast as      B fastest  
C more fast      D faster
9. I am not as \_\_\_\_ at swimming as you are.

- A good          B well
10. It will be \_\_\_\_\_ if you take the train.  
A quicker    B the quicker    C quickest    D the quickest
11. She is much taller \_\_\_\_\_ me.  
A than    B as    C that
12. He is \_\_\_ taller than you.  
A very    B so    C much
13. Jane is \_\_\_ than her sister.  
A more tall    B tall    C taller
15. John is \_\_\_ student in his class. All the girls want to date him.  
A more popular    B very popular    C the popularest
16. Who is \_\_\_, Mary or Jane?  
A prettier    B more pretty    C prettyer
17. Many fruits are sweet, but I think that grapes are \_\_\_\_\_ fruit.  
A sweetest                      B the most sweet  
B the sweetest                      D the most sweetest.
18. Since she has been in Britain, her English has got \_\_\_\_\_.  
A worse and worse                      B best  
C better and better                      D worst
22. How was your driving test? – Oh, not so bad really. It was much \_\_\_\_\_ I'd expected, in fact.  
A as easy                                      B easier than  
B more easier                                      D easiest

## INFINITIVE

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**Вправа 1.** Перекладіть речення українською мовою та визначте функцію інфінітиву:

a) 1. To explore that small island was the chief aim of our expedition. 2. The expedition is to explore that island in summer. 3. The chief aim of the expedition was to explore that island. 4. The expedition began to explore this island in spring. 5. These plants are to be found only in the south of our country. 6. They decided to discuss this question at the next meeting. 7. Here is the article to be discussed today.

b) 1. Everyone had a wish to say something. 2. He decided to go alone. 3. We must work hard to live. 4. The question must be answered. 5. It was difficult to believe. 6. This is my bench, and you have no right to take it away from me. 7. Nothing could be done before morning.

**Вправа 2.** Перекладіть українською, звертаючи увагу на форму інфінітиву:

1. She wants to be invited to the party. 2. They must be working in the garden.  
3. We expect them to have returned. 4. She is said to have been working at school for many years.

**Вправа 3. Складіть по п'ять речень з кожної таблиці:**

|      |      |          |                                       |
|------|------|----------|---------------------------------------|
| He   | is   | reported | to know this language.                |
| She  | are  | said     | to be interested in chemistry.        |
| You  | was  | expected | to have entered the University.       |
| They | were | supposed | to have arrived in Kyiv.              |
| We   |      | known    | to have been teaching for five years. |

|      |          |  |                                 |
|------|----------|--|---------------------------------|
| They | seem(s)  |  | to understand spoken English.   |
| He   | appeared |  | to have recognized me.          |
| She  | happened |  | to play volley-ball very well.  |
| We   | proved   |  | to know the city very well.     |
|      | chanced  |  | to meet them at the exhibition. |

**Вправа 4. Прочитайте та перекладіть наступні речення з об'єктним інфінітивним комплексом. Зверніть увагу на вживання або відсутність частки to перед інфінітивом:**

1. We expected her to return.
2. He allowed me to use his car.
3. I expect you to be on time.
4. The doctor told me to take these pills.
5. I want you to be happy.
6. I saw my friend run down the street.
7. I heard the rain fall on the roof.
8. She watched the children play in the yard.
9. His parents intended him to go with them to the farm.

## THE GERUND

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**Вправа 1. В якому з речень вжито форму герундія?**

1. Bob and Ann are playing tennis. 2. I heard some surprising news. 3. Walking is good exercise. 4. Reading her newspaper, she fell asleep. 5. The applying of these fertilisers will not cost much money.

**Вправа 2. Перекладіть на українську мову, звертаючи увагу на функцію герундія в реченні та його форму:**

1. He likes translating scientific articles from English into Ukrainian.
2. After having changed the temperature twice he decided to change conditions of the experiment.
3. The manager has finished dictating a text to her secretary.
4. Having been read and corrected by the secretary, the text contained no mistakes.
5. On carrying out his

experiments, he could make a lot of calculations. 6. Instead of translating the article himself, he asked his friend to do it.

**Вправа 3. Розкрийте дужки, вживаючи форму герундія та перекладіть наступні речення:**

1. Peter gave up (to smoke). 2. She advised (to wait) until tomorrow. 3. He avoided (to answer) my question. 4. My friend and I enjoyed (to go) a rock concert last weekend. 5. I'll never forget (to visit) her tomb. 6. I finally completed (to write) my term paper. 7. I dislike (to drive) long distances. 8. Would you mind (to help) me with this?

**Вправа 4. Доповніть речення, вживаючи форму герундія наступних дієслів:**

*to watch, to go, to stay, to write, to talk, to forget, to clean*

1. I think people should stop \_\_\_\_\_ television so much. 2. He has finished \_\_\_\_\_ the flat. 3. Nobody thought of \_\_\_\_\_ to bed. 4. Don't fear my \_\_\_\_\_ her. 5. I insist on my sister's \_\_\_\_\_ at home. 6. I don't enjoy \_\_\_\_\_ letters. 7. He likes \_\_\_\_\_ to me.

**Вправа 5. Складіть речення, користуючись таблицею:**

|                        |                                   |
|------------------------|-----------------------------------|
| 1. Thank you for       | seeing my parents next week.      |
| 2. I'm thinking of     | disturbing you.                   |
| 3. How about           | dancing and singing.              |
| 4. I apologise for     | telling me the truth.             |
| 5. I'm tired of        | understanding this.               |
| 6. She's very good at  | going to the cinema tonight?      |
| 7. He's not capable of | answering that child's questions. |

**Вправа 6. З наведеного переліку дієслів, виберіть ті, після яких вживається герундій:**

Agree, avoid, can't help, decide, expect, fancy, finish, give up, happen, hope, mind, manage, prepare, postpone, promise, put off, refuse, seem, suggest, wish.

**Вправа 7. Поставте дієслова, що в дужках у потрібній неособовій формі дієслова (інфінітиву чи герундія):**

1. The play wasn't very good. The audience started (leave) \_\_\_\_\_ before it was over.  
2. After a brief interruption, the professor continued (lecture) \_\_\_\_\_.  
3. The children love (swim) \_\_\_\_\_ in the ocean.  
4. I hate (see) \_\_\_\_\_ any living being suffer I can't bear it.  
5. I prefer (drive) \_\_\_\_\_ rather than (take) \_\_\_\_\_ a plane.  
6. I always remember (turn) \_\_\_\_\_ off all the lights before I leave my house.  
7. I can remember (be) \_\_\_\_\_ very proud and happy when I graduated.  
8. Did you remember (give) \_\_\_\_\_ Jake my message?

## TEST 1 GERUND / INFINITIVE

1. Jane promised \_\_\_\_\_ anyone what I'd said.  
A not tell                      B to not tell  
C not to tell                    D to tell not
2. What made you \_\_\_\_\_ such a stupid thing?  
A to do                            B do  
C did                                D have done
3. You had better \_\_\_\_\_ to your parents more regularly.  
A to write                        B write  
C writing                          D wrote
4. Although I was in a hurry, I stopped \_\_\_\_\_ to him.  
A to talk                          B talking  
C talk                                D to have talked
5. I watched my cat \_\_\_\_\_ with her kittens.  
A to talk                          B talking  
C talk                                D to have talked
6. Mrs. Pottson allowed her guests \_\_\_\_\_ in the living-room.  
A to smoke                        B smoke  
C smoking                        D to have smoked
7. One day I'd like to learn how \_\_\_\_\_ an aeroplane.  
A fly                                 B flied  
C flying                            D to fly
8. Our neighbour threatened \_\_\_\_\_ the police if we didn't stop the noise.  
A call                                B to call  
C calling                          D to have called
9. One day I hope to have enough money \_\_\_\_\_ round the world  
A travel                            B to have travelled  
C travelling                      D to travel
10. He appears \_\_\_\_\_ for something.  
A to worry                        B to have worried  
C worry                            D to be worried
11. Jerry was too short \_\_\_\_\_ the top shelf.  
A to lift                            B to have lifted  
C lift                                D lifting
12. The police caught the man who burgled my house last month. – Really? How did they manage \_\_\_\_\_ him?  
A catching                        B to have caught  
C to catch                        D caught
13. He made me \_\_\_\_\_ the story from the very beginning.  
A to tell                            C tell  
B told                                D telling

14. Chris is trying to \_\_\_\_\_ smoking.  
A leave    C give off  
B give up                                        D give out

## **PARTICIPLE I / PARTICIPLE II**

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**Вправа 1. Поставте дієслова, що в дужках у потрібній формі дієслова (Participle I / Participle II).**

**A) Participle I (doing)      B) Participle II (done)**

1. (grow) interest
2. a (complicate) explanation
3. an (excite) child
4. a (terrify) experiment
5. (worry) problem
6. (well-pay) job
7. a (pass) bus
8. a (burn) barn
9. an (excite) story
10. a (steal) car
11. (fly) fish
12. (run) water
13. a (freeze) lake
14. (blind) light
15. a (break) heart
16. a (die) soldier
17. a (destroy) church
18. (long-play) records

**Вправа 2. Виберіть форму дієприкметника.**

**A) Participle I                                      B) Participle II**

1. I must have the mixer (fixing, fixed).
2. I don't find this story (amusing, amused).
3. My room is a mess: I really must get it (tidying, tidied) up.
4. I would stay at home after such a (tiring, tired) day.
5. Uncle Frank has a gentle old horse (naming, named) Pete on his farm.
6. Can you smell something (burning, burned)?
7. He opened the letter with (shaking, shaken) fingers.
8. She had rather a (pleasing, pleased) look on her face.
9. Deeply (shocking, shocked) I left them.

**Вправа 3. Перекладіть сполучення на українську мову.**

1. highly-developed industry  
developed science and education  
integrated way

polluted air  
given system  
uncontrolled emission  
developed countries  
2. leading institution  
living organisms  
following degrees  
neighboring countries  
developing countries

**Вправа 4. Виберіть форму дієприкметника.**

**A) Participle I**

**B) Participle II**

1. *Writing / written* his article he used the results of many experiments.
2. The *completed / completing* project was a great success.
3. *Having passed / passing* all exams we decided to have a rest.
4. Teams *playing / played* in the Olympics wear special uniforms.
5. The nurse frightened the boy *telling / told terrifying / terrified* ghost stories.
6. *Travelling / having travelled* abroad I saw a lot of interesting things.
7. *Having done / doing* what we wanted to do we went home.
8. Do you know anything about the experiment *having been carried / being carried* on at the polar station now?

**Вправа 5. Перекладіть словосполучення на українську мову.**

- a) a flying bird, a sleeping child, a barking dog, a ringing bell, the rising sun, falling leaves, growing prices, shining stars, boiling water;
- б) a man carrying a bag, a woman sitting on the bench, people working together, the children playing in the yard, trains going to London, the trees growing in the park;
- в) doing homework, finishing school, watching the clouds, writing a composition, reading a book, building a new house, graduating from the university.

**Вправа 6. Перекладіть речення на українську мову.**

1. Mark Twain began his career *writing* sketches *published* in a comic weekly magazine.
2. Sometimes he rested on a sofa *reading* books.
3. *Not knowing* where to go, I asked a man *passing* by to show me the way.
4. She was *occupied* in preparation for the trip, *looking* into every detail.
5. The years *spent* in London gave him a remarkable knowledge of the city.
6. *Having come* to this conclusion, he decided to wait.
7. He was *sitting* in the room *lit* by a single candle.
8. The man *sitting* in the corner is my cousin.
9. *Having taken* his degree, he left the University.
10. *Being* ill, she couldn't come.



## CONDITIONAL SENTENCES

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### Вправа 1. Розкрийте дужки, поставте дієслово у правильному часі.

1. I am not an astronaut. If I (be) were an astronaut, I (take) would take my camera with me on the rocket ship next month. 2. That sounds like a good job offer. I (accept) \_\_\_\_\_ it if I (be) \_\_\_\_\_ you. 3. Don't throw aerosol cans into a fire. An aerosol can (explode) you (throw) \_\_\_\_\_ it into a fire. 4. It is expensive to call across the ocean. However, if transoceanic telephone calls (be) \_\_\_\_\_ cheap, I (call) \_\_\_\_\_ my family every day and (talk) \_\_\_\_\_ for hours. 5. The teacher was absent today, so class was canceled. If she (be) \_\_\_\_\_ absent if again tomorrow, class (cancel) \_\_\_\_\_ tomorrow, too. 6. Sea water is salty. If the oceans (consist) \_\_\_\_\_ of fresh water, there (be) \_\_\_\_\_ plenty of water to irrigate all of the deserts in the world to provide an abundant food supply for the entire population of the earth.

### Вправа 2. Користуючись поданою інформацією, утворіть умовні речення.

- I was sick yesterday, so I didn't go to class.
  - If I hadn't been sick yesterday, I would have gone to class.
- Because Alan never eats breakfast, he always overeats at lunch.
  - If Alan ate breakfast, he wouldn't overeat at lunch.
- Kostas was late to his own wedding because his watch was slow.
- I don't ride the bus to work every morning because it's always so crowded.
- Sara didn't know that highway 57 was closed, so she didn't take an alternative route.
- Camille couldn't finish unloading the truck because no one was there to help her.

## TEST 1 CONDITIONAL SENTENCES

- I wouldn't have lent him the money if he (not / be) desperate.

|   |              |   |             |
|---|--------------|---|-------------|
| A | has not been | C | wasn't been |
| B | hadn't been  | D | couldn't be |
- If I had one million dollars, I (probably/buy) a yacht.

|   |                    |
|---|--------------------|
| A | would probably buy |
| B | will probably buy  |
| C | probably bought    |
- How did it happen that you missed your stop?  
-I (not / miss) it if the conductor (announce) the stops.

|   |                      |   |                     |
|---|----------------------|---|---------------------|
| A | wouldn't miss        | D | had announced       |
| B | hadn't missed        | E | would have announce |
| C | wouldn't have missed | F | announced           |
- What a pity my husband is away! If he (be) here he (help) us.

- |   |               |   |            |
|---|---------------|---|------------|
| A | were          | D | will help  |
| B | would be here | E | would help |
| C | is            | F | helps      |

5. If I (get up) early tomorrow morning, I (go) jogging.

- |   |             |   |                |
|---|-------------|---|----------------|
| A | will get up | D | go             |
| B | get up      | E | am going to go |
| C | got up      | F | will go        |

6. You look tired. If I (be) you, I (take) a holiday.

- |   |           |   |            |
|---|-----------|---|------------|
| A | be        | D | take       |
| B | were      | E | would take |
| C | have been | F | take       |

7. If Benjamin Franklin (not/work) so hard, he (not/become) the symbol of America.

- |   |                      |   |                      |
|---|----------------------|---|----------------------|
| A | didn't work          | D | wouldn't have become |
| B | wouldn't have worked | E | hadn't become        |
| C | hadn't worked        | F | wouldn't become      |

8. - Did you say anything when he asked you?

- No, I didn't. You see, if I (say) even a word, he (fly) into a rage.

- |   |            |   |                  |
|---|------------|---|------------------|
| A | said       | D | flew             |
| B | would said | E | would have flown |
| C | had said   | F | had flown        |

9. Would it be all right if I (come) round at about six?

- A come    B came    C will come

10. If you (be) at a loose end last month, you (pass) your exam. But you failed it.

- |   |                    |   |                   |
|---|--------------------|---|-------------------|
| A | hadn't been        | D | would have passed |
| B | wouldn't have been | E | would pass        |
| C | were not           | F | will pass         |

11. If the water (be heated) to 100° C, it (boil).

- |   |                 |   |            |
|---|-----------------|---|------------|
| A | will be heated  | D | would boil |
| B | would be heated | E | boils      |
| C | is heated       | F | boil       |

12. Plants die if you (not / water) them.

- A won't water    B don't water    C wouldn't water

13. I (do) the same if I (be) in your shoes.

- |   |                 |   |         |
|---|-----------------|---|---------|
| A | would do        | D | am      |
| B | will do         | E | were    |
| C | would have done | F | will be |

14. If I (see) her, I (speak) to her. But I didn't see her and speak to her.

- |   |                 |   |                   |
|---|-----------------|---|-------------------|
| A | saw             | D | would have spoken |
| B | had seen        | E | spoke             |
| C | would have seen | F | would speak       |

15. If I (know) that you were coming, I (meet) you at the airport. I had a lot of time to do that.

- |   |                  |   |                |
|---|------------------|---|----------------|
| A | had known        | D | would meet     |
| B | knew             | E | would have met |
| C | would have known | F | will meet      |

16. If Columbus (not / have) such a passion for traveling, he (discover) America in 1492.

- |   |                   |   |                          |
|---|-------------------|---|--------------------------|
| A | hadn't            | D | hadn't discover          |
| B | wouldn't have had | E | didn't discover          |
| C | hadn't had        | F | wouldn't have discovered |

# КОРОТКИЙ ГРАМАТИЧНИЙ ДОВІДНИК

## Прості часи (Simple Tenses) The Present Simple Tense

Вживається для вираження звичайної дії та дії, що регулярно повторюється, а також для вираження стану в теперішньому часі. У реченнях із *Present Simple* часто вживаються наступні слова:

*sometimes* інколи, *usually* звичайно, *always* завжди, *never* ніколи, *often* часто, *seldom*, *rarely* рідко, *every day* кожного дня, *every month* кожного місяця, *every year* кожного року, та ін.

Стверджувальна форма дієслова у *Present Simple* в усіх особах, крім третьої особи однини, збігається з формою інфінітива цього дієслова без частки **to**. У третій особі однини до інфінітива додається закінчення **-s** або **-es**:

|                                      |              |                               |
|--------------------------------------|--------------|-------------------------------|
| I                                    | <b>live</b>  | in Kyiv                       |
| <u>He</u><br><u>She</u><br><u>It</u> | <b>lives</b> | in Kyiv<br>in Kyiv<br>in Kyiv |
| We<br>You<br>They                    | <b>live</b>  | in Kyiv<br>in Kyiv<br>in Kyiv |

При утворенні питальної та заперечної форм дієслово-присудок складається з двох частин: допоміжного дієслова **to do** та **сміслового** дієслова. Допоміжне дієслово *to do* має дві форми: **does** для 3-ої особи однини і **do** для решти осіб однини та множини. Сміслові дієслова в усіх особах збігаються з формою інфінітива даного дієслова без частки **to**.

У питальних реченнях допоміжне дієслово у відповідній формі ставиться перед підметом, а смислове дієслово після підмета:

**Does** he {she, it} work for the company? Він (вона, воно) працює на фірмі?

**Do** you {I, we, they} live in Kyiv? Ти (я, ми, вони) живеш у Києві?

Where **does** he work? Де він працює?

Where **do** you live? Де ти живеш?

Якщо питання відноситься до підмета або означення до нього, допоміжне дієслово не вживається:

Who works for the company? Хто працює на фірмі?

Whose father works there? Чий батько там працює?

У заперечних реченнях частка **not** вживається після допоміжного дієслова у відповідній формі, що стоїть після підмета:

He **does not (doesn't)** work for the company. Він не працює на фірмі.

We **do not (don't)** live in Kyiv. Ми не живемо у Києві.

Дієслово *to do* може вживатись у реченні і як смислове дієслово зі значенням *робити*. У цьому випадку в питальній та заперчній формах допоміжне дієслово *to do* вживається незалежно від смислового дієслова:

What **do** you **do**? Чим ви займаєтесь?

### Дієслово *to be* у Present Simple The verb *to be* in the Present Simple Tense

Дієслово *to be* широко вживається і як повнозначне, і як допоміжне для утворення різних часових форм інших дієслів. В *Present Simple* воно відмінюється не за загальним правилом:

|                   |            |                                  |
|-------------------|------------|----------------------------------|
| I                 | <b>am</b>  | (I'm)                            |
| He<br>She<br>It   | <b>is</b>  | (He's)<br>(She's)<br>(It's)      |
| We<br>You<br>They | <b>are</b> | (We're)<br>(You're)<br>(They're) |

Питальна і заперечна форми *Present Simple* дієслова *to be* утворюються без допоміжного дієслова *to do*.

У питальній формі дієслово *to be* ставиться перед підметом:

**Are** you a teacher? Ви вчитель?

**Is** your brother ill? Ваш брат хворіє?

У заперчній формі після дієслова *to be* ставиться частка **not**:

She **is not** happy. Вона не щаслива.

You **are not** busy. Ви не зайняті.

У питально-заперчній формі дієслово *to be* ставиться перед підметом, а частка *not* – після підмета, але частіше тут вживаються скорочені форми **isn't** і **aren't**:

**Am I not** your brother? Я не твій брат?

**Aren't** you tired? Ти не втомлений?

### Конструкція *There is/are*

|  |   |
|--|---|
| The book is on the table.<br>Книга на столі. | <b>There is</b> a book on the table.<br>На столі книга. |
|--|---|

У першому реченні мається на увазі конкретна книга, яка вже відома співрозмовнику. У другому реченні книга згадується вперше, тобто констатується факт, що на столі є якась книга. Якщо іменник, про який згадується вперше, вжито у множині, вживається **there are**:

**There are** two apples in the plate. В тарілці два яблука.

У випадку, коли вжито декілька іменників, дієслово *to be* узгоджується з першим іменником: якщо перший іменник в однині, вживається **there is**, якщо перший іменник у множині – вживається **there are**:

There **is a pen** and two pencils on the table. На столі ручка і два олівці.

There **are two pens** and a pencil on the table. На столі дві ручки і один олівець.

Речення з конструкцією **there is/are** утворюються наступним чином: стверджувальні речення:

|                  |  |  |   |
|------------------|--|--|---|
| <b>There is</b>  | <b>a</b><br>some   | <b>book</b><br>snow                                      | <b>on the shelf.</b><br>outside.  |
| <b>There are</b> | <b>some</b><br>many<br>two<br>a lot of<br>a few (few)<br>several | <b>books</b><br>pens<br>bags<br>pictures<br>cars<br>cows | <b>on the table.</b><br>in the bag.<br>in the room.<br>on the wall.<br>in the yard.<br>on the farm. |

заперечні речення:

|                  |                               |                                 |  |
|------------------|-------------------------------|---------------------------------|--|
| <b>There is</b>  | <b>not a</b><br>not any<br>no | <b>picture</b><br>milk<br>clock | <b>on the wall.</b><br>in the glass.<br>on the wall. |
| <i>There are</i> | <i>not any</i><br>no          | <i>pencils</i><br>pictures      | <i>on the desk.</i><br>on the wall.                  |

питальні речення:

|                  |   |  |   |
|------------------|---|--|---|
| <i>Is there</i>  | <i>a</i><br>any<br>a little (little)<br>much  | <i>clock</i><br>chalk<br>snow<br>milk          | <i>in the room?</i><br>on the board?<br>outside?<br>in the glass?         |
| <i>Are there</i> | <i>any</i><br>many<br>a few (few)<br>a lot of | <i>windows</i><br>pictures<br>cars<br>students | <i>in the room?</i><br>on the walls?<br>in the yard?<br>in the classroom? |

### Вживання слів *some, any, many, much, few, little, a few, a little, several*

*Some*, вжите перед **злічуваним** (тим, що можна порахувати) іменником у множині або замість нього, означає *кілька, деякі, дехто*:

There are **some** shops in the village. У селі є кілька магазинів.

У значенні *кілька, декілька* вживається також *several*:

There are **several** books on the shelf. На полиці є декілька книжок.

Якщо *some* вжито перед **незлічуваним** (тим, що не можна порахувати) іменником, то воно означає *деяка кількість* і на українську мову звичайно не перекладається:

There is **some** butter in the fridge. В холодильнику є масло.

*Any* означає який-небудь, які-небудь, скільки-небудь. На українську мову воно, як правило, не перекладається:

Are there **any** trees in the yard? У дворі є дерева?

*Many* означає *багато*, *few* – *мало* і вживаються перед **злічуваними** іменниками в множині:

There were **many** people in the hall. У залі було багато людей.

The teacher has **few** books. У викладача мало книжок.

*Many, few* також можуть замінювати іменники. Як іменник *many* означає багато хто, *few* – мало хто:

**Many** stayed there. Багато хто залишився там.

Many people tried to pass the exam but only **few** did. Багато людей намагались скласти екзамен, але мало хто склав.

*Much i little* вживаються перед **незлічуваними** іменниками, а також замінюють їх:

There is **much** snow outside. На вулиці багато снігу.

He has very **little** time. У нього дуже мало часу.

*Few, little* означають мала, недостатня кількість.

*A few, a little* означає наявність певної достатньої, хоч і невеликої кількості:

We have **little** bread. У нас мало хліба.

We have **a little** bread. У нас є трохи хліба.

### Дієслово *to have*

Дієслово *to have* також вживається і як повнозначне, і як допоміжне. Воно служить для утворення різних часових форм інших дієслів. Відмінювання дієслова *to have* в *Present Simple*:

|                         |             |
|-------------------------|-------------|
| I                       | <b>have</b> |
| He }<br>She }<br>It }   | <b>has</b>  |
| We }<br>You }<br>They } | <b>have</b> |

Питальна і заперечна форми *Present Simple* дієслова *to have* утворюються без допоміжного дієслова *to do*.

У питальній формі дієслово *to have* ставиться перед підметом:

**Have** you a watch? У вас є годинник?

**Has** the girl many toys? У дівчини багато іграшок?

Заперечні речення будуються за допомогою:

1) **not any**

2) **no**

I have **not any** red pencil або I have **no** red pencil. У мене немає червоного олівця.

Заперечна форма утворюється лише за допомогою частки **not**, якщо після дієслова *to have* вжито іменник з:

а) присвійним або вказівним займенником:

I have **not your** book. У мене немає вашої книги.

б) вказівним займенником або означеним артиклем:

We have **not this (the)** watch. У нас немає цього годинника.

в) кількісними займенниками або кількісними числівниками:

She has **not many (five)** English books. У неї немає багато (п'яти) англійських книжок.

Якщо дієслово **to have** входить до складу виразів:

|                   |                      |
|-------------------|----------------------|
| to have breakfast | to have tea (coffee) |
| to have lunch     | to have a smoke      |
| to have dinner    | to have a rest       |
| to have supper    | to have a walk       |

то питальна та заперечна форми речень з цими виразами в *Present Simple* утворюються за допомогою дієслова *to do*:

**Do** you have a smoke at night? Ви палите вночі?

I **do not** have a smoke at night. Я не палю вночі.

### *Минулий простий час* *The Past Simple Tense*

Виражає одноразову дію або стан, багаторазову дію або ряд послідовних дій у минулому, не пов'язаних з моментом мовлення. Звичайно вживається з обставинами минулого часу:

*yesterday* вчора, *last week* минулого тижня, *last month* минулого місяця, *last year* минулого року, *an hour ago* годину тому, *a year ago* рік тому, *in 1961* у 1961, *on the 10<sup>th</sup> of November* десятого листопада та ін.

He came **yesterday**. Він приїхав вчора.

I graduated from the University **four years ago**. Я закінчив університет чотири роки тому.

He finished the work **last week**. Він закінчив роботу минулого тижня.

*Past Simple* правильних дієслів утворюється шляхом додавання в усіх особах закінчення *-ed* до форми інфінітива: to work — worked; to live — lived. Закінчення *-ed* вимовляється як [d] після дзвінких приголосних і голосних: lived, answered, played; [t] після глухих приголосних: helped, asked; [id] після t й d: wanted, intended. Дієслова, які закінчуються на у з попереднім приголосним, змінюють у на і: to study — studied, to copy — copied, але played, stayed (якщо перед у стоїть голосний).

|      |                 |
|------|-----------------|
| I    | } <b>worked</b> |
| He   |                 |
| She  |                 |
| It   |                 |
| We   |                 |
| You  |                 |
| They |                 |



Стверджувальна форма *Past Simple* неправильних дієслів усіх осіб однини та множини утворюється шляхом вживання другої форми цих дієслів (див. таблицю неправильних дієслів):

He **wrote** a letter to his brother last week. Він написав листа своєму братові минулого тижня.

Питальна та заперечна форми дієслів в *Past Simple* утворюються за допомогою минулого часу дієслова *to do* – **did**.

У питальній формі в *Past Simple* допоміжне дієслово **did** вживається перед підметом, а смислове дієслово в формі інфінітива без частки **to** стоїть після підмета:

**Did** I {he, she, it, we, you, they} **read** the book? Я (він, вона, ми, ви, вони) читали книгу?

У заперечній формі в *Past Simple* частка **not** вживається після допоміжного дієслова **did**, яке стоїть після підмета перед присудком:

I {he, she, it, we, you, they} **did not** read the book. Я (він, вона, ми, ви, вони) не читали книгу.

### Дієслово *to be* в *Past Simple* The verb *to be* in the *Past Simple* Tense

|      |   |             |
|------|---|-------------|
| I    | } | <b>was</b>  |
| He   |   |             |
| She  |   |             |
| It   |   |             |
| We   | } | <b>were</b> |
| You  |   |             |
| They |   |             |

### Дієслово *to have* в *Past Simple* The verb *to have* in the *Past Simple* Tense

|     |   |            |      |   |            |
|-----|---|------------|------|---|------------|
| I   | } | <b>had</b> | We   | } | <b>had</b> |
| He  |   |            | You  |   |            |
| She |   |            | They |   |            |
| It  |   |            |      |   |            |

### Майбутній простий час The Future Simple Tense

Виражає одноразову або багаторазову дію, стан або ряд послідовних дій в майбутньому. Як правило, рішення про виконання дії приймається в момент мовлення:

1. We've no bread. – У нас немає хліба.
2. Ok. I **will** go and buy some. – Гарзд. Я піду і куплю.

Зазвичай *Future Simple* вживається з такими обставинами часу, як:

*tomorrow* завтра, *the day after tomorrow* післязавтра, *in 1990* у 1990, *on Sunday* у неділю, *next week* наступного тижня, *next month* наступного місяця, *next year* наступного року та ін.

Jane and Mike **will** go to classes, then they **will** go to the skating-rink. Джейн і Майк підуть на заняття, потім вони підуть на ковзанку.

Стверджувальна, заперечна і питальна форми *Future Simple* утворюються за допомогою допоміжних дієслів **shall** та **will** для всіх осіб однини й множини та інфінітива смислового дієслова без частки *to*:

I {we} **shall** come tomorrow. Я (ми) прийду завтра.

He {she, it, you, they} **will** come tomorrow. Він (вона, ви, вони) прийде завтра.

У стверджувальній формі допоміжні дієслова **shall** та **will** часто скорочуються до **'ll**, що додається до підмета:

**They'll** be here in an hour. Вони будуть тут за годину.

У питальній формі допоміжні дієслова **shall**, **will** стоять перед підметом: **Will** you come tomorrow? Ви прийдете завтра.

У питальних реченнях в 1-ій особі однини та множини вживається тільки допоміжне дієслово **shall**, що означає “повинен”, “потрібно”:

**Shall** we (I) come tomorrow? Нам (мені) приходиться завтра?

У заперечній формі *Future Simple* допоміжні дієслова **will** із часткою **not** ставляться після підмета. Частка **not** може зливатися з **will** в одне слово – **won't**: I **won't** come tomorrow. Я не прийду завтра.

### Дієслово *to be* у Future Simple

|     |                  |      |                  |
|-----|------------------|------|------------------|
| I   | } <b>will be</b> | We   | } <b>will be</b> |
| He  |                  | You  |                  |
| She |                  | They |                  |
| It  |                  |      |                  |

### Дієслово *to have* у Future Simple

|     |                    |      |                    |
|-----|--------------------|------|--------------------|
| I   | } <b>will have</b> | We   | } <b>will have</b> |
| He  |                    | You  |                    |
| She |                    | They |                    |
| It  |                    |      |                    |

### Група тривалих часів (Continuous Tenses)

Розрізняють теперішній (*Present Continuous*), минулий (*Past Continuous*) і майбутній (*Future Continuous*) тривалі часи. Ця група часів утворюється за допомогою допоміжного дієслова *to be* у відповідному часі, особі, числі та дієприкметника теперішнього часу смислового дієслова (*Participle I*), тобто дієслова із закінченням **-ing**. Для утворення питальної форми допоміжне дієслово ставиться перед підметом. Заперечна форма утворюється за допомогою частки **not**, що вживається після допоміжного дієслова.

## Теперішній тривалий час The Present Continuous Tense

Вживається для вираження дії, що відбувається в момент мовлення:

|                   |     |       |                  |
|-------------------|-----|-------|------------------|
| I                 | am  | doing | her homework now |
| He<br>She<br>It   | is  | doing | her homework now |
| We<br>You<br>They | are | doing | her homework now |

1. *Present Continuous* вживається:

1) для вираження тривалої дії, що відбувається а) в момент мовлення;

б) у теперішньому часі:

а) He is writing a letter now. Він пише лист зараз.

б) He is writing a new play. Він пише нову п'єсу.

2) для позначення дії в майбутньому, коли виражається намір виконати дію або коли йдеться про заздалегідь намічену дію.

He is leaving by the 5 o'clock train. Він від'їжджає поїздом, що відходить о 5-й годині.

We are going to the theatre tonight. Ми йдемо до театру сьогодні ввечері.

3) для вираження дії в майбутньому дуже часто вживається дієслово **to go** у формі Present Continuous + інфінітив, який виступає в значенні *збираюсь, маю намір*.

I am going to learn French next year. Я збираюсь (маю намір) вивчати французьку мову наступного року.

2. Дієприкметник *I*, що вживається самостійно без допоміжного дієслова, має властивості прикметника й виконує в реченні функцію означення, тобто відповідає на питання який? яка? У цьому випадку дієприкметник *I* (*V + ing*) перекладається українською мовою дієприкметником з суфіксами **-ач, -яч, -уч, -юч**, дієприкметниковим зворотом або підрядним означальним реченням.

Look at the girl standing at the window. Подивись на дівчин яка стоїть біля вікна.

### Дієслова, що не вживаються у формі Present Continuous

|       |       |         |            |          |
|-------|-------|---------|------------|----------|
| see   | want  | like    | know       | believe  |
| hear  | wish  | love    | realize    | remember |
| taste | need  | hate    | understand | forget   |
| smell | mean  | dislike | recognize  | seem     |
| feel  | think | have    | be         |          |

## Минулий тривалий час The Past Continuous Tense

Вживається для вираження дії, що відбувалася в певний конкретний момент у минулому:

|                             |               |                 |    |
|-----------------------------|---------------|-----------------|----|
| I<br>He<br>She<br><b>It</b> | } <b>was</b>  | <b>watching</b> | TV |
| We<br>You<br>They           | } <b>were</b> | <b>watching</b> | TV |

Конкретний момент може бути виражений:

а) точним зазначенням часу: *at that time* у той час, *at four o'clock* о четвертій годині:

He **was speaking** at the conference **at 5 o'clock** yesterday. Він виступав на конференції о п'ятій годині вчора.

б) іншою, як правило, короткочасною дією, що виражена дієсловом в *Past Simple*:

He **was watching** TV when mother **came**. Він дивився телевізор, коли прийшла мати.

Якщо обидві тривалі дії відбувалися в певний момент одночасно, то в обох реченнях дієслово-присудок вживається в *Past Continuous*:

He **was watching** TV while his sister **was washing up**. Він дивився телевізор, в той час як його сестра мила посуд.

### Майбутній тривалий час The Future Continuous Tense

Вживається для вираження дії, що відбуватиметься в певний конкретний момент у майбутньому:

I {he, she, it, we, you, they} **will be watching** TV. Я (він, вона, ми, ви, вони) дивитимусь телевізор.

Цей момент може бути виражений:

а) точним зазначенням часу: *at that time, at four o'clock*:

He **will be speaking** at the conference **at 5 o'clock** tomorrow

б) іншою, як правило, однократною (разовою) дією, що виражена дієсловом в *Present Simple*:

He will be watching TV when mother comes.

### Теперішній доконаний час The Present Perfect Tense

Виражає дію, що завершилася до даного моменту. Цей момент в реченні може бути виражений:

а) за допомогою прислівників неозначеного часу, таких як:

*already* вже, *ever* будь-коли, *often* часто, *always* завжди, *just* щойно:

I **have just written** the sentence. Я щойно написав речення.

He **has already read** the book. Він вже прочитав книгу.

в) обставинами, що позначають час, який до цього моменту ще не закінчився:

*today, this month, this week, this year:*

I **have seen** her this week. Я бачив її цього тижня.

*Примітка:* У реченнях, що виражають завершену дію в минулому, вживається *Past Simple*:

They arrived **yesterday**. Вони приїхали вчора.

*Present Perfect* вживається також для вираження дії, що почалася в минулому і продовжує тривати до моменту мовлення. Тривалість дії виражається за допомогою **for**. Час, з якого вона триває, – за допомогою **since**:

He **has lived** here **for** two years. Він живе тут два роки.

He **has been** lazy **since** childhood. Він ледачий з дитинства.

Як правило, в цьому випадку *Present Perfect* вживається з дієсловами, що не вживаються в часах групи *Continuous*, а також з дієсловами *to live, to work* (див. приклад вище).

*Present Perfect* утворюється за допомогою допоміжного дієслова **have** у відповідній формі і дієприкметника минулого часу (*Participle II*). *Participle II* правильних дієслів утворюється шляхом додавання до інфінітива дієслова закінчення – **ed**. Приклади: **lived, worked, studied**.

*Participle II* неправильних дієслів подається в таблиці неправильних дієслів (третя колонка). Приклади: **spoken, begun, written**.

|                   |      |         |
|-------------------|------|---------|
| I                 | have | written |
| He<br>She<br>It   | has  | written |
| We<br>You<br>They | have | written |

### Минулий доконаний час

#### The Past Perfect Tense

*Past Perfect* вживається для вираження дії, що завершилася до певного моменту, або дії, що завершилася до іншої дії в минулому. Цей момент в реченні може бути виражений:

а) за допомогою слів, що позначають час:

*by two o'clock* до другої години, *by the evening* до вечора, *by the end of the month* до кінця місяця.

He **had written** the report **by the end of the year**. Він написав доповідь до кінця року.

в) іншою дією, що відбулася в минулому та виражена дієсловом в *Past Simple*:

When **he had** finished his homework he **went** skating. Коли він закінчив домашню роботу, він пішов кататись на ковзанах.

*Past Perfect* також може вживатися для вираження дії, що тривала до певного моменту в минулому із зазначенням її тривалості, або часу, з якого вона тривала (**for, since**):

He **had lived** here **for** two years when we moved to Kyiv. Він жив тут два роки, коли ми переїхали до Києва.

Як правило, в цьому випадку *Past Perfect* вживається з дієсловами, що не вживаються в часах групи Continuous, а також з дієсловами *to live, to work* (див. приклад вище).

*Past Perfect* утворюється за допомогою допоміжного дієслова *have* у минулому часі, тобто **had** для всіх осіб і дієприкметника минулого часу (*Participle II*):

|     |   |            |                |   |      |            |                |
|-----|---|------------|----------------|---|------|------------|----------------|
| I   | } | <b>had</b> | <b>written</b> | } | We   | <b>had</b> | <b>written</b> |
| He  |   |            |                |   | You  |            |                |
| She |   |            |                |   | They |            |                |
| It  |   |            |                |   |      |            |                |
|     |   |            |                |   |      |            |                |

### Майбутній доконаний час

#### The Future Perfect Tense

*Future Perfect* вживається для вираження дії, що завершиться до певного моменту в майбутньому. Цей момент в реченні може бути виражений:

а) словами, що позначають час: *by 6 o'clock* до шостої години, *by the end of the week* до кінця тижня.

They **will have translated** the text **by the end of the class**. Вони перекладуть текст до кінця заняття.

б) іншою дією, що відбудеться у майбутньому. Ця дія виражена в *Present Simple* і вживається у підрядному реченні:

They **will have read** the book before they **begin** to discuss it. Вони прочитають книгу, до того, як почнуть обговорювати її

### Теперішній доконаний тривалий час

#### The Present Perfect Continuous Tense

*Present Perfect Continuous* вживається для вираження дії, що почалася в минулому і продовжується в момент мовлення із зазначенням тривалості дії або часу, з якого вона почалася (**for, since**) з дієсловами, що не вживаються в часах групи *Continuous*. Тривалість дії виражається за допомогою **for**, час, з якого вона триває, – за допомогою **since**:

She **has been waiting** for him **for** an hour. Вона чекає на нього годину.

Час, з якого триває дія, може бути виражений іншою дією в *Past Simple*:

They **have been studying** Spanish **since** they entered the university. Вони вивчають іспанську з того часу, як вони вступили до університету.

*Present Perfect Continuous* утворюється за допомогою допоміжного дієслова **have** в теперішньому часі, третьої форми дієслова *to be* – **been** та *Participle I*:

|                        |             |             |                |
|------------------------|-------------|-------------|----------------|
| I                      | <b>have</b> | <b>been</b> | <b>writing</b> |
| He<br>She<br><b>It</b> | <b>has</b>  | <b>been</b> | <b>writing</b> |
| We<br>You<br>They      | <b>have</b> | <b>been</b> | <b>writing</b> |

### Минулий доконаний тривалий час

#### The Past Perfect Continuous Tense

*Past Perfect Continuous* вживається для вираження дії, що тривала до певного моменту в минулому із зазначенням її тривалості, або часу, з якого вона тривала (**for, since**):

He **had been living** here **for** two years when we moved to Kyiv. Він жив тут два роки, коли ми переїхали до Києва.

Як правило, в цьому випадку *Past Perfect Continuous* вживається з дієсловами, що вживаються в часах групи *Continuous*.

*Past Perfect Continuous* утворюється за допомогою допоміжного дієслова *to have* у минулому часі, тобто **had** для всіх осіб, третьої форми дієслова *to be* – **been** і дієприкметника минулого часу (*Participle I*):

|   |            |             |                |
|---|------------|-------------|----------------|
| I<br>He<br>She<br>It<br>We<br>We<br>You<br>They | <b>had</b> | <b>been</b> | <b>writing</b> |
|---|------------|-------------|----------------|

### Пасивний стан

#### The Passive Voice

Конструкція речення, в якому підмет є діючою активною особою (або предметом), являє собою конструкцію в активному стані. Конструкція речення, в якому підмет є об'єктом, на який спрямовано дію, являє собою конструкцію в пасивному стані.

The workers are building the bridge. Робітники будують міст.

The bridge **is being built** by the workers. Міст будується робітниками.

*Passive Voice* утворюється за допомогою допоміжного дієслова *to be* у відповідному часі і дієприкметника минулого часу (*Participle II*):

#### **to be + Participle II**

Стверджувальна форма:

The text **is translated** by students. Текст перекладається студентами.

Питальна форма:

**Is** the text **translated** by students. Чи текст перекладається студентами?

Заперечна форма:

The text **is not translated** by students. Текст не перекладається студентами.

Розглянемо часи дієслів в *Passive Voice*.

**Група простих часів** в *Passive Voice* (Simple Tenses Passive):

| The Present Simple Passive           | The Past Simple Passive               | The Future Simple Passive                 |
|--------------------------------------|---------------------------------------|---|
| Milk <b>is produced</b> in the state | Milk <b>was produced</b> in the state | Milk <b>will be produced</b> in the state |

**Група тривалих часів** в *Passive Voice* (Continuous Tenses Passive):

| The Present Continuous Passive             | The Past Continuous Passive                 | The Future Continuous Passive             |
|--|---|---|
| Milk <b>is being produced</b> in the state | Milk <b>was being produced</b> in the state | Milk <b>will be produced</b> in the state |

**Група доконаних часів** в *Passive Voice* (Perfect Tenses Passive):

| The Present Perfect Passive               | The Past Perfect Passive   | The Future Perfect Passive                            |
|---|--|---|
| The text <b>has been translated</b> today | The text <b>had been translated</b> by the end of the last month | The text <b>will have been translated</b> by tomorrow |

## Модальні дієслова

### Modal Verbs

Модальні дієслова виражають бажаність, можливість, необхідність, імовірність, сумнів, дозвіл, заборону, здатність виконання дії, позначеної інфінітивом. Отже модальні дієслова не вживаються самостійно, а лише в сполученні з інфінітивом іншого дієслова і, в свою чергу, не мають усіх основних форм, властивих іншим дієсловам (інфінітива, дієприкметника, герундія), а тому і не можуть вживатись у майбутньому часі, тривалих і перфектних часах. Після модальних дієслів інфінітив переважно вживається без частки *to*, але існують винятки. Питальна і заперечна форми речень з модальними дієсловами утворюються без допоміжних дієслів (винятки складають еквіваленти модальних дієслів). У питальній формі модальні дієслова ставляться перед підметом:

**Can** you see the plane? Ти бачиш літак?

У заперечній формі після модальних дієслів вживається заперечна частка **not**:

You **should not** go there alone. Тобі не слід йти туди самому.

### Модальне дієслово *can*

*Can* означає могли, вміти і має дві форми: теперішній час **can** і минулий час **could**.

*Can* виражає:

1) розумову здатність або вміння:



He **can** speak three foreign languages. Він уміє розмовляти трьома іноземними мовами.

2) фізичну здатність або вміння:

He **can** run very quickly. Він може бігти дуже швидко.

3) загальну можливість, що залежить від певних обставин:

You **can** buy bread at the shop. Ти можеш купити хліб в цьому магазині.

4) дозвіл або заборону:

**Can** I come in? Можна увійти?

You **cannot** go there. Тобі не можна туди ходити.

5) прохання; вживання **could** у цьому значенні не змінює часу дії, а лише робить прохання більш ввічливим:

**Could** you speak louder? Чи не могли б ви говорити голосніше?

*Can, could* вживаються відповідно в теперішньому і минулому часах. В майбутньому часі або в перфектних часах вживається еквівалент модального дієслова *can* – **to be able to do smth**:

He will **be able to** do it tomorrow. Він зможе зробити це завтра.

He has **been able to** swim since childhood. Він уміє плавати з дитинства.

### Модальне дієслово *may*

Дієслово *may* має дві форми: теперішній час **may** і минулий час **might**.

*May* вживається для вираження:

1) дозволу або заборони:

**May** I use your dictionary? Можна скористатися вашим словником?

Для вираження заборони дієслово *may* вживається рідко. У таких випадках звичайно вживається заперечна форма дієслова *must*:

— **May** we use our notes? Можна користуватися конспектами?

— No, you **mustn't**. Ні, не можна.

У цьому значенні в майбутньому часі або в перфектних часах вживається еквівалент модального дієслова *may* – **to be allowed to do smth**:

The students will **be allowed to** use the dictionaries. Студентам дозволять користуватися словниками.

2) можливості, що залежать від певних обставин. У цьому значенні також може вживатись модальне дієслово *can*:

You **may** go there by bus. Ти можеш поїхати туди автобусом.

3) припущення з відтінком сумніву, невпевненості. У цьому значенні дієслово *may* виражає дію, що стосується теперішнього або майбутнього часів:

She **may** come tomorrow. Може, вона приїде завтра.

Для вираження дії, що стосується минулого часу, після *may* вживається перфектний інфінітив:

I **may have lost** the key in the yard. Можливо, я загубив ключ у дворі.

### Модальне дієслово *must*

Дієслово *must* має лише одну форму і виражає:

1) обов'язок, необхідність, наказ:

**Must** we come to the university tomorrow. Чи треба нам приходити до університету завтра?

To catch the bus I **must** run. Щоб встигнути на автобус, я мушу бігти.

У цьому значенні *must* виражає дію, що стосується теперішнього часу. Для вираження минулої або майбутньої дії вживається еквівалент *must – have to*:

To catch the bus I **had to** run. Щоб встигнути на автобус, я мусив бігти.

To catch the bus I **will have to** run. Щоб встигнути на автобус, я буду мусити бігти.

2) заборону: у цьому значенні *must* вживається лише у заперечному реченні:  
You **mustn't** go there. Тобі не можна туди ходити.

### Модальне дієслово *should*

*Should* виражає моральний обов'язок, пораду, рекомендацію:

Jane is in hospital. You **should** visit her. Джейн у лікарні. Тобі слід провідати її.

You **shouldn't** work for those people. Тобі не слід працювати на тих людей.

### Інфінітив The Infinitive

Інфінітив – це неозначена форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?*, *що зробити?* Ознакою інфінітива є наявність частки **to** перед дієсловом:

**to read** читати, **to speak** говорити, **to work** працювати

| Форми інфінітива   | Active                                      | Passive              |
|--------------------|---|----------------------|
| Indefinite         | to write<br>to come                         | to be written        |
| Continuous         | to be writing<br>to be coming               | —                    |
| Perfect            | to have written<br>to have come             | to have been written |
| Perfect Continuous | to have been writing<br>to have been coming | —                    |

Інфінітив вживається у функції підмета, додатка, обставини мети, означення та ін.

Інфінітив у функції *підмета* стоїть в реченні на першому місці (на початку). В українській мові такому інфінітиву відповідає дієслово у неозначеній формі або іменник у називному відмінку:

**To know** English well is very important nowadays. В наші дні дуже важливо гарно знати англійську мову.

Інфінітив може вживатись у функції *дodatka* до дієслів та прикметників:

He asked me **to stay**. Він попросив мене залишитись.

I'll be happy **to visit** you. Я буду щасливий відвідати тебе.

Інфінітив у функції *обставини мети* може стояти в реченні як на початку, так і після додатку:

**To know** English well we must work hard at it. Щоб гарно знати англійську мову, ми повинні наполегливо працювати.

We must work hard **to know** English well. Ми повинні наполегливо працювати, щоб гарно знати англійську мову.

Інфінітив вживається у функції *означення*:

I have no right **to ask**. Я не маю права запитувати.

### **Об'єктний інфінітивний комплекс**

#### **The Objective Infinitive Complex**

*Objective Infinitive Complex* має у своєму складі інфінітив і вживається у функції додатка. Першою частиною цього комплексу може бути як іменник, так і особовий займенник в об'єктному відмінку:

I want **Mary to read the book**. Я хочу, щоб **Марина** прочитала цю книгу.

I like **him to dance**. Мені подобається, як **він танцює**.

Як бачимо з прикладів, *Objective Infinitive Complex* складається з двох частин: іменника у загальному відмінку або особового займенника в об'єктному відмінку та інфінітива, що виражає дію, яку виконує особа. На українську мову речення із такою конструкцією перекладаються, як правило, складнопідрядними реченнями.

*Objective Infinitive Complex* вживається після певних груп дієслів і має свої особливості утворення.

Таких груп дієслів можна виділити чотири:

| I група  | II група  | III група  | IV група   |
|--|---|--|--|
| Виражають сприймання за допомогою органів чуттів | Виражають бажання, намір, почуття   | Виражають думку, припущення, сподівання  | Виражають наказ, прохання, дозвіл, пораду, примус                            |
| to see<br>to hear<br>to watch<br>to notice       | to want<br>to wish<br>to like<br>to dislike<br>to hate<br>to intend<br>should/would<br>like | to consider<br>to believe<br>to think<br>to find<br>to know<br>to expect<br>to suppose | to order<br>to ask<br>to allow<br>to advise<br>to cause<br>to make<br>to let |

Після дієслів першої групи та дієслів **to make, to let** інфінітив в об'єктному інфінітивному комплексі вживається без частки **to**:

I saw **him cross** the street. Я бачив, як він переходив вулицю.

I heard **him sing** in the garden. Я чув, як він співав у саду.

He let **me do** that. Він дозволив мені зробити це.

They made **him leave** the hall. Вони примусили його залишити зал.

Після решти дієслів інфінітив в об'єктному інфінітивному комплексі вживається з часткою **to**:

I want **you to read** the book. Я хочу, щоб ти прочитав цю книгу.

I expected **her to return**. Я сподівався, що вона повернеться.

I would like **my groupmates to visit** him. Я хотів би, щоб мої одногрупники відвідали його.

The teacher allowed **the students to use** dictionaries. Викладач дозволив студентам користуватись словниками.

## Суб'єктний інфінітивний комплекс The Subjective Infinitive Complex

Якщо речення, до складу якого входить об'єктний інфінітивний комплекс, перетворити на пасивне, то інфінітив виражатиме дію, яку виконує підмет цього пасивного речення:

**He** was seen **to cross** the street. Бачили, як **він переходив** вулицю.

З прикладу видно, що інфінітив **to cross** виражає дію, яку виконує особа, позначена займенником **he**. Через те, що до складу речення входить інфінітив, а весь комплекс **he ... to cross** виконує роль підмета речення (*Subject*), цей комплекс називається суб'єктним інфінітивним комплексом.

Отже, *Subjective Infinitive Complex* складається з двох частин. Першою частиною комплексу може бути займенник у називному відмінку або іменник у загальному відмінку. Друга частина комплексу – інфінітив, що виражає дію, яку виконує особа або предмет, позначений іменником або займенником.

*Subjective Infinitive Complex* вживається після певних груп дієслів і має свої особливості утворення. З певними групами дієслів суб'єктний інфінітивний комплекс вживається у пасивному стані. З низкою дієслів та словосполучень суб'єктний інфінітивний комплекс вживається в активному стані. Разом таких груп дієслів можна виділити п'ять:

| I група                      | II група  | III група   | IV група   | V група  |
|------------------------------|---|---|--|--|
| Виражають повідомлення       | Виражають думку (погляд), припущення, сподівання                            | Виражають сприймання за допомогою органів чуттів                    | Виражають наказ, прохання, дозвіл, примус  | Виражають припущення, випадок  |
| Вживаються в пасивному стані | Вживаються в пасивному стані  | Вживаються в пасивному стані  | Вживаються в пасивному стані   | Вживаються в активному стані   |
| to say<br>to report          | to think<br>to know<br>to consider<br>to believe<br>to suppose<br>to expect | to see<br>to hear<br>to feel<br>to notice<br>to observe<br>to watch | to order<br>to ask<br>to request<br>to allow<br>to permit<br>to make<br>to cause<br>to force | to seem<br>to appear<br>to happen<br>to chance<br>to turn out<br>to prove<br>to be sure<br>to be certain<br>to be likely<br>to be unlikely |

**He** is said **to know** three foreign languages. Кажуть, що він знає три іноземні мови.

**The football team** is reported **to have arrived** in Kyiv. Повідомляють, що футбольна команда прибула до Києва.

**The director** is expected **to return** tomorrow. Сподіваються, що директор повернеться завтра.

**I** was supposed **to meet** the delegation. Передбачалося, що я зустріну делегацію.

**He** was heard **to sing** in the garden. Було чути, як він співав у саду.

**The boys** were seen **to cross** the street. Бачили, як хлопці переходили вулицю.

**The students** were asked **to bring** their textbooks. Студентів попросили принести підручники.

**He** was made **to leave** the hall. Його примусили залишити зал.

**He** seemed **to be spying** on me. Здавалося, що він слідкує за мною.

**She** happened **to be late** for classes. Так трапилось, що вона запізнилася на заняття.

**He** is certain **to be watching** TV. Він, напевно, зараз дивиться телевізор.

**They** are not likely **to return** their debt. Навряд чи вони повернуть борг.

### Умовні речення Conditional Sentences

В англійській мові розрізняють три типи умовних речень.

**Перший тип** умовних речень виражає здійснювану (реальну) умову, реальний факт, що відноситься до:

а) теперішнього часу:

If he **has** a telephone he **can** ring you up any time. Якщо він має телефон, то може телефонувати в будь-який час.

б) минулого:

If he **met** her yesterday she **told** him everything about the meeting. Якщо він зустрів її вчора, то вона розповіла йому все про збори.

в) майбутнього:

If it **doesn't rain** tomorrow we **will go** fishing. Якщо завтра не буде дощу, ми підемо рибалити.

Речення такого типу вживаються найчастіше. У таких реченнях дієслово в підрядному реченні вживається в теперішньому, а в головному – в майбутньому часі.

**Другий тип** умовних речень виражає малоймовірну умову або дію, яка могла б відбутися за певних умов в теперішньому або майбутньому часі:

If we **worked** hard, we **could earn** quite enough. Якщо б ми працювали наполегливо, ми могли б заробити чимало.

If he **knew** grammar well, he **would speak** English much better. Якщо б він знав граматику добре, він би краще розмовляв англійською.

If it **were** not so late we **would help** you. Якби не пізній час, ми допомогли б тобі.

В реченнях другого типу присудок підрядного речення вживається в формі минулого часу. Зверніть увагу, що дієслово **to be** має форму **were** для всіх осіб, а в головному реченні – форму **would (could)** з інфінітивом смислового дієслова.

**Третій тип** умовних речень виражає нездійсненні припущення, що відносяться до минулого:

If I **had seen** you yesterday I **would have asked** you everything about the accident. Якщо б я побачив вас учора, я розпитав би у вас все про нещасний випадок.

У цих реченнях дієслово в підрядному реченні має форму *Past Perfect (had+ParticipleII)*, а в головному – форму **would+have+Participle II** смислового дієслова.

| Типи складнопідрядних речень | Головне речення  | Підрядне речення  |
|------------------------------|--|---|
| I тип<br>Реальна умова       | He <b>will finish</b> the work...<br>Він закінчить роботу,...          | ...if he <b>has</b> time<br>...якщо у нього буде час    |
| II тип<br>Малоймовірна умова | He <b>would finish</b> the work...<br>Він закінчив би роботу ...       | ...if he <b>had</b> time.<br>...якби у нього був час    |
| III тип<br>Нереальна умова   | He <b>would have finished</b> the work...<br>Він закінчив би роботу... | ...if he <b>had had</b> time<br>...якби у нього був час |

Порядок речень у складнопідрядних умовних реченнях не є фіксованим. Речення може починатися підрядним (**If**) або головним реченням.

Кома ставиться лише тоді, коли складнопідрядне речення починається підрядним реченням (**If**).

### Узгодження часів Sequence of Tenses

В англійській мові, так само як і в українській складнопідрядне речення складається з двох речень – головного і підрядного, що залежить від головного:

I think that he will come. Думаю, що він прийде.

В українській мові дієслово-присудок підрядного речення може вживатись у будь-якому часі, залежно від змісту. В англійській мові це можливо лише тоді, коли дієслово-присудок головного речення стоїть в теперішньому або майбутньому часі.

She **says** she came yesterday. Вона каже, що приїхала вчора.

Mother **will tell** me what I shall have to do. Мати скаже мені, що я матиму робити.

Якщо присудок головного речення в англійській мові виражений дієсловом в одному з **минулих часів**, то в підрядному **додатковому** реченні дієслово-присудок, як правило, має бути в одному з минулих часів або в майбутньому з точки зору минулого (*Future-in-the-Past*).

Якщо в головному реченні дієслово-присудок виражає минулу дію, то будуть діяти наступні правила узгодження часів:

1) якщо, дія підрядного речення співпадає в часі з дією головного, то дієслово-присудок підрядного речення вживається в *Past Simple* або *Past Continuous*:  
I **thought** you **studied** at the university. Я думав, ти навчаєшся в університеті.  
They **knew** what they **were doing**. Вони знали, що роблять.

2) якщо дія підрядного речення відбулася раніше дії головного, то в підрядному реченні вживається *Past Perfect*:

I **thought** he **had written** his report. Я думав, він написав доповідь.

3) якщо дія підрядного речення є майбутньою відносно дії головного, то в підрядному реченні вживається *Future-in-the-Past (would)*:

I **knew** you **would help** me. Я знав, що ви допоможете мені.

4) правила узгодження часів не застосовуються, якщо підрядні додаткові речення виражають загальновідомі факти:

He **knew** that water **boils** at 100° C. Я знав, що вода кипить при 100° C.

### Герундій The Gerund

Герундій – це неособова форма дієслова із закінченням –**ing**, що має властивості як дієслова, так і іменника. Ця форма відсутня в українській мові. На українську мову герундій може перекладатися дієсловом, іменником, інколи дієприкметником або підрядним реченням.

Як і дієслово, герундій має форми часу і стану.

| Gerund                 | Active  | Passive   |
|------------------------|---|---|
| Indefinite<br>(Simple) | <p><b>giving</b></p> <p>She likes <b>giving</b> presents<br/>Їй подобається робити подарунки.</p>                                 | <p><b>being given</b></p> <p>She likes <b>being given</b> presents<br/>Їй подобається, коли їй роблять подарунки</p>                              |
| Perfect                | <p><b>having given</b></p> <p>He is pleased with <b>having given</b> the present<br/>Він задоволений тим, що зробив подарунок</p> | <p><b>having been given</b></p> <p>He is pleased with <b>having been given</b> the present<br/>Він задоволений тим, що йому зробили подарунок</p> |

Герундій у формі *Perfect* вживається, якщо дія, яку він виражає, передує дії, вираженій особовою формою дієслова.

I don't remember **having met** her before. Я не пам'ятаю, чи зустрічав її раніше.

I don't remember **having been asked** the question before. Я не пам'ятаю, чи ставили мені це питання раніше.

Як іменник, герундій може виконувати у реченні функцію:

а) підмета:

**Travelling** is my hobby. Мандрювання – моє хоббі;

б) іменної частини присудка:

My hobby is **travelling**. Моє хоббі є мандрювання;

в) додатка (прямого та прийменникового):

Students of our group like **travelling** very much. Студентам нашої групи дуже подобається подорожувати;

Students are fond of **travelling**. Студенти люблять мандрювати;

г) означення:

What is your reason for **travelling**. Яка причина вашого подорожування;

д) обставини:

He translated this text without **consulting** a dictionary. Він переклав текст без словника;

Необхідно запам'ятати, що в англійській мові є дієслова, після яких вживається тільки герундій. Найбільш вживані з них такі:

*to finish* закінчувати, *to go on* продовжувати, *to enjoy* насолоджуватись, *to deny* заперечувати, *to prevent* запобігати, *to mind* бути проти.

Найчастіше герундій вживається після прийменників у функції непрямого додатка, означення або обставини.

Запам'ятайте наступні прийменникові дієслова та вирази, що вимагають після себе герундій: *to accuse of* звинувачувати у чомусь, *to agree to* погоджуватись на щось, *to be afraid of* боятись чогось, *to depend on* залежати від чогось, *to insist on* наполягати на чомусь, *to look forward to* з нетерпінням чогось чекати, *to prevent from* запобігати чомусь, *to think of* думати про щось:

They **accuse him of having told** a lie. Вони звинувачують його в тому, що він сказав неправду.

She never **agreed to telling** a lie. Вона ніколи не погоджувалась говорити неправду.

I **am afraid of being** alone. Я боюсь залишатися на самоті.

Success **depends on working** hard. Успіх залежить від наполегливої роботи.

We **insist on being told** the truth. Ми наполягаємо на тому, щоб нам сказали правду.

I **am looking forward to meeting** you again. Я з нетерпінням чекаю на зустріч з вами знову.

He **thought of entering** University after finishing school. Він думав вступити в університет після закінчення школи.

## Іменник (The Noun)

Іменники діляться на *власні* (Proper Nouns) та *загальні* (Common Nouns).

1. Власні іменники: London, the Caucasus, the French Revolution, Sunday, May.

2. Загальні іменники: water, boy, country, darkness, family.

Загальні іменники діляться на *злічувані* (countable nouns) та *незлічувані* (uncountable nouns).

1. Злічувані іменники: a book – books, a girl – two girls, a car – many cars.

2. Незлічувані іменники:

а) назви абстрактних понять: freedom, air, love, knowledge;

б) назви речовин, матеріалів: gold, sugar, coal, tea.

Незлічувані іменники вживаються тільки в однині (singular).



Злічувані іменники вживаються в однині (singular) і множині (plural).

Утворення множини іменників.

1. Шляхом додавання закінчення **-s**:

lamp - lamps, chair - chairs, shoe - shoes, flower - flowers

2. Додаванням закінчення **-es**:

а) до іменників, що закінчуються на **-s, -ss, -sh, -ch, -tch, -x**:

dish - dishes, lunch - lunches, watch - watches, class - classes,  
box - boxes

б) до іменників, що закінчуються на **-o**:

echo - echoes, hero - heroes, potato - potatoes

В деяких іменниках на **-o** допускаються обидві форми: **-es** або **-s**:  
mosquitoes/mosquitos, volcanoes/volcanos, tornadoes/tornados,  
zeroes/zeros

в) до іменників, що закінчуються на **-f** або **-fe**, причому **-f**  
замінюється на **-v + es**: calf-calves, leaf-leaves, self-selves, half-  
halves, life-lives, shelf-shelves, knife-knives, loaf-loaves, thief-  
thieves, wolf-wolves, scarf-scarves

Іменник wharf має дві форми: wharfs/wharves

г) до іменників, що закінчуються на **-y** після приголосної: lady  
- ladies, story - stories, city - cities

до іменників, що закінчуються на **-y** після голосної  
добавляється **-s**: boy - boys, toy - toys

3. Деякі іменники мають однакову форму в однині та множині:

deer, fish, means, series, sheep, species, swine

4. В деяких іменниках міняється коренева голосна: man-men,  
woman-women, child-children, mouse-mice, ox-oxen, louse-lice,  
foot-feet, goose-geese, tooth-teeth

Деякі іменники латинського та грецького походження зберігають свої  
форми: criterion-criteria, analysis-analyses, bacterium-bacteria, phenomenon-  
phenomena, basis-bases, curriculum-curricula, crisis-crises, datum-data, cactus-  
cacti/cactuses, hypothesis-hypotheses, medium-media, stimulus-stimuli, oasis-  
oases, memorandum-memoranda, syllabus-syllabi/syllabuses, parenthesis-  
parentheses, thesis-theses, formula-formulae/formulas, appendix-appendices/  
appendixes, vertebra-vertebrae, index-indices/indexes, radius-radii

Винятки:

Pianos,

videos, zoos,

autos, photos,

solos, kilos,

rhinos,

sopranos,

memos,

radios, studios

Винятки:

roof-roofs

belief-beliefs

chief-chiefs

cliff-cliffs

safe - safes

У складних іменниках:

- а) форму множини приймає лише головний іменник:  
a mother-in-law – mothers-in-law, passer-by – passers-by;
- б) які утворені з інших частин мови – -s додається в кінці слова:  
forget-me-not – forget-me-nots, merry-go-round - merry-go-rounds;
- в) якщо першим словом є man або woman – обидва слова приймають форму множини: man-servant - men-servants, woman-doctor - women-doctors

### Необчислювані іменники (Uncountable Nouns)

|                           |  |
|---------------------------|--|
| Food                      | bread, butter, cheese, meat, salt, sugar, pepper, bacon, chocolate, honey, jam, etc.   |
| Fluids                    | water, coffee, tea, milk, oil, soup, wine, lemonade  |
| Materials, liquids, gases | gold, iron, silver, glass, paper, wood, cotton, wool, ice, gasoline, blood, steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.   |
| Particles                 | chalk, dirt, dust, flour, grass, hair, sand, rice, wheat, corn, etc.   |
| Abstract nouns            | beauty, confidence, courage, education, fun, happiness, health, help, honesty, hospitality, importance, intelligence, knowledge, luck, music, patience, peace, progress, politics, recreation, significance, sleep, truth, wealth, advice, slang, information, news, evidence, space, energy, grammar, behaviour, work, chaos etc. |
| Fields of study           | chemistry, history, literature, mathematics, psychology, economics, physics, engineering, etc.   |
| Recreation                | baseball, soccer, tennis, chess, bridge, poker, athletics, travel, billiards etc.  |
| General activities        | driving, studying, swimming, travelling, walking, etc.   |
| Natural phenomena         | weather, heat, humidity, lightning, rain, dew, fog, hail, snow, thunder, wind, darkness, light, sunshine, electricity, fire, etc.  |
| Others                    | clothing, equipment, furniture, garbage, jewellery, luggage, baggage, machinery, mail, money/cash/change, scenery, traffic, etc.   |

Перед необчислюваними іменниками можна вживати слова чи словосполучення, що вказують на кількість речовини: a bottle/ jar/ cup/ jug/ glass/ can/ tin/ loaf/ piece/ bar/ kilo/ packet, etc.

Наприклад: two bottles of champagne, a glass of water, a cup of coffee, a quart of milk, a loaf of bread, a spoonful of fat, a grain of rice, a bowl of soup, a bag of flour, a piece of furniture, a piece of paper, a piece of jewellery.

Іменники, які вживаються тільки у формі множини:

|                                   |  |
|-----------------------------------|--|
| Назви предметів, що складаються з | scissors, spectacles/glasses, earrings, scales, tongs, trousers, shorts, socks, tights, pajamas, jeans, gloves, etc. |
|-----------------------------------|--|

|                    |   |
|--------------------|---|
| двох рівних частин |   |
| та інші            | goods, clothes, stairs, arms, riches, proceeds, wages, contents |

## Займенник (The Pronoun)

### Класифікація займенників

|               |   |
|---------------|---|
| 1. Особові    | I, you, he, she, it, we, you, they  |
| 2. Присвійні  | my, your, his, her, its, our, your, their<br>mine, yours, his, hers, its, ours, yours, theirs |
| 3. Вказівні   | this – these, that – those, it, same, such  |
| 4. Питальні   | who (whom), whose, which, what (в питальних реченнях)   |
| 5. Сполучні   | who (whom), whose, which, that (в підрядних реченнях)   |
| 6. Зворотні   | myself, yourself, himself, etc.   |
| 7. Взаємні    | each, other, one another  |
| 8. Заперечні  | no, nobody, none, nothing   |
| 9. Неозначені | some, any, all, both, each, every, other, another, one  |
| 10. Кількісні | much, many, little, few   |

### Особові займенники

| Число   | Особа | Називний відмінок  | Об'єктний відмінок         |
|---------|-------|--------------------|----------------------------|
| Однина  | 1     | <b>I</b> (я)       | <b>me</b> (мене, мені)     |
|         | 2     | <b>you</b> (ти)    | <b>you</b> (тебе, тобі)    |
|         | 3     | <b>he</b> (він)    | <b>him</b> (його, йому)    |
|         |       | <b>she</b> (вона)  | <b>her</b> (її, їй)        |
|         |       | <b>it</b> (воно)   | <b>it</b> (його, йому, їй) |
| множина | 1     | <b>we</b> (ми)     | <b>us</b> (нас, нам)       |
|         | 2     | <b>you</b> (ви)    | <b>you</b> (вас, вам)      |
|         | 3     | <b>they</b> (вони) | <b>them</b> (їх, їм)       |

### Присвійні займенники

| Число   | Особа | Відносна форма<br>(що вживається перед іменником) | Абсолютна форма<br>(що вживається самотійно) |
|---------|-------|---|--|
| Однина  | 1     | my (мій)  | mine (мій, мої)                              |
|         | 2     | your (твій)                                       | yours (твій)                                 |
|         | 3     | his (його)  | his (його)                                   |
|         |       | her (її)  | hers (її)                                    |
|         |       | its (його)  | its (його)                                   |
| Множина | 1     | our (наш)   | ours (наш)                                   |
|         | 2     | your (ваш)  | yours (ваш)                                  |

|  |   |               |                |
|--|---|---------------|----------------|
|  | 3 | their (їхній) | theirs (їхній) |
|--|---|---------------|----------------|

### Присвійні займенники

| Однина                                | Множина                        |
|---------------------------------------|--------------------------------|
| This – <i>цей, ця, це</i>             | These – <i>ці (або це)</i>     |
| That – <i>той, та, те</i>             | Those – <i>ті (або то, те)</i> |
| Such – <i>такий, така, таке, такі</i> |                                |

### Зворотні займенники

| Особа                    | Однина                       | Множина                               |
|--------------------------|------------------------------|---------------------------------------|
|                          | + self                       | + selves                              |
| 1                        | myself                       | ourselves<br>yourselves<br>themselves |
| 2                        | yourself                     |                                       |
| 3                        | himself<br>herself<br>itself |                                       |
| Неозначено-особова форма | oneself                      |                                       |

### Неозначені займенники

До неозначених займенників належать *some, any, one*, а також складні займенники *somebody, someone, something, anybody, anyone, anything*.

#### Займенники *some, any*

Можуть вживатися перед обчислюваними та необчислюваними іменниками. Означають невизначену (невелику) кількість предметів або речовини. **Some** вживається в стверджувальних реченнях і не завжди потребує перекладу. **Any** вживається в заперечних та питальних реченнях, часто не перекладається. В стверджувальних реченнях **any** вживається в значенні «будь-який».

Але якщо в загальному питанні висловлюється прохання чи щось пропонується, то замість **any** вживається **some**.

#### Переклад *some, any* українською мовою

| Some   |   | Any  |
|--|---|--|
| <i>Ask some experienced person</i><br>Запитай якусь досвідчену людину                                | Перед обчислюваними іменниками однини<br>«якийсь, який-небудь»          | <i>Is there any hotel nearby?</i><br>Чи є поблизу який-небудь готель?    |
| <i>Some days he earns more, some days less.</i><br>В деякі дні він заробляє більше, в деякі – менше. | Перед обчислюваними іменниками множини<br>«які-небудь, деякі, декілька» | <i>Did you meet any difficulties?</i><br>У вас були які-небудь труднощі? |
| <i>Give me some work, I have nothing to do.</i><br>Дайте мені яку-небудь роботу, мені                | Перед необчислюваними іменниками<br>«який-небудь,                       | <i>Any help will be valuable.</i><br>Будь-яка допомога буде корисною.    |

|   |   |  |
|---|---|--|
| нічого робити.<br><i>Give him some water.</i><br>Дайте йому води. | <i>небагато»</i><br>Або зовсім не<br>перекладається | <i>Have you any milk?</i><br>У вас є молоко? |
|---|---|--|

### Прикметник (The Adjective) Degrees of Comparison

| Односкладові прикметники   | Багатоскладові прикметники   |
|--|--|
| Cold   | Important  |
| Ступені порівняння:<br>1. основна форма      cold<br>2. вищий ступінь      colder<br>3. найвищий ступінь (the) coldest | 1. important<br>2. <b>more</b> important<br>3. (the) <b>most</b> important |

Двоскладові прикметники, що закінчуються на – у, -er, -ow, утворюють ступені порівняння як і односкладові:

Busy – busier – (the) busiest

Clever – cleverer – (the) cleverest

Narrow – narrower – (the) narrowest

Simple – simpler – (the) simplest

#### Особливі форми ступенів порівняння

Good – better – (the) best

Bad – worse – (the) worst

Little – less – (the) least

Far – farther, further – (the) farthest, furthest

Old – older, elder – (the) oldest, eldest

Many/much – more – (the) most

#### Сполучник **than**

This room is (much) larger **than** that one.

This room is (the) largest.

This room is **less** comfortable **than** that one.

Якщо перед прикметником в найвищому ступені порівняння стоїть не **the**, а **a/an** – це вказує не на найвищу, а лише на високий ступінь якості предмета: This is a most interesting book. Це досить цікава книга.

#### Парні сполучники

As ... as – такий же ... як  
(однакові якості предметів)

His coat is as warm as yours.

Not so ... as – не такий ... як  
(заперечення однакових якостей)

His coat is not so warm as yours.

#### Adverbs

Часто прислівники утворюються за допомогою суфікса – **ly**: quick – quickly, beautiful – beautifully.

1. Якщо прикметник закінчується на – **ll**, додаємо – **y** (full – fully).

2. Якщо прикметник закінчується на – **y**, то при додаванні суфікса **y** змінюється на **i** (happy – happily, gay – gaily).

3. Якщо прикметник закінчується на **приголосний** + **-le / ue**, то при додаванні суфікса **e** зникає (possible – possibly, due – duly).

|   |   |
|---|---|
| 4. До прикметників, які закінчуються на – <i>ic</i> , додаємо суфікс – <i>ally</i> (basic – <i>basically</i> ).   |   |
| Прикметнику <b>good</b> (хороший) відповідає прислівник <b>well</b> (добре).  |   |
| Запам'ятайте прислівники, що за формою співпадають з відповідними прикметниками:  |   |
| <b>early</b> (ранній – рано)<br><b>far</b> (далекій – далеко)<br><b>fast</b> (швидкий – швидко)<br><b>hard*</b> (важкий – важко / старанно)<br><b>high*</b> (високий – високо)<br><b>late*</b> (пізній – пізно) | <b>long</b> (довгий – довго)<br><b>low</b> (низький – низько)<br><b>near</b> (близький – близько)<br><b>pretty</b> (гарний – доволі / достатньо)<br><b>straight</b> (прямий – прямо / просто) |
| Прикметники, позначені зірочкою (*), утворюють також прислівники з суфіксом – <i>ly</i> , які мають інше значення: <b>hardly</b> – навряд (чи) / ледве.   |   |

### Degrees of comparison of adverbs

|   |
|---|
| 1. Більшість прислівників утворюють ступені порівняння за допомогою слів <b>more / most</b> ( <i>quietly – more quietly – the most quietly</i> ).   |
| 2. Найбільш уживані односкладові прислівники утворюють ступені порівняння так само, як односкладові прикметники, тобто за допомогою суфіксів – <b>er / est</b> : <i>hard, fast, soon, long, late, near, early</i> ( <i>hard – harder – the hardest</i> ). |
| <u>Примітка:</u> Прислівник <i>often</i> утворює ступені порівняння за двома моделями: <i>more often / oftener; most often / oftenest</i> .   |
| 3. Ступені порівняння прислівників, які утворюються не за загальним правилом:   |
| <i>badly – worse – the worst</i><br><i>far – farther / further – the farthest / the furthest</i><br><i>little – less – the least</i><br><i>much – more – the most</i><br><i>well – better – the best</i>  |

### Numerals

| cardinal            | ordinal                                    |
|---------------------|--|
| one                 | <b>the first</b>                           |
| two                 | <b>the second</b>                          |
| three               | <b>the third</b>                           |
| fifteen             | <b>the fifteenth</b>                       |
| twenty              | <b>the twentieth</b>                       |
| forty-seven         | <b>the forty-seventh</b>                   |
|                     |  |
| fractions           | decimal fractions                          |
| s (three fourth)    | 2.23 (two <b>point</b> two three)          |
| 5/8 (five eighth)   | 1.56 (one <b>point</b> five six)           |
| 3/7 (three seventh) | 22.45 (twenty two <b>point</b> four five)  |
| S (a/one half)      | 0.345 (ought <b>point</b> three four five) |

### Numerals in constructions and word-combinations

|             |   |
|-------------|---|
| Вік         | I am fifteen (years old). She is four (years old).  |
| Час         | 5.00 – five o'clock in the morning; 5.10 – ten minutes past ten; 5.15 – a quarter past five; 5.30 – half past five; 5.45 – a quarter to six; 5.50 – ten minutes to six. |
| Роки        | 1889 – eighteen eighty-nine; 1900 – the year nineteen hundred; 2000 – the year two thousand   |
| Дати        | June, 15 – the fifteenth of June  |
| Температура | +10° – ten degrees above zero; -10° – ten degrees below zero  |

Таблиця основних нестандартних (неправильних) дієслів

| <i>Infinitive</i> | <i>Past Indefinite</i> | <i>Past Participle</i> | <i>Translation</i>    |
|-------------------|------------------------|------------------------|-----------------------|
| <b>to arise</b>   | <b>arose</b>           | <b>arisen</b>          | Виникати              |
| <b>to be</b>      | <b>was, were</b>       | <b>been</b>            | Бути                  |
| <b>to bear</b>    | <b>bore</b>            | <b>born</b>            | Носити,<br>виношувати |
| <b>to become</b>  | <b>became</b>          | <b>become</b>          | Ставати               |
| <b>to begin</b>   | <b>began</b>           | <b>begun</b>           | Починати (ся)         |
| <b>to break</b>   | <b>broke</b>           | <b>broken</b>          | Ламати, розбивати     |
| <b>to bring</b>   | <b>brought</b>         | <b>brought</b>         | Приносити             |
| <b>to build</b>   | <b>built</b>           | <b>built</b>           | Будувати              |
| <b>to buy</b>     | <b>bought</b>          | <b>bought</b>          | Купувати              |
| <b>to choose</b>  | <b>chose</b>           | <b>chosen</b>          | Вибирати              |
| <b>to come</b>    | <b>came</b>            | <b>come</b>            | Приходити             |
| <b>to cost</b>    | <b>cost</b>            | <b>cost</b>            | Коштувати             |
| <b>to cut</b>     | <b>cut</b>             | <b>cut</b>             | Різати, рубати        |
| <b>to deal</b>    | <b>dealt</b>           | <b>dealt</b>           | Мати справу           |
| <b>to do</b>      | <b>did</b>             | <b>done</b>            | Робити                |
| <b>to draw</b>    | <b>drew</b>            | <b>drawn</b>           | Малювати; тягти       |
| <b>to drive</b>   | <b>drove</b>           | <b>driven</b>          | Везти; керувати       |
| <b>to eat</b>     | <b>ate</b>             | <b>eaten</b>           | Їсти                  |
| <b>to fall</b>    | <b>fell</b>            | <b>fallen</b>          | Падати                |
| <b>to feed</b>    | <b>fed</b>             | <b>fed</b>             | Годувати              |
| <b>to feel</b>    | <b>felt</b>            | <b>felt</b>            | Відчувати             |
| <b>to fight</b>   | <b>fought</b>          | <b>fought</b>          | Битися; боротися      |
| <b>to find</b>    | <b>found</b>           | <b>found</b>           | Знаходити             |
| <b>to freeze</b>  | <b>froze</b>           | <b>frozen</b>          | Замерзати             |
| <b>to get</b>     | <b>got</b>             | <b>got</b>             | Діставати (ся)        |
| <b>to give</b>    | <b>gave</b>            | <b>given</b>           | Давати                |
| <b>to go</b>      | <b>went</b>            | <b>gone</b>            | Іти                   |
| <b>to grow</b>    | <b>grew</b>            | <b>grown</b>           | Рости; вирощувати     |

|                      |                         |                         |                         |
|----------------------|-------------------------|-------------------------|-------------------------|
| <b>to have</b>       | <b>had</b>              | <b>had</b>              | Мати                    |
| <b>to hear</b>       | <b>heard</b>            | <b>heard</b>            | Чути                    |
| <b>to hold</b>       | <b>held</b>             | <b>held</b>             | Тримати                 |
| <b>to keep</b>       | <b>kept</b>             | <b>kept</b>             | Зберігати; тримати      |
| <b>to know</b>       | <b>knew</b>             | <b>known</b>            | Знати                   |
| <b>to lay</b>        | <b>laid</b>             | <b>laid</b>             | Класти                  |
| <b>to lead</b>       | <b>led</b>              | <b>led</b>              | Вести; очолювати        |
| <b>to learn</b>      | <b>learnt (learned)</b> | <b>learnt (learned)</b> | Вивчати                 |
| <b>to leave</b>      | <b>left</b>             | <b>left</b>             | Залишати                |
| <b>to let</b>        | <b>let</b>              | <b>let</b>              | Дозволяти               |
| <b>to lie</b>        | <b>lay</b>              | <b>lain</b>             | Лежати                  |
| <b>to lose</b>       | <b>lost</b>             | <b>lost</b>             | Втрачати;<br>програвати |
| <b>to make</b>       | <b>made</b>             | <b>made</b>             | Робити                  |
| <b>to mean</b>       | <b>meant</b>            | <b>meant</b>            | Означати                |
| <b>to meet</b>       | <b>met</b>              | <b>met</b>              | Зустрічати              |
| <b>to pay</b>        | <b>paid</b>             | <b>paid</b>             | Платити                 |
| <b>to put</b>        | <b>put</b>              | <b>put</b>              | Класти; ставити         |
| <b>to read</b>       | <b>read</b>             | <b>read</b>             | Читати                  |
| <b>to ring</b>       | <b>rang</b>             | <b>rung</b>             | Дзвонити                |
| <b>to rise</b>       | <b>rose</b>             | <b>risen</b>            | Підійматися             |
| <b>to run</b>        | <b>ran</b>              | <b>run</b>              | Бігти                   |
| <b>to saw</b>        | <b>sawed</b>            | <b>sawn</b>             | Пиляти                  |
| <b>to say</b>        | <b>said</b>             | <b>said</b>             | Казати                  |
| <b>to see</b>        | <b>saw</b>              | <b>seen</b>             | Бачити                  |
| <b>to sell</b>       | <b>sold</b>             | <b>sold</b>             | Продавати               |
| <b>to send</b>       | <b>sent</b>             | <b>sent</b>             | Надсилати               |
| <b>to set</b>        | <b>set</b>              | <b>set</b>              | Встановлювати           |
| <b>to show</b>       | <b>showed</b>           | <b>shown</b>            | Показувати              |
| <b>to sink</b>       | <b>sank</b>             | <b>sunk</b>             | Тонути                  |
| <b>to sit</b>        | <b>sat</b>              | <b>sat</b>              | Сидіти                  |
| <b>to sow</b>        | <b>sowed</b>            | <b>sown</b>             | Сіяти                   |
| <b>to speak</b>      | <b>spoke</b>            | <b>spoke</b>            | Говорити                |
| <b>to spend</b>      | <b>spent</b>            | <b>spent</b>            | Витрачати               |
| <b>to split</b>      | <b>split</b>            | <b>split</b>            | Розщеплювати            |
| <b>to spread</b>     | <b>spread</b>           | <b>spread</b>           | Поширювати              |
| <b>to stand</b>      | <b>stood</b>            | <b>stood</b>            | Стояти                  |
| <b>to take</b>       | <b>took</b>             | <b>taken</b>            | Брати                   |
| <b>to teach</b>      | <b>taught</b>           | <b>taught</b>           | Вчити                   |
| <b>to tell</b>       | <b>told</b>             | <b>told</b>             | Розповідати             |
| <b>to think</b>      | <b>thought</b>          | <b>thought</b>          | Думати                  |
| <b>to understand</b> | <b>understood</b>       | <b>understood</b>       | Розуміти                |
| <b>to wear</b>       | <b>wore</b>             | <b>worn</b>             | Носити (одяг)           |
| <b>to withstand</b>  | <b>withstood</b>        | <b>withstood</b>        | Протистояти             |
| <b>to write</b>      | <b>wrote</b>            | <b>written</b>          | Писати                  |



## GLOSSARY

**veterinary medicine** – a sector which covers a system of science on animal diseases, their prevention, diagnostics, medical treatment, determination of veterinary–sanitary quality and safety (hereinafter - quality and safety) of products of animal origin and products of vegetable origin sold at markets, activity aimed at protection of health and productivity of animals, prevention of diseases and human protection from diseases common for animals and people;

**veterinary practice** – activities in providing services connected with prevention, diagnostics and medical treatment of animal diseases, and consultations on veterinary medicine issues carried out by legal entities (veterinary medicine institutions of all property forms and public organizations) and natural persons (specialists in veterinary medicine);

**veterinary and epizootic welfare** – optimum conditions for animal lives that prevent morbidity and harmful impact of environmental factors on their health and productivity, ensure prevention of diseases, including those common for animals and people; **veterinary documents** – documents issued by specialists of the state veterinary medicine institutions, certifying animals' health, quality and safety of products of animal origin, other objects under the state veterinary - sanitary control and supervision. **veterinary preparations** – veterinary pharmaceuticals and immunobiological means (preparations) and resources used for artificial insemination of animals and embryo transplantation, enzymes, antiseptics, disinfectants, insect-acaricides, deratization, pro-biotic, diagnostic means, means of animal care and etc., used in cattle farming and veterinary medicine; **veterinary pharmaceuticals** (veterinary preparations, medicaments) – pharmaceutical products of biological, vegetable, chemical, chemical and pharmaceutical, homeopathic and other character, prescribed for animals;

**veterinary - sanitary expertise** – a set of diagnostic and special researches held by specialists of the state veterinary medicine institutions to determine quality and safety of products of animal origin and products of vegetable origin sold at markets designed for nourishment of people, animal feeding and further processing;

**veterinary certificate** – a document of single use and strict accountability issued by a doctor of the state veterinary medicine institution, confirming the state of animal health and the fact of vaccination, and diagnostic researches, quality and safety of products of animal origin, other objects under the state veterinary - sanitary control and supervision and localities of their origin; **finished fodder** – fodder of animal and vegetable origin containing fodder additions for carnivorous non-productive animals, including fish and birds; **state veterinary inspection** – activities held by officials of the state bodies and veterinary medicine institutions directed at conducting the state control and supervision over adherence to the veterinary - sanitary requirements laid down by legislation;

**state veterinary- sanitary control** – checking by doctors of the state bodies of veterinary medicine adherence to the veterinary – sanitary requirements set forth by legislation in the process of production, provision, storage, transportation, sale, including export, import of products of animal origin and products of vegetable origin

sold at markets, veterinary pharmaceuticals, finished fodder, fodder additions and means of veterinary medicine, as well as during construction, reconstruction, modernization and putting in operation enterprises or separate facilities for production, storage and sale of products of animal origin and veterinary preparations;

**state veterinary-sanitary supervision** – inspecting activities carried out by the state inspectors of veterinary medicine in order to verify repeatedly the situation relating to observance of the legislation on veterinary medicine issues;

**state inspector of veterinary medicine** – a doctor of veterinary medicine whose functions, pursuant to the position occupied at the state body or veterinary medicine institution, are to control and to inspect the observance of veterinary-sanitary requirements set forth by legislation (official doctor of veterinary medicine).

**state institutions of veterinary medicine** – bodies of public administration and other state institutions of veterinary medicine involved in execution of preventive, diagnostic, medical treatment and other anti-epizootic measures, scientific-research and test works, authorized to execute control and supervising functions in the field of veterinary medicine;

**means of veterinary medicine** – materials, equipment, devices, instruments, special motor vehicles and other mechanisms and facilities designed for veterinary activity;

**zoological market** – enterprise whose activity is to provide services in creation of due conditions to carry out allowed sale of animals, fodder of animal and vegetable origin, fodder additions; infectious (contagious) diseases – animals' maladies resulting from infecting by live pathogens (viruses, bacteria, Rickettsia, simplest fungi, micro-plasmas, other pathogenic microbes) and transmitted from the infected animals to healthy animals; quarantine veterinary and militia station – a temporary object to be put on the quarantine zone frontier according to the decision of the State Emergency Anti-Epizootic Committee with the aim to localize and prevent further animal infection spreading;

**preventive quarantine** – a system of measures to prevent bringing in infectious diseases which presuppose separate keeping and conduction of diagnostic researches and preventive treatments of animals in case of their export, import, inter-regional and inter-farming transportation;

**animal quarantine** – a special regime of activity set forth within the definite territory as to animals, and focused on localization and liquidation of outbreaks of dangerous infectious animal diseases. This regime allows establishment, as provided in this Law, of temporary restrictions in execution of rights of natural persons and legal entities with additional obligations vested upon them;

**fodder of vegetable origin** – complex nutrients based on vegetable protein, including forage grain, mixed fodder, fodder blends, cake, shrots, root crops, tuber crops, hay, straw, etc.;

**fodder of animal origin** – complex nutrients based on animal protein, including meal of meat, fish, blood, bone, meatbone, living feeding for fish, milk products and their derivatives, etc.; fodder additions – nutrients of organic and non-organic character, including: ferment preparations, proteins, amino acids, vitamins, micro- and macro elements, fodder yeast, fat and their composites added separately or in complex to fodder for animals;

**laboratory of veterinary medicine** – institution properly equipped for conduction of veterinary researches; pharmaceuticals – any substances or combinations of substances for prevention, diagnostics and treatment of human and animal diseases including renewal of correction, altering immune state, physiological functions, metabolism process;

**international veterinary (sanitary) certificate** – document issued by the official doctor of veterinary medicine of the country – exporter to confirm the state of animal health and the fact of vaccination and diagnostic researches, quality and safety of products of animal origin, other objects under control of veterinary medicine service and locality of their origin;

**objects under the state veterinary-sanitary control and supervision** – animals, products of animal origin and products of vegetable origin sold at markets; microorganism strains, veterinary preparations and substances; finished fodder, fodder additions and means of veterinary medicine; facilities where animals are kept and /or slaughtered, processed, stored and sold, transportation vehicles; objects of public catering and trade, as well as projects relating to building, reconstruction, modernization and putting in operation enterprises or separate facilities for production, storage and sale of veterinary preparations and products of animal origin;

**re-registration of the registered certificate** – repeated registration after the term its validity expires;

**food raw materials of animal origin** – meat, milk, eggs, egg mass, fish and sea food products, animal fat, lungs, liver, other pulp sub products, guts, blood, bee-keeping products and other products, used in food production;

**products of vegetable origin** – mushrooms, berries, vegetable, fruits and other vegetation used for nourishment; produce of animal origin – meat and meat products, milk and dairy products, eggs, eggs powder, mĭlange, fish, fish products, honey and other bee-keeping products, etc.;

**products of animal origin** – raw materials of animal origin including food raw materials, animal products and foods;

**anti-epizootic measures** – organizational - economic and special veterinary – sanitary activities including prophylactics and diagnostics, directed at prevention, revealing and liquidation of the animal contagious diseases;

**border and transportation post of the state veterinary-sanitary control and supervision** – object with complex buildings, constructions and technical means, located in a specifically allocated territory both as directly at the check-point through the state border and at railway stations, in airports, sea and river ports, where the state veterinary-sanitary control and supervision of the controlled objects is carried out;

**regional service of the state veterinary-sanitary control and supervision at the state border and transport of the State Department of Veterinary Medicine** – the state institution carrying out the state veterinary-sanitary control and supervision on a relative regional level as to protection of the territory of Ukraine from bringing in infectious animal diseases from the territories of other countries, ensuring fulfillment of veterinary requirements during international and internal domestic transportation of objects under the state veterinary-sanitary control and supervision by legal entities and natural persons, subjects of entrepreneurial activity; registration of veterinary

preparations, substances, finished fodder, fodder additions – fixation of the fact of their expedient use;

**market** – an enterprise in trade sphere directing its activities to providing services in establishing due conditions for allowed sale of animals, products of animal and vegetable origin, finished fodder, fodder additions and veterinary medicine means;

**raw materials of animal origin** – meat, milk, eggs, eggs mass, fish, animal fat, lungs, liver, other pulp sub-products, guts, blood, bile, skin, wool, hair, bristle, fur, down, feather, endocrine glands and their secretion, horns, hooves, bones, wax, silkworm cocoons, etc.;

**specialists of veterinary medicine** – doctors and assistants of veterinary medicine that carry out preventive, recovery, diagnostic, medical treatment activities in animal-breeding, veterinary-sanitary expertise of animal and vegetable products sold at markets or provide other veterinary services;

**List A-** the List of infectious animal diseases that can be spread fast and cause hard social-economic consequences or jeopardize human health and give negative impact on national security and international trade. The List A is specified by the Office International des Epizooties;

**subject of economic activities** – any legal entity or natural person conducting economic activities being the object of the state veterinary-sanitary control and supervision;

**substance** – active agent utilized for production of veterinary preparations;

**animals** – biological objects referred to fauna: agricultural, domestic, wild, including poultry and birds of prey, fur animals, laboratory, zoo, circus animals, fish, crawfish, mollusks, toads, bees, silkworms, etc., as well as sperm, zygotes, eyed eggs, incubate eggs, embryos etc.;

**food of animal origin** – natural products intended for human consumption, or after corresponding processing of the food raw materials of animal origin – canned meat, meat-and-plant and fish, cheese, milk and diary products, foodstuffs for babies, margarine, fats, sausage products, concentrated meat, etc.;

**microorganism strains** – genetically homogeneous populations of microorganisms within the species having certain stable specific morphological features and biological properties.

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**Мишак Олена Олексіївна**

**Навчальне видання**

**English  
for Veterinarians**

Видання здійснено за авторським редагуванням  
Видавничо-поліграфічний дім «Формат», 2017

Відповідальний редактор –  
Комп'ютерна верстка –  
Коректура –

Підписано до друку  
Формат Папір офс.  
Ум. друк. арк. 14,5  
Тираж 100 пр.  
Зам. №