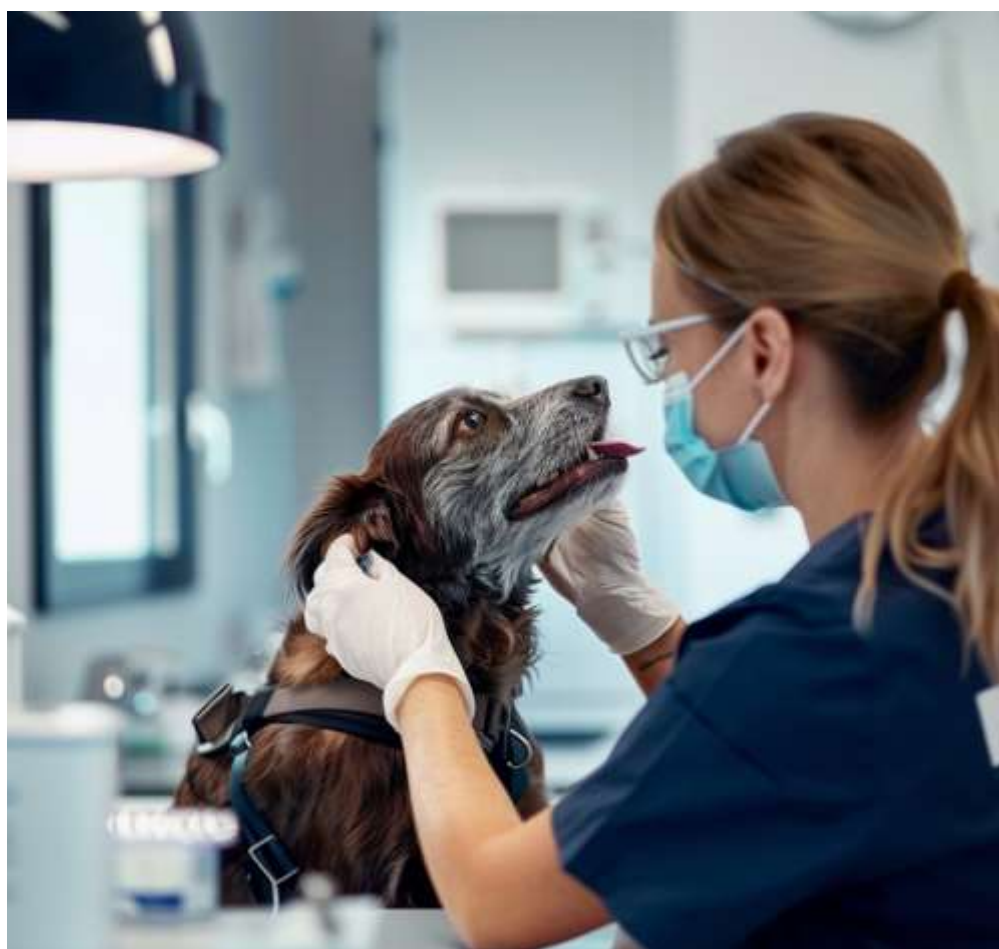


И.Ю.Савкин

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**



Пенза 2024

**МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
РОССИЙСКОЙ ФЕДЕРАЦИИ**

ФГБОУ ВО Пензенский ГАУ

И.Ю. Савкин

**ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ**

**Учебное пособие
для студентов, обучающихся по направлению
36.02.01 Ветеринария**

Пенза 2024

УДК 338.48
ББК 654.33
С13

Рецензент: кандидат исторических наук, доцент кафедры «Управление, экономика и право» ФГБОУ ВО Пензенский ГАУ Н.Н. Сологуб.

Печатается по решению методической комиссии факультета среднего профессионального образования ФГБОУ ВО Пензенский ГАУ от 09.09.2024 г., протокол № 1.

Савкин, Илья Юрьевич

С13 Иностранный язык в профессиональной деятельности:
учебное пособие / И.Ю. Савкин. – Пенза: ПГАУ, 2024. –226 с.

Пособие охватывает широкий спектр ветеринарной тематики, включая основы анатомии, болезни животных, современные методы лечения, ветеринарное оборудование и систему обучения ветеринарных специалистов в России и за рубежом. Материалы пособия представлены в увлекательной и доступной форме, что позволяет легко усваивать и запоминать новую лексику и грамматические правила. Также пособие может быть использовано в качестве дополнительного материала на занятиях со студентами специальности 36.02.02 Зоотехния.

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UNIT 1 ENVIRONMENT

LESSON 1. HUMAN AND NATURE

Topical vocabulary

Vocabulary	Translation
1. Grass	1. Трава
2. To commit a crime	2. Совершить преступление
3. guerrilla gardening	3. Выращивать растения без разрешения городских властей
4. full of soil	4. Полный почвы
5. Bamboo	5. Бамбук
6. Prison	6. Тюрьма
7. degree to Agriculture and Wildlife	7. Специальность «Сельское хозяйство и дикая природа»
8. Rainwater	8. Дождевая вода
9. growing lights	9. Свет для более быстрого выращивания
10. to sell the site	10. Продать стройку
11. Town Hall	11. Городская ратуша
12. piles of soil	12. Большое количество почвы
13. Seeds	13. Семена
14. Successful	14. Успешный
15. to re-green	15. Озеленить заново
16. take it all away	16. Забрать насовсем

Reading comprehension

Pre-reading questions

Do you do gardening at home?

What plants would you like to grow in your garden?

The Green Wars

Plan 1: Guerrilla gardening

The time is what the army call ‘oh-three-hundred-hours’ – three o’clock in the morning. We’re in the car park of the sports centre. It’s empty

except for me and my best friend, Janey and an old truck. It belongs to the company that put grass on the town football pitch last week.

‘What are we doing here?’ I ask.

‘Here’s the plan,’ says Janey. ‘First, we take that truck ...’

‘I’m going home,’ I say. ‘Good night.’

‘Then, we drive to the Town Hall. And then we use the **grass** in the truck to cover the high street from top to bottom. Like one great big garden. Are you ready?’

I think about it for a moment. Then I smile.

‘OK,’ I say. ‘Let’s go.’

Our new green high street is beautiful. But we don’t have time to enjoy it. The judge says we **committed a crime**. She gives me 150 hours of community service. Janey gets 300 hours because it was her idea. I do my hours and return to my studies. Janey spends her time planning how we’re going to do our **guerrilla gardening** better in future. We want to make the whole town green. Janey’s ideas will probably put us both in prison. But someone has to help the planet.

Plan 2: The bamboo forest

Every September, our town has a festival. Crowds of happy people eat hotdogs and wave little flags. Then everyone goes to the park on the edge of town. The mayor gives a speech, and everyone has fun. I should be at home packing my bags to go and study engineering at university. But, as soon as everyone has gone to the park, Janey picks me up in another ‘borrowed’ truck. This one is **full of soil**.

‘Get in,’ she says. ‘There’s enough soil to cover the high street from Baker’s Street to Humber Road, right past the new shopping centre. I’ve mixed it with bamboo seeds. It’s a kind of seed that grows really, really fast. Before the festival is over, there will be a mini forest in front of the supermarket. No one will be able to get in or out of that street. It really does grow that fast. What do you think?’

Well ... why not? I’ll be at university next week anyway. ‘Let’s do it.’ ...

Janey was right, **bamboo** grows fast. It was as high as your knees before anyone discovered what we had done. By the time the council found someone to cut it down, our bamboo forest was taller than the mayor. It was

great, but they took it away. After what we did last year, they knew it was us. Plus, Janey had bought the bamboo online with her bank card, so it was definitely her. This time, she got six months in **prison**.

She didn't tell them I had helped her, so I still went to university. But I changed my **degree to Agriculture and Wildlife**. I wanted to learn all about plants, gardening and farming. I thought it would help Janey and me succeed as guerrilla gardeners.

Plan 3: The vertical farm

I'm wearing my new business suit. My presentation is ready, and there's a small plastic model of my idea on the table. On the other side of the table, my three heads of department are waiting to see my final university project – the vertical farm. We've seen what happens when we do what Janey says. Now it's my turn.

'Good morning,' I say. 'During my studies I've learned a lot about city farming. After university, I want to do something with what I've learned.' I show them the model. 'This is the high street of my town. This is our shopping centre, and this is an old, nine-floor car park. No one has used it for the last two years and it's now for sale.' I start the presentation. They can see my designs on the big screen while I talk. 'I've designed a city farm using the carpark building. There will be eight floors to farm fruit and vegetables. This design will collect **rainwater** to water the soil. And we will use energy from the sun to power the special **growing lights**.'

The presentation changes to show the maths of how the farm will make money. 'I will rent the space to small local farmers. We will sell everything in local shops to be as good for the environment as possible.

Also, the ninth floor will be for any local people who want to grow their own food.' My audience looks interested, but I haven't finished yet. 'To prove the project can work, I've talked to local people and farmers. I've received letters of support and interest from all sides. I also gave this presentation to my bank manager. The bank will give me money, - if I can convince the town council to sell me the site.' I turn off the presentation. 'Are there any questions?'

My project gets the highest marks in my class. But in the real world that doesn't matter. The town council didn't accept my plan. Instead, they decided **to sell the site** to a company who will destroy the car park and build a block of luxury apartments. The mayor says they will bring new energy to

the town. So that's the end of the vertical farm. Janey kept getting in trouble while I was away. But she was out of prison when I came back, so I met her for a drink. 'You should never have changed from my way of doing things,' she tells me. 'Nothing sends our message better than covering streets with grass, trees and plants.' Her latest trip to prison was for doing exactly that, again. But I have just finished university and my future looks good. Do you think I was clever enough not to listen to her?

Plan 4: Guerrilla gardening 2.0

This time, I agreed to do part of what Janey wanted. We drive around town to search for the perfect location. Not in front of the **Town Hall** or the shopping centre. They are the kinds of places Janey thinks will send the biggest message. But I don't think these are the best places to choose.

I'm looking for something different. Somewhere that's not in the town centre. Not the best neighbourhood, but a poor one. One that never gets any public money. One where the road is full of holes and the pavement is all broken. I'm looking for somewhere where people don't have cars outside their houses. We find the perfect place.

One night, we arrive in another 'borrowed' truck. We carefully fill the whole street with soil from one pavement to the other. It's just like Janey's old plans, but this time we plant vegetable gardens in front of every house. We post letters through people's doors with gardening instructions, so the new lucky owners will know what to do. The letters also mention how much money you can save if you grow your own food – you'd be surprised. In the same neighbourhood, we put grass over those broken old pavements for the kids to play on. Finally, we put up a sign that says, 'Please Walk on the Grass'.

When we've finished, we're both covered in soil and completely exhausted. But Janey puts an arm around my shoulders and smiles.

'Not a bad plan, for you,' she says. 'You're learning!'...

The people from the town council are extremely angry, of course. They send workers to the street to **take it all away**. But the people who live there join their arms together to protect their new gardens. Can you believe it? Just as I hoped, the people in this neighbourhood like what we've done to their street! Later that day, the mayor goes to the area to explain that what we did is a crime. He isn't very pleased when a local TV reporter arrives. The reporter asks him, 'The town council hasn't spent any money on this

street for 20 years! Now someone else has come and improved it! Why don't you want it to be a place for growing food? Why can't it be a place for children to play and learn?'

It was the main story on the national evening news, and the whole town was delighted. Well, everyone apart from the mayor, of course.

The night after that, Janey and I do it again, but this time we work fast and hard. We just leave big **piles of soil, seeds** and instructions on as many streets as we can. People get the idea now, and we can't do all the work ourselves. We manage three more nights of that before the police catch us.

Plan 5: The right place to fight

So here I am, in prison. It could be worse. The plan was mainly my idea, but I don't have to stay here too long. That's because it's my first time in prison. Or it's my first time as an adult, at least. But Janey has been in prison many times now, so she gets longer. When I get out of prison, she will still have two years left. She doesn't mind too much. She's happy that 'Guerrilla Gardening 2.0' was **successful**.

We're in separate buildings in prison, but we both work on the prison farm. I start teaching Janey some of what I learned at university. Soon she has learned everything I can teach her. When it's time for me to get out of prison, we say goodbye. Janey says, 'Don't worry. I'll look after the farm. When you get sent back here for your next green crime, it'll be waiting for you!' But my next plan does not include returning to prison.

Do you remember those piles of soil we left in streets all over town? Half of them are vegetable gardens now. The council doesn't like it, but we chose our locations well. The people that live there are really happy. And politicians don't want to take away gardens from happy people. If they do that, people will remember at election time. One thing I've learned is this: If you want to win the battle, choose the right place to fight. The old mayor is retiring this year, you see. So the next time I try **to re-green** my town, I'll enter the election for the job of town mayor. Last year I was a guerrilla gardener. Next year I'll be the mayor. And our town will be the greenest place in the country.

(Story written by Andrew Leon Hudson and adapted by Nicola Prentis)

Exercise 1. Comprehension questions:

1. What crimes did the character commit when planning their actions?
2. Why did the character decide to change his profession to farming and animal husbandry?
3. What project did the character present at his thesis defense?
4. What happened to the vertical farm project after the presentation to the city council?
5. What problems can arise when creating urban farms?
6. What consequences could arise as a result of growing bamboo throughout the city?
7. What does the mayor have to do with the adventures of heroes?
8. Who do you think was right - the character or his girlfriend?
9. Why did the main character decide to start leading a healthy lifestyle related to agriculture?
10. What can be done to popularize the vertical farm project among the townspeople?

Exercise 2. Match the plans (1–5) with what happens (a–e).

Plan	What happens
Plan 1: Guerrilla gardening	a. Only Janey goes to prison for this plan.
Plan 2: The bamboo forest	b. People in the town like this plan.
Plan 3: The vertical farm	c. The narrator thinks he has learned something important that will make this plan work.
Plan 4: Guerrilla gardening 2.0	d. The narrator is surprised when this plan doesn't work.
Plan 5: The right place to fight	e. They create a big garden in the centre of town.

Exercise 3. Are the sentences true or false?

1. Plan 1 is Janey's idea. _____
2. The truck they use belongs to the narrator. _____
3. When Janey goes to prison for the first time, the narrator goes to university. _____
4. The vertical farm plan includes nine floors for farmers to grow food. _____

5. The narrator gets a bad mark from the university for the vertical farm project. _____

6. Janey is happy with the results of Guerrilla gardening 2.0. _____

7. Janey and the narrator can continue gardening in prison. _____

8. The narrator's final plan involves committing a crime. _____

Exercise 4. Give a short description of each plan (5-7 sentences). Which one would you follow? Give reasons.

Vocabulary Focus

Exercise 5. Write a word to complete the sentences.

<i>Grass- sky- plant- fire- flower- sea- island</i> <i>Forest- tree- mountain –hill- river</i>

1. A _____ is a flow of water that crosses land.

2. An area of land that is surrounded by water is an _____.

3. The colourful part of a plant is a _____. It doesn't normally last a long time.

4. The water we can see at the beach is the _____.

5. The blue space above us is the _____.

6. A green plant that grows on the ground in the park and in the garden is _____.

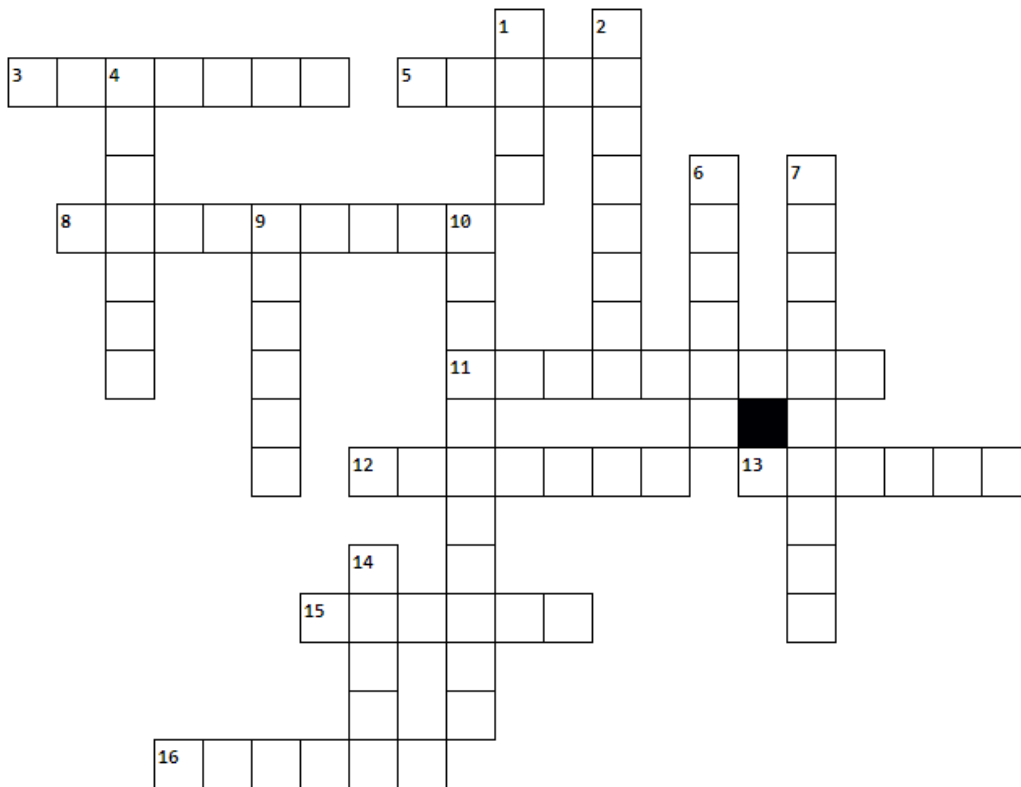
7. A _____ is an area with many trees.

8. A tall plant that has a thick, brown wooden stem is a _____. It has branches and leaves.

9. A _____ is a very high area of land. Like a really big hill!

10. The light and heat produced by burning is called _____.

Exercise 6. Do the crossword



Across	Down
3. A sort of radio on the Internet. Named after an Apple device first used to play them	1. The very top of a mountain
5. A large open area for walking and playing	2. The article series about a disaster
8. Someone who searches for something	4. The downwards movement of something
11. A disaster where snow falls down a mountain	6. An activity in which you strap two pieces of wood or other material to your feet
12. Something pertaining to nature; unchanged, not untouched	7. The study of the human mind
13. The place where Alexander Supertramp wants to live all by himself	9. A holy celebration of an execution
15. An activity in which you take a long walk	10. A literary period where writers sought to find God in nature
16. A piece of paper with a written message on it	14. The book on which the film "Mother!" is based on

Exercise 7. Cross out the word that is incorrect in each sentence

1. I took a photo of the sunset / sunrise / roots because the sky was so pink.
2. We saw a snake sitting on a branch / rock / stream.
3. You can drink the water from the ocean / a river / a stream.
4. You can hear the cave / thunder / waterfall from a long way away.
5. He believes there are bears living in the root / cave / valley.
6. My feet got wet while I was walking along the lake / shore / wildlife.
7. She wants to climb up this cliff / peak / wave, but it's very difficult.
8. We didn't expect to see a thunderstorm / ocean wildlife on our trip to the mountains.

Exercise 8. Complete the sentences with words a-h.

<ol style="list-style-type: none">1. One of the driest places in the world is Death_____.2. In Acapulco, people dive into the ocean from high_____.3. Cairo is on the banks of the Nile_____.4. Niagara is an amazing _____in the U.S. and Canada.5. Every year, we drive along the Atlantic_____.6. Surfers love going to Hawaii for its giant_____.7. In 1963, a plane crashed when _____ hit it.8. They say the Loch Ness Monster lives in a _____ in Scotland	<ol style="list-style-type: none">A. RiverB. CoastC. LakeD. LightningE. CliffsF. ValleyG. WavesH. Waterfall
--	--

Exercise 9. Topics for oral composition:

1. What is human-nature interaction, and why is everyone talking about it?
2. Negative human influence on nature
3. Positive human influence on nature
4. Negative effects of nature on humans
5. Positive effects of nature on humans

Exercise 10. Make up a dialogue with a partner on topic “Men and Nature” by answering the questions:

STUDENT A's QUESTIONS (Do not show these to Student B.)

(1)	What things do you think about when you hear the word 'nature'?
(2)	How important is nature to you? Why?
(3)	How much nature is there where you live?
(4)	What is the most beautiful thing in nature? Why?
(5)	How does being in nature make you feel? Why?
(6)	Why do people live in cities, where there is almost no nature?
(7)	What does "the power of nature" mean? How powerful is nature?
(8)	What bad things are people doing to nature?
(9)	What would the trees say to humans (if they could talk)?
(10)	Where is the best place in your country to see or experience nature?

LESSON 2. NATURAL DISASTERS

Exercise 1. Match the words (a-u) with the Russian equivalents (1-21)

Topical Vocabulary

Vocabulary	Translation
a) earthquake	1. ураган
b) hurricane	2. грузовой поезд
c) blizzard	3. метель
d) avalanche	4. пустить под откос
e) forest fire	5. лавина
f) flood	6. кипяток
g) tidal wave	7. микропогода
h) tornado	8. лесной пожар
i) to derail	9. испарять
j) to classify	10. землетрясение
k) hail	11. град
l) aurora	12. расплавленная лава
m) microweather	13. наводнение
n) molten lava	14. классифицировать
o) pyroclastic	15. взрыв
p) scalding water	16. броситься вверх
q) poisonous chemicals	17. приливная волна
r) freight train	18. ядовитые химикаты
s) to dart up	19. пирокластик
t) explosion	20. полярное сияние
u) to vaporize	21. торнадо

Exercise 2. Scan the text and reproduce the phrases where topical vocabulary is used.

Exercise 3. Look through the text and answer the questions

- Which of the natural disasters described in the reading text would be the most frightening?
- How do people and the government respond to natural disasters in your country?

Ten freaky forces of nature

Nature can be unbelievably powerful. A major **earthquake** can topple huge buildings and bring down entire mountainsides. At Niagara Falls, more than 500,000 gallons (1,892,705 liters) of water crash down 18 stories into the Niagara River every second—enough to fill nearly 50 Olympic-size swimming pools in a minute! And everyone knows about hurricanes, blizzards, avalanches, forest fires, floods, tidal waves, and tornadoes. But if you thought Mother Nature didn't have many surprises up her sleeve, think again. Nature has a load of other powers that, while less well-known, can only be described as, well, freaky.

1. THE MOTHER OF ALL TORNADOES

The fastest wind speed ever recorded—318 miles an hour (511 kilometers an hour)—occurred during a tornado near Oklahoma City in 1999. Scientists **classify** tornadoes by the damage they can do. A tornado with wind speeds of 70 miles an hour (113 kilometers an hour) can sweep away entire houses and hurl cars through the air like missiles. But a tornado with wind speeds of more than 300 miles an hour (483 kilometers an hour) has the power to **derail** train cars, tear grass from the ground, and even rip pavement from the street.

2. DODGE BALLS

About 1,000 years ago hundreds of people were mysteriously killed in the Himalaya. A recent investigation concluded that they were caught in a hailstorm that dropped chunks of ice the size of baseballs on the victims' heads at more than 100 miles an hour (160 kilometers an hour). **Hail** is formed in storms when raindrops are carried into extremely cold areas of the atmosphere by powerful vertical winds. The longer the tiny specks of ice bounce around in the wind, the bigger they become. When the clumps of ice grow too big for the wind to hold up, they fall to the ground as hail.

3. LIGHT SHOW

Vast glowing rings, called **auroras**, often appear far above the North and South Poles. These rings can be more than 12,000 miles (19,312 kilometers) around. People who live near polar regions see the auroras as giant curtains of shimmering light in a variety of colors. This beautiful effect occurs when charged particles, shot past the Earth by the sun at more than a million miles an hour (1,609,344,000 kilometers an hour), are caught in the Earth's magnetic field and funneled to the Poles. When these particles hit gases in our atmosphere, the gases give off light. People in the far northern and southern regions can enjoy the greatest natural light shows on Earth.

4. IT'S RAINING FROGS!

Small frogs rained on a town in Serbia, sending residents running for cover. "There were thousands of them," a villager told a local newspaper. "I thought maybe a plane carrying frogs had exploded in midair," said another resident. Had the town gone crazy? Probably not. Scientists believe that waterspouts and tornadoes can suck up the surfaces of lakes, marshes, and other bodies of water. When they do, they can take frogs and fish along for the ride. The tornadoes can then drop the miles away.

5. FLAMING TWISTERS

As if tornadoes aren't dangerous enough, one kind is made of fire. Wildfires are so powerful they can create their own weather. As these fires burn, they consume huge quantities of oxygen. The intense heat causes the air to rise. When fresh air swoops in and replaces it, strong winds are produced. Sometimes this self-created weather, or **microweather**, causes swirling tornadoes of fire. These flame-throwing tornadoes, called fire whirls, can be 50 feet (15 meters) wide and grow as tall as a 40-story building.

6. GASSY SITUATION

When a volcano erupts, a glowing sea of **molten lava** often flows down its sides, destroying everything in its path. A lava flow is unbelievably

dangerous. But a volcano can produce something even deadlier: a pyroclastic flow, which is a cloud of gas and rock that can reach temperatures above 1,000 degrees Fahrenheit (537 degrees Celsius). The flow crashes down the side of a volcano like an avalanche. While most people can easily move out of the way of most lava flows, they can't escape a **pyroclastic** flow so easily. These flows typically reach speeds of more than 50 miles an hour (80 kilometers an hour).

7. SNOWBALL FACTORY

You head outside after a snowstorm and see dozens of drum-shaped snowballs. These rare creations are called snow rollers, and Mother Nature makes them all by herself. Snow rollers form when wet snow falls on ground that is icy, so snow won't stick to it. Pushed by strong winds, the snow rolls into logs. Maybe this is nature's way of saying it's time for a snowball fight.

8. DEEP SEA JACUZZIS

Vents on the ocean floor, more than a mile (1.6 kilometers) below the surface, gush what looks like clouds of black smoke. They're surrounded by a variety of freaky life forms never seen before the first vents were discovered about 30 years ago. These underwater hot springs, called hydrothermal vents, occur when water seeps through cracks in the ocean floor after being heated by magma inside the Earth. The **scalding water** can shoot back into the cold ocean at temperatures hotter than 700 degrees Fahrenheit (371 degrees Celsius), carrying a black or white stew of dissolved rock and chemicals. Amazingly, these vents support large communities of bizarre sea creatures. These life-forms rely on millions of bacteria inside them to turn **poisonous chemicals** rising from the seafloor into food.

9. MYSTERY WAVES

Imagine you're on an ocean liner when a wall of water ten stories tall races toward you like an unstoppable **freight train**. It's not a tsunami, caused by an undersea earthquake. Tsunamis are tiny in the open ocean and become enormous—and deadly—as they approach the shore. No, what you're witnessing at sea is a rogue wave, also called a freak wave. Scientists

aren't sure what causes these waves, but they do know they can appear without any warning in the open sea, even in the clearest of weather. As recently as 15 years ago these waves were thought to be a myth. But scientists now know they are very real—and very dangerous to even the largest ships.

10. GREAT BALLS OF FIRE

During a thunderstorm, a glowing ball the size of your head suddenly appears. It hovers a few feet above the ground, drops down, dances across the yard, and then **darts up** into the air before it fades away. This freaky phenomenon is ball lightning. Sometimes it disappears with a small **explosion**. Some scientists think that when normal lightning strikes the ground, it **vaporizes** a mineral called silicon found in soil. They think this silicon forms a kind of bubble that burns in the oxygen around it.

Exercise 4. Make up 10 questions to the text. Use different types of questions.



Exercise 5. Read the article again to find the following information. Which paragraph(s) mention:

1. the destruction of property?
2. how tall a natural disaster can be?
3. something that is made in cold conditions?
4. an unusual behavior of water?

5. a disaster connected to high heat and whirls?
6. a very comic but dangerous situation?

Which of the natural disasters described in the reading text would be the most frightening?

How do people and the government respond to natural disasters in your country? Give examples.

Exercise 6. Translate one of the passages in writing.

GRAMMAR PRACTICE

“Present Simple and Present Continuous Tense”

PRESENT SIMPLE	PRESENT CONTINUOUS
Действие происходит всегда, обычно, для описания постоянных ситуаций, говорим о повседневных делах, привычках, хобби	Действие длится в данный момент или сейчас; говорим о ситуации сейчас
+ I/We/You/They V He/She/It V(e)s	+ I AM Ving He/She/It IS Ving We/You/They ARE Ving
- I/We/You/They DO NOT V He/She/It DOES NOT V	- I AM NOT Ving He/She/It IS NOT Ving We/You/They ARE NOT Ving
? DO I/we/you/they V..? DOES he/she/it V..?	? AM I Ving..? IS he/she/it Ving...? ARE we/you/they Ving...?
ОБСТОЯТЕЛЬСТВА ДЛЯ ОПРЕДЕЛЕНИЯ ДАННОГО ВРЕМЕНИ ALWAYS всегда USUALLY обычно SOMETIMES иногда OFTEN часто NEVER никогда SELDOM/RARELY редко EVERY DAY/WEEK/MONTH/YEAR Каждый день/неделю/месяц/год IN THE MORNING утром IN THE AFTERNOON днём IN THE EVENING вечером AT NIGHT ночью AT 7 O’CLOCK в 7 часов ONCE A WEEK один раз в неделю TWICE A MONTH два раза в месяц ON MONDAY в понедельник	ОБСТОЯТЕЛЬСТВА ДЛЯ ОПРЕДЕЛЕНИЯ ДАННОГО ВРЕМЕНИ NOW сейчас RIGHT NOW прямо сейчас AT THE MOMENT в данный момент AT PRESENT в настоящее время NOWADAYS в наши дни LISTEN... Послушай (что-то происходит) LOOK... Смотри (что-то происходит) THESE DAYS в эти дни TODAY сегодня TONIGHT сегодня вечером THIS YEAR/WEEK/MONTH- в этом году/на этой неделе/ в этом месяце ALWAYS –всегда (критика/раздражение)

Exercise 1. Find in the text and write out all the verbs in the Present Simple and Present Continuous Tense

Exercise 2. Choose the correct option.

1. We usually _____ a bus or a taxi early in the morning to get to work.

- a) takes
- b) take
- c) are taking

2. Every day I _____ up, then _____ my teeth and _____ my journey.

- a) wake/ brush/ start
- b) woke/ brush/ starting
- c) waking/ brush/ start

3. When _____ the Sun rise? In the evening or in the morning?

- a) do
- b) are
- c) does

4. They _____ tea now.

- a) drinking
- b) are drinking
- c) are drinks

5. My sister seldom _____ our parents. She's very busy and has no time at all.

- a) visits
- b) visit
- c) is visiting

Exercise 3. Open the brackets and write the verbs in the correct form

1. My working day (to begin) at six o'clock.
2. The boys (to run) about in the garden now.
3. I (to get) up, (to switch) on the TV and (to brush) my teeth.
4. I (to do) my homework now.
5. It (to take) me about twenty minutes.
6. I (to have) breakfast at seven o'clock.
7. I (to leave) home at half past seven.
8. Ann (to sit) at her desk now.

9. A young man (to drive) a car at the moment.
10. I (to take) a bus to the institute.

Exercise 4. Make up questions using the words given below:

1. Does/what/up/get/she/time?
2. Do/breakfast/does/what/she/before?
3. For/does/have/breakfast/she/what?
4. To/how/she/work/does/go?
5. She/does/what/evening/do/the/in?

Exercise 5. Present simple or present continuous?

1. Who is that man? What _____ he _____ (want)?
2. Who is that man? Why _____ he _____ (look) at us?
3. _____ you _____ (believe) in God?
4. Gilbert says he is 80, but nobody _____ (believe) him.
5. Every Monday Maite _____ (drive) her kids to football practice.
6. Be quiet. Arturo _____ (sleep).
7. Don't forget to take your umbrella. It _____ (rain).
8. I don't like living in England. It always _____ (rain).
9. Look! It _____ (snow). We are going to have a white Christmas.
10. Maila _____ (watch) TV every morning.
11. I have to go now. It _____ (get) dark
12. Right now I _____ (spend) time with my father.
13. We usually _____ (go) to the gym on Mondays.
14. She _____ (talk) to Pete at the moment.
15. He _____ (look) good in jeans.
16. She _____ (wear) a dress today.
17. We _____ (drive) on the left in England.
18. I _____ (not want) to go to the Cinema.
19. We _____ (go) dancing every weekend.
20. I _____ (take) a pill every day.

Quick Test

“Present Simple and Present Continuous Tense”

Exercise 1. Choose the present simple or the present continuous.
Watch out for **stative verbs**.

1. Julie _____ (read) in the garden.
2. What _____ (we / have) for dinner tonight?
3. She _____ (have) two daughters.
4. I _____ (stay) in Spain for two weeks this summer.
5. He often _____ (come) over for dinner.
6. The class _____ (begin) at nine every day.
7. What _____ (you / eat) at the moment?
8. What _____ (Susie / do) tomorrow?
9. I _____ (not / work) on Sundays.
10. She _____ (not / study) now, she _____ (watch)

TV.

11. How often _____ (you / go) to restaurants?
12. I _____ (not / go) on holiday this summer.
13. I'm sorry, I _____ (not / understand).
14. She _____ (work) as a waitress for a month.
15. She _____ (take) a salsa dancing class every Tuesday.
16. It _____ (be) cold here in winter.
17. Take your umbrella, it _____ (rain).
18. This cake _____ (taste) delicious.
19. The bag _____ (belong) to Jack.
20. When _____ (you / arrive) tonight?

Exercise 2. Put the time markers in the correct column.

Always / at the moment/ every day / never/ now/ right now/ often/
sometimes/ today/ this morning/ usually/ once a year

Present Simple Tense	Present Continuous Tense

LESSON 3 ENVIRONMENTAL PROBLEMS

Exercise 1. What does it mean to be **eco-friendly**? Match the activities with the pictures. Choose the activities which you think are eco-friendly.



- A. Using plastic
- B. Driving a car
- C. Riding a bike
- D. Leaving appliances plugged in
- E. Planting a tree
- F. Cleaning up the environment

Exercise 2. Scan the **QR-code** and watch a video about plastic pollution. (Адаптировано из образовательного ресурса TED-Ed, https://www.youtube.com/watch?v=_6xlNyWPpB8&ab_channel=TED-Ed)



Exercise 3. Put the events in the mentioned order.

1. Bottle one ends up in a landfill. As plastics sit there amongst layers of other junk, rainwater flows through the waste and absorbs the water-soluble compounds it contains.
2. Bottles are filled with liquid, wrapped, shipped, bought, opened, consumed and discarded.
3. Bottle two, after months lost at sea, is slowly drawn into a place known as the Great Pacific Garbage Patch. Here some animals get entangled in the mess. They mistake the coloured plastic bits for food.
4. Some of these compounds are highly toxic. Together they create leachate, which can move into groundwater, soil and streams poisoning ecosystems and harming wildlife.
5. Most plastics don't biodegrade which means they are destined to break down into smaller pieces rotating in the sea eternally.
6. Bottle three is brought into a plant where it is squeezed flat and compressed into a block. The blocks are shredded into tiny pieces which are washed and melted so they become raw materials that can be used again.
7. Plastic makes animals feel full when they are not so they starve to death.
8. Bottle three is now ready to be reborn as something completely new.

Exercise 4. Read the sentences and choose the appropriate meanings of the words in bold.

1. Bottles are filled with liquid, wrapped, shipped, bought, opened, consumed and **discarded**. (*to collect/to throw away /to use*)
2. Bottle one **ends up** in a landfill. As plastics sit there amongst layers of other junk, rainwater flows through the waste and absorbs the water-soluble compounds it contains. (*to find yourself in a place or situation that you did not intend or expect to be in/to find a solution/to follow*)
3. Bottle two, after months lost at sea, is slowly drawn into a place known as the Great Pacific Garbage Patch. Here some animals **get entangled** in the mess. They mistake the coloured plastic bits for food. (*get lost/get twisted / disappear*)
4. Plastic makes animals feel full when they are not so they **starve to death**. (*to get a little hungry/to be killed/to die from lack of food*)
5. Most plastics don't biodegrade which means they are destined to **break down into** (*to drop/to separate into/to become smaller*) smaller

pieces *rotating (fall apart/throw away/move in a circle)* in the sea eternally.

6. Bottle three is brought into a plant where it is squeezed flat and compressed into a block. The blocks are *shredded into (to cut sth into small pieces/to melt/to destroy)* tiny pieces which are washed and melted so they become raw materials that can be used again.

Exercise 5. Watch the video again and answer the questions using new words (*discard, end up, get entangled, starve to death, break down into, rotate, shred into*).

1. How are the bottles made?
2. Where does bottle one end up?
3. What danger does leachate bring?
4. How is bottle two drawn into the Great Pacific Garbage Patch?
5. What happens to the animals in the Great Pacific Garbage Patch?
6. What is the destiny of bottle three?

Writing Practice. For-and-against essay (эссе «за и против»)

Exercise 6. Write down and learn all the state phrases.

Клише для введения

Nowadays many people
think/believe

These days some people con-
sider

The world is changing

Experts say that ...

Some people are convinced that

...

While other people think differ-
ently ...

Nowadays many people face
difficult decision when they ...

It is hard to imagine our life
without ...

Сегодня много людей ду-
мают, что...

В наши дни некоторые пола-
гают, что.....

Мир меняется

По мнению экспертов.....

Некоторые люди убеждены,
что....

В то время как другие люди
думают по-другому.....

В настоящее время люди ча-
сто сталкиваются со сложным вы-
бором, когда они...

Тяжело представить нашу
жизнь без

A common opinion that ...	Общепринятое мнение гласит.....
I would like to express my point of view/opinion on this issue/ problem ...	Я бы хотел выразить своё мнение по этому вопросу.
Many people think ... but others do not agree.	Многие люди думают, (что) ... , но другие не согласны.
Let us consider what the advantages and disadvantages of ... are.	Рассмотрим, каковы преимущества и недостатки
Let's consider some pros and cons of it.	рассмотрим некоторые плюсы и минусы (этого).
Let us start by considering the facts.	Начнем с рассмотрения фактов.
Let us start by considering pros and cons of it.	Начнем с рассмотрения плюсов и минусов (этого).
It is generally agreed today that ...	Сегодня общепризнано, что ...

Клише для выражения своего мнения

In my view	Моя точка зрения
In my opinion	По моему мнению
I think/ I am sure	Я думаю, я уверен
I believe/consider	Я полагаю
Personally speaking	Лично я
I am in favour of the idea that	Я за ту идею, чтобы

Клише для введения аргументов

First of all/First/Firstly	Во-первых
Second/Secondly	Во-вторых
Third/Thirdly	В третьих
Finally	В завершении
Last but not least	Последнее, но не менее важное
At first	Для начала
To begin with	Начну с
In the beginning	В начале
Besides	Кроме того
Moreover	Более того
In addition	В дополнении
Another point that	Другая точка зрения

Because	Потому что
Since	Ввиду
As a result	Как результат
Due to	Вследствие
This is why	Поэтому
Therefore	Следовательно
Thus	Таким образом
Consequently	Следовательно
For example/For instance	Например
According to some experts...	По мнению некоторых экспертов, ...
Perhaps we should also point out the fact that ...	Возможно, нам также следует отметить тот факт, что
It would be unfair not to mention that fact that ...	Было бы несправедливо не упомянуть тот факт, что
One must admit that ...	Надо признать, что
We cannot ignore the fact that ...	Мы не можем игнорировать тот факт, что
One cannot possibly accept the fact that ...	Трудно смириться с тем фактом, что ...
From these facts, one may conclude that ...	Из этих фактов, можно сделать вывод (о том), что
Which seems to confirm the idea that	Что, по-видимому, подтверждает мысль (о том), что ...
Thus, ... / Therefore,...	Таким образом, ... / Поэтому ...
The most common argument against this is that	Наиболее распространенным аргументом против этого является то, что
Experts believe that	Эксперты считают, что
Experts suggest that	Эксперты предполагают, что
Experts point out that	Эксперты отмечают, что
Клише для выражения противоположной точки зрения	
However	Однако
Nevertheless	Тем не менее
Although (even)	Хотя
Though	Однако

But
Yet
In contrast
In comparison
Whereas
On the other hand
On the contrary
Alternatively
Conversely

Но
Несмотря на это
В отличие от
В сравнении
В то время как
С другой стороны
Напротив
Другой вариант
Наоборот

Клише для выражения несогласия с противоположной точкой зрения

That's partly true, but ...
I see your point, but...
It is not as simple as it seems
I'm not so sure about that.
That seems obvious, but...
I accept what you're saying
but...
It is only partly true that...
To some extent, I agree with
you, but...
It sounds interesting, but...
That's true, but...
I'm sorry, but I disagree.
I am of a different opinion be-
cause ...

Отчасти это правда, но ...
Я понимаю Вашу точку зре-
ния, но ...
Не так просто как кажется
Я в этом не очень уверен
Это кажется очевидным, но
...
Я принимаю то, что ты гово-
ришь, но ...
Отчасти это правда..
В какой-то степени я согла-
сен, но...
Звучит интересно, но ...
Это правда, но ...
Извиняюсь, но я не согласен
Я другого мнения пото-
мучто...

I cannot share this view.

Я не могу разделить Вашу
точку зрения

Клише для заключения

Generally speaking
In the final analysis
All things considered
As shown above
In the long run
Given these points

В общем
В конечном счете
Учитывая все обстоятель-
ства
Как показано выше
В долгосрочной перспективе
Учитывая эти моменты

As has been noted	Как уже отмечалось
In conclusion	В заключение
In short	Короче говоря
To summarize	Суммируя
To sum up	Суммируя
All in all	В общем
Obviously	Очевидно
In summary	В заключение
In conclusion, I can say that although ... ,	В заключение я могу сказать, что, хотя ...
To draw the conclusion, one can say that	Подводя итог, можно сказать, что ...
So it's up to everybody to decide whether ... or not.	Так что каждый должен решить для себя ... ли ... , или нет.
The arguments we have presented ... suggest that ... / prove that ... / would indicate that...	Представленные нами аргументы ... предполагают, что ... / доказывают, что ... / указывают на то, что
From these arguments one must ... / could... / might ... conclude that	Исходя из этих аргументов, надо ... / можно ... / можно было бы ... прийти к

Exercise 7. Read the text and find:

- a) conclusion
- b) arguments for and against
- c) introduction
- d) main idea

There is no doubt that environmental issues are becoming more pressing and that we need to take action to address them. Some people believe that the loss of particular species of plants and animals is the most important environmental problem of our time. Others argue that there are more pressing concerns. In my opinion, the loss of species is indeed a critical issue, and one that we must prioritize if we are to preserve our planet's biodiversity.

On the one hand, those who argue that the loss of species is not the most important environmental problem might point to issues such as climate change or pollution. They might argue that these are more pressing concerns because they have a more immediate impact on human beings. For example,

pollution can lead to health problems, and climate change can result in natural disasters that threaten human lives. However, while these issues are undoubtedly important, they are also interconnected with the loss of species. For instance, climate changes can lead to habitat loss, which can in turn lead to the extinction of particular species.

On the contrary, those who opine that the loss of species is the most important environmental issue express that it has far-reaching consequences that are not always immediately apparent. Biodiversity plays an important role in maintaining healthy ecosystems, and the loss of a single species can have a ripple effect throughout an entire ecosystem. For example, the extinction of bees can have serious consequences for agriculture, as bees play a vital role in pollinating crops. The loss of particular species can also have implications for human health, as many drugs and treatments are derived from natural sources.

In conclusion, while there are certainly other pressing environmental concerns, I believe that the loss of specific species is a critical issue that we must prioritize if we are to preserve our planet's biodiversity. The loss of species has far-reaching implications for human well-being and the health of ecosystems, and we must take action to address it before it is too late.

Exercise 8. Choose one of the topics below and write **an essay**. (120-150 words)

1. Are humans the primary factors for climate change?
2. Can electric cars stop air pollution in big cities?
3. Hunting doesn't have a serious negative impact on the environment
4. Do plastic bags help the environment?
5. Can electricity consumption cause harm to the natural environment?
6. Can nuclear energy production reduce pollution?
7. Are humans responsible for global warming?
8. Is America doing enough to reduce carbon dioxide emissions?
9. Do people really care about the environmental effects of nuclear power?
10. Do electric cars cause harm to the environment?
11. Are hybrid cars overrated, or are they truly environmentally friendly?

12. Is the nuclear waste from nuclear power stations and nuclear submarines disposed of safely enough?
13. Will environmental damage and pollution stop if all future vehicles are hybrid vehicles?
14. Should everyone travel by public transport in order to minimize air pollution?
15. Should the taxes of car owners be higher since their cars cause environmental damage?

LESSON 4 PROTECTION OF NATURE AND ANIMALS

Exercise 1. Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1. wildlife 2. diversity 3. sustainable 4. a species 5. to become extinct 6. a habitat 7. the biosphere 8. to raise awareness	a. all the places where life exists b. to stop existing c. animals and plants in natural conditions d. to make people think about a situation e. a number of things that are all different f. a group of animals or plants that are very similar g. the natural home of a plant or animal h. causing little or no harm or damage over a period of time

World Wildlife Day

Every year, people all over the world hold all kinds of events to celebrate World Wildlife Day. Their aim is to raise awareness of the beauty and the importance of our natural world and to look for ways to protect and conserve it.

How it first started?

In December 2013, 40 years after it had signed the Convention on International Trade in Endangered Species of Wild Fauna and Flora, the United Nations General Assembly decided to create a day to raise awareness of the world's wild animals and plants and the importance of protecting them. They decided to call it World Wildlife Day and chose 3 March as the date to celebrate it. Why is it so important?

Earth is home to many, many different species of plants and animals, more than we can possibly count. It is this rich diversity, and the delicate balance between all the different forms of life, that makes life possible on our planet. We depend on all the elements of the biosphere for all our basic

needs: the air we breathe, the water we drink, the food we eat and the energy and materials we use to make the things we need to live our lives. Each and every species is equally important. One of the aims of World Wildlife Day is to raise awareness of these facts.

What are the problems facing wildlife today?

Sadly, many human activities such as mining, farming and construction are constantly putting wildlife in danger. We are cutting down too many trees, clearing too much ground and building so many roads that we are destroying the natural habitats of millions of species and putting the world's biodiversity at risk. Nearly a quarter of all species are at risk of becoming extinct in the next 50 years, and their disappearance is putting us, humans, in danger as well.

What are the solutions? We need to live more sustainable lives and to learn to respect nature and defend its diversity. We need to push our governments to conserve and protect the natural habitats of all the species that are in danger of becoming extinct. We all need to work together to protect our planet – and ourselves.

What can you do to help on World Wildlife Day? You can join local events and find out more about wildlife in your local area. You can donate time or money to organisations that are protecting wildlife locally or internationally. You can sign petitions and write to your government. You can share films, photos and articles with friends and your family. Post them on your social media channel and spread the message wherever you can. You can use the hashtags #WorldWildlifeDay and #DoOneThingToday to join in with the global conversation. Whatever you do, you won't be alone. Millions of people all around the world will be joining the celebrations and fighting for a better future for our planet.

Exercise 2. Read the text and match the information (a–e) to the paragraph headings (1–5).

Paragraph headings	Information
1. _____ How it first started	a. The changes we need to make
2. _____ Why is it so important?	b. The human activities that put wildlife in danger
3. _____ What are the problems facing wildlife today?	c. Examples of the kinds of actions people can take
4. _____ What are the solutions?	

5. _____ What can you do to help on World Wildlife Day?	d. When the date for this special day was decided e. The role of wildlife and diversity in our lives
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Exercise 3. Complete the sentences with the words from the box.

awareness – biosphere - diversity- every in danger - putting -raise - species
--

1. Earth is home to many different of plants and animals, more than we can possibly count.
2. It is this rich that makes life possible on our planet.
3. We depend on all the elements of the for all our basic needs.
4. Each and species is equally important.
5. One of the aims of World Wildlife Day is to of these facts.
6. Sadly, many human activities such as mining, farming and construction are constantly wildlife

SPEAKING PRACTICE

Exercise 4. Answer the questions in pairs.

1. What is nature conservation? Why is it important?
2. What are the most beautiful natural places on Earth?
3. Which areas of natural beauty can you find in your country?
4. What human activities are threatening and destroying natural areas?
5. Which natural areas are protected in your country? Why are these areas protected?
6. Why don't people or governments appear to be concerned about conservation? How concerned are you?
7. Which organisations are dedicated to the conservation of natural areas? Do you think they are doing a good job?

8. What do you think professional conservationists do? Is this a job you think you would like?

Exercise 5. Write down new words and phrases and translate them into Russian.

1. nature reserve (noun) – a natural protected area.
2. wetland (noun) – land where there is a lot of water like swamps and marshes.
3. conservation, conservationist (noun) – the protection of natural areas and the plants and animals within them; the careful use of resources to avoid waste; someone who works in, or campaigns for, conservation.
4. woodland (noun) – an area covered by trees.
5. ecology (noun), ecological (adjective) – the study of organisms and how they interact with their environment and each other; relating to living things and their relationship with the environment.
6. tree hugger (noun) – an environmental activist or campaigner, often used as an insult.

Exercise 6. Using the vocabulary words above, complete the following sentences.

1. Environmental groups warned that without a strong _____ policy, irreversible damage will be done to the Amazon Rainforest.
2. In the Pantanal _____ between Brazil, Paraguay and Bolivia, you can see many animals that live around the water such as caimans, capybaras, and river birds.
3. In the past, the entire north of England was covered in _____, but today, only a few patches of trees remain.
4. Invasive species could cause an _____ disaster if they are released in an area where they have no natural predators.
5. The British government caused outrage amongst environmental groups when it passed a law saying developers could construct in _____ as long as they ‘make up’ for the damage elsewhere blocked a motorway to protest against a new road that is planned to be built through a greenspace.

Exercise 7. Conservation vocabulary comprehension questions

1. What is the best nature reserve you have been to? Why did you like it so much?

2. Have you ever visited any wetlands? What plants and animals can you find in a wetland?
3. Should children be taught about the importance of conservation in school? Would it be a good idea for them to take part in conservation activities as part of their curriculum?
4. Where is the nearest woodland to where you live? Do you ever visit it?
5. Why have experts warned there could be an ecological disaster in the future?
6. What do you think about tree huggers? Do you approve of some of their actions to protect nature?

Exercise 8. Phonetic reading. Read the text aloud.

Our planet is facing an environmental crisis exacerbated by our growing **carbon footprint**. This footprint results from all the **greenhouse gases** we emit, often from burning **fossil fuels** like coal, oil, and natural gas for energy. These gases, including carbon dioxide, are the primary culprits behind the **greenhouse effect**, trapping heat in our atmosphere and leading to **global warming** and **climate change**. The consequences of climate change are very serious, with extreme weather patterns, **rising sea levels** and the alarming process of **desertification**, where once fertile lands become deserts.

Deforestation plays a significant role in accelerating these environmental issues. Cutting down vast areas of forest releases carbon dioxide and reduces the Earth's capacity to absorb existing carbon, making it difficult to counteract our **ecological footprint**. This footprint measures the impact of human activity on Earth's resources, indicating how sustainably we live.

Another pressing issue is **plastic waste**, which clogs our oceans and landscapes, taking centuries to decompose. The accumulation of plastic not only pollutes but also contributes to **shrinking habitats**, threatening the survival of countless species. As our natural spaces dwindle, the delicate balance of ecosystems is disrupted, underscoring the urgency with which we must address our environmental responsibilities.

Exercise 9. Translate the text in writing.

Exercise 10. Scan the QR-code and watch a video on the environmental protection. Write down all **10 ways** mentioned.



Educational video to learn what the environment is and how we can look after it better.

These are our ten tips and advice to look after the environment: turn off the lights and the electric devices you're not using, don't use plastic bags, recycle waste, turn off the water taps, don't use the toilet as a rubbish bin, have a shower instead of a bath, don't waste water leaving the tap on while brushing your teeth, reuse paper, pick up your litter on the beach or the mountain and look after the living beings around us.

Doing simple things like these, you are helping to look after the planet.

Exercise 11. *Project work.* In groups of 2-3 make up a presentation on topic “How can I protect nature and animals”.

Here are some **tips** for you to follow:

1. Present a problem.
2. Tell about a problem from different angles.
3. Mention the organisations which already deal with a problem.
4. Give tips for people who want to start helping nature and animals.
5. Use topical vocabulary of the lesson.
6. Mind the tenses and grammatical constructions.
7. Remember the rules of public speaking.

UNIT 2 ANATOMY OF ANIMALS

LESSON 1 GENERAL MEDICAL TERMINOLOGY

Four types of word parts

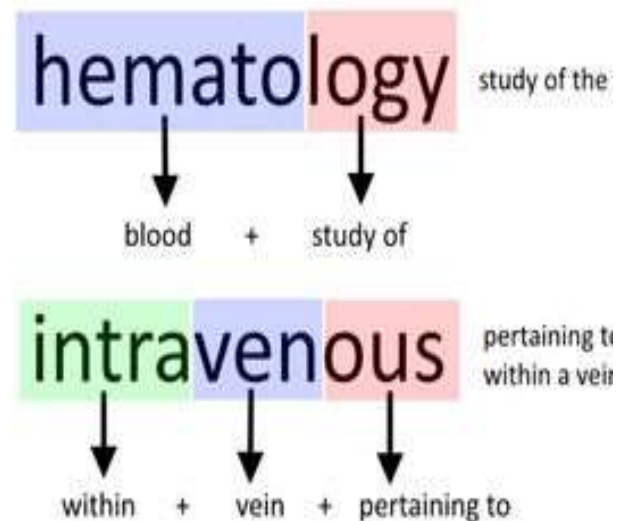
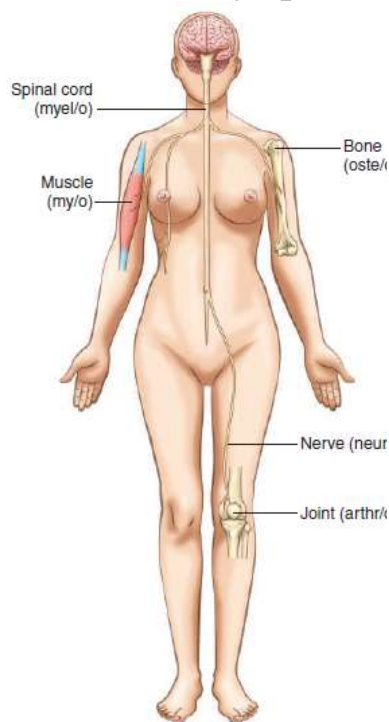
In English, there are several parts of the word that are used to form medical terms: the root of the word, the combining part (bundle), the suffix and the prefix. Let's take a closer look at each of them.

1. The root contains the main meaning of the term. In medical terminology, it is the root that most often defines the part of the body that is being described. For example, the root *gastr-* means "stomach".

2. The combining part (bundle) is the root of a word connected to a vowel letter at the end. For example, the combining part of *gastr/o*. This form is used when a suffix is added that begins with a consonant letter.

3. The suffix most often denotes a procedure, condition, disease, disorder, or lingering illness. The suffix is usually placed in the middle of a word. For example, the suffix *-itis* means "inflammation" (gastritis, arthritis).

4. The prefix often means the location, time, quantity or status of the disease and is always placed at the beginning of the word.



Medical Word Roots

This is the foundation of the medical word and all medical words must have at least one word root. It provides the primary meaning of the medical word.

There can be multiple medical word roots that have the same meaning, for example:

- Dermat which refers to the skin. (dermatitis – дерматит)
- Cutane which refers to the skin. (cutaneous nerve – кожный нерв)

These word roots are associated with the intestinal tract (желудочно-кишечный тракт):

- Gastr which refers to the stomach.
- Enter which refers to the small intestine.
- Col which refers to the large intestine.

Combining Form of Word Roots

Most word roots are written with their combining form. The combining form is created when the word root is combined with a vowel, most commonly the letter "o", which enables two or more word part elements to be combined with it.

Examples of word roots within their combining form are (commonly formatted as "/o"):

- Dermat/o
- Cutane/o
- Gastr/o
- Enter/o
- Col/o

The word root with its combining form now can be combined with another word root or a suffix. For example:

- Gastroenterologist

The word root of gastr/o was combined with the word root enter/o. Then the combining form of enter/o was combined with the suffix -logist. Together, the word means a healthcare specialist who studies and treats disorders of the stomach and intestines.

Suffixes

A suffix is a word part that is added to the end of the combining form of a word root that changes the meaning of the word root(s). All word roots will have a suffix, which defines or provides meaning to the word

root(s). Suffixes are commonly designated with a hyphen and then the suffix word part. For example:

- -ectomy which means surgical removal.
- -itis which means inflammation.
- -logy which means the study of.
- -oma which means mass, tumor, cyst.

For example, let's use the medical word root for liver, hepat/o, and see how a suffix can change its meaning:

- Hepatectomy: surgical removal of all or a portion of the liver.
- Hepatitis: inflammation of the liver.
- Hepatology: study of the liver.
- Hepatoma: tumor of the liver.

Prefixes

A word part at the beginning of a word root that modifies its meaning is referred to as prefix. A prefix is designated by the word part followed by a hyphen. Not every word root needs a prefix, but every word root needs a suffix.

Examples of common prefixes are:

- "Hyper-" which means excessive, above normal.
- "Hypo-" which means below, beneath.
- "A-"; "An-" which means without, lacking.
- "Dys-" which means difficult, painful.
- "Eu-" which means good, well.

Examples of these prefixes within medical terms:

- Hypertension means an increased average of blood pressure.
- Hypotension means below-average of blood pressure.
- Anaerobic means without oxygen.
- Dyspnea means difficult, labored, or painful breathing.
- Eupnea means good or healthy breathing.

VOCABULARY PRACTICE

Exercise 1. Using the information above find prefix, combining form and suffix in the following words and translate them into Russian. Use Appendix 1 to help you.

1. arthralgia
2. enterospasm
3. leucopenia
4. dysuria
5. cystoscopy
6. subcostal
7. enterocele
8. craniotomy
9. antenatal
10. pericarditis
11. hemigastrectomy
12. chondromalacia
13. nephrolithiasis
14. thoracentesis
- 15.** cholecystectomy

Exercise 2. Provide the suffix with the following meanings. Don't forget to put a dash before the suffix (e.g., -gram). Use Appendix 1 to help you.

1. blood condition
2. pain
3. record
4. protein
5. inflammation
6. breakdown
7. pertaining to
8. study of
9. to view
10. paralysis
11. death
12. instrument to view
13. flow, discharge
14. urine condition

15. to cut
16. removal

Exercise 3. Find the prefixes in the following terms. Use Appendix 1 to help you.

1. prognosis
2. subhepatic
3. transdermal
4. diagnosis
5. endoscope
6. intravenous
7. exocrine
8. anemia
9. autopsy
10. hypertension
11. hypotension
12. resection
13. pericardium
14. retroperitoneal

Exercise 4. The words in this list are all verbs. What are the noun forms? Write them in the second column. The first one has been done for you as an example.

1. diagnose diagnosis
2. examine _____
3. prescribe _____
4. suffer _____
5. operate _____
6. cure _____
7. recover _____
8. analyse _____
9. infect _____
10. carry _____
11. replace _____
12. degenerate _____
13. refer _____
14. paralyse _____
15. obstruct _____

Exercise 5. Now rewrite the sentences below, changing the verbs (which are in bold) to nouns. The first one has been done for you as an example.

1. I **diagnosed** that the patient had a heart condition.

My *diagnosis* was that the patient had a heart condition.

2. I **examined** the patient fully.

I made a full _____

3. I **prescribed** a course of antibiotics.

I wrote a _____

4. He **suffered** very little.

He experienced very little _____

5. We **operated** immediately.

The _____

6. This disease cannot be **cured**.

There is no _____

7. He has **recovered** fully.

He has made a full _____

8. The lab **analysed** the blood sample.

The lab made an _____

9. We found that the tissue was **infected**.

We found an _____

10. Ten per cent of the population are thought **to carry the bacteria**.

Ten per cent of the population are thought to be _____

11. We **replaced** the patient's hip.

The patient was given a hip _____

12. His condition has **degenerated**.

There has been a _____

13. The patient was **referred** to a specialist.

The patient was given a _____

14. His arm was **paralysed** after the stroke.

He suffered _____

15. The artery was **obstructed** by a blood clot.

The blood clot was forming an _____

Exercise 6. Read the text about different systems of organs and write down the names of all systems. Translate the names into Russian.

The system of organs is a collection of homogeneous organs marked by a common structure, function, and development. It is a morphological and functional assemblage of organs, i.e. organs which have a common plan of structure and a common origin and which are connected with each other anatomically and topographically.

The bone system, for instance, is a set of bones with common structure, function, and development. The same applies to the muscular, vascular or nervous system. The digestive organs seem to differ, but they all have a common origin (the epithelium of most of the digestive tract, including the liver and the pancreas, arises from the entoderm), a common plan of structure (three layers in the wall of the digestive tube), and a common function; all are connected anatomically and related topographically. The digestive organs, therefore, also form a system.

Some organs and systems of organs differing in structure and development may be united for the performance of a common function. Such functional collections of heterogeneous organs are called an apparatus. The apparatus of movement, for instance, includes the bone system, the articulations of bones, and the muscular system. The endocrine apparatus consists of the endocrine glands which differ in structure and development but are united by a common function, the production of hormones. Separate small structures of organs marked by a definite functional importance, like the importance of devices, are also called an apparatus, e.g. the receiving apparatus of the nerve cell (receptor).

The following systems of organs and apparatus are distinguished.

1. Organs concerned with the principal process characterizing life, the exchange of substances with the environment. This process is a unity of opposite phenomena, assimilation and dissimilation. That is why there are organs by means of which the organism incorporates nutrients and oxygen and which form the digestive and the respiratory systems, and organs which excrete from the body waste substances that have become unfit for use; these make up the urinary system. Waste substances are also excreted through the digestive and respiratory organs and the skin.

2. Organs concerned with the maintenance of the species, the reproductive, or sex organs; they form the genital, or reproductive system. The

urinary and reproductive systems are closely related in development and structure and are therefore united under the term urogenital system.

3. Organs by means of which substances incorporated by the digestive and respiratory systems are distributed throughout the organism while substances which must be excreted are brought to the excretory system. These are the organs of circulation, the heart and vessels (blood and lymph vessels). They make up the cardiovascular system.

4. Organs responsible for the chemical connection and regulation of all processes in the organism. These are the endocrine glands or organs; they form the endocrine apparatus.

The organs of digestion, respiration, and reproduction, the urinary organs, the vessels, and the endocrine glands are grouped under the term organs of vegetative life because similar functions are encountered in plants.

5. Organs concerned with adaptation of the organism to the environment by means of movement form the motor apparatus consisting of movement levers, i.e. the bones (the bone system), their articulations (joints and ligaments), and muscles which make them move (the muscular system).

6. Organs perceiving stimuli from the external environment make up the system of sensory organs. Organs which accomplish the nerve connections and unite the function of all organs into a single whole form the nervous system with which the higher nervous activity (psyche) is associated. In the process of the development of the animal world, the nervous system became the main system providing the integrity of the organism and its unity with the conditions of life. It is responsible for the exchange of substances with the surrounding nature.

LESSON 2 THE ANATOMY OF THE BIRD

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. mammals	1. млекопитающие
2. avian	2. птичье
3. feather	3. перо
4. streamlining	4. обтекаемость
5. wing	5. крыло
6. tail	6. хвост
7. beak	7. клюв
8. tissue	8. ткань
9. to chew	9. жевать
10. claw	10. коготь
11. blood	11. кровь
12. to trim	12. делать надрез
13. friction	13. трение
14. care	14. уход, забота
15. calcium phosphate	15. фосфат кальция
16. respiratory	16. дыхательный
17. brain	17. мозг
18. movement	18. движение
19. rigidity	19. устойчивость
20. flap	20. клапан

Exercise 2. Complete the phrases using words from exercise 1 and make up sentences with them.

A: To cover, Contour feathers of, to trim, vascularized network of, food, grow constantly, vessels, system, places of, special

B: friction, care, claw, tissue, to chew, blood, beak, wing, respiratory, tail

Example: The claws are hard, keratinized tissues overlying a core of softer tissue.

Exercise 3. Translate the words and phrases from Russian into English.

дает более глубокое представление, особенности млекопитающих, масса тела, перьевые фолликулы, привлекает самку, плавучесть в воде, ороговевшие ткани, предотвращает ломкость, кровоснабжение, костный мозг

Exercise 4. Read the text and answer the questions.

The anatomy of the bird



Everyone is familiar with the anatomy of **mammals** and may also have some knowledge of a few avian anatomical characteristics. The purpose of this article is to provide a deeper insight into avian anatomy and provide some comparisons to mammalian features. An understanding of avian anatomy is essential for veterinarians as well.

Feathers. Feathers are unique to birds. Birds grow feathers in and around eight well-defined feather tracts or pterylae; they are not haphazardly arranged. Feathers compromise from 10-20% of a bird's body weight. Each feather can be raised by a separate skin muscle ('raising their hackles' or fanning tail). Feathers are outgrowths of the feather follicles of the skin and are the counterpart to hairs and hair follicles in mammals. Feathers provide many functions for birds, attracts mate or deceives predator, heat control, flight, aerodynamic **streamlining** and water buoyancy. Feathers can be grouped into **three categories**:

1) Contour feathers or penna – These feathers cover the body, **wings** and **tail**, and are the feathers most obviously visible on the bird.

2) Down feathers or plumules – These tiny, soft down feathers are found associated with contour feathers and/or the spaces between them.

3) Tufted bristle feathers or filoplumes- Feathers which are modified and appear as 'eyelashes and nose hairs.

Beak. Upper and lower beaks are derived from hardened (keratinized) layers of skin and are attached to extensions of the skull bones. The cere gives rise to the beak. The beak covers a lightweight, well vascularized network of **tissues**, including nerves. The beak grows constantly to replace wear. The superficial layers of the beak flake or wear off during normal beak activity and chewing. If a bird does not engage in enough beak activity due to the lack of proper chew toys or illness the beak can appear flaky or irregular, overgrows and must be trimmed.

Claws. The claws are hard, keratinized tissues overlying a core of softer tissue, **blood** vessels and nerves (like the beak). They grow constantly through the life of the bird. A variety of perch diameters and activity off the perch can aid in the wearing down of the nails. Cement perches are helpful in keeping the tips of the nails rounded. However, despite these measures, nail trims are frequently required with pet birds. Nails should be **trimmed** short enough to prevent breakage and subsequent hemorrhage but not so short that the bird may have difficulty grasping the perch.

Skin. Avian skin is much thinner than that of mammals. There are skin thickenings at places of **friction**. Specialized skin structures can be present including combs, wattles, brood patches and leg scales. The blood supply to the skin is more delicate than mammals so special **care** must be taken during surgical procedures. Since the skin is protected by feathers, no special care is needed. Never apply any oil or grease to the skin or feathers.

Skeletal System. Avian bones have the same basic composition as those of mammals. They are an organic lattice work of living tissue, reinforced with **calcium phosphate** and other minerals. Some bones are either solid or contain blood vessels and bone marrow (like mammals). The amount of marrow decreases as bird ages. Some bones are pneumatized (air-filled). This low bone density allows flight and water buoyancy. The air passages extend from the air sacs of the **respiratory** tract into the shafts and central portions of the pneumatized bones. Unfortunately, this can also allow respiratory tract infections to settle in the bones and cause osteomyelitis.

Brain. The avian **brain** is evolutionarily between mammals and reptiles. Mammals have a well-developed cortex, possessing gray matter which is used for higher reasoning, abstract thought and highly involved intellectual processes. The cortex is the most recent evolutionary development in the mammalian brain. The avian brain entirely lacks this region.

Eye. Birds do not have well-developed eye muscles and have limited eyeball **movement**, but have longer, more flexible necks so that the head

moves more freely (owls can rotate the head 180 degrees). There are small bony plates inside the eye (sclerotic ring) to provide **rigidity**. The skeletal muscle in the iris allows voluntary control. That is why when a bird becomes excited, it can constrict its pupil at will.

Ear. Most birds hear well and their ability is similar to that of man. There is no external ear **flap**.

Exercise 5. Comprehension questions:

1. What are the three categories of feathers in birds?
2. How do feathers provide functions for birds?
3. How are a bird's upper and lower beaks derived?
4. Why is it important for birds to engage in beak activity?
5. How do bird claws differ from mammalian claws?
6. What are some specialized skin structures that can be present in birds?
7. How do avian bones differ from mammalian bones?
8. What is the evolutionary difference in the avian brain compared to mammals?
9. How do birds compensate for their limited eyeball movement?
10. How does the ear of most birds compare to that of humans in terms of hearing ability?

Exercise 6. Translate the sentences from Russian into English.

1. Понимание анатомии птиц также важно для ветеринаров.
2. Перья - это наросты перьевых фолликулов на коже, которые являются аналогом волос и волосяных фолликулов млекопитающих.
3. Поверхностные слои клюва слоятся или стираются во время нормальной работы клюва и жевания.
4. Когти следует подстригать достаточно коротко, чтобы предотвратить их ломкость и последующее кровоизлияние.
5. Могут присутствовать специальные кожные образования, в том числе гребни, бородки, выводковые пластыри и чешуйки на ногах.
6. Дыхательные пути проходят от воздушных мешочков дыхательных путей к стволам и центральным частям пневматизированных костей.

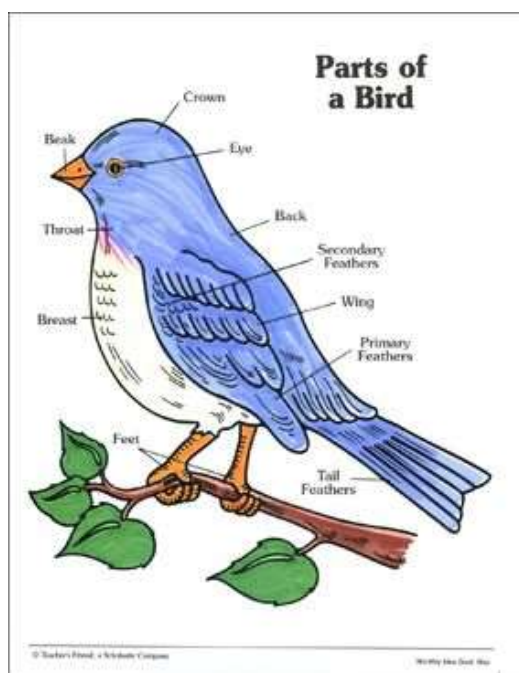
7. Мозг птиц эволюционно находится между млекопитающими и рептилиями.

8. У птиц ограничено движение глазных яблок.

9. Скелетная мышца радужной оболочки позволяет осуществлять произвольный контроль.

10. Большинство птиц хорошо слышат, и их способности схожи с человеческими.

Exercise 7. Speak on the anatomy of the birds.



GRAMMAR PRACTICE

«The Past Simple and the Past Continuous Tense. Regular and Irregular Verbs»

	Past Simple	Past Continuous
Образуется	<ul style="list-style-type: none"> • Правильные глаголы V+ed • Неправильные глаголы Таблица неправильных глаголов • Вспомогательный глагол To do в форме прошедшего времени – did (используется в отрицательных и вопросительных предложениях) 	<ul style="list-style-type: none"> • Вспомогательный глагол To be в форме прошедшего времени – was/were (используется во всех видах предложений) • Формула was/were V+ing
Употребляется	Для выражения действия, которое произошло в прошлом и продолжения не имеет (факт прошлого)	Для выражения длительного действия, которое происходило в прошлом
Слова-показатели	Yesterday, the day before yesterday, last week/month/year, ago	While, when, as, all day/week, from ... to...

	Past Simple	and	Past Continuous
+	I worked yesterday. He went to Paris last year.		I was working at 5 o'clock yesterday. We were watching the news yesterday in the evening.
-	I didn't work yesterday. He didn't go to Paris last year.		I wasn't working at 5 o'clock yesterday. We weren't watching the news yesterday in the evening.
?	Did you work yesterday? Yes, I did . / No, I didn't Did he go to Paris last year? Yes, he did . / No, he didn't .		Were you working at 5 o'clock yesterday? Yes, I was . / No, I wasn't . Were they watching the news yesterday in the evening? Yes, they were . / No, they weren't .

Exercise 1. Determine the tense of the verb in the sentences below and make these sentences negative.

1. I was at home.
2. We were at the lesson.
3. We were learning English.
4. You were eating lunch.
5. You ate a sandwich for lunch.
6. It was raining hard.
7. It rained cats and dogs.

Exercise 2. Determine the tense of the verb in the sentences below and make these sentences interrogative.

1. She was in New York.
2. She visited her friends in New York.
3. He was speaking to John.
4. He spoke to John about his work.
5. They were in the office.
6. They were working in the office.
7. They finished the work.

Exercise 3. Open the brackets by using verbs in Past Simple or Past Continuous.

1. I (to go) to the cinema at four o'clock yesterday.
2. They (to go) to the cinema when they met me.
3. I (to go) to the cinema yesterday
4. She (to learn) words the whole evening yesterday.
5. She (to learn) words when mother came home.
6. He (to work) in the garden yesterday.
7. He (to work) in the garden from five till eight yesterday.
8. My sister is fond of read-ing. She (to read) the whole evening yesterday.
9. The children (to do) their lessons at six o'clock yesterday.
10. I (not to play) the pi-ano yesterday. I (to write) a letter to my friend.
11. I (not to play) the piano at four o'clock yester-day. I (to read) a book.

12. He (not to sleep) when father came home. He (to do) his home-work.
13. When I (to go) to school the day before yesterday, I met Mike and Pete. They (to talk) and (to eat) an ice-cream.
14. The baby (to sleep) the whole evening yesterday. She (feel) bad.
15. What your father (to do) from eight till nine yesterday?
16. Why she (to cry) when I saw her yesterday?

Exercise 4. Fill in the gaps in the dialogue using verbs in Past Simple or Past Continuous.

Ann: How _____ your holiday at the seaside?

Ben: Oh, it _____ wonderful, thank you! We _____ a great fun!

Ann: What (you / do) _____ there?

Ben: In the mornings, while my parents still (have breakfast) _____, I (play) _____ tennis with my friend Harry. After that, at about 10 o'clock we (swim) _____ in the sea and (play) _____ football on the beach.

Ann: Yes, that sounds good! And what (you / do) _____ in the afternoons after your lunch?

Ben: After lunch (we / go) _____ on some interesting excursions around the place where (we / stay) _____ that week. In the evenings after dinner (we / watch) _____ films on TV or (we / play) _____ chess with my Dad.

Ann: I see, and what (you / do) _____ between 5 pm and dinner time?

Ben: Well, when the weather was nice and warm, my friend and I (have fun) _____ at the seaside. We (swim) _____ or (play) _____ volleyball on the beach.

Ann: Fantastic! Next time I'll go with you.

Exercise 5. Translate sentences into English using verbs in Past Simple or Past Continuous..

1. В то время, когда Катя путешествовала по Америке, она узнала, что известная поп-звезда выступает в Лос-Анджелесе.
2. Я смотрел телевизор в то время, когда случилось это ужасное происшествие.
3. Когда прозвенел звонок, ученики все еще писали сочинение.

4. Что Вы делали вчера в пять часов вечера? — Вчера в пять часов вечера я ехал на машине и слушал радио.

5. Ты видела Сергея и Михаила в воскресенье? — Да, когда я их видела, они играли в волейбол в парке. — Странно, они обычно играют в парке по субботам.

Exercise 6. Fill in the gaps in the dialogue using verbs in Past Simple or Past Continuous.

1. _____ you _____ (to wait) for me at 5 p.m.? — Yes, I _____.

2. They _____ (to finish) their work at 11 o'clock and then _____ (to come) home.

3. It _____ (to get) dark, so we _____ (to decide) to return.

4. While Jack _____ (to translate) the text, we _____ (to work) on the project.

5. A young man (to run) out into the street. He _____ (to carry) a cat in his hands.

6. What _____ you _____ (to do) when I _____ (to phone) you yesterday?

7. John _____ (to listen) to the radio when the batteries _____ (to run) out.

8. The robbers _____ (to steal) the car and they _____ (to drive) away.

9. She _____ (to go) to buy a dress, but a thief _____ (to steal) all her money.

10. She _____ (to slip), _____ (to fall) over and _____ (to break) her leg.

11. I _____ a light in your window as I _____ (to go) by.

12. Yesterday while I _____ (to walk) down Cherry Lane, I _____ (to meet) my friend Thomas.

Quick Test

Exercise 1. Write the past simple form of these regular and irregular verbs.

1 cry	8 chat
2 travel	9 happen
3 send	10 say
4 enjoy	11 know
5 stop	12 try
6 break	13 cut
7 fall	14 turn

Exercise 2. Complete the sentences with the past simple form of the verbs in Exercise 1.

1 Last summer, my friend and I around the south of France. We really ourselves.

2 you at the end of the film? I thought it was really sad.

3 Sarah is very angry. What you to her? You to her yesterday.

4 I my grandmother an email yesterday with a photo but she (not) how to open the attachment!

5 My mobile phone on the floor but the screen (not). That was lucky!

6 I didn't see the accident. It all very quickly.

7 My PC was making a strange noise so I using it and it off.

8 We to open the box with a knife but my dad himself. There was blood everywhere!

Exercise 3. Write questions with the past simple.

1 When / you / buy / that tablet / ?

2 How much / your new computer / cost / ?

3 What / you / do / after school yesterday / ?

4 Why / you / not / call me last night / ?

5 Where / Dad / save / the photos / on the computer / ?

6 Which files / you / delete / ?

7 How many copies / Gary / print / yesterday / ?

8 Which company / Steve Jobs / help to start / ?

Exercise 4. Write the *-ing* form of the verbs.

1 attach	8 change
2 tie	9 upload
3 run	10 think
4 save	11 win
5 give	12 spot
6 get	13 serve
7 delete	14 realise

Exercise 5. Fill in the gaps with verbs in Past Continuous or Past Simple and translate the sentences.

1. Peter (stay) at a seaside hotel on holiday when he (meet) his friend.
2. While I (have) lunch the sun (come) out again.
3. Who ... you (talk to) on the telephone when I came?
4. While Mary (read) the letter she (notice) many spelling mistakes.
5. She (go) to bed when suddenly she (see) a mouse.
6. We (sit) down to dinner when the doorbell (ring).
7. Mary's grandfather (hurt) his back while he (dig) in the vegetable garden yesterday.
8. While he (sleep), the doctor (arrive).
9. What ... she (wear) when you (see) her at the party?
10. What... she (want) when she (visit) you yesterday?
11. Somebody (knock) on the front door while I (have) breakfast.
12. How much money ... you (spend) last Christmas?
13. My father (give) me money and I (spend) it all in one day.
14. Peter (not/feel) very well, so he (consult) his doctor.
15. Where ...you (live) at this time last year?
16. Peter (not/look) at me as he (speak).
17. When the ambulance (arrive), the patient (sleep) like a child.
18. I (read) when he (call).
19. They (wait) for the bus when I (see) them.
20. What ...you (do) when you (see) them?

LESSON 3 THE ANATOMY OF THE CAT

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. strength	1. сила
2. agility	2. ловкость
3. eyesight	3. зрение
4. felines	4. представители семейства кошачьих
5. carnivores	5. хищники
6. prey	6. добыча
7. unattached	7. неприкреплённый
8. ligament	8. связки
9. joints	9. суставы
10. cartilage	10. хрящи
11. infancy	11. младенчество
12. jaw	12. челюсть
13. salivary glands	13. слюнные железы
14. oesophagus	14. пищевод
15. stomach	15. желудок
16. intestines	16. кишечник
17. liver	17. печень
18. kidney	18. почки
19. digestive system	19. пищеварительная система
20. the nervous system	20. нервная система
21. involuntary	21. непроизвольное дыхание
22. deaf	22. глухой
23. reproductive system	23. репродуктивная система
24. spaying (neutering)	24. стерилизация

Exercise 2. Complete the phrases using words from exercise 1 and make up sentences with them.

A: Keen, to hunt, strong and elastic, cartilaginous, thick, the stage of in the areas like, digestive system include, function, to be born

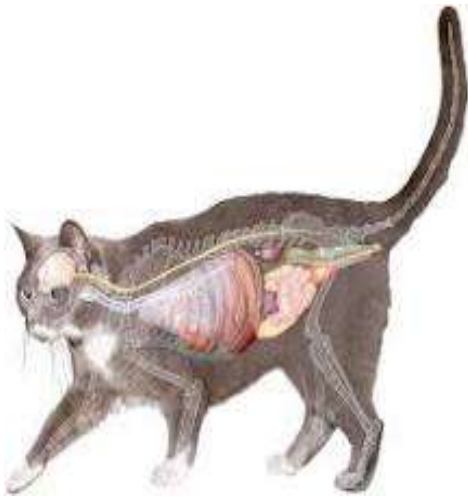
B: intestines, deaf, ligament, jaw, cartilage, infancy, joints, eyesight, prey, involuntary

Exercise 3. Translate the words and phrases from Russian into English.

Обладать чрезвычайной силой, обладать отличным слухом, хорошо освещенное пространство, быть чрезвычайно выносливым, иметь много общего, строение скелета, быть уязвимым к травмам, анатомия кошек, сигналы, передаваемые спинным мозгом, чувствительность к свету, ответственность за спаривание.

Exercise 4. Read the text and answer the questions.

The anatomy of the cat



Cat is an interesting and unique subject in the animal kingdom. They have extreme **strength** and **agility** for their size, along with heightened senses and the ability to reason.

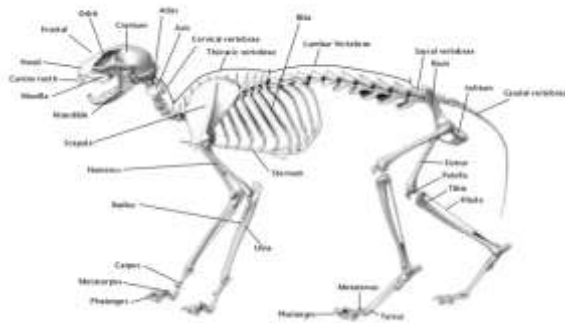
Eyes. Their eyes are complex organs with keen **eyesight** and a broad range of hearing. All **felines** (along with several other animals such as dogs and cows), have a physiological feature in their eyes not found in humans called the *tapetum lucidum*, a layer of tissue found behind the retina. Because of this, cat eyesight suffers in lighted environments, but is superior at night and in low lit areas. All cats are **carnivores** and hunt their **prey** at night.

Cats are extremely resilient, but when the immune system or inner organs are affected by infection or disease, the outcome is often bleak. The feline anatomy consists of many similarities to that of other species, namely the human body.

Skeletal system. A cat skeleton has a few more bones, but many of these are identical to those of the human skeleton. Cats are naturally slim and their shoulders are **unattached** to the animal's main skeletal frame. This allows for the maximum of flexibility. Their frame is also held together with incredibly strong and elastic **ligament**. Feline anatomy has 3 types of **joints**:

- Synovial joints –these joints are found in the female anatomy where the cat performs the most movement, in the legs.

- Cartilaginous joints –the joints in the spine are comprised of thick **cartilage** disks that are suppler in cats than in other animals. During **infancy** these joints are susceptible to injury because they have not yet matured.
- Fibrous joints –these joints have no flexibility at all and are found in areas like the **jaw** or mandible.



Intestinal tract. Cats' teeth play a role in digestion by tearing sharply at meats and other substances.

As in other species, the **salivary glands, oesophagus, stomach, intestines, liver and kidneys** work together to aid the digestive process. The gastric acids and en-

zymes in a cat's intestines rapidly break down meat and bones as well as destroy bacteria. This is the part of feline anatomy that protects cats from disease and food poisoning from the carrion they ingest. A cat in the wild has a **digestive system** that digests meat very efficiently. This accounts for their relatively short intestinal tracts. A domestic, housebound cat will have a tract that is slightly longer because of the controlled diet and lifestyle.

Nervous System. A cat's nervous system is a unique part of the feline anatomy. **The nervous system** fully develops as the kitten ages, barring any trauma or infection that can hinder this process. The central nervous system (CNS) is responsible for the brain and spinal cord messages, the peripheral nervous system (PNS) affects muscles and movement, and the autonomic nervous system (ANS) controls the **involuntary** functions of the body. Kittens are born blind with closed eyelids that open by fourteen days of age, exposing the eyeball which is now only mildly sensitive to light. Most kittens will have vision by three to four weeks of age, but it will not be fully developed until after ten weeks of age. All kittens are born **deaf** as well as blind. Just like the eyelids, the ear canals remain closed until about two weeks of age when most kittens can hear some noises.

Reproductive System. The reproductive system is the part of the feline anatomy that's responsible for mating, copulation, pregnancy and birth. Female cats, or queens, can produce 2 to 3 litters per year and can give birth to multiple kittens per pregnancy. Cats will not usually go into heat in the winter months, and spaying or neutering will not only prevent unwanted

litters and strays, but can also make for a calmer and more relaxed house pet.

Exercise 5. Comprehension questions:

1. What is the physiological feature found in cat's eyes that humans do not have?
2. Why is a cat's eyesight superior at night and in low lit areas?
3. How does a cat's skeleton differ from a human skeleton?
4. What role do a cat's teeth play in digestion?
5. How does the digestive system of a wild cat differ from a domestic cat?
6. What are the three types of joints in feline anatomy?
7. How does a cat's nervous system develop as a kitten ages?
8. When do kittens typically develop their vision and hearing?
9. How many litters per year can a female cat produce?
10. How can spaying or neutering benefit a cat as a house pet?

Exercise 6. Translate the sentences from Russian into English.

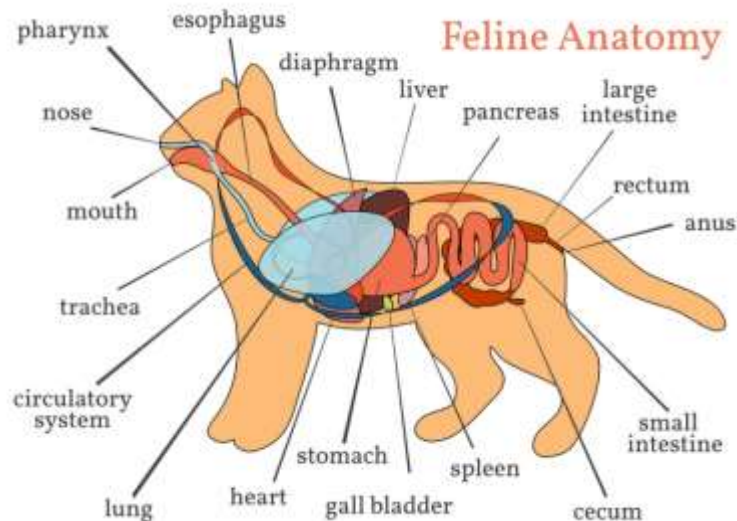
1. Кошки - интересный и уникальный представитель животного мира.
2. Кошки чрезвычайно выносливы, но, когда инфекция или заболевание поражают иммунную систему или внутренние органы, исход часто бывает плачевным.
3. Скелет кошки имеет несколько больше костей, но многие из них идентичны костям скелета человека.
4. Синовиальные суставы – эти суставы находятся в женской анатомии там, где кошка совершает больше всего движений, в ногах
5. Зубы кошек играют важную роль в пищеварении, резко разрывая мясо и другие вещества.
6. Как и у других видов, слюнные железы, пищевод, желудок, кишечник, печень и почки работают сообща, способствуя процессу пищеварения.
7. У дикой кошки есть пищеварительная система, которая очень эффективно переваривает мясо.
8. Центральная нервная система (ЦНС) отвечает за сообщения головного и спинного мозга, периферическая нервная система (ПНС)

влияет на мышцы и движения, а вегетативная нервная система (ВНС) контролирует непроизвольные функции организма.

9. Все котята рождаются глухими или слепыми.

10. Репродуктивная система - это часть анатомии кошек, которая отвечает за спаривание, совокупление, беременность и роды.

Exercise 7. Speak on the anatomy of the cats using the scheme.



Supplementary exercise. Watch the video and answer the question from the title.



GRAMMAR PRACTICE

«The Present Perfect Tense and the Past Simple Tense»

число	лицо	утвердительная форма	вопросительная форма	отрицательная форма
Ед.ч.	1	<i>I have cooked</i>	<i>Have I cooked</i>	<i>I have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>He</i>	<i>he</i>	<i>He</i>
		<i>She has cooked</i>	<i>Has she cooked?</i>	<i>She has not cooked</i>
		<i>It</i>	<i>it</i>	<i>It</i>
Мн.ч.	1	<i>We have cooked</i>	<i>Have we cooked?</i>	<i>We have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>They have cooked</i>	<i>Have they cooked?</i>	<i>They have not cooked</i>

Present Perfect Tense (Present Perfect) — это настоящее совершенное время в английском языке. Оно обозначает действие, которое завершилось в настоящий момент времени. Present Perfect (настоящее совершенное время) в английском языке обозначает действие, которое произошло в прошлом, но при этом имеет связь с настоящим. Например:

Maria has just broken her favourite cup. — Мария только что разбила свою любимую кружку. (Мария уже разбила кружку, то есть действие в прошлом, но вокруг неё сейчас лежат осколки — вот и связь с настоящим.)

Harry has bought a new car. — Гарри купил новую машину. (Он купил её в прошлом, но мы только сейчас видим его на новой машине — связь с настоящим.)

I'm a poet. However, I haven't published any verses yet. — Я поэт. Правда, я пока не опубликовал ни одного стихотворения. (То есть сейчас у меня нет опубликованных стихов, потому что в прошлом я их не опубликовал.)

Случаи употребления Present Perfect Tense.

1. Действие началось когда-то в прошлом и до сих пор продолжается:

Anna and Josh have been married for twenty years. — Анна и Джош женаты уже двадцать лет.

She has lived in Dubai since 2010. — Она живёт в Дубае с 2010 года.

2. Действие завершилось в период времени, который ещё продолжается:

The band has played 5 concerts on this tour. — Группа отыграла 5 концертов в этом туре.

3. Действие описывает пережитый опыт вплоть до настоящего момента. В отрицательных предложениях можно использовать наречие never, а в утверждениях и вопросах — ever:

Chef Kellum is the best cook I've ever met. — Шеф Келлам — лучший повар из тех, кого я знаю.

4. Если действие произошло в прошлом, но влияет на настоящее время:

Lisa has painted the walls. The paint is still wet. — Лиза покрасила стены. Краска всё ещё не высохла.

Слова-помощники или маркеры времени Present Perfect

Already — уже (чаще в утверждениях)

Yet — уже, пока ещё (в вопросах и отрицаниях)

Never — никогда

Ever — когда-либо

Before — раньше

Lately — в последнее время

Just — только что

Since — с какого-то времени

For — в течение

So far — на текущий момент

Until now / up to now — до настоящего момента

Recently — недавно

Today — сегодня

This morning/evening — этим утром/вечером

This week/year/etc. — на этой неделе / в этом году и т. п.

Exercises

Exercise 1. Put the verbs in brackets in Present Perfect.

1. He _____ (finish) training.
2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!
9. I'm tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

Exercise 2. Make sentences negative and interrogative.

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week.
6. It's my birthday party today. I _____ (not invite) many people.
7. He _____ (not wash) his hands. They're very dirty.

8. Mum's really angry. We _____ (not tidy) our room!
9. I can't play with my friends this evening. I _____ (not finish) my homework.
10. I _____ (not visit) New York for three years.
11. Where's Alison? We _____ (not see) her since yesterday.
12. Dad _____ (not take) a holiday since last August.
13. John _____ (not play) the violin since he was at school.

Exercise 3. Make sentences using **for** and **since**.

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

Exercise 4. Nick is getting ready to travel. He is going to visit his Granny. Read the list of things he must do before travelling. Write what he has done and what he hasn't done.

THINGS TO DO

- to pack the suitcases (+)
- to water the flowers (+)
- to take my library book back
- to say 'good-bye' to Nigel (+)
- to clean my shoes
- to call Granny (+)
- to buy some food and drinks (+)
- to clean the parrot's cage
- to change the water for the fish
- to buy a present for Granny (+)

Разница между Present Perfect и Past Simple

Present Perfect or Past Simple

<p>1. Незаконченное действие <i>Darya Dontsova has written 50 detective stories.</i> (она все еще жива и пишет, результат к настоящему моменту)</p>	<p>1. Законченное действие в прошлом <i>Pushkin wrote many interesting stories</i> (он уже ничего не напишет)</p>
<p>2. I have been to the USA three times. (к настоящему моменту)</p>	<p>2. My grandmother went to the USA three times. (в течение жизни)</p>
<p>3. Действие произошло в прошлом, но результат есть в настоящем I have lost my key! I'm trying to find it.</p>	<p>3. Действие произошло и завершилось в прошлом, встало в цепочку прошедших событий I lost my key but soon I got a new one.</p>
<p>4. Есть маркер Present Perfect (this week, today, etc) I've seen John this week.</p>	<p>4. Есть маркер Past Simple (yesterday, last week, last month, ... ago) I saw John last week.</p>

Scan the QR-code and do the exercise by yourself. Then show the results to your teacher.



LESSON 4 THE ANATOMY OF THE DOG

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. canine anatomy	1. анатомия собак
2. ailment	2. заболевание
3. edifice	3. строение
4. piriform cortex	4. грушевидная кора голов-
5. olfactory structures	ного мозга
6. breeds	5. обонятельные структуры
7. skull	6. породы (собак)
8. margins	7. череп
9. purification	8. края тела
10. humidification	9. очищение
11. paranasal cavities	10. увлажнение
12. throat	11. придаточные полости носа
13. to great extent	12. горло
14. dilatation	13. в значительной степени
15. volvulus	14. расширение
16. duodenum	15. заворот кишок
17. peristaltic	16. двенадцатиперстная кишка
18. blood flow	17. перистальтика
19. pancreas	18. кровоток
20. large intestine	19. поджелудочная железа
21. metabolic residues	20. толстая кишка
22. perpetuation	21. метаболические остатки
23. the testicles	22. продолжение рода
24. the ovaries	23. яички
25. the uterus	24. яичники
26. the cardiovascular system	25. матка
	26. сердечно-сосудистая си- стема

Exercise 2. Complete the phrases using words from exercise 1 and make up sentences with them.

1. cerebral	a) cavity
2. to provoke	b) overfeeding
3. nasal	c) tissue
4. oxygen	d) treatment
5. spinal	e) mucosa
6. secodont	f) chemical reactions
7. modern	g) breeds
8. activity	h) functions
9. to minimize	i) proportions
10. bicuspid	j) by kidneys
11. muscle	k) influence
12. have a clear	l) medicine
13. glandular	m) valve
14. scientific	n) level
15. canine	o) cord
16. the pituitary	p) glands
17. to be filtered	q) teeth

Exercise 3. Translate the words and phrases from Russian into English.

1. краеугольный камень
2. нарушение функции определенного органа
3. относительно длинный череп
4. боковая стенка
5. сильные резцы, клыки, премоляры и коренные зубы.
6. поперечно-полосатая мышечная ткань
7. очень большие порции пищи
8. переваривание пищи
9. может всасываться с током крови
10. большое количество бактерий
11. маточные трубы
12. в периоды интенсивной активности
13. нервные рецепторы кожи
14. обоняние и зрение
15. поведение собаки

Exercise 4. Read the text and answer the questions.

The anatomy of the dog

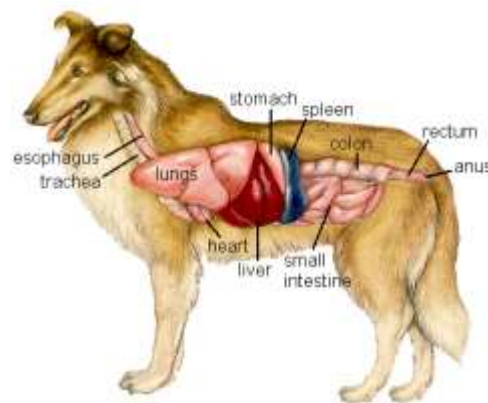
Canine anatomy, which deals with the structure of the dog, is of basic importance to the veterinarian in the treatment of diseases. For it is only because of their deep knowledge of anatomy that the veterinarian can determine the exact location of any **ailment** whenever a disease occurs. Whether we speak of veterinary medicine or of human medicine, the fact remains that dog anatomy is the foundation stone upon which the entire **edifice** of modern medicine is built. Disease is essentially an impairment of the function of a particular organ. Without an understanding of the anatomy of the organ, scientific treatment is impossible.

Respiratory system. Canines are so called macrosomatic animals in which there is critical importance of the **piriform cortex** and the other **olfactory structures** for survival and reproduction. Dog's *regio olfactoria* is very large. By the length of the skull of individual canine **breeds**, **three types of canine skull** can be distinguished:

1. **dolichocephalic skull** – “longheaded”, relatively long skull (typically with the breadth less than 80% or 75% of the length), typical canines e. g. Collie, Dachshund, Greyhound, Great Dane, Siberian Husky
2. **mesocephalic skull** - of intermediate length and width, typical representatives are Labrador Retriever, Beagle, Dalmatian, Rottweiler, Yorkshire Terrier
3. **brachycephalic skull** - relatively broad and short (typically with the breadth at least 80% of the length), with representatives such as Boxer, Pug, Maltese, Chow Chow, Bulldog.

Canine middle thin, spongy, bony plate with curved **margins**, projecting from the lateral wall of the nasal cavity is very long. Its main functions are **purification**, **humidification** and warming of the air inhaled from the external environment. The system of **paranasal cavities** is small due to the fact that it consists only of *sinus frontalis* and *recessus maxillaris*.

Digestive System. The dog's digestive system begins with its strong jaws and its powerful teeth. Just as felines, canines have secodont teeth with strong incisors, canines, premolars and molars. Their teeth pattern is as follows: upper jaw 3 1 4 2, and lower jaw 3 1 4 3. Their salivary glands do not produce α -Amylase, an enzyme which breaks down starch as seen in humans, pigs or rabbits. After chewing the food, this is guided to the back part of the mouth and from there to the **throat** and the oesophagus. The walls of the canine oesophagus differ from human. Throughout the course of the whole oesophagus there is striated muscle tissue which facilitates vomiting.



The walls are thick but elastic, which allows the dog to ingest very big servings of meals. The stomach wall is covered with glandular mucosa that produces acids and enzymes which contribute to the digestion of food. The shape and size of canine stomach accommodates **to great extent** to the amount of ingested food. In large breeds, there is susceptibility to GDV – gastric **dilatation** and **volvulus**, or the twisting of the stomach. It can be partly prevented by minimizing overfeeding, large water intake in a short period of time or before or after exercise.

From the stomach the predigested food continues through the pylorus on the way to the **duodenum** (first part of the small intestine). Here, the **peristaltic** movements (small intestine wall muscle contractions) are in charge of pulling the food to the next part of the intestine. Once it is mixed up with the enzymes that come from the liver and the **pancreas**, its nutrients can be assimilated by the **blood flow**. The water contained in food is partially absorbed when going through the **large intestine**, where a huge quantity of bacteria is found. These bacteria contribute to the decomposition of the disposal material. Finally, the remains are expelled by the body.

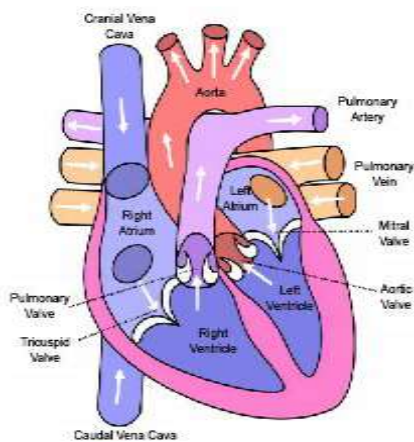
Excretory system. The excretory system is in charge of eliminating toxic substances and **metabolic residues** from the body, besides regulating the quantity of water present in the body. The residues present in blood are filtered by kidneys.

Reproductive system. The reproductive system guarantees the **perpetuation** of the species. In the male dog, **the testicles** are in charge of producing the sperm which are transported into the female dog. In the female

dog, **the ovaries** are in charge of producing the ova that after being mature enough go through the Fallopian tube heading to **the uterus**. The uterus of the female dog has a very characteristic shape of Y since it is formed by two horns that meet at the womb. During pregnancy, the foetuses mature lined up on the uterine body, resembling the distribution of the peas in their pod.

Cardiovascular System. The **cardiovascular system** ensures the distribution of food and essential substances (especially oxygen and nutrients) throughout the body via blood and the **lymphatic system**. The speed at which the blood flows varies according to the dog's activity level.

Approximately 20% of the blood pumped from the heart goes to the brain permanently. In periods of intense activity, the amount of blood pumped is increased to raise the oxygen proportions.

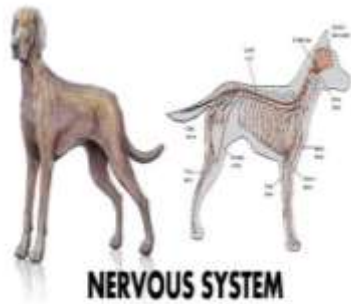


The blood flow of different parts of the body is controlled by nerves and hormones. The heart has four chambers — a right and left **atrium** and a right and left **ventricle**. Between the right atrium and the right **ventricle** the *ostium atrioventriculare dextrum* is enclosed by the tricuspid valve (*valve tricuspidalis*). Its *cuspis angularis* is often indistinct and it is for this reason that the valve is called bicuspid valve. The cham-

bers on the right side receive blood from the body and send it out to the lungs, to be enriched with oxygen. Blood returns to the heart from the lungs on the left side, and the strong left ventricle then pumps the oxygen-rich blood out to the body.

Nervous System. The nervous system controls many mechanisms in the body in order to adapt them to the animal necessities and the surrounding circumstances. The dog's central nervous system is formed by the brain and the spinal cord that is extended until the base of the tail. The nerve receptors of the skin, the muscles and the articulations collect the information related to the environment; for example, if it is hot or cold and also the information related to the dog itself such as its position, for example and constantly send it to the brain and the **spinal cord** for this information to be processed.





The dog's **cerebral functions** have not been completely studied in detail yet, even though it is known that it has learning centres that process all the information obtained by senses, especially the senses of smell and sight. The dogs, as well as man, have emotional centres that provoke chemical reactions as an answer to the stimulus, which, at the same time, lead to certain types of conduct.

Hormones. The endocrine system contributes to the regulation of the **corporal functions** through certain glands and tissues able to produce hormones. **The pituitary glands** control the dog's overall hormonal system. The hormones are responsible for the presence of stress, sexual activity and sugar levels of the blood, three factors that have a clear influence on the dog's behaviour.

Exercise 5. Comprehension questions:

1. Why is canine anatomy important for veterinarians in treating diseases?
2. What are the three types of canine skulls based on their length?
3. What is the function of the thin, spongy bony plate in the canine respiratory system?
4. How does the digestive system of dogs differ from that of humans?
5. What is the purpose of the glandular mucosa in the stomach of dogs?
6. What is GDV and how can it be prevented in large dog breeds?
7. How does food move through the small intestine in dogs?
8. What role do bacteria play in the large intestine of dogs?
9. What is the function of the excretory system in dogs?
10. How do the kidneys help regulate the quantity of water in a dog's body?
11. What is the main function of the reproductive system in dogs?
12. How do the testicles and ovaries contribute to reproduction in dogs?
13. What is the unique shape of the uterus in female dogs?
14. How does the cardiovascular system distribute essential substances throughout the dog's body?

15. How does blood flow in the heart of a dog and what are the functions of the different chambers?
16. What controls the blood flow to different parts of the dog's body?
17. What is the central nervous system composed of in dogs?
18. How do nerve receptors collect information from the environment in dogs?
19. What are some of the functions of the dog's brain and spinal cord?
20. How does the endocrine system contribute to the regulation of the dog's bodily functions?

Exercise 6. Match the pictures of dogs with the breeds.

A Siberian Husky B Golden Retriever C Poodle D German Shepherd
E Yorkshire Terrier F Dalmatian G Boxer H Chihuahua
I English Bulldog J Beagle



Exercise 7. Translate the sentences from Russian into English.

1. Матка самки собаки имеет очень характерную форму буквы Y, поскольку она образована двумя рогами, которые сходятся в матке.
2. Анатомия собак, которая изучает строение собаки, имеет первостепенное значение для ветеринара при лечении заболеваний
3. Без понимания анатомии органа научное лечение невозможно
4. Форма и размер собачьего желудка в значительной степени зависят от количества принимаемой пищи.
5. Выделительная система отвечает за выведение токсичных веществ и остатков метаболизма из организма, а также регулирует количество воды, присутствующей в организме.
6. В периоды интенсивной активности количество перекачиваемой крови увеличивается, чтобы увеличить содержание кислорода.
7. Сердце состоит из четырех камер — правого и левого предсердий, правого и левого желудочка.
8. Нервная система управляет многими механизмами в организме, чтобы адаптировать их к потребностям животного и окружающим обстоятельствам.
9. Нервные рецепторы кожи, мышц и суставов собирают информацию, связанную с окружающей средой.
10. Мозговые функции собаки еще не были полностью изучены в деталях, хотя известно, что у нее есть центры обучения, которые обрабатывают всю информацию, получаемую с помощью органов чувств, особенно обоняния и зрения.
11. Гормоны отвечают за стресс, сексуальную активность и уровень сахара в крови - три фактора, которые оказывают явное влияние на поведение собаки.

Exercise 8. Speak on the anatomy of the dogs.

GRAMMAR PRACTICE

«Ways of expressing future actions»

В английском языке существует несколько способов говорить о будущем. В статье вас ждет информация о разных формах выражения будущего времени, актуальные примеры, а также сравнение всех способов.

Начнем с двух наиболее популярных способов выразить будущее время в английском языке — **Future Simple** и конструкции **to be going to do smth.**

Время Future Simple

Future Simple Tense (простое будущее время в английском языке) — это время указывает на действие, которое, вероятно, произойдет в ближайшем или неопределенном будущем.

Образование Future Simple

Давайте посмотрим, как образуется будущее время в английском языке.

Утвердительное предложение в Future Simple

Подлежащее + вспомогательный глагол **will** + смысловой глагол без частицы **to**

I will (I'll) read this novel soon. — Я скоро прочту этот роман.

Perhaps, we will (we'll) go on a trip to Italy. — Возможно, мы поедем в Италию.

Отрицательное предложение в Future Simple

Подлежащее + вспомогательный глагол **will** + частица **not** + смысловой глагол без частицы **to**

I will not (won't) play this game. — Я не буду играть в эту игру.

She will not (won't) pass the exam. — Она не сдаст экзамен.

Вопросительное предложение в Future Simple

Вспомогательный глагол **will** + подлежащее + смысловой глагол без частицы **to**

Will they help us choose the furniture? — Они помогут нам выбрать мебель?

Will he make a birthday wish? — Он загадает желание на день рождения?

Также в вопросах может встречаться глагол shall. Он используется, чтобы предложить помощь или что-то сделать вместе. Shall употребляется только с местоимениями I и we.

Shall we proceed? — Давайте продолжим?

Shall I help you with your bags? — Помочь тебе нести сумки

Употребление Future Simple

Давайте узнаем, когда используется Future Simple.

1) Спонтанные решения, принятые в момент речи

Время Future Simple служит для того, чтобы объявить о своем решении в момент его принятия.

— The phone's ringing.

— Oh, I'll pick it up.

— Звонит телефон.

— О, я отвечу.

— We've run out of sugar.

— No problem. I'll buy some this afternoon.

— У нас закончился сахар.

— Не проблема. Я куплю его сегодня днем.

2) Обещания

Future Simple используется, когда мы что-то обещаем. Часто в таких предложениях употребляется глагол to promise (обещать)

I promise I will take care of your cat. — Я обещаю, что позабочусь о твоём коте.

I will always love you. — Я всегда буду любить тебя.

3) Предложения

Future Simple используется для выражения предложения что-то сделать. Напомним, что в данной функции в вопросительных предложениях может встречаться глагол shall.

Do you feel bad? I'll bring you some medicine. — Ты плохо себя чувствуешь? Я принесу тебе лекарства.

Shall we take a coffee break? — Прервемся на кофе?

4) Угрозы

Future Simple используется для выражения угрозы.

You will regret your decision. — Ты пожалеешь о своем решении.

Stop there or I will shoot. — Стойте на месте, или я буду стрелять.

5) Предсказания, основанные на мнении говорящего

Future Simple используется для предсказаний, которые основываются исключительно на опыте и мнении говорящего. Когда мы используем will, говоря о будущем, у нас нет фактов, подтверждающих то, что действие произойдет.

В этой функции часто используются такие маркеры Future Simple, как I think (я думаю), I reckon (я думаю), I guess (я догадываюсь), I believe (я верю/считаю), I suppose (я предполагаю), I assume (я предполагаю), I'm sure (я уверен), I hope (я надеюсь), I'm afraid (я боюсь) и другие, а также слова perhaps/maybe (возможно), probably (вероятно), certainly (конечно).

I reckon he will make a good father. — Я думаю, он будет хорошим отцом.

I will not succeed in this business. — Я не преуспею в этом деле.

6) Будущие события, которые нельзя изменить

Future Simple используется в ситуациях, когда действие, о котором идет речь, точно произойдет, и мы ничего не можем изменить. То есть в этих ситуациях от нас ничего не зависит.

He'll turn 60 in May. — В мае ему исполнится 60.

Конструкция to be going to do smth

Конструкция **to be going to do smth** в английском языке используется, чтобы сообщить о своих планах или намерениях что-то сделать в будущем. В разговорной речи очень популярна сокращенная форма оборота to be going to do smth — to be gonna do smth.

Формы конструкции to be going to do smth

Давайте посмотрим на использование конструкции to be going to do smth в утвердительных, отрицательных и вопросительных предложениях.

Утвердительное предложение с конструкцией to be going to

Подлежащее + вспомогательный глагол am/is/are + going to + основная форма глагола без частицы to

I'm going to take an IELTS exam. — Я собираюсь сдавать IELTS.

We are going to throw a party. — Мы собираемся устроить вечеринку.

He is going to ask her on a date. — Он собирается пригласить ее на свидание.

Отрицательное предложение с конструкцией to be going to

Подлежащее + вспомогательный глагол am/is/are + частица not + going to + основная форма глагола без частицы to

I am not going to tell her about my plans. — Я не собираюсь рассказывать ей о своих планах.

They are not going to invite any of my friends. — Они не собираются приглашать никого из моих друзей.

She isn't going to go abroad. — Она не собирается уезжать за границу.

Вопросительное предложение с конструкцией to be going to

Вспомогательный глагол am/is/are + подлежащее + going to + основная форма глагола без частицы to

Are you going to have lunch with me? — Ты собираешься пообедать со мной?

Is she going to get married? — Она собирается выйти замуж?

Функции to be going to do smth

1) Планы и намерения

Употребление конструкции to be going to do smth выражает наши намерения или планы.

He's studying medicine. He's going to become a doctor. — Он изучает медицину. Он собирается стать врачом.

2) Предсказания будущего, основанные на очевидных фактах

Мы используем оборот *to be going to do smth*, чтобы указать на событие, которое вот-вот произойдет или уже начинает происходить. В данном случае говорящий обычно видит какое-то доказательство этому, поэтому сказанное им не является его личным мнением.

Wow! Look at the trees! They're going to blossom. — Ух ты! Посмотри на деревья! Они скоро зацветут.

The sun's shining brightly. So, it's going to be a beautiful day. — Солнце светит ярко. День будет чудесным.

Exercises

Exercise 1. Choose between Future Simple and *be going to* to complete the conversation. Act it out in class.

— Can I speak to Fiona, please?

— Speaking. Is that you, Pat?

— It's me. Hi. What you _____ (1 – do) tonight?

— I don't know yet. I think, I _____ (2 — read) the book Nora gave me yesterday.

— How about going to the cinema?

— Sounds good, but I'm looking after my little brother after eight, because my parents are going to their friend's birthday party.

— Poor you. Your brother is so naughty sometimes!

— But I love him. He's so funny! I think, he _____ (3 — be) a good clown. He says he _____ (4 — be) a pilot, nothing else. Well, what _____ (5 — do) you tonight?

— I don't know either. I wanted to go somewhere nice with you, but you are baby-sitting tonight, so I _____ (6 — help) you to baby-sit, if you don't mind.

— Of course, I don't. Come along and we _____ (7 — have) a nice cup of tea and _____ (8—play) with my brother.

Exercise 2. Choose between Future Simple and *be going to*.

1. She is sure that he _____ (not/manage) to catch the train.

2. Next year we _____ (travel) together around Europe.

3. The athletes soon _____ (return) from the competition.
4. His parents think Jim _____ (become) a doctor one day.
5. They have bought new sports shoes. They _____ (start) running next week.
6. It's getting dark. I _____ (turn) on the light.
7. They _____ (be) eighteen next month.
8. Scientists for sure _____ (find) a cure for this disease.

Exercise 3. Match the sentences with their meaning according to the tense.

1. I'm going shopping now. OK, I'll come with you.
2. Many people think life will be easier in the future.
3. It's six o'clock now. It's going to be dark soon.
4. We're going to watch a football match tomorrow.
 - a) a general prediction about the future
 - b) an instant decision
 - c) a plan or intention
 - d) a prediction about the future based on present evidence.

Exercise 4. Choose and underline the correct form of the verb.

1) A: It's hot in here.

B: I'm going to / I'll open the window.

A: Do you want tea or coffee?

B: I'm going to / I'll have coffee, please.

A: What are you going to / will you do next weekend?

B: I don't know.

2) A: The phone's ringing. Shall I answer it?

B: It's going to / It'll be Janet for me. Don't get up.

3) A: I'm going to / I'll see a film at two o'clock.

B: I'm going to / I'll come with you.

4) Robots are going to / will do everything for us in the future.

5) A: I'm hungry, Mum.

B: The oven is hot now. Dinner will be / is going to be ready in twenty minutes

Exercise 5. Choose between Future Simple and be going to.

Becky: What _____ (1 you do) this weekend?

Liam: I _____ (2 help) my dad on Saturday. What about you?

Becky: Well, I _____ (3 not help) my dad! My grandparents live in Wales. I _____ (4 visit) them.

Liam: That sounds great! Have you got any plans for Sunday?

Becky: I _____ (5 play) volleyball on Sunday at three o'clock. I play for a team. We've got some good players. I think we _____ (6 win). Would you like to come and watch?

Liam: OK, great idea! I _____ (7 see) you at the sports centre at three.

Helen: I _____ (8 go) to the shops this afternoon with my mum.

Mark: Oh, really? (9 you buy) _____ a birthday present for Jackie?

Helen: Yes, I am. I _____ (10 look) for a new skirt for her party too.

Mark: Mmm. I'd like to go shopping. Can I come with you?

Helen: Of course! I _____ (11 ask) my mum.

Exercise 6. Complete the conversation. Use 'm going to, 're going to, 'll or won't.

A: (1) I _____ play tennis this afternoon.

B: Great! (2) I _____ come with you.

A: But you haven't got a tennis racket.

B: (3) I _____ borrow my brother's racket.

A: And you don't know how to play tennis.

B: (4) I _____ practise first.

A: But (5) I _____ play with Phil and after the match (6) we _____ have lunch with his parents.

B: Oh! Well, then (7) I _____ come with you. (8) I _____ do my homework.

Exercise 7. Complete the conversation. Use the correct form of will or going to.

Tom: (1 you watch) _____ TV tonight?

Ann: No. I've just bought some new CDs. I _____ (2 listen) to them. What about you?

Tom: I _____ (3 watch) the new Brad Pitt film. It's on at 7.30.

Ann: Oh, really? I didn't know about that. I think I _____ (4 watch) it, too. I _____ (5 listen) to my CDs tomorrow.

Tom: Let's watch the film together. I _____ (6 buy) some drinks and snacks.

Ann: Oh, thanks. That's a great idea.

Exercise 8. Use the correct form of will or going to.

1. My friend is travelling to the airport. She 'll / 's going to catch a plane.
2. In the future we won't travel by plane. We're going to / 'll travel by spaceship.
3. It's raining outside so we 'll / 're going to get wet.
4. In 2050 every person in the world will/ is going to have a mobile phone.
5. We're going to / 'll discover life on other planets in the future.

Exercise 9. Choose the correct form of will or going to.

1. My dad's got a new job in London. We'll / 're going to move there in July.
2. I'll / I'm going to visit France next month Mum's already bought our tickets.
3. 'It's hot in here!' ' I'll / I'm going to open the window.'
4. They booked their summer holiday last week. They will / 're going to stay with their uncle.
5. 'It's a secret.' 'OK. I won't / 'm not going to tell anyone.'
6. 'Would you like cola or orange juice?' 'I 'll / 'm going to have cola, please.'

Exercise 10. Choose the correct form of will or going to.

Pete: What (1 you do) _____ this weekend?

Sara: I (2 go) _____ to Paul's house on Saturday to watch a video. What about you?

Pete: Well, I (3 not go) _____ to Paul's house because it's my mum's birthday. But I (4 play) _____ football on Sunday morning.

Sara: Oh really? I (5 come) _____ and watch!

Pete: OK. I (6 see) _____ you there.

Will: I think I (7 go) _____ swimming. Do you want to come?

Sue: I can't. I (8 visit) _____ my grandparents. What (9 you do) _____ tomorrow?

Will: I (10 see) _____ a film with Andy and Jill. Do you want to come too?

Sue: Yes, great! I (11 meet) _____ you outside the cinema.

Quick Test

Exercise 1. Fill in the correct form of the Future Tense. In some sentences several forms are possible.

1. They _____ driving to New York tomorrow evening. (DRIVE)

2. I offered him a job last week and I think he _____ it. (TAKE)

3. I hope the weather _____ nice when you get to Sardinia. (BE)

4. We _____ married on June 25th.
(GET)

5. I suppose real estate prices _____ up again next year. (GO)

6. What _____ when you grow up? – I _____ a
pilot. (YOU DO, BE)

7. I am _____ football this afternoon so I can't make it to the party.
(PLAY)

8. Put your wallet away. I _____ for the tickets. (PAY)

9. I _____ John at the airport tomorrow at 5.30. (MEET)

10. Take the umbrella with you. I think it _____ in the afternoon.

(RAIN)

11. I think I _____ a cup of tea after all. (HAVE)

12. Ask Mary. She _____ the answer (PROBABLY KNOW)

13. Which car _____ to buy? (YOU PLAN)

14. Jack missed the train. He _____ late again. (BE)

15. All our stores _____ next Monday at 10.00 a.m. (OPEN)

16. We _____ our holidays in France next year. (SPEND)

17. What do you want to eat? – I think I _____ a sandwich. (HAVE)

18. We have to go now. It _____ late. (GET)

19. I can't talk about it now, but I _____ you a mail next week. (SEND)

20. The Jacksons _____ a party tomorrow afternoon, but they haven't invited us. (HAVE)

Exercise 2. Complete the sentences with a suitable future form

1. We will go out with our friends as soon as we _____ (finish) this.

2. By the time we get there, the film _____ (begin).

3. Look at those clouds. It _____ (rain).

4. I _____ (meet) her this evening.

5. Don't call at 6.00. I _____ (do) my homework then.

6. Perhaps I _____ (see) you tomorrow.

7. I forgot the car keys. – Don't worry, I _____ (get) them for you.

8. What time _____ the next bus _____ (arrive)?
9. He _____ (spend) all his money by the end of the week.
10. I _____ (pay) all my debts in a week's time.
11. Stop that, or I _____ (tell) your parents.
12. Paul _____ (learn) French.
13. This time next week he _____ (camp) in the mountains.
14. Have you heard? Linda _____ (buy) a new house.
15. Where _____ you _____ (work) in ten years' time?
16. I _____ (help) you move if I get here on time.
17. Stay in your seat until the bell _____ (ring).
18. _____ you _____ (use) your car at the weekend?
- I guess I will.
19. _____ you _____ (watch) the action movie?
- Yes, I am.
20. He _____ (arrive) in Paris by the end of the day.

Exercise 3. Complete the text with the most appropriate form of the verbs; using will, be going to or the present simple.

I was standing at the bus stop reading my horoscope in the newspaper. It said "You _____ good moments and bad moments today." I looked up and saw the bus coming. Then I realized it _____ because it was already full. "Oh, no", I thought. "If I _____ walking fast, I _____ late for my first class!" I had just started walking when a car pulled up beside me and one of my classmates leaned out.

LESSON 5 THE ANATOMY OF THE PIG

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. elaborate	1. продуманный
2. affiliative	2. ассоциативный
3. feral pigs	3. дикие свиньи
4. communal nests	4. общественные гнезда
5. shed light	5. проливающий свет
6. maligned	6. оклеветанный
7. injections	7. инъекции
8. predominately	8. преимущественно
9. perceive	9. воспринимать
10. snout	10. морда
11. jowl	11. подбородок
12. ample flexibility	12. достаточная гибкость
13. fore rib	13. переднее ребро
14. underline	14. вымя
15. the stifle muscle	15. коленная мышца
16. pasterns	16. копыта
17. dewclaws	17. прибылые пальцы
18. hocks	18. скакательные суставы
19. rump	19. крестец
20. the slope	20. наклон
21. the ham	21. окорок

Exercise 2. Complete the phrases using words from exercise 1 and make up sentences with them.

1. social	a) objects
2. family	b) sector
3. cognitive	c) lines
4. identification	d) on imports
5. sharp	e) bonds
6. lift	f) soundness
7. structural	g) rib
8. fore	h) cavity
9. chest	i) abilities

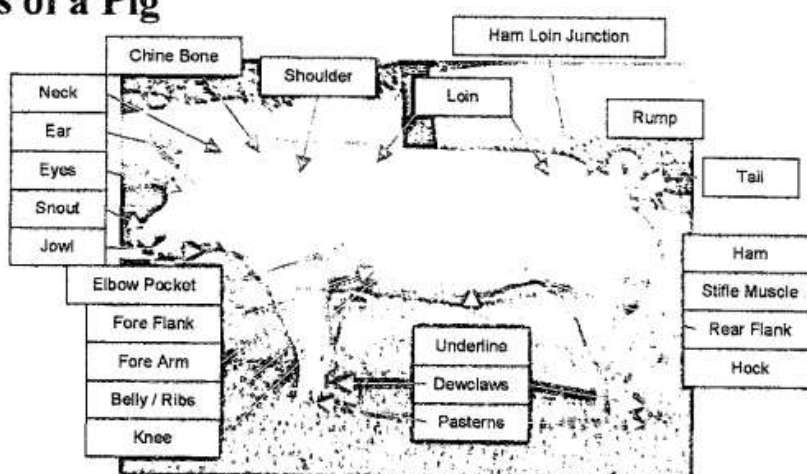
10. breeding	j) animals
11. pharmaceutical	k) stock
12. agricultural	l) purposes
13. to depend	m) companies

Exercise 3. Translate the words and phrases from Russian into English.

1. выводок поросят 2. более высокая оценка 3. самая толстая часть передней конечности 4. касаться земли 5. инструмент для копания 6. быть выведенным из 7. забой	8. процветать в различных местах обитания 9. прибылые пальцы 10. признак настроения 11. саботаж требований 12. помощь в еде и обонянии 13. неравномерное расстояние между животными 14. турбулентность на Российском рынке 15. непонятые животные
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Exercise 4. Scan the QR-code for a 3D model. Then read the text and answer the questions.

Parts of a Pig





Pigs or swines are highly intelligent, social animals, displaying **elaborate** maternal, communicative, and **affiliative** behavior.

Wild and **feral pigs** inhabit wide tracts of the southern and mid-western United States, where they thrive in a variety of habitats. They form matriarchal social groups, sleep in **communal nests**, and maintain close family bonds into adulthood. Science has helped **shed light** on the depths of the remarkable cognitive abil-

ities of pigs, and fosters a greater appreciation for these often **maligned** and misunderstood animals.

Neck. The neck is located just behind the ears and in front of the shoulder. The neck is the proper location to give most **injections** to pigs. This portion of the body is usually discarded during slaughter/butchery.

Ear. The ears are located just above the eyes and in front of the neck. The pig's ears can vary in shape and size. They are used **predominately** for identification purposes.

Eyes. The eyes are located on the face and below the ears. Pigs cannot **perceive** sharp lines, but they do see colour except red.

Snout. The snout (also called the nose) of the pig is located by the mouth. The snout is used by the pig to move, turn, and lift objects; as well as to assist in eating and smelling. Pigs have over six thousand sensors on their nose, this is their digging tool, they feel and investigate with this strong tool.

Jowl. The jowl is located underneath the snout and is sometimes referred to as the pig's chin. The fore arm is located above the knee and is the thickest part of the front leg. The knee is located just above the dewclaws. A pig needs to have **ample flexibility** to their knee in order to maintain structural soundness and good movement. The dewclaw is the toe and nail that sits a little higher up than the rest of the pig's toes.

Fore rib is located at the front portion of the ribs. This portion of the chest cavity should be one of the widest parts of the pig's chest. The pig's heart and lungs are located under the fore rib. The belly and ribs are located just after the fore rib.

The underline is the collection of teats where a litter of piglets will feed from their mother. Underlines should be checked on breeding stock. The ideal underline is free of uneven spacing, nonfunctional teats, and ideally for breeding, have 14 or more.

The stifle muscle is the muscle used to move rear legs. The positioning is determined by the structure of the rump.

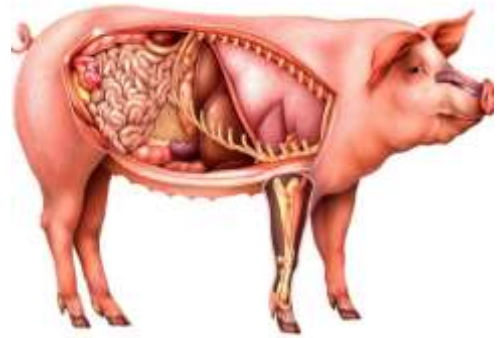
The pasterns are located just below the dewclaws and above the pig's hooves. The pasterns should be strong and the pig should walk up on its toes. Pigs that have poor structure might walk down on their pastern, which allows their **dewclaws** to touch the ground. These pigs should not be bred from. The **hocks** are to be found on the rear legs and is just below the stifle muscle. A proper angle is needed from stifle muscle to the hock, and then to the ground in order for the pig to have structural correctness.

The rump is to be found behind the pig's hip bones and includes the hip bones, tail and the ham. The slope of the rump is determined by the tails position. The ham is the cut of meat located above the hock. The length and position of the tail varies. It is also an indication of mood.

The Russian veterinary body Rosselkhoznadzor urges farmers to stop the use of imported veterinary pig vaccines and drugs, claiming that Western pharmaceutical companies, "suspended deliveries and are trying to sabotage the requirements of Russian legislation."

Rosselkhoznadzor emphasised that there is no ban on the import of foreign-made drugs and vaccines at the moment. In the first quarter of 2022, nearly 5.2 billion doses of vaccines for all animal species were imported to Russia, which is 26% more compared to the previous year.

Some market participants complained about a lack of some commonly used drugs and vaccines on the Russian market in the past few months.



The temporary shortage also increases prices, which have spiked by 20% to 30% on some items.

Foreign veterinary drug suppliers have remained silent about the reasons for the turbulence on the Russian market and have not responded to Rosselkhoznadzor's claims yet.

On the other hand, Rosselkhoznadzor stated the Russian production of veterinary drugs and vaccines had been steadily growing. For example, 12.74 billion doses of live vaccines for the agricultural sector were manufactured last year, 90% more compared with 2021.

In this situation, the Russian veterinary agency believes Russian farmers should switch to Russian products in order not to depend on imports.



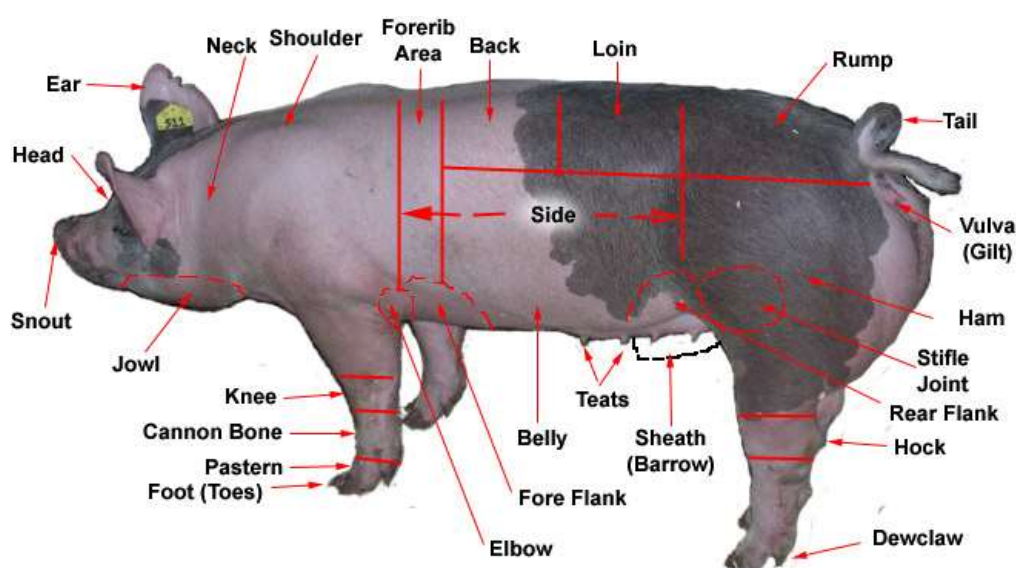
Exercise 5. Comprehension questions:

1. What are some of the social behaviors exhibited by pigs?
2. Where are wild and feral pigs commonly found in the United States?
3. What is the purpose of the snout on a pig?
4. Why is the neck the proper location for most injections on pigs?
5. What are some key body parts of a pig that are used for identification purposes?
6. How many sensors do pigs have on their nose?
7. What are some potential consequences of poor structure in a pig's pasterns?
8. Why is the Russian veterinary body urging farmers to stop using imported veterinary pig vaccines and drugs?
9. How much did the number of doses of live vaccines for the agricultural sector manufactured in Russia increase from 2021 to the following year?
10. What has been the impact of the temporary shortage of drugs and vaccines on the Russian market?

Exercise 6. Translate the sentences from Russian into English.

1. Сердце и легкие свиньи расположены под передним ребром.
2. Они образуют матриархальные социальные группы, спят в общих гнездах и поддерживают тесные семейные узы во взрослой жизни.
3. Некоторые участники рынка жаловались на нехватку некоторых широко используемых лекарств и вакцин на российском рынке в последние несколько месяцев.
4. Россельхознадзор заявил, что производство ветеринарных препаратов и вакцин в России неуклонно растет.
5. Окорок - это кусок мяса, расположенный над скакательным суставом. Длина и расположение хвоста могут быть разными.
6. Чаще всего свиньям делают инъекции в шею.
7. Скакательные суставы должны располагаться на задних конечностях и располагаться чуть ниже коленных мышц.
8. Идеальная линия низа должна быть без неравномерного расположения, нефункциональных сосков и в идеале иметь 14 или более сосков для разведения.
9. Они используются преимущественно в целях идентификации.
10. Колено расположено чуть выше прибылых пальцев.
11. Морда используется свиньей для перемещения, переворачивания и поднятия предметов, а также для принятия пищи и обоняния.

Exercise 7. Speak on the anatomy of the pigs using the scheme.



SUPPLEMENTARY READING AND DISCUSSION

Farm Animals

Most farms are businesses that raise animals and produce food to be sold to individuals, restaurants, supermarkets, and other businesses. Some of the food grown on farms also feeds the animals on a farm. A visit to a farm might include meeting many different animals that live there including cows, pigs, chickens, horses, sheep, goats, llamas, and donkeys. Horses may also reside on a farm but are usually used to help with the work, though most farmers use machines on modern farms.

Cows are usually raised to produce milk or beef. Dairy farms usually keep many cows and will milk them two or three times each day and then sell the milk. A cow may eat up to 100 pounds of food each day and drink about 50 gallons of water. Cattle that are raised for beef are not milked, but they are taken special care of to help them grow into a certain size and then are sent to a different market facility.

Goats are another animal kept on farms and raised for their milk. They eat hay or grass and spend time in a fenced pasture during the day but are milked twice each day.

Pigs that are raised on farms are usually kept indoors and carefully cared for by the farmer. A female pig is called a **sow** and a male pig is called a **boar**. An average pig can grow to weigh between 600 and 900 pounds, but some can weigh as much as 1,000 pounds. Once large enough, a farmer will sell the pig.

The chickens on farms are used for either eggs or meat. Chickens on a farm are kept in a chicken house but do have an outdoor area for wandering. Female chickens are called **hens** and will produce eggs collected by the farmer and sold to markets. A male chicken is called a **rooster** and is needed for a farmer who decides to raise chicks.

Sheep may be raised by farmers for their wool. They need hay or grass to eat and lots of fresh, clean water to drink, plus special minerals to help keep them healthy. Sheep-shearing usually takes place every spring on a farm. The shearer uses a special shear to give the sheep a haircut for removal of the wool to sell it.

Another animal raised for their wool is the llama. Llamas are not the standard farm animal, but they live on farms too. They eat hay, grain, and grass and need clean water, a shelter for sleeping, and spend time in a fenced

pasture. Just like sheep, farmers shear llamas in the spring of each year selling their wool to markets as well.

Horses live on farms but are not used for producing milk or meat. The horses live in a pasture or in a stable. The farmer takes care of those that live in a stable, feeding them and keeping them clean. Those that live in the pasture are in a natural setting and eat and run around in a large fenced area. Farmers still check on the horses in the pasture to make sure they stay healthy. A horse can help farmers with many chores and can be used for transportation on the farm.

An animal that resembles a horse is the donkey. However, they have needs and behaviors. Donkeys on farms often have a friendly personality. Some farmers use them to guard the farm because the donkeys often feel protective of other farm animals. Donkeys eat hay and grass.

In summary, there are many kinds of animals that live on a farm. Most are used by farmers to produce food such as meat, milk, eggs, and wool. Other animals such as horses and donkeys can be used to help the farmer with the chores.

Exercise 1. Comprehension questions

1) Which of the following is a male pig?

- A: Boar
- B: Sow
- C: Hen
- D: Rooster

2) Which of the following farm animals are used for their wool?

- A: Goats and cows
- B: Pigs and chickens
- C: Sheep and llamas
- D: Horses and donkeys

3) All the following farm animals are used for meat EXCEPT:

- A: Cows
- B: Llamas
- C: Pigs
- D: Chickens

4) Which of the following farm animals are used for either meat or eggs?

- A: Goats
- B: Cows
- C: Pigs
- D: Chickens

5) Which of the following farm animals resemble a horse?

- A: Donkey
- B: Llama
- C: Goat
- D: Sheep

6) Which of the following type of chicken produces eggs?

- A: Rooster
- B: Hen
- C: Both A and B
- D: Neither A nor B

Exercise 2. List all the farm animals mentioned in the text and translate the words into Russian.

Exercise 3. Find all verbs in the Past Tenses. Write them out.

Exercise 4. Find all verbs in the Future Tenses or other ways of expressing future actions. Write them out.

Exercise 5. Scan the QR-code and prepare the talk on topic “Ethics of animal farming”. Present it to the class.



GRAMMAR REVISION (LESSONS 1-5)

Fill in the correct form verb – All Tenses

1. I _____ a great film yesterday. (see)
2. _____ a new car? (you ever buy)
3. I _____ him last Monday. (meet)
4. The band _____ while I _____. (play, write)
5. She _____ the new car in 2005. (buy)
6. Her mother _____ in Victoria for the past five years. (live)
7. They _____ in Germany when we arrived a few days ago. (already be)
8. _____ to get married? (you plan)
9. I _____ so much fun since I was a kid. (not have)
10. When I got up I _____ out of the window and _____ that it _____. (look, see, rain)
11. Janet _____ for Smith and Brothers before she came to work for us. (work)
12. I _____ three movies so far this week. (see)
13. How long _____ for me? (you wait)
14. I _____ over Loch Ness last week. _____ the Loch Ness monster? (fly, you see)
15. I'm afraid I'm not hungry. I _____. (already eat)
16. Peter _____ football in the afternoon when he got the call. (play)
17. "What _____ between 9 and 12 yesterday morning", the detective said. (you do)
18. He kept looking at her, wondering where he _____ her before. (see)
19. The doctor's waiting room was full of people. Some _____ a magazine, a woman _____ and a child _____ with a doll. Suddenly the door _____ and a nurse _____ out. (read, knit, play, open, come)
20. Travelling _____ much easier and more comfortable in the past hundred years. (become)
21. I _____ cake. That's why my hands are full of flour. (bake)
22. When I first came to this house it _____ quite a noisy area. (be)
23. He twisted his ankle while he _____. (ski)
24. _____ the doors before you leave the house? (you ever lock)
25. My best friend and I _____ each other for 15 years. (know)

26. Jack usually _____ but he _____ when his father comes. (smoke, not smoke)
27. _____ breakfast yet? – Yes I had it together with Sue at 7. (you have)
28. I _____ this kind of work when I was a small boy. (do)
29. He _____ the paper when his wife came home. (read)
30. I _____ for an hour now. I'll be finished soon. (speak)
31. How long _____ John and Maria? - We met the couple over thirteen years ago. (you know)
32. He _____ in Oxford for two years and when his mother died he moved to London. (live)
33. After Harry _____ his work he _____ Jude from the office. (finish, call)
34. You _____ your homework for two hours. Haven't you finished yet? (do)
35. He always _____ to the supermarket alone, but today he _____ his son with him. (go, take)
36. He never _____ in the evening, only on Sundays. (work)
37. I _____ to South America but I have been to New York several times. (never, be)
38. _____ Jean? – No, she probably went to her friend's place. (anyone, see)
39. I _____ to the bank yesterday but when I got there it was closed. (go)
40. She _____ in school all day. (be)
41. Lee _____ late every day since Tuesday. (be)
42. Herbert's father _____ his son's birthday. (never forget)
43. I _____ my report because I had a problem with my computer. (not finish)

INTERMEDIATE LEVEL Fill in the correct form of the verb – all tenses

1. I _____ a great film yesterday. (see)
2. _____ a new car? (you ever buy)
3. I _____ him last Monday. (meet)
4. The band _____ while I _____
5. She _____ the new car in 2005. (buy)
6. Her mother _____ in Victoria for the past five years. (live)
7. _____ to get married? (you plan)
8. I _____ so much fun since I was a kid. (have)
9. When I got up I _____ out of the window and _____ that it _____. (look, see, rain)

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25. Herbert's father _____ his son's birthday (never forget)
26. I _____ my report because I had a problem with my computer. (finish)

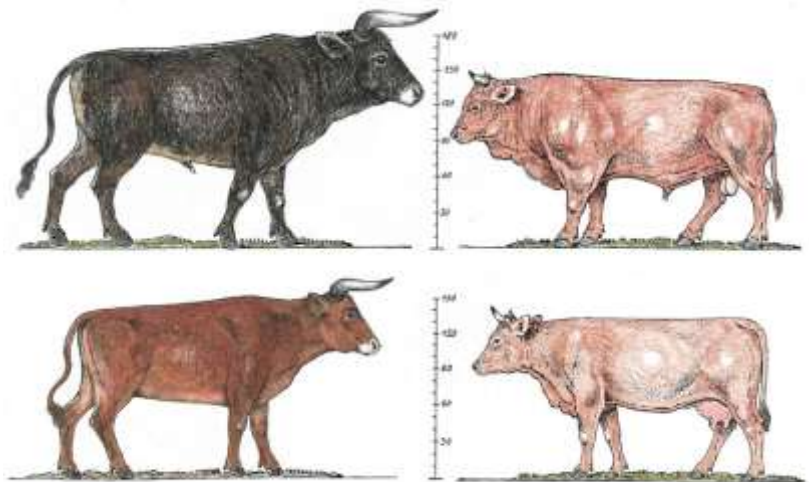
LESSON 6 THE CATTLE

Read the text and answer the questions.

Introductory text: Origins of Cattle

Cattle have been domesticated for thousands of years. Before the Industrial Revolution of the 18th century, cattle were used to pull carts or to plow fields by farmers all over the world. Nowadays, farmers prefer using machines. It is a rare scene to see farmers using cattle as farm helpers. Although cattle's role in farming has diminished since the invention of machines, they are still found on farms. On today's farms, cattle are mainly raised for their meat, hides (leather), and milk. Cattle belong to the family Bovidae.

Like other family members (such as the impala, gazelle, bison, yak, musk ox, and goat), cattle have three distinctive features. The first is their even-toed, cloven (divided) hoofed feet. The second is their pointy, hollow, and un-branched horns, usually present in both sexes. And, the third



is their 4-chambered stomachs. Animals with several compartments in their stomachs are called ruminants. When ruminants eat grasses or other vegetation, they partially chew their food and store it in their stomachs.

Later on, they regurgitate or throw up the food as a cud and chew it again. Cattle are social animals. They live in large groups, called herds. A herd may consist of just a single or several cattle families. A dominant male (bull) guards a group of females (cows) and their young (calves) protectively. If he feels threatened by the presence of a hungry predator (such as a wolf) or a challenging bull, he will not hesitate to use his best weapon -- his horns -- to fight.

Unlike deer, cattle and their Bovidae relatives never shed their horns. On the contrary, their horns continue to grow throughout their lives. Asian

water buffaloes, for example, have the widest horn span of any member in the Bovidae family. Weighing over 2,000 pounds, an Asian water buffalo can easily intimidate its peers or its enemies with its horns that stretch more than 6 1/2 feet! When you visit a farm, you may hear people referring to cattle not just as bulls, cows, and calves. Instead, you may hear them referring to cattle as steers, oxen (singular: ox), and heifers. What do all these terms mean?

Well, a male calf is called a bull calf. A female calf is called a heifer calf. If the male calf is not castrated, he grows to be a bull. Castration is a surgery commonly performed on bull calves to make them more mild-tempered and easier to control. If the male calf is castrated, he becomes a steer. Usually, the steer gets sold for meat. If he remains on the farm, he is trained to do all sorts of hard farming chores, and he may be called an ox. In the case of the heifer calf, things are not as complicated. The heifer calf is called a heifer as she grows older. After she gives birth to her first calf, she becomes a cow.

With as many as 300 different breeds of cattle in the world, we divide them into two groups -- the beef cattle and the dairy cattle. Yes, you have guessed it. Beef cattle are bred for their meat, and dairy cattle are raised for their milk. When scientists did genealogy research on domestic cattle, they discovered that all breeds of domestic cattle are descendents of one wild cattle species, the auroch. Sadly, aurochs did not live long enough to witness how helpful their offspring are to humans. As the last auroch was killed in 1627 in Poland, the ancestor of all domestic cattle is now extinct!

Comprehension questions:

1. Which of the following about cattle is correct?
 - A. Cattle have three compartments in their stomachs.
 - B. Cattle and deer belong to the same family, called Bovidae.
 - C. Cattle have even-toed, cloven, and hooved feet.
 - D. Cattle shed their horns once a year.
2. The African water buffalo has the widest horn span of all cattle.
 - A. true
 - B. false
3. Which of the following is NOT related to cattle?
 - A. the reindeer

B. the impala

C. the yak

D. the American bison

4. What is a ruminant? (Please choose two of the best answers.)

A. an animal with a single compartment in its stomach

B. an animal that regurgitates food as a cud and chews it again

C. an animal with more than one compartment in its stomach

D. "Ruminant" and "herbivore" are two terms that can be used interchangeably.

5. Which of the following about cattle's horns is correct?

A. They are not pointy.

B. They are hollow.

C. They fall off once a year.

D. They branch out.

6. Cattle have an odd number of toes.

A. false

B. true

7. A steer is castrated, whereas a bull is not.

A. false

B. true

8. Which of the following "cattle terms" is NOT correct?

A. a cow: a heifer that has already reproduced

B. an ox: a group of cattle

C. a heifer: a female calf that is yet to reproduce

D. a steer: a castrated bull calf

9. Which of the following animals is the ancestor to all domestic cattle species?

A. the auroch

B. the Asian water buffalo

C. the musk-ox

D. the banteng

10. When and where was the last of the ancestor to all domestic cattle killed?

- A. 1726, Austria
- B. 1927, Netherlands
- C. 1881, Germany
- D. 1627, Poland

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. bull	1. бык
2. cow	2. корова
3. heifer	3. телка
4. steer	4. бычок (стерилизованный)
5. calf	5. бычок (новорождённый)
6. species	6. виды
7. panoramic vision	7. панорамное зрение
8. depth perception	8. глубина восприятия
9. dual-purpose cattle	9. скот двойного назначения
10. beef cattle	10. мясной крупный рогатый скот
11. dairy cattle	11. молочный крупный рогатый скот
12. domestic cattle	12. домашний крупный рогатый скот
13. auroch	13. зубр
14. ruminants	14. жвачные
15. nonproductive rangeland	15. непродуктивных пастбища
16. herbivores	16. травоядные
17. hay	17. сено
18. maturity	18. зрелость
19. twins	19. близнецы
20. freemartin heifer	20. телка-фримартин (бесплодная самка)
21. precocial	21. преждевременный
22. colostrum	22. молозив

Exercise 2. Complete the phrases and make up sentences with them.

1. be referred	a) importance
2. reproductive	b) cycle
3. panoramic	c) vision
4. forward	d) feed
5. milk	e) plant material
6. average	f) amount
7. to become	g) view
8. economic	h) pregnant
9. to digest	i) heifers
10. fermented	j) status
11. gestation	k) to as a bull
12. freemartin	l) production

Exercise 3. Translate the words and phrases from Russian into English.

1. три отличительных признака;
2. домашний скот;
3. голодный хищник;
4. кастрированные самцы крупного рогатого скота;
5. большие группы;
6. изобретение машин;
7. производство мяса;
8. ущерб окружающей среде;
9. искусственное оплодотворение;
10. денежная оценка животных.

Exercise 4. Read the text and answer the questions.

Main text

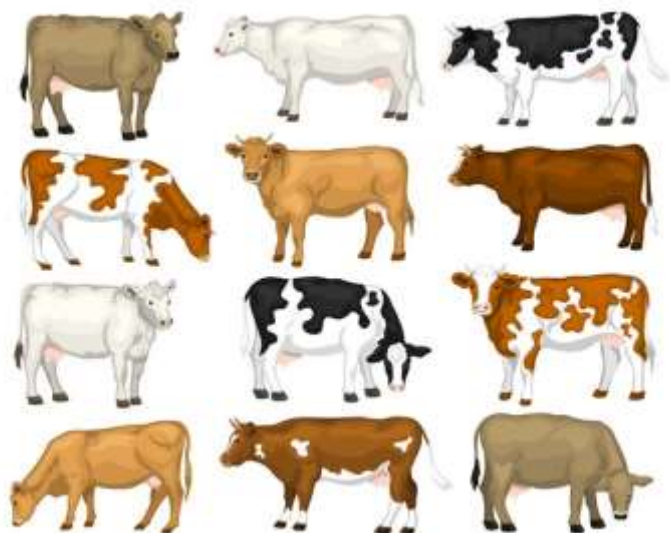
An individual cattle may be referred to as a **bull, cow, heifer, steer or calf**. These terms refer to an animal's sex, age and reproductive status. Calves are cattle of either sex that are 1-year-old or younger. Bulls are intact male cattle of any age, while the term steer refers to castrated male cattle. A heifer is a female that has not yet had a calf, and a cow is a female

that has had at least one calf. In most **species**, the bull is much larger than the cow. Breeds can be polled (genetically hornless) or horned. Both male and female wild cattle species have horns, and the bull's horns are larger and thicker than the cow's.

Unlike humans, cattle have **panoramic vision**, which means they can see almost all the way around themselves without moving their heads. Their **depth perception**, however, is only focused in a small forward view. This means that, while a cow might be able to see you standing at its side, it cannot necessarily judge how close or far away you actually are. This may explain why a cow can be startled when approached, even if you have been in its field of vision for some time.

There are **three types** of cattle:

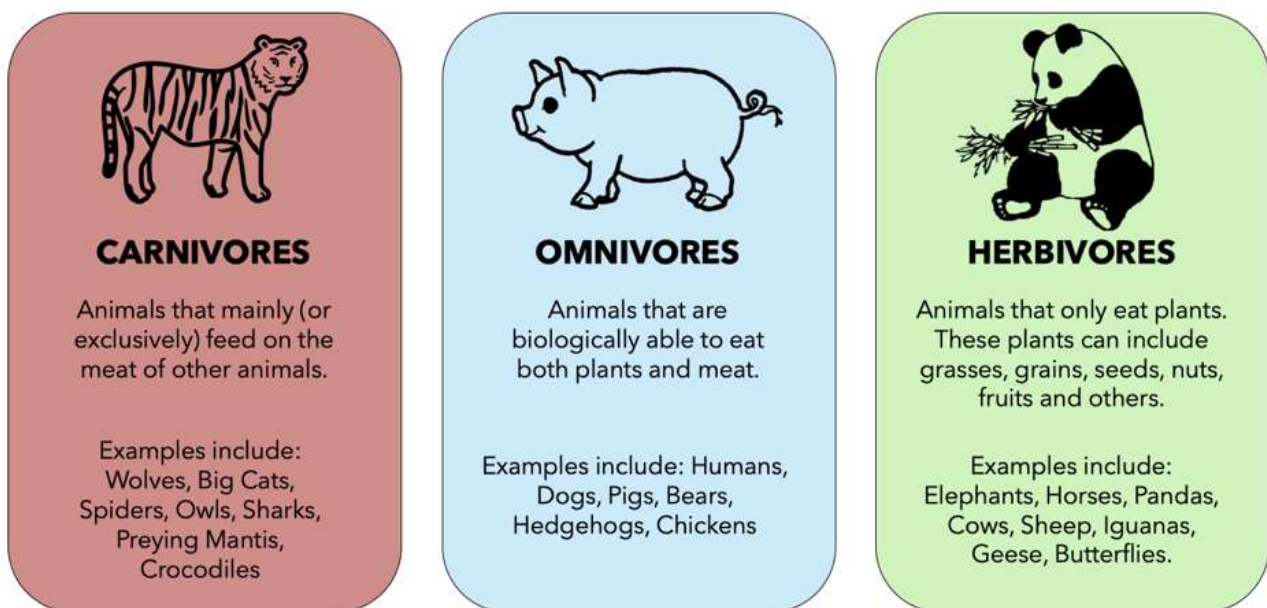
- **Dual-purpose cattle** are breeds selected for both meat and milk production. They include the Milking Shorthorn, Red Dane, Red Polled, Dexter and Pinzgauer. These cattle are typically smaller than most beef breeds and produce less milk than most dairy breeds. **Beef cattle** have been bred and selected primarily for the production of meat, and many breeds have been developed or adapted for special conditions. There are more than 60 breeds of beef cattle in North America. Angus, Hereford and Polled Herefords are the most common. Beef cattle differ physically from dairy cattle; they have broader, heavier set bodies with shorter necks and legs.
- **Dairy cattle** are breeds that have been developed primarily to produce milk. North America's major breeds of dairy cattle include the Holstein-Friesian, Guernsey, Jersey, Ayrshire, Brown Swiss and Milking Shorthorn. The Holstein-Friesian is the largest breed and produces the greatest volume of milk. In 2008, the average dairy cow in the U.S.



produced about 20,461 pounds of milk. Individual cows may produce several times this average amount. Dairy cows typically produce milk for five or six years, but some continue to produce milk until the age of 20 or older. Dairy cows only develop an udder and produce milk after becoming pregnant.

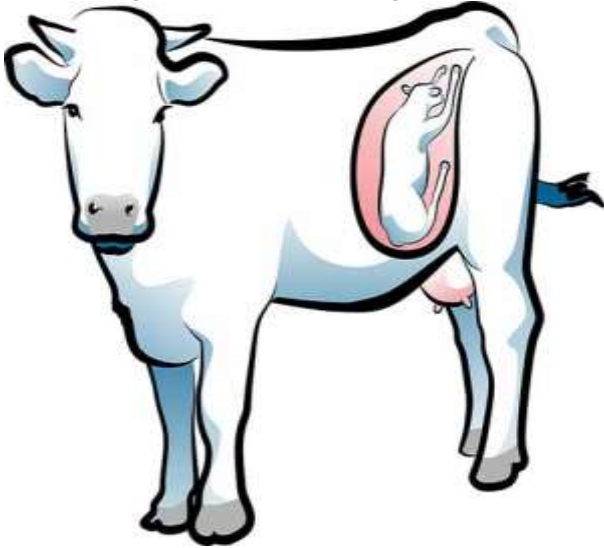
Modern **domestic cattle** evolved from a single, early ancestor—the auroch. It is believed that the last **auroch** was killed in Poland in 1627. Early cattle provided meat, milk and labor to their owners. In many cultures, cattle have spiritual, economic or political importance far beyond the monetary value of the animals themselves.

Cattle are **ruminants**; their complex, four-compartment stomach enables them to digest and convert plant material into energy and important “building blocks” of the body. They eat hay, corn, soybeans, grass, wheat and silage (fermented feed). They can make use of low-quality or nonproductive rangeland, but must be properly managed to avoid causing damage to the environment.



These **herbivores'** diet typically consists of **hay** or roughage (80 to 90 percent of total dry matter), commercial feed that includes grain, vitamins and minerals, and water. Proper feeding of cattle can be complicated and requires a combination of scientific knowledge, creativity and good management. The amount and type of feed that a single cow, calf or bull is fed depends on how much he or she weighs, how old he or she is, how much milk a cow gives and where she is in her gestation cycle. Cattle spend approximately six hours a day grazing and another eight hours ruminating.

Females reach **maturity** when they are about 1-year-old and typically have their first calf around age 2. Breeding can continue until a female is about 12 years old and can occur year-round. Estrus (heat) is the period of time when a cow or heifer is sexually receptive and signals that an egg is about to be released. It normally occurs every 18 to 24 days. The average time that a female is in standing heat is about 12 to 18 hours. A female in standing heat allows males to mount her as she stands. Ovulation follows standing heat. Breeding can be natural or through artificial insemination.



Usually, one calf is born after nine months of gestation. Labor typically lasts two to four hours, with the calf emerging front feet first with its head tucked between its legs. A cow may occasionally have **twins**. If the twins consist of a male (bull) and female (heifer), the heifer calf is usually infertile (called a freemartin heifer). Infertility in freemartin heifers occurs due to a transfer of hormones or cells from the developing male calf, causing

the female's reproductive tract to be underdeveloped.

Calves are **precocial**, meaning they are able to stand and walk within an hour after birth. A calf needs to drink milk within the first few hours following its birth. This special milk is called colostrum and contains antibodies that help the calf fight off disease and stay healthy. Cows produce **colostrum** for the first 72 hours after giving birth to a calf. Calves are weaned when they are about 6 to 7 months old.

Exercise 5. Comprehension questions:

1. What are the different terms used to refer to individual cattle based on their sex, age, and reproductive status?
2. How do cattle differ in terms of vision compared to humans?
3. What are the three main types of cattle and their purposes?
4. What is the ancestral predecessor of modern domestic cattle?
5. How do cattle's four-compartment stomachs help them digest and convert plant material?
6. What is the typical diet of cattle?
7. At what age do females reach maturity and have their first calf?

8. How often does estrus occur in cattle and how long does it typically last?
9. What is involved in the process of labor and birth for cattle?
10. Why are heifer calves born as twins with a bull calf usually infertile?

Exercise 6. Translate the sentences from Russian into English

1. Коровы вырабатывают молозиво в течение первых 72 часов после рождения теленка.
2. Телята являются прекоциальными, то есть они могут стоять и ходить в течение часа после рождения.
3. Правильное кормление крупного рогатого скота может быть сложным делом и требует сочетания научных знаний, творческого подхода и хорошего управления.
4. Крупный рогатый скот тратит примерно шесть часов в день на выпас скота и еще восемь часов на жвачку
5. Мясной скот разводят ради мяса, а молочный - ради молока.
6. Молочные породы коров обычно дают молоко в течение пяти-шести лет, но некоторые продолжают давать молоко до 20 лет и старше.
7. Раннее крупный рогатый скот обеспечивал своих владельцев мясом, молоком и рабочей силой.
8. Роды обычно длятся от двух до четырех часов, при этом теленок появляется на свет передними лапами вперед, а его голова зажата между ног
9. На современных фермах крупный рогатый скот в основном выращивают ради мяса, шкур и молока.
10. Если близнецы состоят из самца (быка) и самки (телки), то теленок обычно бесплоден (его называют телкой фримартин).

Exercise 7. Speak on the topic “Cattle.Origins, breeds and pregnancy

GRAMMAR PRACTICE

«Modal verbs»

Modal verbs (перевод на рус. модальные глаголы) — особая группа глаголов английского языка, которая отличается в использовании от всех остальных глаголов. Сфера их применения обширна: когда вам нужно рассказать о своих умениях, попросить разрешение, запретить что-то, дать совет, рассказать об обязательствах.

Модальные глаголы в английском включают небольшую группу глаголов, не выражающих какое-либо действие или состояние. Они отражают отношение говорящего к действию. В русском языке мы используем в таких случаях глаголы «могу», «умею», «должен», «способен», «необходимо», «обязан».

I can learn all words in 5 minutes. — Я могу выучить все слова за 5 минут.

You should spend more time preparing your homework. — Тебе следует уделять больше времени подготовке домашних заданий.

Вопросительные предложения с модальными глаголами используются без вспомогательных глаголов, модальный выносится на первое место.

Can you learn all words in 5 minutes? — Ты можешь выучить все слова за 5 минут?

Чтобы сделать отрицательное предложение, после модального глагола ставится частица **not**.

I cannot learn all words in 5 minutes. — Я не могу выучить все слова за 5 минут.

You should not spend so much time on this problem. — Тебе не следует так много времени уделять этой проблеме.

Обратите внимание, что частица **not** пишется слитно с глаголом **can**, с остальными — раздельно. Также возможна короткая форма: **can't**, **shouldn't**, **mustn't**, **couldn't**, **mightn't**. Глаголы **may** и **shall** в отрицательных предложениях крайне редко употребляются в короткой форме. А у глаголов **will** и **would** есть короткая форма в утвердительной форме: **'ll**, **'d**.

Правила употребления модальных глаголов

Поскольку это особая группа глаголов, есть у них и свои особенности в использовании.

1. Модальные глаголы самостоятельные, не требуют вспомогательных глаголов (см. выше вопросительные и отрицательные предложения), за исключением *be to* и *have to*.

Do you have to work at night to make money for your family. — Ты вынужден работать по ночам, чтобы заработать денег для семьи?

2. Модальный глагол всегда идет в паре со смысловым, который употребляется в начальной форме: *can play* (может играть), *should stay* (должен остаться). В глаголах *have to*, *be to* и *ought to* частица *to* относится к модальному глаголу, а не к смысловому.

He is not to be here at 5 o'clock, he is to be here at 7. — Он не должен быть здесь в пять часов, он должен быть здесь в 7.

3. Модальный глагол не меняется по лицам и числам, не имеет окончание. С некоторыми исключениями — *have to*, *be to*. Первый принимает форму *has to* в 3-м лице, единственного числа. Второй изменяется по обычным правилам: *am to*, *is to*, *are to*.

He has to write everything down, otherwise he will forget. — Ему нужно все записывать, иначе он забудет.

4. Не все модальные глаголы могут употребляться в прошедшем времени. Обычно это необходимо для согласования времен в косвенной речи, при рассказе о каких-то событиях в прошлом. Замена будет происходить следующим образом:

- *can* — *could*,
- *will* — *would*,
- *may* — *might*,
- *have to* — *had to*.

Глагол *can* в прошедшем времени можно также заменить вариантом *was/were able to*, глагол *must* — *had to*.

I could speak good English when I lived in London. — Я хорошо мог говорить по-английски, когда жил в Лондоне.

Основные модальные глаголы английского и их значение

Modal verbs	Когда используется	Пример употребления
<p><u>Can / could</u> Могу / мог бы, способен</p>	<p>Выражает умение, физические способности, возможность что-то сделать.</p>	<p>A small child cannot dress himself. — Маленький ребенок не умеет одеваться сам. Could you close the window? — Вы могли бы закрыть окно?</p>
<p><u>Should</u> / Следует</p>	<p>Необходимость что-то сделать, мягкая рекомендация, совет, разумное требование</p>	<p>You should get things in order before you leave. — Тебе следует привести в порядок дела до отъезда You shouldn't smoke, it's unhealthy. — Вам не следует курить, это вредно для здоровья</p>
<p><u>Must</u> Должен (правило, закон)</p>	<p>Необходимость что-то сделать,</p>	<p>We must hurry up or we'll miss the train. — Мы должны поторопиться, иначе опоздаем на поезд.</p>
<p><u>Have to</u> Должен (вынужден)</p>	<p>Необходимость что-то сделать, потому что так требуют обстоятельства. В отрицательной форме — необязательность что-то делать</p>	<p>I had to give him my wallet, otherwise he would have killed me. — Я вынуждена была отдать ему кошелек, иначе бы он убил меня</p>

Modal verbs	Когда используется	Пример употребления
May / might Может / мог (возможность)	Выражает вероятность чего-то, разрешение что-то сделать. Might — прошедшее время или значение «возможно»	It may snow. — Может пойти снег. You may eat this apple after dinner. — Ты можешь съесть это яблоко после ужина.
Ought to Следует, должен (совет, моральный долг)	Необходимость что-то сделать в силу моральных обязательств	You ought to visit your older parents more often. — Вам следует чаще навещать престарелых родителей.
Be to Должен (согласно договоренности, расписанию)	Необходимость, потому что так установлено правилами или была предварительная договоренность, есть инструкция или указания	The meeting is to take place at 5 in our office. — Собрание планируется провести в 5 часов в нашем офисе. What are we to do now? — И что нам теперь делать?

Exercise 1. Choose the correct word.

1. **Should / Could** you open the window? It's too hot in the room.
2. I **have to / could** go to the dentist. I have a terrible tooth-ache.
3. **May / Should** I borrow your bicycle tomorrow, please?
4. The summer holidays begins tomorrow, so we **needn't / mustn't** go to school.
5. I think you **ought / might** to see a doctor.
6. You **may / must** be joking. He couldn't eat so many ice-creams.
7. That **mustn't / can't** be his car. He isn't so rich to have "Rolls-Royce".
8. I **can / might** do it later but I'm not sure.
9. You **must / ought to** be polite with your parents.
10. You **must / ought to** be very hungry. Would you like a sandwich?

Exercise 2. Fill in: must, mustn't, can, can't, needn't, have to

1. A: I can't sleep. I have a headache.
B: You ____ take an aspirin.
2. A: People are wasting too much water.
B: I think we ____ try to save water at home.
3. A: How about going to the cinema now?
B: Sorry, I can't. I ____ prepare for the project.
4. A: Would you like me to help you?
B: No, you ____ bother. I'll do it by myself.
5. A: Ann is coming. Look!
B: It ____ be. She is in America now.
6. A: You ____ take pictures in the zoo.
B: I'm sorry.
7. A: Would you like to play football?
B: No, I ____ help my dad with shopping.
8. A: What a lucky! I've won a million!
B: You ____ be joking.
9. A: Excuse me, you ____ use your camera here.
B: I'm sorry.
10. A: If you are tired, you ____ go home now.

B: Thank you. Good bye.

Exercise 3. Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

1. It's necessary for you to answer the questions now.
need You now.
2. You should see a doctor.
better You a doctor.
3. You mustn't walk on the flowerbed.
allowed You on the flowerbed.
4. It's not a good idea for you to go out tonight.
not You tonight.
5. You should be very careful with a child.
to You very careful with a child.

Exercise 4. Paraphrase the sentences using modal verbs as in the example

1. I advise you to buy this book.

...You *should/ought to* buy this book...

2. It isn't necessary for him to take the exam again.

3. I'm sure Terry isn't at the office.

4. It is possible that Janet will call me this evening.

5. You aren't allowed to eat and drink in the lab.

6. We are obliged to clock in and out every day.

7. I'm sure the boys weren't upset with the result.

8. Would you like me to do anything to help?

9. Perhaps we will go for a picnic on Sunday afternoon.

10. Sam managed to reach the top of the mountain after climbing for several hours.

11. How about throwing a party on your birthday?

12. It wasn't necessary for John to attend the seminar.

13. They are obliged to go to a meeting every week.

14. How about visiting some friends on Saturday?

Exercise 5. Underline the correct word (words).

1. A: Could/May/Shall you tell me the time, please?

B: Yes. It's a quarter past ten.

2. A: Would/Shall/Will we go shopping tonight?

B: Yes. We need to buy some food.

3. A: May/Should/Would I help you, madam?

B: Yes, please. Can/Shall/Would I have these shoes in black, please?

4. A: Would/Should/Shall I get you another cup of tea?

B: No, thank you. I've had enough.

5. A: Can/Shall/May you post this letter for me please?

B: Certainly. I'll do it on my way home from work.

6. A: Shall/Would/Could I speak to Jenny, please?

B: I'm sorry, she's not here at the moment.

A: Oh. Must/Shall/Would I call later, then?

7. A: May/Will/Would I have a glass of water, please?

B: Yes, I'll get you one.

A: Could/May/Shall you put ice in it, please?

8. A: Did you call Jane?

B: No, I didn't need to/needn't because I saw her at work.

9. A: Shall/May/Could you help me, please?

B: Yes, of course.

10. A: You mustn't/needn't/couldn't lock the door.

B: Oh, will you do it when you leave?

Exercise 6. Choose the right variant

1. You ...B... do you homework before you watch TV.

A can't B should C shall

2. I come in? It's rather cold out there.

A Should B May C Must

3. You water the plants this weekend; they look dry.

A are able to B needn't C ought to

4. you collect the children from school, please?

A Must B Will C May

5. you play the piano?

A Can B Must C Should

6. I buy some milk. There isn't any left.

A mustn't B may C must

7. When I call you?

A shall B must C needn't

8. I swim before I was able to walk.

A might B could C can

9. You walk to work. I'll give you a lift.

A must B needn't C may

10. Tim be out. There are no lights on.

A shall B should C must

Exercise 7. Write out all the modal verbs and explain their function.

1. You can visit Westminster Abbey when you are in London.

2. On 16 November 2010 it was announced that Prince William and Catherine Middleton were to marry.

3. Thomas Hardy's heart was to be buried with his wife.

4. What should be done to preserve the historic monument?

5. I must buy the video of the Royal Wedding ceremony.

6. The tourists have to cross the bridge and they will see the Tower.

7. At the Abbey you will be able to see the memorial of David Frost, a modern journalist and writer.

Quick Test

I. Choose the correct word.

1. She **may** / **must** be joking. She couldn't eat so many ice-creams.
2. I **can** / **might** do it later but I'm not sure.
3. You **must** / **ought to** be very hungry. Would you like a hot dog?
4. **Should** / **Could** you open the window? It's too hot in the classroom.
5. You **must** / **ought to** be polite with your parents.
6. The summer holidays begin tomorrow, so we **needn't** / **mustn't** go to school.
7. I **have to** / **could** go to the dentist. I have a terrible toothache.
8. I think you **ought** / **might** to see a doctor.
9. That **mustn't** / **can't** be his car. He isn't so rich to have "Rolls-Royce".
10. **May** / **Should** I borrow your laptop tomorrow, please?

II. Fill in: must, mustn't, can, can't, needn't, have to

1. A: Ann is coming. Look!
B: It ____ be. She is in America now.
2. A: If you are tired, you ____ go home now.
B: Thank you. Good bye.
3. A: Excuse me, you ____ use your camera here.
B: I'm sorry.
4. A: People are wasting too much water.
B: I think we ____ try to save water at home.
5. A: What a lucky! I've won a million!
B: You ____ be joking.
6. A: How about going to the cinema now?
B: Sorry, I can't. I ____ prepare for the project.
7. A: I can't sleep. I have a headache.
B: You ____ take an aspirin.
8. A: You ____ take pictures in the zoo.
B: I'm sorry.
9. A: Would you like me to help you?
B: No, you ____ bother. I'll do it by myself.
10. A: Would you like to play football?
B: No, I ____ help my dad with shopping.

III. Complete the second sentence so that it means the same as the first.
Use the word in bold. Use two to five words.

1. It's not a good idea for you to go out tonight.

not You tonight.

2. You should be very careful with a child.

to You very careful with a child.

3. You should see a doctor.

better You a doctor.

4. It's necessary for you to answer the questions now.

need You now.

5. You mustn't walk on the flowerbed.

allowed You on the flowerbed.

UNIT 3 DISEASES OF ANIMALS AND BIRDS

LESSON 1 DISEASES OF FARM ANIMALS

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. livestock populations	1. поголовье скота
2. brucellosis	2. бруцеллез
3. avian influenza	3. птичий грипп
4. bovine tuberculosis	4. туберкулез крупного рогатого скота
5. vaccination programs	5. программы вакцинации
6. mastitis	6. мастит
7. parasites	7. паразиты
8. worms	8. глисты
9. ticks	9. клещи
10. biosecurity measures	10. меры биологической безопасности
11. health monitoring	11. мониторинг состояния здоровья
12. to mitigate	12. смягчить последствия
13. industry stakeholders	13. заинтересованные стороны отрасли
14. antimicrobial resistance	14. устойчивость к противомикробным препаратам
15. stricter regulations	15. ужесточение правил
16. surveillance	16. эпиднадзор
17. hygiene practices	17. соблюдение правил гигиены
18. to ensure	18. обеспечение безопасности
19. rabies	19. бешенство

Exercise 2. Complete the phrases and make up sentences with them.

1. foot and mouth	a) antibiotic use
2. bacterial	b) practices
3. domestic	c) pets

4. to reduce 5. veterinary 6. internal 7. research 8. global 9. responsible 10. hygiene 11. to exchange 12. to play	d) knowledge e) worms f) disease g) infection h) a vital role i) the incidence j) challenges k) costs l) institutions
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Exercise 3. Translate the words and phrases from Russian into English.

1. представлять опасность
2. здоровье человека
3. меры контроля
4. выбраковка инфицированных животных
5. распространенные заболевания молочных коров
6. регулярные проверки состояния вымени
7. вызывать проблемы со здоровьем
8. ветеринары и сельскохозяйственные эксперты
9. заинтересованные стороны отрасли
10. распространение болезней
11. применение антимикробных препаратов
12. обеспечение устойчивости сельского хозяйства

Exercise 4. Read the text and answer the questions.

Diseases of farm animals

Diseases of farm animals are a significant concern for farmers world-wide. These diseases can have devastating effects on livestock populations and can also pose risks to human health. In this text, we will discuss some of the main diseases that affect farm animals, provide definitions for these diseases, and compare the prevalence of these diseases in Russia and the United States.

In addition to foot and mouth disease, brucellosis, and avian influenza, there are several other diseases that can have significant impacts on farm animal populations. For example, bovine tuberculosis is a chronic bacterial infection that primarily affects cattle but can also be transmitted to other livestock and even humans. Control measures such as testing, culling infected animals, and vaccination programs are essential in managing the spread of bovine tuberculosis.

There are also viral diseases, such as rabies, that can affect farm animals and pose risks to human health. Rabies is a deadly viral infection that is transmitted through the saliva of infected animals, typically through bites. In Russia, cases of rabies have been reported in



farm animals, wildlife, and domestic pets. In the United States, efforts to control rabies through vaccination programs for pets and wildlife have been successful in reducing the incidence of the disease.

Mastitis is another common disease in dairy cows that can lead to decreased milk production, increased veterinary costs, and potential culling of affected animals. Proper hygiene practices, regular udder health checks, and antibiotic treatments are important strategies in preventing and managing mastitis in dairy herds. Additionally, parasites such as internal worms and external ticks can cause health issues in farm animals, leading to decreased productivity and potential economic losses for farmers.

It is crucial for farmers to work closely with veterinarians and agricultural experts to develop comprehensive disease prevention and control strategies on their farms. This includes implementing biosecurity measures, vaccination programs, and regular health monitoring of livestock.

By staying informed about the latest research and best practices in animal health management, farmers can mitigate the risks associated with diseases and ensure the overall health and welfare of their farm animal populations. Collaboration between governments, research institutions, and industry stakeholders is also key in addressing the global challenges posed by diseases in farm animals.

One emerging threat in farm animals is the spread of antimicrobial resistance. Overuse and misuse of antibiotics in livestock farming can lead to

the development of resistant bacteria, making it more difficult to treat infections in both animals and humans. In Russia, concerns have been raised about the widespread use of antibiotics in agriculture, leading to calls for stricter regulations and surveillance. In the United States, efforts are being made to promote responsible antibiotic use in livestock farming through education and industry guidelines.

Another important aspect to consider in preventing and controlling diseases in farm animals is biosecurity measures. Strict biosecurity protocols, such as controlling access to farms, proper hygiene practices, and monitoring the health of animals, can help prevent the introduction and spread of diseases. In both Russia and the United States, farmers are increasingly recognizing the importance of biosecurity in safeguarding their animals and livelihoods.



International collaboration and information-sharing are also key in addressing the global challenges of diseases in farm animals. By exchanging knowledge, resources, and best practices, countries can work together to prevent the spread of diseases, improve surveillance systems, and respond quickly to outbreaks. Initiatives such as the World Organisation for Animal Health (OIE) and the Food and Agriculture Organization of the United Nations (FAO) play a vital role in facilitating this collaboration and promoting animal health worldwide.



In conclusion, diseases of farm animals pose significant risks to livestock populations, farmers, and public health. By adopting a holistic approach that encompasses disease prevention, control, antimicrobial stewardship, biosecurity, and international cooperation, we can mitigate the impact of these diseases and ensure the sustainability of agriculture. It is essential for all stakeholders - farmers, veterinarians, policymakers, and researchers - to work together towards building resilient and healthy farm animal populations for the benefit of society as a whole.

The management of diseases in farm animals requires a multifaceted approach that includes vaccination, biosecurity measures, surveillance, and collaboration between farmers, veterinarians, and government agencies. By prioritizing animal health and welfare, farmers can mitigate the impact of diseases on their livestock populations and safeguard the food supply chain.

Continued research and education in the field of veterinary medicine are essential in addressing the evolving challenges posed by diseases of farm animals.

Exercise 5. Comprehension questions:

1. What are some of the main diseases that affect farm animals world-wide?
2. How can bovine tuberculosis be managed in farm animal populations?
3. What control measures are essential in managing the spread of rabies in farm animals?
4. What strategies can be implemented to prevent and manage mastitis in dairy cows?
5. How can parasites such as internal worms and external ticks impact farm animal health?
6. Why is it crucial for farmers to work closely with veterinarians and agricultural experts in disease prevention and control?
7. What emerging threat in farm animals is discussed in the text?
8. What are some biosecurity measures that can help prevent the spread of diseases in farm animals?
9. How can international collaboration help address the global challenges of diseases in farm animals?
10. What role do organizations like the World Organisation for Animal Health (OIE) and the Food and Agriculture Organization of the United Nations (FAO) play in promoting animal health world-wide?

Exercise 6. Translate the sentences from Russian into English

1. Чрезмерное использование антибиотиков в животноводстве может привести к развитию резистентных бактерий, что затруднит лечение инфекций как у животных, так и у людей.

2. Важно, чтобы все заинтересованные стороны - фермеры, ветеринары, политики и исследователи - работали сообща над созданием устойчивых и здоровых популяций сельскохозяйственных животных на благо общества в целом.

3. В России были зарегистрированы случаи заболевания бешенством сельскохозяйственных животных, диких животных дикой природы и домашних питомцев.

4. Соблюдение правил гигиены, регулярные проверки состояния вымени и лечение антибиотиками являются важными стратегиями профилактики мастита в молочных стадах и борьбы с ним.

5. Бешенство - это смертельная вирусная инфекция, которая передается через слюну инфицированных животных, как правило, через укусы.

6. Болезни сельскохозяйственных животных являются серьезной проблемой для фермеров во всем мире.

7. Международное сотрудничество и обмен информацией также играют ключевую роль в решении глобальных проблем, связанных с болезнями сельскохозяйственных животных.

8. Помимо ящура, бруцеллеза и птичьего гриппа, существует ряд других заболеваний, которые могут оказать значительное воздействие на популяцию сельскохозяйственных животных.

9. В Соединенных Штатах предпринимаются усилия по пропаганде ответственного использования антибиотиков в животноводстве с помощью образовательных и отраслевых рекомендаций.

10. Уделяя приоритетное внимание здоровью и благополучию животных, фермеры могут смягчить воздействие болезней на поголовье своего скота и обезопасить цепочку поставок продовольствия.

Exercise 7. Speak on the topic “Diseases of farm animals. Current situation in Russia and in the USA.”

GRAMMAR PRACTICE

«Non-finite forms of the verb. Infinitive and ing-form»

Герундий — особая форма глагола, выполняющая в предложении функции существительного. Узнать герундий можно по характерному окончанию —ing, присоединяемому к корню глагола:

run (бежать) — running (бег)
sing (петь) — singing (пение)
walk (ходить) — walking (ходьба)

То есть глагол перестает отвечать на вопрос «Что делать?», а присоединяется к лиге вопросов, характерных для существительных: «Что?», «Чем?», «Чего?» и т. д. Благодаря этому герундий можно использовать в качестве подлежащего или дополнения.

«*Swimming is good exercise.*»

«*Плавание — хорошее упражнение.*»

«*I can't imagine a holiday without swimming.*»

«*Я не могу представить отдых без плавания.*»

Как мы видим, в первом случае, герундий «swimming» играет роль подлежащего, а во втором — дополнения. В целом все просто, что подтверждает и отсутствие исключений в образовании герундия.

Инфинитив — это неопределенная форма глагола для выражения действия без изменения по лицам и числам. Эта форма отвечает на вопрос: «Что (с)делать?» и часто (но не всегда — о чем расскажем чуть позже) идет в связке с частицей to:

to watch (смотреть)
to take (взять)

Инфинитивы в английском языке обычно применяются для выражения намерений, целей, обязанностей, возможностей и желаний. Они могут использоваться как самостоятельные слова в предложении или как часть фразовых глаголов, глагольных конструкций и вместе с модальными глаголами:

«*I'd like to sit down.*»

«*Я бы хотел присесть.*»

«Anna was happy to play the piano again.»

«Анна была счастлива снова играть на пианино».

«We must see each other as soon as possible.»

«Мы должны увидеться как можно быстрее».

И герундий, и инфинитив относятся к неличным формам глаголов, т. е. являются нейтральными, не изменяются и не могут играть роль сказуемого в предложении.

Основные различия между герундием и инфинитивом

Хотя инфинитив и герундий имеют некоторые идентичные особенности, нередко выполняют схожие функции, а иногда и одинаково переводятся на русский, между ними таятся существенные различия. А именно:

1. Инфинитив — начальная форма глагола, данная нам в словаре (to + V). Герундий — форма глагола с «инговым» окончанием: V + -ing. Герундий, в отличие от инфинитива, не имеет аналога в нашем языке.

2. Инфинитив в английском ведет себя как глагол и отвечает на соответствующие для глагола вопросы, герундий — ведет себя как существительное, хотя переводиться может по-разному исходя из контекста.

3. Перед герундием можно поставить притяжательные местоимения «my», «his», «their», «your» и т. д., а перед инфинитивом — нет.

4. Есть определенные глаголы, предлоги и словосочетания, после которых может следовать либо герундий, либо инфинитив, а употребление другой формы будет считаться ошибкой. Примеры вы найдете в табличках чуть ниже.

5. Если мы говорим об единоразовом действии, хотим указать цель действия или имеем союз «чтобы», то используем инфинитив.

Если процесс уже имеет место быть, растянут во времени, с высокой вероятностью подойдет именно герундий.

«She called to invite me to a party.»

«Она позвонила, чтобы позвать меня на вечеринку».

«I hope to read this book tomorrow.»

«Я надеюсь прочитать эту книгу завтра».

«I enjoy reading.»

«Я наслаждаюсь чтением».

Инфинитив с частицей to и без неё

В английском существует два вида инфинитивов: полный инфинитив с частицей «to» (**Full Infinitive**) и так называемый «голый» инфинитив, использующийся в своей словарной форме без частицы «to» (**Bare Infinitive**). Смотрим на простых примерах:

«She wants **to sleep**.» («Она хочет спать») — *Full Infinitive*
«She can't **sleep**.» («Она не может спать») — *Bare Infinitive*

Как же определить, какой вид инфинитива использовать в конкретном случае? Используйте эту краткую шпаргалку:

Используем полный инфинитив(ex. to listen):

1. После следующих глаголов: want (хотеть), hope (надеяться), agree (соглашаться), decide (решать), advise (советовать), refuse (отказываться), appear (появляться, оказываться), promise (обещать), expect (ожидать).
2. После прилагательных, выражающих чувства и эмоции: happy (счастливый), angry (злой), sad (грустный), glad (радостный), lucky (удачливый) и т. д.
3. После Wh-вопросительных слов «what», «where», «when», «who», «which» и слова «how». Здесь есть исключение: на слово «why» это правило не распространяется.
4. После существительных («It's luck to meet you» — «Это удача — встретить тебя»).
5. Для описания целей и задач (вспоминаем знаменитый TO-DO list).

6. После устойчивых конструкций для выражения желаний «would like», «would prefer», «would love».

7. В предложениях «..., чтобы + V» («He's too old to do this alone» — «Он слишком стар, чтобы делать это в одиночку»).

8. Для описания действий в предложениях после слов «only», «just» («He called just to say goodbye» — «Он позвонил, только чтобы попрощаться»).

9. После порядковых числительных (first, second) и слов «last» (последний), «next» (следующий) («Jane is always the last one to come» — «Джейн всегда приходит последней»).

Используем инфинитив без частицы «to»:

1. После модальных глаголов: can, should, must, may, might. Исключения: ought, dare, have.

2. После определенных глаголов: let (позволять), make (делать), hear (слышать), see (видеть), feel (чувствовать) («You make me feel sad» — «Ты заставляешь меня грустить»). Но правило не работает, если эти глаголы стоят в пассивном залоге («I was made to feel sad» — «Меня заставили грустить»).

3. После «would rather» и «had better» («I'd rather have some tea» — «Я бы лучше выпил чаю»).

4. При перечислении действий с союзом «and» или «or» частица «to» ставится только перед первым глаголом, а дальше не нужна («I want to eat a burger and drink a Coke» — «Я хочу съесть бургер и выпить Колы»).

5. Не будет ошибкой, если вы используете «голый» инфинитив после глагола «help» («They helped me wrap the gifts» — «Они помогли мне упаковать подарки»).

Существуют и глаголы для использования и с герундием, и с инфинитивом, которые часто мелькают в английской речи и нередко сбивают учеников с толку при переводе.

mean to + Infinitive — намереваться/желать сделать что-либо
mean + Gerund — значить

«I didn't mean to offend him.» — «Я не хотел обидеть его».

«Using neural networks means speeding up the work of employees.»
— «Использование нейросетей означает ускорение работы сотрудников».

stop to + Infinitive — остановиться с целью совершить какое-то действие

stop + Gerund — прекратить действие вообще или бросить привычку

«We need to stop to buy water.» — «Нам нужно остановиться, чтобы купить воды».

«Stop putting off important things!» — «Хватит откладывать важные дела!»

remember to + Infinitive — помнить, что нужно что-то сделать

remember + Gerund — помнить о каком-то событии или моменте

«Remember to pick up the kids from school.» — «Помни, что нужно забрать детей из школы».

«I remember streaming all night.» — «Я помню, как всю ночь стримил».

forget to + Infinitive — забыть, что нужно что-то сделать

forget + Gerund — забыть о каком-то событии или моменте

«Make sure you didn't forget to buy eggs.» — «Проверь, что ты не забыл купить яиц».

«You forgot our hiking to the lake so quickly.» — «Ты так быстро забыла наш поход на озеро».

try to + Infinitive — стараться сделать что-то, прикладывать усилия

try + Gerund — попробовать делать что-то новое

«Try not to screw it up next time!» — «Постарайся не облажаться в следующий раз!»

«Try doing yoga in the morning — it gives you energy.» — «Попробуй заниматься йогой по утрам — это заряжает энергией».

regret to + Infinitive — сожалеть о совершаемых действиях или сообщаемой информации

regret + Gerund — сожалеть о свершившемся

«We regret to announce the cancellation of the show.» — «С сожалением сообщаем об отмене шоу».

«He regretted not confessing his love to her.» — «Он жалел, что не признался ей в любви».

Scan **the QR-code** and some exercises on the topic. Compare the results with your partner.



Quick Test

Exercise 1. Translate into Russian.

- 1 . The buyers want to know our terms of payment.
- 2 . This is for you to decide.
- 3 . The plan of our work will be discussed at the meeting to be held on May 25.
- 4 . To walk in the garden was a pleasure.
- 5 . Jane remembered to have been told a lot about Mr. Smith.
- 6 . I felt him put his hand on my shoulder.
- 7 . This writer is said to have written a new novel.
- 8 . She seems to be having a good time at the seaside.
- 9 . They watched the boy cross the street.
- 10 . To advertise in magazines is very expensive.
- 11 . He proved to be one of the cleverest students at our Institute.
- 12 . He knew himself to be strong enough to take part in the expedition.
- 13 . To see is to believe.
- 14 . He is sure to enjoy himself at the disco.
- 15 . To tell you the truth, this company has a very stable position in the market.

Exercise 2. Put “to” before the infinitive where it is necessary.

- 1 . My son asked me ... let him ... go to the club.
- 2 . You must make him ... practice an hour a day.
- 3 . She was made ... repeat the song.
- 4 . He is not sure that it can ... be done, but he is willing ... try.
- 5 . Let me ... help you with your work.
- 6 . She asked me ... read the letter carefully and ... write an answer.
- 7 . You ought ... take care of your health.
- 8 . I looked for the book everywhere but could not ... find it.
- 9 . He was seen ... leave the house.
- 10 . We had ... put on our overcoats because it was cold.
- 11 . The man told me not ... walk on the grass.
- 12 . Have you heard him ... play the piano?
- 13 . You had better ... go there at once.
- 14 . I would rather not ... tell them about it.
- 15 . We shall take a taxi so as not ... miss the train.

Exercise 3. Use the appropriate form of the infinitive.

- 1 . They want (to take) to the concert by their father.
- 2 . I am glad (to do) all the homework yesterday.
- 3 . This plant is known (to produce) tractors.
- 4 . He wants his son (to become) a lawyer.
- 5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
- 6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.
- 7 . You had better (to call) our distributors at once.
- 8 . We are happy (to invite) to the party.
- 9 . That firm is reported (to conduct) negotiations for the purchase of sugar.
- 10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
- 11 . He didn't hear me (to knock) at the door.
- 12 . I want (to inform) of her arrival.
- 13 . Our sportsmen are proud (to win) the cup.
- 14 . He is known (to work) on the problem for many years.
- 15 . The representative of the firm asked for the documents (to send) by air mail.

Exercise 4. Put "to" where necessary.

1. I think you ought ... apologize.
2. Make him ... speak louder.
3. Help me ... carry this bag.
4. My son asked me ... let him ... go to the theatre.
5. I must ... go to the country.
6. It cannot ... be done to-day.
7. She asked me ... read the letter carefully and ... write an answer.
8. The man told me not ... walk on the grass.
9. Let me ... help you with your work.
10. She ought ... take care of her health.
11. We had better ... stop to rest a little.
12. I don't know what ... do.
13. He was seen ... leave the house.
14. We have come ... ask whether there is anything we can ... do.
15. We heard the siren ... sound and saw the ship ... move.
16. I cannot ... go there now, I have some work ... do.

17. During the crossing the passengers felt the ship ... toss.
18. You must make him ... practice an hour a day.
19. He is not sure that it can ... be done, but he is willing ... try.
20. I looked for the book everywhere but could not ... find it.
21. He said that she might ... come in the evening.
22. She was made ... repeat the song.
23. Would you rather ... learn shorthand than typewriting?

Exercise 5. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship "Minsk" was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with ice-breaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

Exercise 6. Translate into English using the Objective Infinitive Construction (Complex Object) where possible.

1. Он хочет, чтобы мы пришли к нему сегодня.
2. Я хотел бы, чтобы вы подождали меня здесь.
3. Он хочет, чтобы его сын стал врачом.
4. Он хочет, чтобы его послали в С.-Петербург на конференцию.
5. Она хочет, чтобы ее пригласили на вечер.
6. Мы не хотели, чтобы нас прерывали.
7. Хотите ли вы, чтобы я вам помог?
8. Я хочу, чтобы его статья была опубликована.
9. Доктор не хочет, чтобы вы ехали на юг.
10. Он хочет, чтобы груз был застрахован.
11. Она не любит, чтобы дети готовили уроки вечером.

12. Она любит, чтобы обед был вовремя.
13. Он не любит, когда его прерывают.
14. Он хочет, чтобы ему задавали вопросы.

Exercise 7. Make infinitives (add “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.

1. When I’m tired, I enjoy ... television. It’s relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It’s a nice day. Does anyone fancy ... for a walk? (go)
4. I’m not in a hurry. I don’t mind ... (wait)
5. They don’t have much money. They can’t afford ... out very often.
(go)
6. I wish that dog would stop ... It’s driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn’t stop the noise.
(call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don’t want to risk ... the train. (miss)
10. I’m still looking for a job but I hope ... something soon. (find)

Exercise 8. Complete the following sentences with infinitives (add “to”) or gerunds (add “-ing”) of the verbs below to make them grammatically correct.

answer- apply- be –be- listen -make
see- try- use -wash -work -write

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn’t going to retire yet. He wants to carry on
8. I don’t mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I’ve put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?

LESSON 2 VETERINARY CLINICS AND HEALTH RESEARCH CENTRES

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. veterinary clinics	1. ветеринарные клиники
2. research centers	2. исследовательские центры
3. welfare	3. социальное обеспечение
4. internship	4. стажировка
5. residency programs	5. программы резидентуры
6. hands-on experience	6. практический опыт
7. workshops	7. семинары
8. latest findings	8. последние открытия
9. facilities	9. медицинские учреждения
10. shelters	10. приюты
11. homeless	11. бездомные
12. abused	12. подвергшиеся насилию
13. medical attention	13. медицинская помощь
14. rescue groups	14. группы спасения
15. advocacy	15. защита интересов
16. mistreatment	16. жестокое обращение
17. to raise awareness	17. повышение осведомленности
18. contribute	18. содействие
19. mentorship	19. наставничество
20. pillars	20. основные принципы
21. to shape the future	21. формировать будущее

Exercise 2. Complete the phrases and make up sentences with them.

1. play	a) a significant role
2. veterinary	b) services
3. to share	c) high-quality care
4. welfare	d) the latest findings
5. discounted	e) students
6. to contribute	f) change
7. to promote	g) organizations
8. health	h) laws and regulations

9. positive	i) treatments
10. recent	j) graduates
11. to provide	k) to the overall well-being
12. innovative	l) significant strides
13. to make	m) issues

Exercise 3. Translate the words and phrases from Russian into English.

1. опытные специалисты
2. важные вопросы охраны здоровья животных
3. содействие общему благополучию животных в обществе
4. симпозиумы
5. защита животных от жестокого обращения
6. проведение значимых исследований
7. студенты-ветеринары
8. широкая общественность
9. обучение будущих поколений
10. постоянный разговор о благополучии животных
11. забота о бездомных животных или животных, подвергшихся жестокому обращению
12. этичное обращение (с животными)
13. продвижение законов и нормативных актов
14. тенденции в ветеринарной медицине

Exercise 4. Read the text and answer the questions.

VETERINARY CLINICS AND HEALTH RESEARCH CENTRES

Veterinary clinics and **research centers** across the USA also play a significant role in educating both aspiring veterinarians and the general public on animal health and **welfare**.

Many clinics offer **internship** and **residency programs** for veterinary students to gain **hands-on experience** in the field, while research centers

often host **workshops**, conferences, and symposiums to share the **latest findings** and trends in veterinary medicine. In addition, these **facilities** work closely with animal welfare organizations and **shelters** to provide care for **homeless** or **abused** animals. They often offer discounted or free services to these organizations, helping to ensure that all animals receive the **medical attention** they need.



By collaborating with **rescue groups** and shelters, veterinary clinics and research centers in the USA contribute to the overall well-being of animals in the community.



Furthermore, veterinary clinics and research centers in the USA are at the forefront of **advocacy** for animal rights and welfare. They work to promote laws and regulations that protect animals from cruelty and **mis-treatment**, and they advocate for ethical treatment of animals in all aspects of life.

Through their efforts, these facilities help **to raise awareness** about important animal health issues and drive positive change in the way society views and cares for animals.

Moreover veterinary clinics and research centers in the USA also **con-tribute** to the education and training of future generations of veterinarians. As these facilities offer internship and residency programs for veterinary students and recent graduates, providing them with hands-on experience and **mentorship** from experienced professionals.

This hands-on training is crucial for preparing aspiring veterinarians to provide high-quality care to animals and conduct meaningful research in the field. These facilities serve as **pillars** of support for animals in need, providing them with quality medical care, innovative treatments, and a voice in the ongoing conversation about animal welfare. Through their dedication and expertise, veterinary professionals in the USA continue to make significant strides in improving the lives of animals and **shaping the future** of veterinary medicine.

Exercise 5. Comprehension questions:

1. What role do veterinary clinics and research centers play in educating aspiring veterinarians?
2. How do these facilities collaborate with animal welfare organizations and shelters?
3. What types of programs do veterinary clinics offer for veterinary students to gain hands-on experience?
4. How do veterinary clinics contribute to the overall well-being of animals in the community?
5. What advocacy efforts do veterinary clinics and research centers in the USA engage in for animal rights and welfare?
6. How do these facilities raise awareness about important animal health issues?
7. What role do veterinary clinics play in the education and training of future veterinarians?
8. How do veterinary clinics provide support for animals in need?
9. What kind of medical care do these facilities provide for animals?
10. In what ways do veterinary professionals in the USA contribute to shaping the future of veterinary medicine?

Exercise 6. Translate the sentences from Russian into English

1. Специальные учреждения предлагают программы стажировки и резидентуры для студентов-ветеринаров и недавних выпускников.
2. Они работают над продвижением законов и нормативных актов, защищающих животных от жестокого обращения.
3. Многие клиники предлагают программы стажировки и резидентуры для студентов-ветеринаров, чтобы получить практический опыт в этой области, в то время как исследовательские центры часто проводят семинары, конференции и симпозиумы для обмена последними открытиями и тенденциями в ветеринарной медицине.

4. Ветеринарные клиники и исследовательские центры по всей территории США также играют важную роль в обучении как начинающих ветеринаров, так и широкой общественности вопросам здоровья и благополучия животных.
5. Сотрудничая со спасательными группами и приютами, ветеринарные клиники и исследовательские центры в США способствуют общему благополучию животных в обществе.
6. Кроме того, ветеринарные клиники и исследовательские центры в США также вносят свой вклад в образование и переподготовку будущих поколений ветеринаров.
7. Кроме того, ветеринарные клиники обеспечивают высококачественный уход за животными и проводят значимые исследования.
8. Эти учреждения служат основой поддержки нуждающихся животных, предоставляя им качественную медицинскую помощь, инновационные методы лечения и возможность высказаться в продолжающемся разговоре о благополучии животных.

Exercise 7. Speak on the topic «Veterinary clinics and health research centres»

GRAMMAR PRACTICE

«The Passive Voice»

In English, the passive voice marked subject that is followed by a stative verb complemented by a past participle. For example:

The enemy was defeated. Caesar was stabbed.

The recipient of a sentence's action is referred to as the patient. In sentences using the active voice, the subject is the *performer* of the action—referred to as the agent. Above, the agent is omitted entirely, but it may also be included adjunctively while maintaining the passive voice:

The enemy was defeated *by our troops*. Caesar was stabbed *by Brutus*.

The initial examples rewritten in the active voice yield:

Our troops defeated the enemy. Brutus stabbed Caesar.

The **English passive voice** typically involves forms of the verbs *to be* or *to get* followed by a passive participle as the subject complement—sometimes referred to as a *passive verb*.

	Indefinite/ Simple	Continuous/ Progressive	Perfect
Present	<i>am</i> — <u>taken</u> <i>is</i> — <u>taken</u> <i>are</i> — <u>taken</u>	<i>am</i> — <i>being</i> <u>taken</u> <i>is</i> — <i>being</i> <u>taken</u> <i>are</i> — <i>being</i> <u>taken</u>	<i>have</i> — <i>been</i> <u>taken</u> <i>has</i> — <i>been</i> <u>taken</u>
Past	<i>was</i> — <u>taken</u> <i>were</i> — <u>taken</u>	<i>was</i> — <i>being</i> <u>taken</u> <i>were</i> — <i>being</i> <u>taken</u>	<i>had been</i> <u>taken</u>
Future	<i>shall</i> — <i>be</i> <u>taken</u> <i>will</i> — <i>be</i> <u>taken</u>	-----	<i>shall</i> — <i>have been</i> <u>taken</u> <i>will</i> — <i>have been</i> <u>taken</u>

Exercises

Ex. 1. Переведите на английский язык.

1. Я приглашаю. — Меня приглашают.
2. Он присылает. — Ему присылают.
3. Она рассказывает. — Ей рассказывают.
4. Он вызывает. — Его вызывают.
5. Они сообщают. — Им сообщают.

6. Рабочий строит. -Дом строится.
7. Писатель пишет книгу. -Книга публикуется.
8. Школьник пишет упражнение. - Упражнение выполняется.
9. Студент помогает. -Студенту помогают.
10. Профессор читает лекцию. -Профессора спрашивают.
11. Врач советует. -Им советуют.

Ex. 2. Раскройте скобки, употребляя глаголы в Present, Past или Future Indefinite Passive.

1. Moscow (to found) in 1147.
2. Football (to play) in summer.
3. Her new article (to finish) next year.
4. The letter (to receive) tomorrow.
5. That bone (to give) to her dog today.

Ex. 3. Переведите на английский язык, употребляя глаголы в Present, Past и Future Indefinite Passive.

1. Ее послали учиться в Оксфордский университет два года назад.
2. Нас всегда приглашают на день рождения их сына.
3. На прошлой неделе по телевидению показали много интересных фильмов.
4. Завтра меня вызовут.
5. Об этой новой книге много говорили.
6. На выставке нам показали много хороших картин.
7. Об этом событии много говорят.
8. Это письмо ей передали вчера.
9. Меня часто об этом спрашивают.
10. Их пригласят на юбилей университета.

Ex 4 Закончи предложения, используя один из приведенных глаголов в нужной форме. Например:

hear

The music at the party was very loud and _____ from far away.

The music at the party was very loud and WAS HEARD from far away.

Arrest, wake, knock, check translate, find, drive, make, spend carry.

1. A decision will not _____ until the next meeting.

2. That old building was dangerous. So it _____ down.
3. When you go through customs, you luggage _____ by the customs officer.
4. In the morning I _____ by my alarm clock.
5. Next year her new book _____ into a number of foreign languages.
6. John kicked a policeman, so he _____.
7. After a long search the missing boy _____ in the forest near the town.
8. Many people think that today too much money _____ on arms. (arms - зд. оружие.)
9. The injured man couldn't walk, so he _____ by the hospital orderlies.
10. I don't mind driving but I like when I _____ by other people.

Ex 5 /A. Переведите предложения с активным залогом в предложения с пассивным залогом.

Пример: I asked him about his job. / He was asked by me.

1. I asked the teacher to speak a little bit louder, as I couldn't hear anything.
2. We did all the work by the evening.
3. Recently my boss offered her to take a rest from the office.
4. Someone took my documents.
5. The fire destroyed the whole village.
6. He paid me after the concert.
7. The hostess showed us all rooms in the house.

Ex.6. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. Nick (to send) to Moscow next week.
4. I (to ask) at the lesson yesterday.
5. I (to give) a very interesting book at the library last Friday.
6. Many houses (to build) in our town every year.
7. This work (to do) tomorrow.
8. This text (to translate) at the last lesson.
9. These trees (to plant) last autumn.
10. Many interesting games always (to play) at our PT lessons.
11. This bone (to give) to my dog tomorrow.
12. We (to invite) to a concert last Saturday.
13. My

question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

Ex.7. Раскройте скобки, употребляя глаголы в Active или Passive Voice.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov.

Ex.8. Передайте следующие предложения в Passive Voice.

1. I bought potatoes yesterday. 2. We shall bring the books tomorrow. 3. They are repairing the clock now. 4. They sell milk in this shop. 5. I have translated the whole text. 6. They broke the window last week. 7. When I came home, they had eaten the sweets. 8. We shall do the work in the evening. 9. He wrote this book in the 19th century. 10. They were playing tennis from four till five. 11. He stole a lot of money from the shop. 12. By six o'clock they had finished the work. 13. At twelve o'clock the workers were loading the trucks. 14. By three o'clock the workers had loaded the trucks. 15. We send our daughter to rest in the south every year. 16. They will show this film on TV. 17. They are building a new concert-hall in our street. 18. They have made a number of important experiments in this laboratory. 19. Livingstone explored Central Africa in the 19th century. 20. By the middle of autumn we had planted all the trees. 21. They will stage this play at the beginning of next season. 22. They have forgotten the story. 23. Has anybody explained the rules of the game to you? 24. They haven't brought back my skates.

Ex.9. Переведите на английский язык, употребляя глаголы в Passive Voice.

1. Ее отправили в больницу два дня назад. 2. Вчера нас послали в лабораторию. 3. Это сочинение было написано на прошлой неделе. 4. Эту

книгу взяли из библиотеки только вчера. 5. Этих трех студентов спросили два дня тому назад. 6. Вас экзаменовали утром? 7. Эта мышь была поймана ночью. 8. Телеграмму послали поздно вечером, и он получит ее только утром. 9. Эту статью должна прочитать вся группа. 10. Это упражнение можно написать карандашом. 11. Все ваши сочинения будут возвращены на будущей неделе. 12. Это письмо можно написать на одном листе. 13. На этой фабрике делают очень красивые сумки. 14. Письма туда можно посылать только летом, а телеграммы круглый год. 15. Мою подругу каждый год посылают за границу.

Ex.10. Употребите правильную форму глагола в пассивном залоге.

1. The roads (cover) with the snow
2. Chocolate (make) from cocoa.
3. The Pyramids (build) in Egypt.
4. This coat (buy) four years ago.
5. The stadium (open) next month.
6. Your parents (invite) to a meeting.
7. Where is your car? – It (mend) at the moment.
8. The books already (pack).
9. The castle can (see) from a long distance.
10. The guests must (meet) at noon.

Ex.11. Измените предложения по образцу:

1. Popov invented radio in Russia.
2. Every four years people elect a new president in the USA
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park.
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner
7. George didn't repair my clock.
8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football.
10. You must clean your bedroom tonight.

Ex.12. Напишите полные ответы на следующие вопросы.
Are the Olympic Games held every 10 years

Is bread made from flour or potatoes? Was the Eiffel Tower built in Moscow?
Will the final exams be taken in summer or in winter?
When is Christmas celebrated in Europe?

Ex.13. Измените предложения, поставив глаголы в форму пассивного залога.

1. The gardener has planted some trees. Some trees have been planted by the gardener.
2. Doctor Brown will give you some advice.
3. A famous designer redecorates the hotel.
4. Steven Spielberg directed this film.
5. Someone has broken the crystal vase.
6. They will advertise the product on television.
7. They often remake films
8. You must leave the bathroom tidy.
9. You should water the plant daily.
10. I have to return these books to the library.
11. He gave me a present.
12. The waiter will bring the bill.

Ex.14. Раскройте скобки, выбирая требующуюся форму глагола.

1. The porter will (bring, be brought) your luggage to your room.
2. Your luggage will (bring, be brought) up in the lift.
3. You may (leave, be left) your hat and coat in the cloak-room downstairs.
4. They can (leave, be left) the key with the clerk downstairs.
5. From the station they will (take, be taken) straight to the hotel.
6. Tomorrow he will (take, be taken) them to the Russian Museum.
7. At the station they will (meet, be met) by a man from the travel bureau.
8. She will (meet, be met) them in the hall upstairs.

Ex.15 Переведите на английский язык, употребляя глаголы в Present Simple Active или Present Simple Passive.

1. Он каждый день рассказывает нам что-нибудь интересное.
2. Ему каждый день рассказывают что-нибудь интересное.
3. Я часто посылаю письма друзьям.
4. Меня часто посылают на юг.
5. Я всегда хвалю моих друзей.
6. Меня всегда хвалят дома.
7. Каждую субботу мы ходим

в бассейн. 8. Каждую субботу меня приглашают в кино. 9. Мы часто вспоминаем вас. 10. Нас часто вспоминают в деревне. 11. Мне бронируют билет каждый месяц. 12. Каждое утро я даю кошке молоко. 13. Меня часто приглашают в ресторан. 14. Моей сестре часто помогают в школе. 15. Я иногда забываю взять дневник. 16. Он пишет много писем. 17. Книги А. Кристи читают с интересом. 18. Собаки любят кости. 19. Собак любят во многих семьях. 20. Когда в вашей семье пьют чай? 21. Где хранят старые письма? 22. Почему эти правила всегда забывают? 23. Почему вы всегда забываете эти правила? 24. Где живут ваши друзья? 25. Где покупают хлеб? 26. Когда задают вопросы?

Ex.16. Translate the sentences

1. Их всегда видели только вместе.
2. Дверь открылась и он вошел.
3. Имя было написано печатными буквами.
4. Его послали в школу в Лондон.
5. Мне сказали что что-то было не в порядке
6. Правило было объяснено студентам.
7. Мне продиктовали номер телефона.
8. Том вышел на улицу, где его встретила Бетти.
9. Наш разговор был прерван телефонным звонком.

Ex.17. Rewrite the sentences in Passive Voice

Образец: A telephone call woke me up. – I was woken up by a telephone call.

1. My father built this cottage.
2. Beginners use that computer.
3. Somebody is opening the window now.
4. We sold the last French text -book.
5. People all over Russia watch the news.
6. The moonlight lit everything in the room.
7. Don't worry, we shall settle your problems.
8. We have just sent for the doctor.
9. The Semyenovs don't use this room very often.
10. Thomas Coryate brought forks from Italy to England.
11. He has just repaired his car.

12. Somebody addressed the letter to the wrong person.
13. The secretary is still typing the letter.
14. Mum cut the meat and chopped it.
15. Snow covered everything.
16. The police have been looking for him for a month!
17. He described his new flat for me.
18. Our chief offered me a day- off.
19. He pointed out the mistake to me.
20. They don't allow their children to go far from home.

LESSON 3 TREATMENT AND DIAGNOSIS OF DISEASES

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. prevention	1. профилактика
2. management	2. ведение хозяйства
3. diagnosis	3. диагностика
4. treatment	4. лечение
5. animal rearing	5. выращивание животных
6. husbandry	6. животноводство
7. breeding	7. разведение
8. professional supervision	8. профессиональное наблюдение
9. paraveterinary workers	9. параветеринарные работники
10. to be augmented by smth	10. быть дополненным чем-то
11. mental health	11. психическое здоровье
12. to be obliged to do smth	12. быть обязанным что-то делать
13. infectious diseases	13. инфекционные заболевания
14. urgent	14. неотложный
15. morbidity	15. заболеваемость
16. rodents	16. грызуны
17. quarantine measures	17. карантинные меры
18. producer (or owner)	18. производитель (или владелец)
19. necropsy	19. вскрытие трупа
20. pathogen	20. возбудитель заболевания
21. cure	21. лечение
22. premises	22. предпосылки
23. to be aware	23. быть в курсе
24. circumstances	24. обстоятельства

Exercise 2. Complete the phrases and make up sentences with them.

1. research	a) purposes
2. the scope	b) of veterinary medicine
3. zoonotic	c) on nutrition
4. livestock	d) health monitoring
5. safe	e) a treatment plan
6. infectious	f) of healthy animals

7. preventive	g) territories
8. adjacent	h) individuals
9. routine vaccination	i) the animal
10. sick	j) population
11. entire	k) and sound
12. to bring in	l) disease
13. to dissect	m) diseases
14. to decide	n) the deceased animal
15. production	o) measures

Exercise 3. Translate the words and phrases from Russian into English.

- 1 выводы
- 2 физиотерапевтические процедуры для животных
- 3 план лечения
- 4 для достижения взаимопонимания
- 5 места содержания
- 6 целое стадо животных
- 7 для поддержания запасов продовольствия
- 8 прилегающие территории
- 9 возможная причина смерти
- 10 профилактические меры
- 11 переносчики инфекционных заболеваний человека
- 12 ветеринарный врач
- 13 научные исследования в области питания
- 14 профессиональный уход

Exercise 4. Read the text and answer the questions.

Treatment and diagnosis of diseases

Veterinary medicine is the branch of medicine that deals with the **prevention, management, diagnosis, and treatment** of disease, disorder, and injury in animals. Along with this, it deals with **animal rearing, husbandry, breeding**, research on nutrition, and product development. The

scope of veterinary medicine is wide, covering all animal species, both domesticated and wild, with a wide range of conditions that can affect different species. Veterinary medicine is widely practiced, both with and without **professional supervision**. Professional care is most often led by a veterinary physician (also known as a veterinarian, veterinary surgeon, or "vet"), but also by **paraveterinary workers**, such as veterinary nurses or technicians. This can be **augmented** by other paraprofessionals with specific specialties, such as animal physiotherapy or dentistry, and species-relevant roles such as farriers.

Veterinary science helps human health through the monitoring and control of zoonotic disease (infectious disease transmitted from nonhuman animals to humans), food safety, and through human applications via medical research. They also help to maintain food supply through livestock health monitoring and treatment, and **mental health** by keeping pets healthy and long-living. Veterinary scientists often collaborate with epidemiologists and other health or natural scientists, depending on type of work. Ethically, veterinarians are usually **obliged** to look after animal welfare. Veterinarians diagnose, treat, and help keep animals safe and sound.



When dealing with animals, it should always be remembered that only some **infectious diseases** are zoonoses and are not transmitted to humans (for example, swine fever). Most of these diseases are anthroozoonoses and are transmitted to humans. In addition, animals can serve as carriers of human infectious diseases. Therefore, the prevention of infectious diseases of animals remains an **urgent** problem. As preventive measures designed to reduce **morbidity**, constant monitoring of the epizootic situation in the region and in adjacent territories, routine vaccination of healthy animals, destruction of vectors of pathogens – **rodents** and insects, **quarantine measures** with animals arriving at a new location are carried out. In case of disease, isolation of sick individuals is carried out, their treatment or destruction, processing or disposal, as well as disinfection of their places of detention and the surrounding area.

Diagnosis is an essential part of disease management and prevention. Specialized laboratories across the nation are dedicated to animal

health. Disease must be controlled whether it is affecting a pet or an entire flock of animals. A small outbreak of disease can spread and hinder the entire population. Quick detection and diagnosis can help prevent further spread.

The first step in disease diagnostics is for the **producer or owner** to submit the affected animal to the lab. It is important for the producer to bring in the deceased animal immediately following death to provide the most accurate results. Once at the laboratory a veterinary specialist such as a pathologist, microbiologist, or serologist, can perform a necropsy on the animal. A **necropsy** is the examination of the body after death. This includes



dissecting the animal. The specialist examines every part of the animal inside and out to find a possible cause of death. The specialist also takes samples of the body tissues and fluids to be further tested. A specialist tests the body or bacteria samples to find a pathogen. A **pathogen** is a disease-causing agent. Once the cause of disease has been identified the specialist reports his or her findings to the animal owner and veterinarian. The owner and veterinarian then create a treatment plan.

Animal disease diagnostics is an important step between the cause and **cure** of disease. The cause of death is vital information when deciding a treatment plan for other animals.

Animal disease diagnostics laboratories serve to improve animal health not only for production purposes, but for the entire area they serve. A laboratory's priority is to diagnose all specimens on their **premises**, no matter if the specimen is a pet alpaca or a flock of turkeys.

The importance of animal disease diagnostics laboratories is not a very recognized area of animal production but they are essential to animal health. It is important for not only animal producers, but also consumers **to be aware** of this resource.

Whether a companion or a production animal, any owner can use an animal disease diagnostics lab to gain understanding and prevent similar **circumstances** in the future. Without disease diagnostics, food and animal safety would not be as reliable.

Exercise 5. Comprehension questions:

1. What is the scope of veterinary medicine?
2. What is the role of a veterinarian in animal care?
3. How does veterinary science help human health?
4. What are some preventive measures for infectious diseases in animals?
5. Why is diagnosis an essential part of disease management and prevention?
6. What is the purpose of a necropsy in animal disease diagnostics?
7. How do animal disease diagnostics laboratories improve animal health?
8. Why are animal disease diagnostics laboratories important for both animal producers and consumers?
9. How do specialists in a laboratory identify the cause of disease in animals?
10. How does quick detection and diagnosis of disease help prevent further spread in animal populations?

Exercise 6. Translate the sentences from Russian into English.

1. Ветеринария - это отрасль медицины, которая занимается профилактикой, контролем, диагностикой и лечением заболеваний, расстройств и травм у животных.
2. Ветеринарная медицина широко практикуется как под наблюдением специалистов, так и без них.
3. Ветеринария помогает здоровью человека посредством мониторинга и борьбы с зоонозами (инфекционными заболеваниями, передающимися от животных к человеку), обеспечения безопасности пищевых продуктов и применения на людях с помощью медицинских исследований.
4. С точки зрения этики ветеринары, как правило, обязаны заботиться о благополучии животных.
5. Поэтому профилактика инфекционных заболеваний животных остается актуальной проблемой.
6. В случае заболевания проводится изоляция больных особей, их лечение или уничтожение, переработка или утилизация, а

также дезинфекция мест их содержания и прилегающей территории.

7. Вскрытие - это осмотр тела после смерти. Это включает в себя вскрытие животного.
8. Специалист проверяет тело или образцы бактерий на наличие патогена.
9. Приоритетной задачей лаборатории является диагностика всех образцов на своей территории, независимо от того, является ли это домашняя альпака или стадо индеек.
10. Без диагностики заболеваний безопасность пищевых продуктов и животных не была бы столь надежной.

Exercise 7. Speak on the topic «Treatment and diagnosis of diseases»

GRAMMAR PRACTICE

«Adjectives. Degrees of comparison»

Положительная степень прилагательного обозначает, что оно находится в своей начальной форме и просто обозначает качество предмета, без сравнения его с другими: tall (высокий), old (старый), long (длинный), big (большой), thin (худой), fat (толстый).

Образование **сравнительной** и **превосходной степеней** сравнения зависит от того, сколько слогов содержит прилагательное.

Односложные прилагательные добавляют суффикс -er в сравнительной степени и суффикс -est в превосходной степени:

tall - taller - the tallest (высокий - выше - самый высокий)

old - older - the oldest (старый - старше, старше - самый старый, самый старший)

long - longer - the longest (длинный - длиннее - самый длинный)

Если односложное прилагательное заканчивается на согласный, перед которым стоит гласный, то согласный удваивается:

big - bigger - the biggest (большой - больше - самый большой)

thin - thinner - the thinnest (худой - худее - самый худой)

fat - fatter - the fattest (полный - полнее - самый полный)

Двусложные прилагательные образуют сравнительную степень сравнения прибавляя more перед прилагательными, а превосходную степень, прибавляя most:

peaceful - more peaceful - the most peaceful (спокойный, мирный - спокойнее - самый спокойный)

pleasant - more pleasant - the most pleasant (приятный - приятнее - самый приятный)

careful - more careful - the most careful (осторожный - осторожнее - самый осторожный)

Если двусложное прилагательное заканчивается на -у, то для образования сравнительной степени нужно поменять -у на -i и прибавить суффикс -er, а для образования превосходной степени - суффикс -est:

happy - happier - the happiest (счастливый - счастливее - самый счастливый)

angry - angrier - the angriest (злой - злее - самый злой)

busy - busier - the busiest (занятой - более занятой - самый занятой)

Двусложные прилагательные, заканчивающиеся на -er, -le, -ow образуют сравнительную и превосходную степени сравнения, прибавляя суффиксы -er и -est соответственно.

narrow - narrower - the narrowest (узкий - уже - самый узкий)

gentle - gentler - the gentlest (благородный - благороднее - самый благородный)

Для прилагательных из трех слогов сравнительная и превосходная степень образуются прибавлением more и most перед прилагательным.

generous - more generous - the most generous (щедрый - более щедрый - самый щедрый)

important - more important - the most important (важный - важнее - самый важный)

intelligent - more intelligent - the most intelligent (умный - умнее - самый умный)

Прилагательные-исключения, которые имеют собственную форму сравнительной и превосходной степени:

Good - better - the best (хороший - лучше - самый лучший)

Bad - worse - the worst (плохой - хуже - самый плохой)

Far - farther - the farthest (далекий - дальше - самый далекий)

Little - less - the least (маленький - меньше - самый маленький)

Many - more - the most (много - больше - больше всего)

Exercises

Exercise 1. Translate the adjectives and write comparative forms of them:

0. высокий - выше ростом

1. быстрый _____

2. тяжелый _____

3. опасный _____

4. маленький _____
5. большой _____
6. легкий _____
7. редкие _____
8. распространенные _____
9. плохой _____
10. хороший _____

Exercise 2. Complete the sentences with the correct form of adjectives.

1. A Mercedes is _____ (expensive) a Fiat.
2. Maradona is _____ (good) football player ever.
3. A swordfish is _____ (fast) a jellyfish.
4. Julio is _____ (friendly) Carlos.
5. Ирэн - это _____ (умница) Света .
6. Комедии - это _____ (забавные) полицейские драмы.
7. Пабло - это _____ (большой) Хуанма.
8. Макс - это _____ (старый) Джон.
9. Адриано - это _____ (быстрый) Роналду.
10. Мои волосы _____ (длинные) твои.
11. Дельфин - это _____ (разумная) акула.
12. Элейн - _____ (мудрая) ее сестра.
13. Тони _____ (счастлив) Макс.
14. Сандра - это _____ (занятой) Сэм.
15. Катание на лыжах - это _____ (опасный) футбол.
16. Это _____ (узкая) из всех дорог в Малаге.
17. Здоровье - это _____ (важные) деньги.
18. Эти пирожные _____ (плохие) Я их никогда не пробовал.
19. Моя собака - _____ (хорошая) собака в мире.
20. Дом Патриции - это _____ (маленький) дом Линды .
21. Автомобиль - это _____ (быстрый) велосипед.
22. Мой ноутбук _____ (быстро) принадлежит вам.
23. Муравей - это _____ (маленькое) насекомое.
24. Эта лампа - _____ (яркая) единственная в комнате.
25. My house is _____ (clean) her house.
26. Jack is _____ (tall) boy in his class.
27. Steven Spielberg is _____ (good) film director in the world.

28. This dress is _____ (old) that one.
29. A sea lion is _____ (heavy) a lobster.
30. A sports car is _____ (fast) a motorbike.

Exercise 3. Write comparative and superlative adjectives

1. чистый _____
2. легкий _____
3. хороший _____
4. грязный _____
5. толстый _____
6. красивый _____
7. грустный _____
8. плоская _____
9. активный _____
10. удобный _____
11. горячий _____
12. счастливый _____
13. влажный _____
14. узкий _____
15. большой _____
16. занятый _____
17. шумный _____
18. дружелюбный _____
19. тонкий _____
20. немного _____
21. bad _____
22. few _____
23. much _____
24. many _____
25. rich _____

Exercise 4. Write comparative and superlative adjectives and translate the sentences.

1. Джереми 10 лет. Джули 8 лет. Джереми (старый) _____
Джули.

2. Альпы очень высокие. Они (высокие) _____
горы в Европе.

3. Океан (большой)) _____ море.

4. "Роллс-ройс" стоит много денег. "Твинго" стоит
меньше. "Роллс-Ройс" (дорогой)) _____ "Твинго".

5. Результаты Уильяма были плохими. Результаты Фреда были
очень плохими. Результаты Фреда были (плохими)) _____ Ре-
зультаты Уильяма.

6. Это упражнение не сложное. Оно (легкое)
_____ Я ожидал.

7. Погода сегодня плохая - идет дождь. Я надеюсь, что погода бу-
дет (хорошей)) _____ на следующей неделе.

8. Люди не дружелюбны в больших городах. Обычно они (друже-
любны)) _____ в маленьких городках.

9. В правительстве страны Президент (важная персона)
_____.

10. Люди говорят, что китайский язык (сложнее)
_____ в изучении, чем английский.

UNIT 4 VETERINARY MEDICINE AND MEDICAL PROFESSIONALS

LESSON 1 MEDICAL PROFESSIONALS IN VETERINARY MEDICINE

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. career	1. карьера
2. To require	2. требовать
3. training	3. обучение
4. veterinary school	4. ветеринарная школа
5. internships	5. стажировки
6. to handle smth	6. иметь дело с чем-то
7. to be at the helm	7. быть у руля
8. equine vets	8. ветеринары-коневоды
9. needs	9. потребности
10. medical specialty	10. медицинская специальность
11. reproductive health	11. репродуктивное здоровье
12. threats	12. угрозы
13. complementary medicine	13. дополнительная медицина
14. drastic shift	14. радикальный сдвиг

Exercise 2. Complete the phrases and make up sentences with them.

1. specific	a) care of animals at zoos
2. conservation	b) of training
3. to offer	c) animal practice
4. a great deal	d) medicine
5. undergraduate	e) food safety
6. to pursue	f) in great demand
7. large and small	g) companies
8. to focus	h) diagnostic and healing tools
9. to have	i) on a specific species
10. to take	j) interests
11. to be	k) work

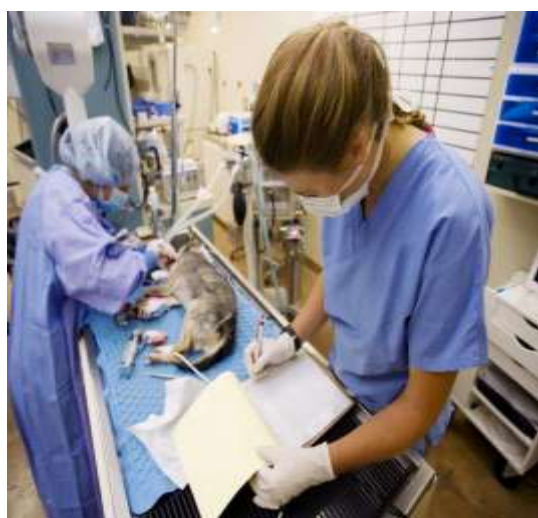
12. to monitor	l) care
13. pharmaceutical	m) internships
14. powerful	n) unique veterinary needs

Exercise 3. Translate the words and phrases from Russian into English.

1. несколько профессий
2. ветеринар экзотических животных
3. физиотерапия
4. дополнительное обучение
5. частная практика
6. домашние животные
7. холистическая сфера деятельности
8. растущее уважение
9. новые угрозы здоровью
10. продолжать существовать
11. домашние питомцы
12. раненые дикие животные
13. ветеринар крупных животных

Exercise 4. Read the text and answer the questions.

What Are Some Different Careers in Veterinary Medicine



There are a number of **careers** in veterinary medicine open to people with specific interests, ranging from conservation medicine, which focuses on the link between human, animal, and environmental health, to working as a large animal vet traveling from farm to farm to offer care to farm animals. In all cases, these careers **require** a great deal of **training**, including four years of undergraduate work followed by training in **veterinary school**, and many veterinarians pursue **internships** for additional training before striking out on their own.

At one time, veterinary medicine careers were simply divided between large and small animal practice. Large animal veterinarians **handled** animals like horses, cows, and sheep, while small animal vets handled pets like cats and dogs. While generic small and large animal practices continue to exist today, often with very talented vets **at the helm**, careers in this field are much more diverse now.

For example, a veterinarian can choose to focus on a specific species or group of animals. Avian vets treat birds, while **equine vets** focus on horses. Others may choose to work with pocket pets like hamsters and mice, and other animals to focus on include cats, dogs, sheep, and cattle, all of whom have unique veterinary **needs**. Careers in veterinary medicine don't need to focus on domesticated animals, either; exotic animal vets take care of animals at zoos, while wildlife vets focus on injured wild animals.

A veterinarian can also choose to focus on a specific **medical specialty**, just like in human medicine. Vets may choose to pursue careers in pathology, **reproductive health**, oncology, orthopedics, surgery, physical therapy, radiology, and so forth. Some specialist veterinarians make a great deal of money, especially in fields like horse racing, where a talented vet can be in great demand.

Many veterinarians enter private practice, but they can also work for the government to monitor food safety, conduct inspections, and the monitor emerging health **threats**. Other careers include working for pharmaceutical companies to develop new medical treatments for animals, and working in the holistic field, offering alternative and **complementary medicine** for animals.

The incredible diversity of careers in veterinary medicine recognizes a **drastic shift** in the veterinary field which occurred in the later half of the 20th century. Veterinarians today are as diverse as doctors, with the same powerful diagnostic and healing tools at their disposal. The procedures performed in high-tech veterinary hospitals today rival those conducted in human hospitals, thanks to a growing respect for the value of animal life

Exercise 5. Comprehension questions:



1. What are some of the different career options in veterinary medicine?
2. How much training is required to become a veterinarian?
3. What are some examples of specific species that veterinarians can focus on?
4. What are some medical specialties that veterinarians can pursue?
5. What are some non-private practice career options for veterinarians?
6. How has the field of veterinary medicine changed in the later half of the 20th century?
7. What are some examples of high-tech procedures performed in veterinary hospitals today?
8. What is the link between human, animal, and environmental health in veterinary medicine?
9. How do career options in veterinary medicine today compare to those in the past?
10. What are some examples of emerging health threats that veterinarians may monitor?

Exercise 6. Translate the text from Russian into English in writing.

Каждый подросток должен решить, чем он хочет заниматься в будущем. У меня есть несколько хобби, но больше всего мне нравится ухаживать за животными. Вот почему я хочу быть ветеринаром.

У меня двое домашних животных: кошка и собака. Мы никого из них не покупали. Я нашла котенка на улице. Он был слаб, и у него была глазная инфекция. К счастью, мои родители разрешили мне оставить котенка у нас. Я начала заботиться о нем. Теперь он здоровый и красивый кот. Благодаря этому опыту я поняла, что мне нравится помогать животным. Конечно, ветеринары лечат чужих животных, а не своих собственных. И животные могут проявлять недоверие и даже агрессию к незнакомцу. Но я понимаю, насколько важно благополучие питомца для владельцев, и буду рад им помочь. Частой причиной визита к ветеринару является стерилизация животного. Я думаю, что это действительно важно. Потому что ненужных щенков или котят можно утопить или просто оставить на улице. Это ужасно! Гораздо лучше принять меры, чтобы этого не произошло. В

школе у меня хорошие оценки по биологии и химии. Я надеюсь, что хорошо сдам экзамены и смогу поступить в университет. Это серьезная работа, и она требует специального образования. Я думаю, что лечить животных - мое призвание. Я надеюсь, что стану хорошим специалистом.

Exercise 7. Scan the **QR-code** and do a career test. Take the free career test to find career path that lights your fire. Our machine learning models train on millions of data points, matching you with the perfect career that maximize your income and satisfaction. Compare the results with your partner.



Exercise 8. Speak on the topic «My future profession».

GRAMMAR PRACTICE

“Nouns and articles in English”

An article is a word that identifies (or modifies) a noun. A noun may be a person, place, thing, or idea. Each noun is also either a count noun (countable) or a mass noun (uncountable). There are two types of articles: indefinite and definite. The articles a and an are indefinite articles and the article the is a definite article. The noun and its use in a sentence is the determining factor when considering which article to use to modify the noun.

Indefinite Articles: A and An

Articles “a” and “an” are articles that are used when the noun is not specific and used in a general sense. Each indefinite article also has specific rules for its use in a sentence.

Indefinite Article: A

A is used when the noun is singular and begins with a consonant or with a vowel that sounds like a consonant.

Examples:

“Riding a bike is one way to exercise and have fun at the same time.”

“Bike” is the noun in this sentence and starts with a consonant sound.

“A ukulele looks like a small guitar.”

“Ukulele” is the noun in this sentence and starts with a consonant sound.

Note: The “you” sound in “ukulele” is considered as a consonant sound.

“According to folklore, gold is found at the end of a rainbow.”

“Rainbow” is the noun in this sentence and starts with a consonant sound.

Indefinite Article: An

An is used when the noun is singular and begins with a vowel sound or with a silent “h” (as in “hour”).

Examples:

“Dr. Thompson is an Oceanographer.”

“Oceanographer” is the noun in this sentence and starts with a vowel sound.

“Devin used an umbrella to stay dry.”

“Umbrella” is the noun in this sentence and starts with a vowel sound.
“It was an honor to receive the academic achievement award.”
“Honor” is the noun in this sentence and starts with a vowel sound.

Definite Article: The

The definite article **the** is used when the noun is either singular or plural, and has already been identified.

Ask yourself:

? “Is the noun I want to use referring to a noun specifically mentioned or

described previously in my paper?”

If the answer is yes, then use **the**.

OR

? “Am I using the noun in a general sense?”

If the answer is yes, then use **a** or **an**.

Example:

“Will and Bradley went pumpkin picking in early October. Just before Halloween, they decided to make pumpkin pie out of the pumpkins.”

□ In this sentence, the noun is “pumpkins.” The definite article **the** is used because the reader knows Will and Bradley are making pumpkin pie out of the pumpkins they picked when they went pumpkin picking. These are specific pumpkins, not just any pumpkins.

On the other hand, when using a more general use of the noun “pumpkin,” use the article **a**:

Example:

“Everyone at the party made a dish to pass for either dinner or dessert. Tori made a pumpkin pie to share for dessert.”

□ In this example, the noun “pumpkin” is used in a general sense.

The indefinite article **a** is used because “pumpkin” is not a specific pumpkin and begins with a consonant sound, not a vowel sound.

When not to use articles

In some cases, articles are not necessary to use in a sentence. There are two specific instances in which articles are not required prior to the noun.

1) Articles are unnecessary before singular proper nouns that refer to a specific place.

Examples:

“I want to visit Paris, France.”

“Paris, France” is the singular proper noun that refers to a specific place.

“Samantha spent a semester abroad in Spain.”

“Spain” is the singular proper noun that refers to a specific place.

Exception to the rule: Use the definite article *the* when referring to geographical locations.

Examples:

“I spent my entire winter break in the Caribbean.”

“My favorite place to camp is in the Adirondacks.”

Example proving both the rule and the exception:

“Niagara Falls is a popular tourist spot located in the Northeast.”

“Niagara Falls” is a singular proper noun referring to a specific place and therefore does not need an article, but the definite article is needed in the sentence when referring to the geographical location of the tourist spot.

2) Articles are unnecessary when the noun, usually plural, is used to indicate a general category.

Examples:

“Cat scratches may lead to a skin infection or even Cat Scratch Fever.”

The phrase “cat scratches” is made up of two nouns that are used to refer to a general category and therefore does not need an article.

“We went to the mall to buy clothes.”

The noun “clothes” is used in the sentence as a general category and does not require an article before it. On the other hand, the noun “mall” is used to denote a specific place, and therefore *the* is required in the sentence.

Nouns: Count or Mass?

Generally, a noun may be a person, place, thing, or idea. Nouns are also classified as either count nouns or mass nouns. It is important to understand this classification in order to appropriately describe (or modify) nouns within sentences.

Count Nouns

A noun is considered to be countable, or a count noun, when it is possible to literally count how many of the noun exists and a quantifying number may be assigned to that noun.

Count nouns may be:

1. Names of persons, animals, plants, insects, and their parts: a girl or 5 girls; a bird or 2 birds; a tree or 3 trees; a bug or 10 bugs; a leg or 4 legs.

2. Objects with a definite shape: a computer or 2 computers; a ball or 6 balls; a car or 3 cars.
3. Units of measurement: a pound or 2 pounds; an ounce or 5 ounces.
4. Words of classification: a phrase or 3 phrases; a word or 6 words.
5. Some abstract words: an idea or 2 ideas; a plan or 3 plans.

Examples:

“There are twenty chairs in the classroom.”

The noun “chair” is countable because you are able to count how many chairs are in a classroom.

“There are twenty-four hours in a day.”

The noun “hour” is countable because you are able to count how many hours are in a day.

To check if the noun is a Count Noun, ask yourself:

☐ Can the noun be counted or quantified by a number?

Ex. Noun: “Study” Answer: Yes! “Two studies were conducted.”

☐ Does the noun have both a singular and plural form?

Ex. Noun: “Flower” Answer: Yes! “Flower” is singular and “Flowers” is plural.

☐ Can the word “many” be used before the noun to modify it?

Ex. Noun: “Cup” Answer: Yes! “Many cups of sugar were used to make the cake.”

☐ Can the word “one” or the articles “a” or “an” be used to modify the noun?

Ex. Noun: “Pig” Answer: Yes! “One pig was rolling in the mud.”

OR “A pig was rolling in the mud.”

If you answer yes to these questions, then the noun is a **Countable Noun!**

Mass Nouns

A noun is considered to be uncountable, or a mass noun, when it is impossible to use a number to represent how many of the noun exists. Instead, a mass noun is quantified by using a word that signifies an amount (e.g., cup, pound, foot), which is then followed by the preposition “of” prior to the mass noun.

Mass nouns may be:

1. Materials, food, metals, and natural qualities: wood, bread, iron.

2. Names of liquids, gases, and substances made of many small particles: oil, coffee, oxygen, sugar, salt, cement, gravel.

3. Names of languages: English, Spanish, Latin, French, Sanskrit, Chinese.

4. Most gerunds: looking, burning, swimming, running.

5. Gerunds are “-ing” words that look like verbs, but are used as nouns in sentences.

Examples:

☐ The noun “wood” is uncountable because a number cannot be used to represent how much wood was split and stacked.

Incorrect: “50 woods were split and stacked for the wood stove.”

Correct: “A cord of wood was split and stacked for the wood stove.”

☐ The noun “food” is uncountable because a number cannot be used to represent how much food was donated.

Incorrect: “There were 100 foods donated for a local charity event.”

Correct: “There were several pounds of food donated for a local charity event.”

☐ The noun “cement” is uncountable because a number cannot be used to represent how much cement was used to make a side walk.

Incorrect: “Twenty cements were used to make the side walk.”

Correct: “A bag of cement was used to make the side walk.”

To check if the noun is a Mass Noun, ask yourself:

☐ Does a word signifying an amount need to be used to modify the noun?

Ex. Noun: “Flour” Answer: Yes! “A cup of flour was used in the recipe.”

☐ Does the word “of” need to be used before the noun in order to modify it?

Ex. Noun: “Coffee” Answer: Yes! “I usually drink a cup of coffee in the morning.”

☐ Does the noun have only a singular form?

Ex. Noun: “Smoke” Answer: Yes! “Smoke” is singular and does not have a plural form.

Exercise based on the opening text in *Thanks a Million*

Exercise 1. Complete the following exercise using a/an/the/0 (no article) in the underlined spaces where appropriate. Change capital letters to lower case letters at the beginning of a sentence if necessary. Explain the use of articles.

Ms Parrot, (1) ____ most famous lady detective of (2) ____ twenty-first century, was born in (3) ____ United Kingdom in (4) ____ 1960s. Since then, she has been to many countries, including (5) ____ Portugal, Singapore and Australia, and has lived in (6) ____ northern hemisphere and (7) ____ southern hemisphere, as well as on (8) ____ equator. She has never been to (9) ____ Philippines or (10) ____ United States, but she speaks (11) English, French and Portuguese. Like Sherlock Holmes, (12) ____ famous detective, she plays (13) ____ violin, and sometimes practises up to five times (14) ____ day.

She is also (15) ____ only person in (16) ____ world to have performed Tchaikovsky's 1812 overture [a long piece of music] in one breath on (17) ____ recorder. She has been (18) ____ detective for thirty years and claims that although many people think that being (19) ____ detective is (20) ____ piece of cake, detectives generally work very hard and it's not all fun and games. (21) ____ detective is someone who solves mysteries, and (22) ____ people who contact Ms Parrot have some very unusual problems. Little information is available about some of (23) ____ cases she has solved, but quite (24) ____ few of her most famous cases have attracted worldwide attention and she has been offered up to (25) ____ thousand dollars (26) ____ hour to help solve mysteries such as (27) ____ case of (28) ____ Australian owl in (29) ____ uniform. (30) ____ bird laid (31) ____ egg in (32) ____ European nest in less than (33) ____ hour after its arrival. What (34) ____ strange problem!

With great (35) ____ modesty, she has either declined such (36) ____ fee or donated (37) ____ money to (38) ____ poor, or to (39) ____ Grammar Survival Fund, believing that (40) ____ detective should use their skills for (41) ____ common good.

Exercise 2. Complete the following exercise using a/an/the/0 (no article) in the underlined spaces where appropriate.

There has never been (1) ____ more exciting time to produce (2) ____ new dictionary. Everything is changing and expanding: the English language itself, the technology that helps us to describe it, and (3) ____ needs

and goals of those learning and teaching (4) ____ English. (5) ____ 1980s saw the development of (6) ____ first large corpora (special collections) of English text. (7) ____ Another of the Macmillan English Dictionary's innovations is that two similar but separate editions have been created from (8) ____ same database: one for learners whose main target variety is (9) ____ American English, (10) ____ other for learners of British English.

The differences are small but significant. The Macmillan English Dictionary is the product of good linguistic data and high-quality people. It has been (11) ____ privilege to work with such (12) ____ talented and creative team, and I would like to thank (13) ____ team for producing such (14) ____ excellent book. I hope you enjoy (15) ____ results of our hard work and find the dictionary (16) ____ pleasure to use. (adapted from Rundell, M 2002, 'Introduction', Macmillan English dictionary for advanced learners, Macmillan Education, Oxford, p. x.)

Exercise 3. Insert articles where 'necessary. (Articles with class nouns.)

1. Not ____ word was spoken in ____ parlour. (*Caldwelt*) 2. ____ room itself was filling up, so was ____ staircase. (*Snow*) 3. I think that ____ man's life is worth saving, whoever it belongs to. (*Shaw*) 4. Though ____ earth was cold and wet, ____ sky was clear and ____ sun rose bright and beautiful. (*Dickens*) 5. He made them provide not one car, but half ____ dozen. (*Snow*) 6.. ____ compass was invented in ancient China. 7. Not ____ word was spoken, not ____ sound was made. (*Dickens*) 8. ____ sky outside ____ window was already dark, ____ secretaries had gone home, all was quiet. (*Snow*) 9. Edward remained ____ week at ____ cottage. (*Austen*) 10. I tell you, he's as brave as ____ man can reasonably be. (*Snow*) 11. After that they would meet, perhaps, two or three times ____ year. (*Galsworthy*) 12. Dinny looked up at ____ house; and suddenly saw ____ face in ____ window of ____ dining-room. (*Galsworthy*) 13. You know I never cared for ____ drama. 14. "It is not ____ large house," I said. "We don't want ____ large house." (*Jerome K. Jerome*) 15. He looks older than he is, as ____ dark men often do. (*Dickens*) 16. Roger looked at him and, without ____ word, took out his wallet and gave him ____ ten-shilling note. (*Snow*) 17. As ____ man sows, so shall he reap. 18. This morning ____ tobacconist was at his door. (*Bennett*) 19. It was Sunday afternoon, and ____ sun, which had been shining now for several hours, was beginning to warm ____ earth. (*Murdoch*) 20. I have ____ long story to tell you. Come and sit down on ____ sofa and let us have ____ comfortable chat. (*Marryat*) 21. ____ arm in ____

arm, they walked toward home. (/ . Shaw) 22. It was __ cottage built like __ mansion, having __ central hall with __ wooden gallery running round it, and __ rooms no bigger than __ closets. (Hardy) 23. And what __ beautiful moth there is over there on-----wall. (Murdoch) 24. She had __ key of her own. (Conan Doyle) 25. He was __ short, plump man with __ very white face and __ very white hands. It was rumoured in London that he powdered them like __ woman. (Greene) 26. __ old couldn't help __ young... (Galsworthy) 27. To him she would always be __ loveliest woman in __ world. (Maugham) 28. __ strongest have their hours of depression. (Dreiser) 29. Her aunt, in __ straw hat so broad that it covered her to __ very edges of her shoulders, was standing below with two gardeners behind her. (Galsworthy) 30. I am afraid I addressed __ wrong person. (Collins) 31. They must have had very fair notions of __ artistic and __ beautiful. (Jerome K. Jerome) 32. __ rich think they can buy anything. (Snow) 33. __ room has three doors; one on __ same side as __ fireplace, near __ corner, leading to __ best bedroom. (Shaw) 34. My thousand __ year is not merely. __. matter of dirty banknotes and jaundiced guineas... but, it may be, health to __ drooping, strength to __ weak, consolation to __ sad. (Ch. Bronte) 35. Thank you, Stephen: I knew you would give me __ right advice. (Shaw) 36. Sometimes... visitors rang __ wrong bell. (Bennett) 37. My family came from hereabouts some generations back. I just wanted to have __ look at __ place, and ask you __ question or two. (Galsworthy) 38. __ woman will only be "the equal of __ man when she earns her living in __ same way that he does. (Maugham) 39. He arrived half __ hour before dinner time, and went up to __ schoolroom at __ top of __ house, to see __ children. (Galsworthy) 40. You will see him __ steady character yet. I am sure of it. There is something in. __ very expression of his face that tells me so. (Marryat) 41. Far away in __ little street there is __ poor house. One of __ windows is open and through it I can see __ woman seated at __ table. She is __ seamstress. (Wilde) 42. __ man who entered was short and broad. He had black hair, and was wearing __ grey flannel trousers with __ red woollen shirt, open at __ neck, whose collar he carried outside __ lapels of his dark tweed jacket. (Clark) 43. Believe me, when __ woman really makes up her mind to marry __ man nothing on God's earth can save him. (Maugham) 44. I stopped,., still uncertain of myself and whether I was saying. __ right thing. (Du Maurier) 45, Then it was night and he was awake, standing in __ street, looking up at __ dark windows of __ place where he lived. __ front door was locked and there was no one in __

house. (*Saroyan*) 46. I believe I can tell ___ very moment I began to love him. (*Galsworthy*) 47. We are told that ___ heart of ___ man is deceitful above all ___ things, and desperately wicked. (*Shaw*) 48. "I must do it," said Adam; "it's ___ right thing." (*Eliot*) 49. Mr. Boythorn lived in ___ pretty house with ___ lawn in front, ___ bright flower garden at ___ side and ___ kitchen-garden in ___ rear, enclosed with ___ wall. ___ house was ___ real old house. (*Dickens*) 50 ___ bartender was ___ pale little man in ___ vest and apron, with ___ pale, hairy arms and ___ long, nervous nose. (/ . Shaw) 51. ___ face to ___ face, he was as warm and easy-natured as he had ever been. (*Snow*) 52. I had not yet learnt how contradictory is human nature; I did not know how much pose there is in ___ sincere, how much baseness in ___ noble, or how much goodness in ___ reprobate. 10 (*Maugham*) 53. During ___ country house parties one day is very like another. ___ men put on ___ same kind of variegated tie, eat ___ same breakfast, tap ___ same barometer, smoke ___ same pipes and kill ___ same birds. (*Galsworthy*) 54. Almost at very moment when r, he had returned Aileen had appeared. (*Dreiser*) 55. ___ old man quitted ___ house secretly at ___ same hour as before. (*Dickens*) 56. We are told that ___ wicked shall be punished. (*Shaw*) 57. ___ arm in ___ arm we walked on, sometimes stumbling over ___ hump of earth or catching our feet in ___ rabbit-holes. (*Hansford lohnson*) 58. Clare was ___ most vivid member of ___ family. She had dark fine shingled hair and ___ pale expressive face, of which ___ lips were slightly brightened. ___ eyes were brown, with ___ straight and eager glance, ___ brow low and very white. Her expression was old for ___ girl of twenty, being calm and yet adventurous. (*Galsworthy*) 59. When I was ___ child my mother used to make ___ cakes and send me out with them as ___ presents to ___ neighbours. And. ___ neighbours would give us ___ presents too, and not only at Christmas time. (*Murdoch*) 60. I wrote to ___ Managing Editor that this was ___ wrong moment to change their correspondent. (*Greene*)

LESSON 2 MEDICAL EQUIPMENT

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. must-haves	1. необходимые принадлежности
2. exam tables	2. смотровые столы
3. stellar	3. стильный дизайн
4. requirements	4. требования
5. versatility	5. универсальность
6. girth	6. обхват
7. surfaces	7. поверхности
8. ailments	8. заболевания
9. surgical lights	9. хирургические лампы
10. stethoscopes	10. стетоскопы
11. acoustic cups	11. акустические чашки
12. an associate	12. помощник
13. precise	13. точный
14. diagnostic imaging	14. диагностическая визуализация
15. ultrasounds	15. УЗИ
16. abdominal	16. абдоминальный (связанный с желудком)
17. digital radiology	17. цифровая рентгенология
18. anesthesia	18. анестезия

Exercise 2. Complete the phrases and make up sentences with them.

1. pieces	a) lights
2. to receive	b) ailments
3. to put	c) treatment
4. veterinary	d) needs
5. unique	e) of equipment
6. can be positioned	f) internal images
7. are designed	g) systems
8. to accurately diagnose	h) together
9. exam	i) the heart and lung sounds
10. hear	j) equipment
11. present	k) medical treatment

12. bodily	l) digital images
13. real-time	m) for optimal access
14. life-saving	n) results
15. more accurate	o) of a button
16. with the click	p) diagnoses
17. to obtain	q) for routine cleaning

Exercise 3. Translate the words and phrases from Russian into English.

1. собрать воедино
2. цифровую базу данных
3. варианты освещения
4. сонографист
5. ультразвуковое оборудование
6. необходимые материалы
7. инструменты
8. Размер пациента-питомца
9. легкий вес
10. гидравлические столы
11. решения, основанные на фактических данных

Exercise 4. Read the text and answer the questions.

Medical equipment in veterinary medicine

From **exam tables** to autoclaves, these tools and tech are **must-haves** for any new vet clinic. Just as with any profession, there are certain pieces of equipment every veterinarian must acquire before a new vet practice can open and animals can start receiving treatment.

These tools, devices and technologies allow vets to provide **stellar**, efficient medical care to pet-patients and must not be overlooked when putting together your clinic equipment purchase list. Here's a list of some of the most essential veterinary equipment any new vet clinic must have.

Exam and procedure tables

To best be able to examine and treat your pet-patients, you're going to need veterinary tables in each treatment room. Depending on your clinic's

unique needs and **requirements**, you can choose from v-top tables, electric & hydraulic tables, or lift tables, all of which enable stability, mobility and **versatility** while in use. The surface of these exam and procedure tables can be flexibly adjusted to accommodate each pet-patient's size and **girth** and can be positioned for optimal access to the area under examination. And unlike standard **surfaces**, these tables are designed for routine cleaning and disinfecting.

Lighting

As a vet, you will need maximum visibility of your pet-patient's body, to be able to accurately diagnose **ailments**, repair physical damage and provide precise treatment. Luckily, there are many lighting options designed specifically for vet clinics. You can choose from large, bright **surgical lights**, smaller, more concentrated exam lights, headlights and a wide variety of handheld diagnostic lights that meet your practice - and its budget's needs.

Veterinary stethoscope

Stethoscopes are standard tools for medical professionals of all fields, but vets need to acquire specific veterinary stethoscopes for their practices. This purchase is essential, as veterinary stethoscopes allow you to bypass all that fur and animal muscle and actually hear the heart and lung sounds of any animal, big or small, thanks to their specially designed **acoustic cups**. This tool may be small, lightweight and highly portable, but it is nonetheless a crucial purchase for any vet, one you likely already have from vet school or from working as **an associate** at another vet's clinic, but may be looking to upgrade - or acquire more of, for your own practice.

Veterinary ultrasounds

Diagnostic imaging is used by veterinarians to see **precise** images inside their pet-patient's body and make accurate diagnoses, which lead to speedy, effective treatment. As such, vets need top-tier diagnostic imaging, equipment, such as veterinary **ultrasounds**, which use sound waves to scan and present internal images of an animal's body, around at all times. New, innovative, real-time ultrasound equipment with external cameras significantly reduces exam time while producing deeper and wider crisp images of

abdominal, cardiac, musculoskeletal, vascular and other are designed for routine cleaning. These images can even be shared live via telemedicine with a sonographer, for richer real-time guidance, with far less diagnostic guesswork involved.

If your practice involves making house calls, a portable veterinary ultrasound scanner will enable you to obtain real-time results of any animal's condition, regardless of their physical location. That way, even if your pet-patient is large and lives in a remote, rural area lacking a full-service clinic, you can still make quick, evidence-based decisions on their conditions and provide life-saving medical treatment. This is particularly helpful when examining pregnant farm animals during breeding season.

Digital x-ray imaging machines

Digital radiology or radiography (**DR**) technology enables veterinarians to quickly and accurately obtain clear images of your pet-patient's bones, muscles and internal organs, without requiring the use of film, chemicals or darkroom processing. The precise, digital images can be enhanced, enlarged and focused, which ultimately leads to fewer retakes and more accurate diagnoses.

The images obtained can be saved to a digital database, and easily shared with other vets and consultants, with the click of a button. This means that animals can spend less time under **anesthesia** and on the examining table and more time back at home, resting and **recovering** from their particular condition. As such, digital x-rays have become a huge, essential and highly common part of many veterinary practices around the world. There are various types of DR systems, each relying on different technologies to obtain digital images. You can select the DR system that best suits your practice's needs and budget.

Exercise 5. Comprehension questions:

1. What are some essential medical equipment for a new vet clinic?
2. Why is it important for vets to have veterinary stethoscopes?
3. How can veterinary ultrasound scanners be beneficial for house calls?
4. What is the advantage of using digital radiology technology in veterinary medicine?

5. How do exam and procedure tables help in treating pet-patients?
6. What role does lighting play in a vet clinic?
7. How can veterinary stethoscopes help vets diagnose ailments in animals?
8. Why is it important for vet clinics to have diagnostic imaging equipment like ultrasounds?
9. What are the benefits of using real-time ultrasound equipment in veterinary practices?
10. How can digital x-ray imaging machines save time and improve accuracy in diagnoses for pet-patients?

Exercise 6. Translate the text from Russian into English in writing.

1. Точные цифровые изображения могут быть улучшены, увеличены и сфокусированы.
2. Ветеринары нуждаются в высококачественном диагностическом оборудовании, таком как ультразвуковые исследования.
3. В зависимости от уникальных потребностей вашей клиники вы можете выбрать столы с v-образным верхом, электрические и гидравлические столы или подъемные столы, которые обеспечивают стабильность, мобильность и универсальность в процессе использования.
4. Стетоскопы являются стандартными инструментами для медицинских работников всех областей, но ветеринарам необходимо приобрести специальные ветеринарные стетоскопы для своей практики.
5. Изображения могут быть даже переданы в прямом эфире с помощью телемедицины специалисту по ультразвуковой диагностике.
6. Существуют различные типы цифровых радиологических систем, каждая из которых использует различные технологии для получения цифровых изображений.
7. Животные могут проводить меньше времени под наркозом и на смотровом столе и больше времени проводить дома.
8. В отличие от стандартных поверхностей, эти столы предназначены для обычной чистки и дезинфекции.

9. Ультразвуковое оборудование в режиме реального времени с внешними камерами значительно сокращает время обследования.

Exercise 7. Translate the text from Russian into English.

Vet Clinic in London

Мы являемся прогрессивной ветеринарной клиникой, которая ценит добросовестность каждого клиента, обращающегося в нашу клинику.

Как сплоченная команда, мы неизменно стремимся предоставлять ветеринарную помощь высочайшего качества, задавая планку самых высоких отраслевых стандартов. В основе нашего ветеринарного сообщества лежит эмпатия, которая гарантирует, что каждое домашнее животное и его владелец чувствуют понимание и поддержку. Наши руководящие принципы качества, честности и сострадания являются краеугольным камнем нашей этики и направляют нас во всех аспектах нашей практики.

Компания ElizaVet стремится укреплять отношения между людьми и животными за счет улучшения ветеринарного обслуживания.

Мы являемся одной из немногих местных ветеринарных клиник, расположенных в самом центре Лондона, и это проявляется во всем, что мы делаем. Мы относимся к вашему питомцу так, как если бы он был членом нашей семьи.

Мы предлагаем как медикаментозное, так и плановое хирургическое лечение. Это означает, что вы можете посещать наших питомцев как для обычных процедур, таких как вакцинация и общий медицинский осмотр, а также для получения более сложной ветеринарной помощи. Мы относимся к вашим питомцам, как к своим собственным, с нежностью и пониманием. Наша клиника аккредитована Королевским колледжем ветеринарных хирургов.

Помещения, оборудование, персонал и медицинские протоколы ежегодно проверяются инспектором для поддержания самых высоких стандартов ветеринарной помощи.

Exercise 8. Speak on the topic «Medical equipment in veterinary medicine».

Exercise 9. Prepare a report about a veterinary clinic in our university. Include:

1. History of the formation
2. Specialists of the clinic
3. Most common medical complaints by patients
4. Medical equipment

Exercise 10. Practice the conversation. Act out with your partner.

At a Veterinary Clinic

Receptionist: Hi, I'm Olivia. Welcome to the **Veterinary Clinic**. How can I help you today?

Justine: Hi, I'm Justine and this is my cat Patches. She hurt her **leg** when she jumped out of the tree. Can you help her please?

Receptionist: I am so sorry to hear that. We will do our best to help her. Please will you complete this **form** with all your personal details.

Justine: Great, thank you very much.

Receptionist: Once you are done, you can take a seat in the **waiting area**. I will call you when it is your turn to see the veterinarian.



Veterinarian: Hi, I'm Dr. Andrews. I am a **veterinarian** here at the clinic. How can I help you today?

Justine: Hi, I'm Justine and this is my cat Patches. She hurt her leg when she jumped out of the tree. She can't **walk** properly. Will she be ok?

Veterinarian: Let me take a look at her leg. Hmmm... I think she might have broken it but I will need to take an **x-ray** to make sure.

Justine: Oh no, really?

Veterinarian: Please don't worry. The injury doesn't look too serious. If it is broken Patches will only have to wear a **splint** for a few weeks.

Justine: Oh ok, that is a relief! **Thank you** Dr. Andrews.

Veterinarian: It's my pleasure. Please go and wait in the waiting area. As soon as we are done taking the x-ray and putting on the splint, the **veterinary nurse** will bring Patches back to you.

Exercise 11. Translate the dialogue from Russian into English.

Ветеринар: Привет, Саймон. Как здорово снова видеть вас, Тони и Лили! Как у тебя дела?

Саймон: Привет, доктор Эндрюс. У меня все отлично получается, спасибо вам. Я принес

Тони за их ежегодный осмотр.

Ветеринар: Хорошо, давайте взглянем на них. Давайте начнем с общего состояния их здоровья. Были ли у них в последнее время какие-либо проблемы с едой, сном или играми?

Саймон: Нет, у них обоих здоровый аппетит и много энергии. Иногда, я думаю, даже слишком много.

Ветеринар: Приятно это слышать. Через свой стетоскоп я слышу, что у них обоих здоровое и ровное сердцебиение. Так что сегодня Тони и Лили не нужно никаких лекарств.

Саймон: Правда? Спасибо, доктор Эндрюс.

Ветеринар: С удовольствием. Пожалуйста, пройдите и подождите в приемной. Ветеринарная медсестра просто хочет поделиться с вами некоторыми общими советами по уходу за Тони и Лили. Увидимся снова в следующем году.

Саймон: Спасибо, доктор Эндрюс, мы пойдем и подождем в приемной. Увидимся в следующем году, до свидания.

GRAMMAR PRACTICE

«Conditionals in English»

Условные предложения используются тогда, когда мы хотим сделать предположение о том, что могло бы случиться, случилось бы, и что бы мы хотели, чтобы случилось. В английском языке большинство условных предложений содержит слово *if*. Во многих условных предложениях в английском языке глагол стоит в одном из прошедших времён. Такое употребление относится к **"нереальному прошлому"**, потому что мы используем прошедшее время, но не подразумеваем, что что-то произошло в прошлом. В английском языке существует пять способов образования условных типов предложений.

Каждый из этих типов предложений всегда будет состоять из придаточного условия с *if* и главного предложения. Для многих отрицательных условных предложений существует аналог в виде предложения с эквивалентной конструкцией **использование "unless"** вместо "if".

Тип условного предложения	Употребление	Время глагола в придаточном условии (if clause)	Время глагола в главном предложении (main clause)
Нулевой тип	Общеизвестные истины	Простое настоящее время	Простое настоящее время
Условные предложения 1-го типа	Возможное условие и вероятный результат	Простое настоящее время	Простое будущее время
Условные предложения 2-го типа	Гипотетическое условие и возможный результат	Простое прошедшее время	Условное настоящего времени или условное настоящего продолженного времени

Тип условного предложения	Употребление	Время глагола в придаточном условии (if clause)	Время глагола в главном предложении (main clause)
Условные предложения 3-го типа	Нереальное условие в прошлом и его возможный результат в прошлом	Прошедшее совершенное время	Условное совершенного времени
Условные предложения смешанного типа	Нереальное условие в прошлом и его возможный результат в настоящем	Прошедшее совершенное время	Условное совершенного времени

Нулевой тип условия

Условные предложения нулевого типа используются, когда мы говорим о времени **сейчас или всегда** и ситуация **настоящая и возможная**. Нулевой тип часто используется, когда мы говорим об общеизвестных истинах. В обеих частях такого типа предложения будет использоваться простое настоящее время. В условных предложениях нулевого типа слово "if" может быть заменено словом "when" без изменения значения.

Придаточное условия (if clause)	Главное предложение
If + простое настоящее время	простое настоящее время
If this thing happens	that thing happens.
If you heat ice	it melts.
If it rains	the grass gets wet.

1-й тип условия

Условные предложения 1-го типа относятся к **настоящему или будущему** и выражают **реальную ситуацию**. 1-й тип относится к возможному условию и его возможному результату. В этих предложениях придаточное условия (if clause) стоит в простом настоящем времени, и главное предложение стоит в простом будущем времени.

Придаточное условия (if clause)	Главное предложение
If + простое настоящее время	простое будущее время
If this thing happens	that thing will happen.
If you don't hurry	you will miss the train.
If it rains today	you will get wet.

2-й тип условия

Условные предложения 2-го типа относятся ко времени **сейчас или любому другому времени**, ситуация в таком предложении **нереальная**. Такие предложения не основываются на фактах. 2-й тип условия относится к гипотетическому условию его возможному результату. В условных предложениях 2-го типа, придаточное условия (if clause) стоит в простом прошедшем времени, а главное предложение в настоящем условном.

Придаточное условия (if clause)	Главное предложение
If + простое прошедшее время	настоящее условное или настоящее продолженное условное
If this thing happened	that thing would happen. (but I'm not sure this thing will happen) OR that thing would be happening.
If you went to bed earlier	you would not be so tired.
If it rained	you would get wet.

Придаточное условия (if clause)	Главное предложение
If I spoke Italian	I would be working in Italy.

3-й тип условия

Условные предложения 3-го типа относятся ко времени **в прошлом**, ситуация **противоположна реальности**. Факты, на которых основаны такие предложения основаны на противоположных ожидаемым результатам. 3-й тип условия относится к нереальному условию в прошлом и его возможному в прошлом результату. В условных предложениях 3-го типа придаточное условия (if clause) стоит в прошедшем совершенном времени, а главное предложение в совершенном условном.

Придаточное условия (if clause)	Главное предложение
If + прошедшее совершенное время	совершенное условное время или совершенное продолженное
If this thing had happened	that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.
If you had studied harder	you would have passed the exam.
If it had rained	you would have gotten wet.
If I had accepted that promotion	I would have been working in Milan.

Exercises

Exercise 1. Match the sentences with the type of the Conditionals (type I, type II).

If I were you, I would change the job.

(1)

Type I

I will visit my relatives if my mum can't. (2)

If it rains tomorrow, I won't go by car.

(3)

Type II

I would give you the answers if I knew them. (4)

Exercise 2. Fill in the gaps with the correct forms in the First Conditional.

1. I _____ (FEEL) worried if my mother _____ (LOSE) her job.

2. If you _____ (BUY) a new car, we _____ (TRAVEL) a lot!

3. If your friend _____ (GO) by train, it _____ (BE) faster.

4. I _____ (GET) upset if my partner _____ (SPEAK) rudely.

Exercise 3. Choose the correct form in each sentence.

A) If you (EARN/EARNED) more money, we (WOULDN'T STAY / DIDN'T STAY) at home.

B) If you (WOULD MAKE / MADE) a mistake, I (WOULDN'T CRITICIZE / CRITICIZE) you.

C) I (LEFT / WOULD LEAVE) her a message, if I (WERE/BE) you.

D) If I (FIND/FOUND) orange jeans this time, it (WILL BE / WOULD BE) a perfect look.

E) If I (MISS/MISSED) my family, I (WILL CALL / WOULD CALL) them.

F) My friend (PLAYS / WILL PLAY) for a long time unless he (IS/ISN'T) tired.

Exercise 4. Match the sentence halves. Pay attention to Past Simple or Present Simple forms.

- | | |
|------------------------------------|--|
| 1. If I am late for the class, | a. the teacher would call my parents. |
| 2. I would help your colleagues | b. if they don't win today. |
| 3. If I didn't do my homework, | c. the teacher will get angry with me. |
| 4. You will fail the exam | d. if you don't study a lot. |
| 5. I will help them in the future, | e. if I were you! |

Exercise 5. Complete the sentences with your ideas.

1. I will get upset if ...
2. If I were a veterinarian, I ...
3. I would work all day if ...
4. If my friend comes to the university late, we ...
5. If I knew everything, ...

Exercise 6. Complete the questions with your ideas and ask your partner.

1. What would you do if...?
2. If you were a teacher for one day, ...?
3. If you have to work in the morning ...?
4. Where will you go if...?

Exercise 7. Give your advice, using "if I were you".

1. I want to buy a birthday present for our teacher. — If I were you, ...
2. Yesterday my teenage son came back home half past eleven.
3. Somebody told a lie about us.
4. I like chocolate but want to stick to a diet.
5. I enjoy listening to pop music but I can't tell my friends about it. They won't understand me.
6. English is so hard to learn. Sometimes I don't have motivation to study and attend classes.

Exercise 8. Look at the pictures: the girl faces a lot of problems. Give some recommendations to her.



Quick Test

Put the verbs in brackets into their correct forms

1. I would have read the letter if I _____ (*know*) it was from you.
2. If Tony doesn't help in the garden I _____ (*not finish*) my work in time.
3. If you _____ (*not tell*) me about Maxwell's birthday I would forget it.
4. We _____ (*catch*) the train earlier if Mary had found her purse.
5. If Susan _____ (*learn*) the poem she would have known the answer.
6. If it _____ (*be*) too hot we will stop and get a cold drink.
7. If it _____ (*not rain*) today I would stay at home.
8. If the Professor spoke clearly we _____ (*understand*) him better.
9. If you go on talking like that we _____ (*throw*) you out.
10. If Sasha _____ (*go*) home now he would meet his own brother.
11. If it rained, the streets _____ (*be*) wet.
12. If I _____ (*not tell*) Jim the address he wouldn't have found you.
13. The bird _____ (*die*) if you had caught it.
14. What _____ (*you, do*) if you won the lottery?
15. If the weather _____ (*not change*) we will reach the top of the mountain.
16. Dinner _____ (*be*) fine if the meat weren't cold.
17. I'm sure Benny _____ (*come*) if you wait a bit longer.
18. If you ring the bell, somebody _____ (*answer*) it.
19. If Bert _____ (*see*) you, he would have talked to you.

20. You _____ (*find*) your ticket if you had looked into your pockets.
21. You _____ (*fall*) ill if you eat so much.
22. What _____ (*happen*) if the door had not been opened?
23. If Chris asked you for a cigarette, _____ (*you, give*) him one?
24. If you _____ (*buy*) that big car, you would need a lot of money.
25. _____ (*You, change*) the colour of your hair if I asked you to do so ?
26. If you give me the letter, I _____ (*post*) it for you .
27. _____ (*You, post*) the letter if I had given it to you?
28. If the weather is fine, I _____ (*go*) swimming.
29. If you _____ (*not work*) harder, you won't pass the exam.
30. If they _____ (*be*) rich, they would travel around the world.
31. The children _____ (*go*) skating if the lake were frozen.
32. What would you have done, if you _____ (*lose*) your handbag?
33. What will happen if you _____ (*not know*) the answer?
34. She _____ (*go*) on holiday, if she hadn't been ill.
35. If I _____ (*notice*) you, I would have said hello.
36. If I _____ (*be*) like you, I wouldn't watch such films.
37. If you opened your eyes, you _____ (*see*) a wonderful world.
38. People _____ (*live*) in peace if they stop fighting.
39. If Tom drinks so much, he _____ (*cannot drive*) home.

40. If we _____ (**not hurry**) we would miss the train.

41. He _____ (**not spend**) so much money if he weren't a happy person.

42. _____ (**You, come**) , if you had had more time ?

43. If Jim _____ (**study**) the new words he would have got a better mark.

44. If he were rich, he _____ (**buy**) the house.

45. If you don't hurry you _____ (**be**) late.

46. If it wasn't so hot, we _____ (**play**) football.

47. If I _____ (**be**) ill, would you visit me?

48. If Sean _____ (**not be**) driving so fast, the police would not have stopped him.

49. If I had sold my house, I _____ (**get**) 4 million pounds.

50. If I _____ (**be**) you I would I would do it.

LESSON 3 MEDICAL (VET) TRAINING AND EDUCATION IN THE UK

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. Graduates	1. Выпускники
2. Skills	2. Навыки
3. undergraduate degree	3. степень бакалавра
4. competitive	4. конкурентоспособность
5. applications	5. подача заявок
6. overseas	6. за рубежом
7. Bachelor's degree	7. Степень бакалавра
8. Advancement	8. Продвижение
9. Comprehensive	9. Всесторонний
10. practical exposure	10. практический опыт
11. Master's degree	11. Степень магистра
12. Rigorous	12. Тщательный подход
13. Surgery	13. Хирургия
14. critical thinking	14. критическое мышление
15. PhD	15. Кандидат наук
16. Doctoral	16. Докторантура
17. Scholarships	17. Стипендии
18. full-time Bachelor	18. степень бакалавра по очной форме обучения
19. application deadlines	19. сроки подачи заявок
20. admissions performance	20. эффективность приема
21. abattoir	21. скотобойня
22. salary	22. зарплата

Exercise 2. Complete the phrases and make up sentences with them.

1. Transferable	a) welfare
2. foundation	b) level
3. application	c) information
4. a rich veterinary	d) phase
5. cutting-edge	e) achievement
6. immersive	f) technology
7. advanced	g) heritage

8. an in-depth	h) knowledge
9. animal	i) exploration
10. academic	j) scores
11. financial	k) procedure
12. interview	l) support
13. detailed	m) skills
14. postgraduate	n) vets
15. experienced	o) experiences

Exercise 3. Translate the words and phrases from Russian into English.

- a) обширные научные исследования
- b) умение работать в команде
- c) карьера ветеринара
- d) уникальное сочетание достижений в клинической практике
- e) общественное здравоохранение
- f) стипендии в области медицины
- g) животноводство
- h) фармацевтика
- i) передовые знания и специализация
- j) научная и клиническая подготовка мирового уровня
- k) паразитология
- l) изучение передовых клинических методов
- m) хирургическое лечение
- n) процедура подачи заявления
- o) лидерские качества
- p) всесторонняя учебная программа
- q) академический послужной список

Exercise 4. Read the text and answer the questions.

UK Veterinary Medicine Courses

A veterinary medicine degree in the UK will give students an excellent base to begin their veterinary career, equipping them with the knowledge

and ability to help with the surgical treatment and care of animals. Transferable **skills** will also see **graduates** move into food safety, research and pharmaceuticals sectors.

A typical veterinary medicine **undergraduate degree** lasts five years, and modules generally cover anatomy and physiology, animal husbandry, microbiology, public health, parasitology and pathology. The programme's first two years are classed as the foundation phase, with the third and fourth clinical and fifth professional.

The number of places available to study veterinary medicine each year is limited, and the application procedure is highly **competitive**. In previous years, for example, Edinburgh received approximately 2,150 applications for 190 Home/EU places and 500 overseas **applications** for 17 places, meaning there is about one place for every 14 Home/EU applicants and one place for every 42 **overseas** applicants.



Types of Veterinary Medicine Degrees

Bachelor's in Veterinary Medicine

A **Bachelor** of Veterinary Medicine (BVetMed) provides world-class scientific and clinical training in veterinary medicine. This dynamic course merges a rich veterinary heritage with cutting-edge technology, fostering a unique blend of clinical **advancement** and engaging teaching methods. You'll master the scientific foundations of veterinary practice and research, honing problem-solving, communication, and teamwork abilities. You'll gain extensive **practical exposure** with immersive experiences in our bustling RVC hospitals and collaborative settings. This **comprehensive** curriculum equips you with essential skills to understand normal body function, identify diseases, and ensure animal well-being, preparing you for a successful career in veterinary medicine.

- Course Duration: 5-6 years
- Course Fees: £30,000 - £50,000

- Entry Requirements: Typically include AAA in three A-level subjects: Biology at grade A and Chemistry at grade A. International Baccalaureate (IB): 32-38

Master's in Veterinary Medicine

A **Master's** in Veterinary Medicine is a postgraduate degree designed for aspiring veterinarians seeking advanced knowledge and specialisation. This **rigorous** curriculum builds on the foundation of undergraduate veterinary studies, offering an in-depth exploration of specific areas such as **surgery**, pathology, or public health. Students delve into advanced clinical techniques, research methodologies, and diagnostic procedures. A master's



fosters **critical thinking**, leadership skills, and understanding of animal health. Graduates are well-prepared for specialised veterinary practice, academia, research, or public health careers, contributing significantly to the field's advancement and animal welfare.

- Course Duration: 1-3 years
- Course Fees: £20,000 - £40,000

- Entry Requirements: Typically include A-levels (e.g., AAB) or an equivalent International Baccalaureate (IB) score (e.g., 34 points), along with relevant science subjects.

PhD in Veterinary Medicine

A **PhD** in Veterinary Medicine represents the highest academic achievement in the field. This demanding doctoral is tailored for individuals who are dedicated to advancing veterinary science through extensive research. Doctoral candidates immerse themselves in specialised areas, conducting original investigations and significantly contributing to the field's knowledge base.

- Duration: 1-3 years
- Course Fees: £25,000 - £45,000
- Entry Requirements: A UK High 2:1 Honours Degree or equivalent.

Scholarships

There are a variety of veterinary medicine **scholarships** available to international students studying in the UK, including:

Royal (Dick) School of Veterinary Studies UK Graduate/International Scholarship

- Offer: This scholarship provides financial support of £5,000 per year.
- Programme: Applicable for students pursuing a **full-time Bachelor** of Veterinary Medicine and Surgery (BVM&S) degree at the University of Edinburgh.
- Purpose: The scholarship aims to assist students with the cost of their veterinary education.
- Note: Eligibility criteria and **application deadlines** may vary, so applicants should refer to the University of Edinburgh's official website for specific details.

RVC International Scholarships for BVetMed

- Offer: This scholarship covers the full tuition fees.
- Selection Criteria: Recipients are chosen based on their **admissions performance**, including interview scores, academic track record, and the quality of their application.
- Purpose: The scholarship recognises and rewards outstanding international students pursuing the BVetMed programme at the Royal Veterinary College (RVC).
- Note: Applicants should check RVC's official website for detailed information on application procedures, eligibility, and deadlines.

Veterinary Medicine Jobs and Careers

Veterinary medicine graduates are in demand and will move into private animal welfare practices and work at charities, laboratories, **abattoirs** and within the public health sector. If a student chooses to continue studying at postgraduate level, careers can be forged in more specialist areas of the profession.

Salary

According to the Times and Sunday Times Good University Guide, the average starting professional **salary** for Veterinary Medicine graduates in the UK was around £33,000. However, experienced vets could earn over £50,000.

Exercise 5. Comprehension questions:

1. What are the typical modules covered in a veterinary medicine undergraduate degree in the UK?

2. How competitive is the application procedure for studying veterinary medicine in the UK?
3. What are the entry requirements for a Bachelor's in Veterinary Medicine in the UK?
4. What is the duration of a Master's in Veterinary Medicine in the UK?
5. What are the entry requirements for a PhD in Veterinary Medicine in the UK?
6. What scholarships are available for international students studying veterinary medicine in the UK?
7. What is the purpose of the Royal (Dick) School of Veterinary Studies UK Graduate/International Scholarship?
8. What types of careers can veterinary medicine graduates pursue in the UK?
9. How long does a typical veterinary medicine undergraduate degree last in the UK?
10. How many places are typically available to study veterinary medicine each year in the UK?

Exercise 6. Translate the sentences from Russian into English

1. Критерии отбора и сроки подачи заявок могут отличаться, поэтому абитуриентам следует ознакомиться с подробной информацией на официальном сайте Эдинбургского университета.
2. Выпускники хорошо подготовлены к специализированной ветеринарной практике.
3. Степень доктора ветеринарной медицины является высшим академическим достижением в этой области.

4. Магистр ветеринарной медицины - это высшее образование, предназначенное для начинающих ветеринаров, стремящихся к углубленным знаниям и специализации.

5. Типичная степень бакалавра в области ветеринарии рассчитана на пять лет, и модули обычно охватывают анатомию и физиологию, животноводство, микробиологию, общественное здравоохранение, паразитологию и патологию.

6. Студенты знакомятся с передовыми клиническими методами, методологиями исследований и диагностическими процедурами.

7. Докторанты погружаются в специализированные области, проводя оригинальные исследования и внося значительный вклад в базу знаний в этой области.

8. Вы овладеете научными основами ветеринарной практики и исследований, отточите навыки решения проблем, общения и работы в команде.

9. Количество мест, доступных для изучения ветеринарной медицины каждый год, ограничено, а процедура подачи заявок является высококонкурентной.

10. Выпускники ветеринарной медицины пользуются спросом и могут перейти в частные практики по защите животных и работать в благотворительных организациях, лабораториях, на скотобойнях и в секторе общественного здравоохранения.

11. Бакалавр ветеринарной медицины (BVetMed) обеспечивает научную и клиническую подготовку в области ветеринарии мирового уровня.

Exercise 7. Speak on the topic «UK Veterinary Medicine Courses» using the information from the video and the content of the lesson.



GRAMMAR PRACTICE

«Questions. Types of questions»

Общие вопросы

Самый простой в использовании и лёгкий для запоминания тип вопросов в английском языке. Общие вопросы подразумевают ответ да/нет. Их используют, когда нет времени уточнять детали и отсутствует необходимость в длинном объяснении или диалоге.

Формула построения: вспомогательный глагол + подлежащее + сказуемое (смысловый глагол) + все остальные члены предложения.

Пример:

Are you going to travel this summer? — Ты поедешь в путешествие этим летом?

Простота, за которую любят общие вопросы, заключается в том, что такие вопросы просто переворачивают утвердительные предложения. В примере выше таким предложением будет фраза “You are going to travel this summer” — «Ты планируешь поехать в путешествие этим летом». Вспомогательный глагол “to be” выносится вперёд, а остальной порядок слов в предложении никак не меняется.

Также в общих вопросах вместо вспомогательного глагола могут использоваться модальные глаголы.

Примеры:

Can I travel alone this summer? — Могу я путешествовать в одиночку этим летом?

Could you advise me the best hotels for solo-travelers? — Могли бы вы посоветовать лучшие отели для соло-путешественников?

May I ask your permission to travel with your suitcase? — Могу я попросить вашего разрешения взять с собой в путешествие ваш чемодан?

Специальные вопросы

Такие вопросы используются, когда хочется не просто узнать, поедет ли ваш собеседник путешествовать этим летом, но когда и куда именно он планирует отправиться. В ответе вы ожидаете получить конкретную специфическую или специальную информацию.

Формула построения: вопросительное слово + вспомогательный глагол + подлежащее + сказуемое (смысловый глагол) + все остальные члены предложения.

К вопросительным словам относятся:

- where? — где/куда?
- when? — когда?
- what? — что?
- who? — кто?
- why? — почему/зачем?
- how? — как?

Примеры:

What are you planning to do while traveling this summer? — Что ты планируешь делать во время своего путешествия этим летом?

Where are you planning to go? — Куда ты планируешь ехать?

Why have you decided to travel alone? — Почему ты принял решение ехать в одиночку?

How can I reach you, while you are traveling? — Как с тобой связаться, пока ты путешествуешь?

Важно учесть, что если смысловым глаголом в утвердительном предложении выступает глагол “to be” (как в примерах (1) и (2)), то дополнительный вспомогательный глагол не нужен. То же самое правило работает и для примера (4), когда в утвердительном варианте присутствует модальный глагол.

Альтернативные вопросы

Само название типа подразумевает, что, задавая такой вопрос, вы предлагаете собеседнику выбор из нескольких альтернатив. Это может быть что угодно: места, действия, время, качества или объекты. Альтернативные вопросы можно считать подвидом общих вопросов — они строятся точно также, но в конце добавляется конструкция с “or” (или).

Формула построения: вспомогательный или модальный глагол + подлежащее + сказуемое (смысловый глагол) + N or M.

Примеры:

Will you be traveling alone or with your friends? — Ты будешь путешествовать один или с друзьями?

Can you be back from your trip on Sunday or on Monday? — Ты можешь вернуться из своего путешествия в воскресенье или понедельник?

Разделительные вопросы

Ещё один тип вопросительных предложений, построить которые для большинства не составляет труда. Мы задаём разделительные вопросы тогда, когда хотим показать свое недоверие, выразить ироничное отношение к чему-либо или уточнить факт, который уже нам известен. Они состоят из двух частей: утверждение или отрицание и так называемый «хвостик». При использовании таких вопросов важно помнить закономерность:

если первая часть предложения — утвердительная, «хвостик» — отрицательный.

И наоборот:

если первая часть предложения — отрицательная, «хвостик» — утвердительный.

«Хвостик» состоит из местоимения и вспомогательного или модального глагола, который может входить в состав сказуемого. Если первая часть предложения стоит в простом прошедшем или простом настоящем времени, во второй части появятся глаголы “do”/”does” и “did”. На русский язык «хвостик» переводится выражениями «не так ли?», «правильно?», «да?».

Примеры:

You are going to travel this summer, aren't you? — Ты будешь путешествовать этим летом, не так ли?

You will not stay at home all summer, will you? — Ты не останешься сидеть дома все лето, да?

She likes to visit new places, doesn't she? — Ей нравится посещать новые места, правильно?

Her parents don't support her desire to travel, do they? — Её родители не поддерживают её желание путешествовать, не так ли?

Mary and Steve went to England together, didn't they — Мэри и Стив ездили в Англию вместе, не так ли?

Пунктуация в английском языке — тема, которой нужно посвятить отдельную статью, но в случае с разделительными вопросами всё однозначно: перед «хвостиком» всегда ставится запятая.

Вопросы к подлежащему

Используется, когда в разговоре или переписке нужно задать вопрос к члену предложения, отвечающему на вопросы «кто?» и «что?».

Формула построения: вопросительное слово + сказуемое (смысловой глагол) + остальные члены предложения.

В таком типе вопросов используется два вопросительных слова: “who” (кто) и “what” (какой). Как видно из формулы, для составления не понадобится дополнительный вспомогательный глагол.

Примеры:

Who is your favorite travel-blogger? — Кто твой любимый тревел-блогер?

What happened to your recent travel plans? — Что случилось с твоими недавними планами на путешествие?

У вопросов к подлежащему есть особенность, о которой многие забывают. Грамматически он всегда задаётся так, будто, речь в вопросе идёт о существительном второго лица единственного числа (местоимения “he”, “she”, “it”). Это значит, что у смыслового глагола в вопросе к подлежащему появляется окончание “-s”, а формы глагола “to be” ставятся в форму второго лица единственного числа.

Примеры:

Mary loves to travel — Мэри любит путешествовать.

Who loves to travel? — Кто любит путешествовать?

My parents were right about Deli. It's a magnificent city! — Мои родители были правы насчёт Дели. Это невероятный город!

Who was right about Deli? — Кто был прав насчёт Дели?

Our friends prefer traveling by bus. — Наши друзья предпочитают путешествовать на автобусе.

Who prefers traveling by bus? — Кто предпочитает путешествовать на автобусе?

Exercises

Exercise 1. Fill in the words to form questions.

did, are, do, have, was, haven't, is, isn't

1. What types of books _____ you like to read?
2. _____ she reading love story or an adventure story?
3. _____ you seen «Titanic»?
4. Who _____ watching TV at eight o'clock last night?
5. It's an exciting book, _____ it?
6. _____ you going to watch a romantic film or a musical?
7. You have seen this film, _____ you.
8. _____ you go to the cinema last night?

Now group this question by their types.

Yes / No Questions: _____.

Alternative Questions: _____.

Special Questions: _____.

Tag Questions: _____.

Exercise 2. Form questions.

1. birthday / is / when / your?
2. many / How / cards / did / get / you?
3. do / What / like / you / presents?
4. mum / What / make / did / cake / your?
5. at the party / you / did / what / do?
6. like / you / parties / do / Why?
7. summer / are / this / where / you / going?
8. there / going / How / you / are?
9. take / going / to / what / you / are?
10. with / are / you / Who / going?
11. do / going / to / you / there / What / are?
12. you / stay / going / to / are / Where?
13. what / playing / dad / sports / your / games / is / of / fond?
14. roller-skate / when / learn / you / to / did?
15. of / afraid / are / swimming / you?

Exercise 3. Напишите вопросы к предложениям, начиная со слова в скобках.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)

3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)
7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year, he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?)
10. He didn't know how he could help his friend. (Why?)

Exercise 4. Write questions to the underlined parts of the text.

John is my cousin (1). He is only 18, but he is already a student (2). John is very intelligent (3) and he is a good-looking boy too. Many girls (4) admire his dark brown (5) eyes and curly hair. The only problem is that John hasn't got enough money (6). He likes books (7) but he often has no money to buy them.

Exercise 5. Write special and alternative questions to the answers.

Example

He is from England.

What country is he from?

Is he from England or Scotland?

1. We went to the library.
2. He is a driver.
3. We were playing a game.
4. They came to this place a long time ago.

Exercise 6. Напишите вопросы к ответам.

1. _____?

A computer. (The Adams bought a computer.)

2. _____?

They have. They have already met Mr Smith.)

3. _____?

They met Mr Smith when they were in London.

4. _____?

They are. (They are going to there again).

5. _____?

English. She teaches English.

6. _____?

Travelling. (He was interested in travelling.)

7. _____?

They do. (They have to get up early.)

8. _____?

At the airport. (He had to meet them at the airport.)

9. _____?

The baby's room. (Mary has to clean the baby's room every morning.)

10. _____?

Boots. (They have to wear boots.)

Exercise 7. Write questions about driving in England. Use the prompts.

- petrol expensive in England?
- motorists have to wear front seat belts in England?
- what minimum driving age?
- many roads in England?
- roads good in England?
- what the national speed limits in England?
- how all speed limits given on signs?
- how signs indicate speed limits?

Exercise 8. Read the text. Write down the questions for the underlined words to get more information.

1. Somebody wrote this book. It is about somebody and his friends.
2. One day he put on something white.
3. He looked like somebody.
4. The old Frekken Bokk was cooking something.
5. Something opened and he appeared somewhere.
6. She did something in horror.
7. She phoned somebody.
8. And at that time somebody and his friend were eating something.

Exercise 9. Complete the tag questions.

1. The books about animals are real fun, ...
2. You really like reading magazines, ...
3. You can go to the library tomorrow, ...
4. Your mum thinks adventure stories are exciting, ...
5. You haven't seen «Harry Potter» yet, ...

Exercise 10. Read these facts Ask and answer questions about the facts. Use Who? When? What?

1. Mary Shelley wrote Frankenstein in 1818.
2. Guglielmo Marconi invented the radio in 1894.
3. Hubert Booth invented the vacuum cleaner in 1901
4. King Camp Gillette invented the razor in 1901

5. Henry Ford produced the first cheap car in 1908.
6. Peter Chilvers built the first windsurfer in 1958.

Exercise 11. Ask questions with who or what.

1. Jack is waiting for someone.
2. Someone is waiting for Jack.
3. Something is happening.
4. Someone has got the money.
5. Carmen wants to see someone.
6. Someone wants to see Carmen.
7. Carmen wants to see something.
8. Steven smiled at someone.
9. Someone smiled at Steven.
10. Steven smiled at something.
11. Something happened.

Exercise 12. Correct the mistakes.

1. What Tony is writing?
2. What is writing?
3. What Julia want to do?
4. Who does wants a cup of tea?
5. Who President John F. Kennedy killed?
6. Who did invented the telephone?
7. Whose your favorite actor?
8. Who's is this coat?
9. What hand do you write with?
10. Arthur is 21, hasn't he?
11. You're a student, isn't it?
12. They live in Milan, doesn't it?
13. Does Diana like golf, doesn't she?

LESSON 4 MEDICAL (VET) TRAINING AND EDUCATION IN RUSSIA

Exercise 1. Read and learn topical vocabulary of the lesson.

Vocabulary	Translation
1. to obtain	1. получить
2. a wide profile	2. широкий профиль
3. to spare no effort	3. не жалеть усилий
4. to receive	4. получить
5. to be located	5. находиться в
6. part-time	6. заочная форма обучения
7. applicant	7. абитуриент
8. to last (v)	8. длиться (v)
9. to be reduced by	9. быть сокращенным
10. to enroll	10. поступить на учёбу
11. term	11. срок обучения
12. enterprise	12. предприятие
13. fattening	13. откормочные (животные)
14. peasant farms	14. крестьянские хозяйства
15. professional growth	15. профессиональный рост
16. development	16. развитие
17. to keep up with smth	17. быть в курсе событий
18. therapeutic methods	18. терапевтические методы
19. in turn	19. в свою очередь

Exercise 2. Complete the phrases and make up sentences with them.

1. appropriate	a) of a wide profile
2. specialists	b) of the full—time course
3. agricultural production	c) a diploma
4. According	d) educational institutions
5. to receive	e) higher education
6. standard	f) to statistics
7. secondary veterinary	g) of animal diseases
8. the duration	h) forms of study
9. commercial	i) veterinary clinics
10. the control	j) facilities

Exercise 3. Translate the words and phrases from Russian into English.

1. Становиться
2. потребность
3. члены семьи
4. здоровье
5. лечить
6. известный
7. среднее-специальное учебное заведение
8. поступление
9. второе высшее образование
10. непрофильные вузы
11. устроиться на работу
12. особенности
13. следует иметь в виду

Exercise 4. Read the text and answer the questions.

Medical (vet) training and education in Russia

In Russia, you can become a veterinarian by **obtaining** an appropriate higher education in agricultural (agrarian) or other universities. Graduates become specialists of **a wide profile**, able to work both in small private veterinary clinics and at agricultural production facilities. The need for qualified veterinarians is constantly growing, especially when it comes to large cities, where pets often become family members, and if their health is in danger, the owners **spare no effort** and money to treat their beloved animal. According to statistics, the cost of pet treatment in Russia has increased by 56% over the past few years. At the moment, there are about 60 universities in Russia, whose graduates receive a diploma in the major of "Veterinarian". The most famous of them are **located** in Moscow (for example, the Scriabin MBA).



Most Russian colleges offer 3 standard forms of study — evening, full-time and **part-time**. If the **applicant** is admitted to a secondary educational institution based on the 9th grade, then the training will **last** 3 years and 10 months, and upon admission after the 11th grade, the period is **reduced** by 1 year. One of the most famous secondary veterinary educational institutions is the Kolomna Agricultural College and the Volokolamsk Agricultural College. In Penza students can get secondary veterinary education in Penza State Agrarian University.

A veterinarian can practice only if he has a diploma of **higher specialized education**.

The duration of the full—time course is 5 years, full-time or part—time - 6 years. If a student **enrolled** in a university after receiving secondary special education, then, most likely, the **term** will be shortened by 1-2 years. If we are talking about a second higher education, then graduates of non-core universities will need to study for 4 years.

A graduate with a higher education in Veterinary medicine can get a job in commercial veterinary clinics, agricultural **enterprises**, industrial complexes for the production of milk, meat, growing of **fattening** and breeding animals, **peasant farms**, district stations for the control of animal diseases, district veterinary hospitals and other institutions.

Mastering narrow veterinary specialties such as the peculiarities of pathologies of small, large or **exotic pets**, methods of operative surgery, cardiology and the like is a prerequisite for the **professional growth** of a veterinarian. It should be borne in mind that the pharmacological and technological markets do not stand still — every year new medicines and devices for the treatment of diseases of pets appear. Therefore, regular professional **development** allows the veterinarian **to keep up** with the times, applying effective diagnostic and therapeutic methods in practice. This, **in turn**, helps to gain a positive reputation, which will be the first step to success in the difficult profession of a veterinarian.

Exercise 5. Comprehension questions:

1. What specialist profile do graduates of universities in Russia receive in veterinary medicine?
2. What is the demand for qualified veterinarians in Russia?
3. How many universities in Russia offer training in the major of “Veterinarian”?

4. What forms of education do Russian universities offer for students of veterinary specialties?
5. How many years does full-time study last for veterinary students?
6. In which fields can graduates with higher education in veterinary medicine work?
7. What do you need to have in order for a qualified veterinarian to practice?
8. What opportunities do veterinarians have for professional growth?
9. What specialized areas can veterinarians study to improve their skills?
10. Why should a veterinarian constantly improve his skills and knowledge?

Exercise 6. Translate the sentences from Russian into English.

1. В России можно стать ветеринарным врачом, получив соответствующее высшее образование в аграрных (сельскохозяйственных) или других вузах.
2. По статистике около 50% выпускников высших учебных заведений по специальности «Ветеринария» оказываются трудоустроены сразу после получения диплома.
3. При поступлении животного к ветеринарному врачу, врач должен уметь оценить состояние животного, если болезнь не заразная, то врач принимает меры по выявлению причин заболевания и разрабатывает методы устранения данного заболевания.
4. У студента, закончившего очное или заочное ветеринарное образование, не возникнет проблем с устройством на постоянную работу, так как хорошие специалисты в области ветеринарии довольно востребованы в наше время.
5. За последние годы ветеринария, как и остальные отрасли медицины, достигла значительных результатов в своем развитии.
6. Развитие современных технологий открывает перед ветеринарной медициной неограниченные возможности в лечении и предупреждении болезней животных.
7. Многие выпускники предпочитают продолжить обучение на углубленных курсах и по программам доп. образования и лишь затем приступить к полноценной практике.

8. Ветеринар одновременно может иметь опыт в различных областях медицины.
9. Одной из не маловажных задач, стоящих перед ветеринарным врачом является проведение ветеринарно-санитарной экспертизы, определяя доброкачественность продуктов, а также контроль санитарного состояния и качества мяса, молока, различных продуктов животноводства, молочного инвентаря, доильных агрегатов.
10. Состояние развития ветеринарной отрасли определяется общественным строем страны, уровнем экономики, развитием науки и образования.

Exercise 7. Speak on the topic «Medical (vet) training and education in Russia»

МАТЕРИАЛЫ К ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ В ФОРМЕ ЗАЧЁТА С ОЦЕНКОЙ

Вопрос 1. Темы устных высказываний:

1. Human and nature.
2. Natural disasters.
3. Environmental problems.
4. Protection of nature and animals.
5. The anatomy of the bird.
6. The anatomy of the cat.
7. The anatomy of the dog.
8. The anatomy of the pig.
9. The cattle.
10. Diseases of farm animals.
11. Veterinary clinics and health research centres.
12. Treatment and diagnosis of diseases.
13. Medical professionals in veterinary medicine.
14. Medical equipment.
15. Medical (vet) training and education in the UK.
16. Medical (vet) training and education in Russia.

Вопрос 2. Представить резюме для трудоустройства.

Вопрос 3. Перевод текста профессионально-ориентированной направленности со словарём.

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Учебное издание

Савкин Илья Юрьевич

**ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ**

Учебное пособие

Компьютерная верстка – И.Ю. Савкин
Корректор – Л.Н. Каменская

Подписано в печать 20.09.2024

Бумага офсетная

Тираж 100 экз.

Формат 60×84 1/16

Усл. печ. л. 21,8

Заказ № 36

ПГАУ
440014, г. Пенза, ул. Ботаническая, 30