МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

БІЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ

ФАКУЛЬТЕТ ПРАВА ТА ЛІНГВІСТИКИ

Кафедра іноземних мов

ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

для студентів І курсу факультету ветеринарної медицини

освітнього рівня бакалавр

галузь знань 21 – Ветеринарна медицина

спеціальність 211– Ветеринарна медицина

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Укладач: **Рейда О.А.,** асистент кафедри іноземних мов.

Іноземна мова за професійним спрямуванням: навч. – метод. посіб. для студентів І курсу факультету ветеринарної медицини / уклад. О.А. Рейда Біла Церква, 2019. 172 с.

Навчально-методичний посібник призначений для закладів вищої освіти, які здійснюють підготовку фахівців ветеринарних спеціальностей з метою їх подальшої роботи у таких галузях як біологія, ветеринарна медицина, зооінженерія, якість та безпека продукції.

Посібник містить опис навчальної дисципліни, мету і зміст, контент змістових модулів, критерії оцінювання навчальних досягнень студентів, структуру навчальної дисципліни. Складається з двох модулів. Перший включає 17 тематичних розділів, кожен з яких містить текстовий матеріал та лексичні вправи, зразки модульних контрольних робіт та тести для поточного контролю. Другий модуль - основи нормативної граматики та граматичні вправи. В кінці посібника словник ветеринарних термінів та список використаної літератури. Призначено для студентів, які володіють англійською мовою в межах нормативної граматики і соціально-побутової лексики на рівні середньої школи.

Рецензент: **Борщовецька В.Д.**, канд.пед.наук, доцент.

ПОЯСНЮВАЛЬНА ЗАПИСКА

Розвиток міжнародних зв’язків України у галузях економіки, господарства, культури, науки, інтеграція з європейськими країнами, вибір Україною курсу на входження в європейський економічний та освітній простір передбачає соціальне замовлення суспільства на підготовку кваліфікованих фахівців, які мають володіти навичками та вміннями професійного іншомовного спілкування у всіх сферах діяльності. Зважаючи на це, великого значення в системі освіти набуває навчання студентів вищих навчальних закладів фахової лексики, оскільки відповідно до сучасних міжнародних освітніх вимог випускники вищих навчальни

х закладів мають володіти вміннями вільно висловлюватися іноземною мовою у процесі досягання ними соціальних, академічних і професійних цілей.

Метою навчального процесу в межах дисципліни «Іноземна мова за професійним спрямуванням» (англійська) є формування в майбутніх студентів ветеринарних спеціальностей підготовки професійно-комунікативної компетентності. Студенти мають оволодіти мовленням, що відповідає вимогам рівня В2 Загальноєвропейських Рекомендацій з мовної освіти (на рівні професійної комунікативної достатності), тобто бути здатними і готовими реалізувати одержану інформацію в своїй майбутній професійній діяльності.

Основними принципами навчання є комунікативна спрямованість, використання асоціативного підходу, інтенсифікація, свідоме та активне сприйняття матеріалу. Лексика, що вивчається, сприяє розвитку англомовних комунікативних умінь в процесі спілкування.

У результаті вивчення навчальної дисципліни студент має знати

базову професійно-орієнтовану лексику (обсяг не менше 4000 лексичних одиниць);

основи ділової мови за фахом;

основні структури і функції мови, необхідні для оволодіння усними і письмовими формами професійного спілкування іноземною мовою в повсякденних ситуаціях.

Уміти:

– читати професійно спрямовані тексти з максимальним вилученням необхідної інформації з прочитаного;

– говорити на теми повсякденної тематики в ситуаціях, пов'язаних з професійною діяльністю;

– писати листи, електронні повідомлення, заповнювати документи, пов'язані з професією.

Студент має здобути навички читання. Уміти:

- читати літературу з фаху та науково-популярну літературу;

- читати оригінальну літературу за спеціальністю;

- володіти оглядовими, ознайомчими, вивчаючими видами читання (1500 друкованих знаків за 45 хвилин);

Мовлення. І. Монологічне мовлення.

- вміти анотувати та реферувати тексти.

Студент має вміти:

- робити повідомлення з вивченої тематики та за змістом тексту англійською мовою обсягом 12-15 речень.

ІІ. Діалогічне мовлення. Студент має вміти:

- вести бесіду в режимі "викладач-студент", "студент-студент" по засвоєній темі та за змістом тексту або відеофільму. Обсяг 15-18 речень. Аудіювання.

- сприймати на слух мову, яка базується на засвоєному лексичному та граматичному матеріалі;

- перевірка розуміння: відповіді на усні запитання або переказ на рідній та англійській мовах прослуханого тексту.

Опис навчальної дисципліни

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Методи контролю

Форми контролю. Впродовж семестру проводять поточний, модульний (проміжний) та підсумковий контроль.

1. ***Поточний контроль*** проводять впродовж аудиторних занять.

Основні поточні контрольні завдання:

- фонетичні диктанти на звуки, звукосполучення, слова, словосполучення, речення, тексти монологічного і діалогічного характеру;
- транскрибування та інтонування речень, монологів, діалогів;
- відтворення вивчених текстів напам'ять.

У разі відсутності студента з поважних причин під час написання поточної контрольної роботи йому надається можливість виконати цей вид завдання протягом тижня. Форми контролю (усна або письмова) та види завдань визначає викладач. При цьому загальна кількість поточних контрольних робіт, які студенту дозволяється перездати, не має бути більше 50 % від загальної кількості поточних контрольних робіт за даний період часу.

Результати оцінювання доводять до відома студентів на заняттях. У кінці модуля виставляється середня оцінка за підсумками поточного контролю, яка враховується під час проведення модульного контролю.

2. Модульний контроль здійснюється в кінці кожного модуля.

Оцінювання відбувається за 100-бальною системою за семестр і складається з оцінки за підсумками поточного контролю, що виставляється в кінці кожного модуля, та оцінки за модульну контрольну роботу, яка проводиться в кінці кожного модуля. Кожен семестр складається з одного-двох модулів.

У разі відсутності студента з поважних причин під час написання модульної контрольної роботи, невиконання індивідуального завдання або отримання середньої оцінки за модульний контроль менше 60 балів, йому надається можливість протягом тижня виконати цей вид роботи. Форми

контролю (усна або письмова) та види модульних завдань визначаються викладачем, який враховує результати раніше написаної модульної контрольної роботи. Якщо студент у зазначений термін не з'явився без поважних причин, кількість балів даного виду роботи залишається без змін. Якщо ж результат – середня оцінка за модульний контроль складає від 0 до 59 балів, студент має складати іспит в кінці семестру.

Результати модульного контролю доводять до відома студентів не пізніше 3-х днів з часу його проведення. У кінці семестру на основі оцінок модульного контролю виставляється середня семестрова оцінка, яка одночасно є підсумковою оцінкою з дисципліни.

3. Підсумковий контроль проводять у формі іспиту.

Контроль знань

Контроль здійснюють за кредитно-трасферною системою. Оцінювання за формами контролю під час практичного заняття:

Шкала оцінювання

Оцінка за 100 бальною системою	**Оцінка за національною шкалою**		**Оцінка за шкалою ECT**
90-100	Відмінно	5	A Відмінно
85-89	Добре	4	B Добре (дуже добре)
75-84			C Добре
65-74	Задовільно	3	D Задовільно
60-64			E Задовільно
35-59	Незадовільно	2	FX Незадовільно з можливістю повторного складання

1-34	Незадовільно	2	F Незадовільно з обов'язковим повторним вивченням дисципліни

СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Назви змістових модулів і тем	Кількість годин											
	денна форма						заочна форма					
	всього	у тому числі				СР	всього	у тому числі				СР
		л	п	лб	інд			л	п	лб	інд	
Змістовий модуль 1. **Біологія сьогодні.**												
Тема 1.1	4		2			2						
Тема 1.2	6		4			2						
Тема 1.3.	7		4			3						
Тема 1.4	8		4			4						
Тема 1.5.	5		2			3						
Тема 1.6.	4		2			2						
Тема 1.7.	6		4			2						
Тема 1.8.	4		2			2						
Разом за модуль 1	44		24			20						
Змістовий модуль 2. **Будова та розведення сільськогосподарських видів тварин**												
Тема 2.1	4		2			2						
Тема 2.2	6		4			2						
Тема 2.3	4		2			2						
Тема 2.4	4		2			2						
Тема 2.5	4		2			2						
Тема 2.6	6		3			3						
Тема 2.7	7		4			3						
Тема 2.8	4		2			2						
Тема 2.9	6		2			4						
Тема 2.10	4		2			2						
Разом за модуль 2	49		25			24						

Всього годин	**93**		**49**			**44**						

Примітка: л – лекції, п – практичні заняття, лб–лабораторно-практичні заняття; інд – індивідуальні завдання, СРС – самостійна робота студентів.

Структура навчальної дисципліни та розподіл годин

№ п\п	**Зміст лабораторно-практичних занять**	Кількість год.
	I семестр	
	***Змістовий модуль 1 Introduction* Біологія сьогодні.**	
1.	Вступ. Визначення історії становлення біології,головні етапи розвитку біологічної науки. Порядок слів в англійській мові. дієслово to be у Present Simple	2
2.	Біологія як наука на сучасному етапі становлення. Моя професія –ветеринар. Граматичні структури There is/are, have got.	4
3.	Бактерії. Основні характеристики бактерій. Роль бактерій у природі. Іменник. Множина іменників.	4
4.	Віруси. Основні характеристики вірусів. Вплив вірусів на тварин. Множина іменників латинського походження. Чотири типи питань. Present Simple. Statements, Negatives, Questions	4
5.	Будова клітин. Основні характеристики клітин. Present Continuous Statements, Negatives, Questions.	2
6.	Типи клітин. Тексти «Cell reproduction», «Gregor Mendel». Past Continuous. Statements. Negatives.Questions.	2
7.	ДНК.Відкриття структури та функцій ДНК. Текст «Cloning». Future Continuous. Future Simple.Структура going to.	4
8.	Безхребетні. Еволюція безхребетних тварин. Evolution of Invertebrates. Діалогічне мовлення. Складання питань. Present Perfect/ Past Perfect. Statements.Negatives.Questions	2
		26

	Загальна кількість годин	
Змістовий модуль 2 **Будова та розведення сільськогосподарських видів тварин**		
1.	Хребетні. Еволюція хребетних тварин. Основні характеристики хребетних. Vertebrates Future Perfect. Active voice. Граматичні часи дієслова в активному стані.	2
2.	Основні типи хребетних: рептилії та амфібії.Amphibians: land pioneers. Reptiles: onward and upward. Граматичні часи дієслова в активному стані.	4
3.	Риби. Іхтіологія – наука про риб. Види риб та середовище їх існування. Fishes: the first vertebrates.Модальні дієслова. Прийменники (in, at, on, within).	2
4.	Ссавці. Види ссавців. Mammals. Which vertebrates are “ the best”?Інфінітив. Функції інфінітива.	2
5.	Тканини. Види тканин. Роль тканин в організмі людини. Використання Many, much, little, few, a little. Інфінітивна конструкція «Complex subject»	2
6.	Наукова класифікація тканин. Функції тканин. Основні характеристики тканин. Використання Many, much, little, few, a little. Інфінітивна конструкція «Complex subject»	3
7.	Системи органів. Основні системи органів у тварин. Характеристики та будова систем органів. Граматична конструкція «Complex object».	4
8.	Особливості травної системи тварин. Хімічне травлення, травні соки. Ентеральна нервова система- нервова система шлунково-кишкового	2

	тракту. The enteric nervous system.The digestive system. Chemical digestion: enzyme action. Digestive juices.	
9.	Кров і кровоносна система . Зміст крові ссавців. Blood and circulatory system. Content of mammalianblood.	2
10.	З історії сільського господарства.Вирощування та розведення сільськогосподарських тварин. Ветеринарна служба	2
	Загальна кількість годин	25
	Всього	51

ЗМІСТ

PART 1. MODULE 1

I. SCIENCE OF ANIMALS

1. Veterinary Medicine

1. Read the article.

Veterinary medicine is the branch of medicine that deals with the prevention, diagnosis and treatment of disease, disorder and injury in animals. The scope of veterinary medicine is wide, covering all animal species, both domesticated and wild, with a wide range of conditions which 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 vet, a veterinary surgeon or a veterinarian. Professional care can be also led by workers such as veterinary nurses or technicians. This can be augmented by other paraprofessionals with specific specializations such as animal physiotherapy or dentistry.

Veterinary science helps human health through the monitoring and control of zoonotic diseases which are infectious diseases transmitted from animals to humans. Veterinary science also controls food safety. Besides, it helps to maintain food supply through livestock health monitoring and treatment, and mental health by keeping animals 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.

2. **Answer the questions.**

1. What does veterinary medicine deal with? 2. What is the scope of veterinary medicine? 3. Who performs professional care in veterinary practice? 4. What is the

role of veterinary science in human health? 5. What disease are called zoonotic? 6. Who do veterinary scientists collaborate with?

3. Choose the correct alternative.

1. Veterinary medicine is the branch of medicine that deals with the prevention, diagnosis and treatment of disease, disorder and injury in animals/humans. 2. The scope of veterinary medicine is zoonotic/domesticated and wild animals. 3. Veterinary medicine is practiced with and without professional supervision/livestock. 4. Professional care is most often led by a veterinary disease/physician. 5. Professional care can be led by paraprofessionals with specific specializations such as animal injury/physiotherapy or dentistry. 6. Veterinary science helps human health through the monitoring and control of zoonotic/disorder diseases. 7. Veterinary science controls natural scientists/food safety. 8. Veterinary science helps to maintain food supply through livestock/collaborate health monitoring and treatment. 9. Mental health is maintained by keeping animals ethically/healthy and long living. 10. Veterinary scientists often collaborate with epidemiologists, and other health or natural scientists/treatment.

4. Complete the sentences with the following words: transmitted, collaborate, deals, affect, maintain, control.

1. Zoonoses are infectious diseases of animals that can be naturally _____ to humans. 2. 75 percent of recently emerging infectious diseases that _____ humans are diseases of animal origin. 3. Veterinary science _____ with the health and wellbeing of animals. 4. If farmers want to prevent the spread of disease between animals, they should _____ clean and healthy living conditions of livestock. 5. Foot rot can be one of the most difficult diseases to _____. 6. Veterinarians _____ with physicians and public health agencies to prevent and control diseases transmitted from animals to people.

5. Match the words with their definitions. Then translate them.

1. health	a. the condition of being protected from hurt, injury, or loss
2. species	b. an illness that affects a person, animal, or plant
3. disease	c. farm animals (such as cows, horses, and pigs) that are kept by people
4. treatment	d. the condition of being well or free from disease

5. paraprofessional e. a set of animals or plants in which the members have similar characteristics

6. safety f. the combating of a disease or disorder; called also therapy

7. livestock g. a person whose job is to help a professional person

2. A QUICK HISTORY OF VETERINARY MEDICINE

1. Read the article.

The practice of treating and caring for animals has roots from the earliest historical times. People from Saudi Arabia, Egypt, Iran, Turkey and Iraq were the first who started to take interest in the field of veterinary medicine in 9000 BC. Shepherds had a crude understanding of medical skills which were used to treat their dogs and other animals. From 4000 to 3000 BC, Egyptians used herbs to treat and promote good health in domesticated animals. Egyptians were familiar with the

anatomy of animals, could recognize early signs of certain diseases in dogs, birds, fish and cattle, and used specific treatments to deal with them. The Romans, Greeks, Babylonians, and Hindus also practiced animal medicine.

Early attempts to regulate and organize the treatment of animals were mainly focused on horses because of their economic importance. During the Middle Ages, farriers combined their trade of horseshoeing with general horse doctoring. When the Lord Mayor of London learned about the poor care of horses in 1356, he persuaded all farriers to form a fellowship to improve the way how they treated horses. The fellowship led to the creation in 1674 of the Worshipful Company of Farriers.

The first veterinary school was founded in Lyon, France in 1761 by Claude Bourgelat, and that's when the profession of veterinary medicine officially began. The school focused on studying the anatomy and diseases of sheep, horses and cattle in order to combat cattle deaths from a plague in France. Cattle plagues were common throughout history, but attempts to learn how to fight microorganisms had to wait until the invention of the microscope. The first vaccinations for cattle were developed in 1712 and they eradicated a plague in Europe. Over the next ten years, veterinary schools were established in Germany, Sweden and Denmark. In 1791, the London Veterinary College was established and developed veterinary science at a professional level. The well-being and health of horses was their initial focus for years, because of the use of horses in the Army. Eventually, they turned their attention to cattle and other livestock, and finally added dogs.

2. Match the words and phrases below with their underlined English equivalents from the article.

1. кувальні ковалі. 2. позбутися. 3. медичні навички. 4. трави. 5. примітивне розуміння. 6. ранні спроби. 7. пастухи. 8. ранні ознаки. 9. початковий акцент. 10. братство. 11. торгівля. 12. середні століття. 13. чума. 14. винахід. 15. бути знайомим з.

3. DIFFERENT VETERINARY SPECIALISTS

1. Read and translate the article.

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

Veterinary surgeons are usually known as vets who work to safeguard the health and welfare of animals. Vets working in general practice are responsible for the medical and surgical treatment of a range of animals, including domestic, zoo and farm animals. They also work to prevent disease in animals and the spread of disease. Vets combine their knowledge of animal physiology, nutrition and medicine with practical skills to diagnose illnesses, prescribe medicines and perform surgery. They also manage anesthesia during procedures.

A Veterinary dentist is responsible for the oral health of animals. Veterinary dentists must have extensive knowledge of animal anatomy, pharmacology, pathology, physiology, neurology, anesthesiology and radiology. Veterinary dentist's job duties include: examination and cleaning teeth of animals, fillings and tooth extraction, oral surgery, treating paradontosis disease in animals. Typically, the use of tranquilizers, sedatives, and anesthetics are used in the treatment of animals – not only to reduce anxiety of animals, but to assist the dentist in completing their work.

1. Complete the sentences with correct job titles: *a food safety and inspection vet, a vet dentist, a vet surgeon.*

1. _____ designs and administers animal and public health programs. 2. _____ is responsible for the oral health of animals. 3. _____ combines the knowledge of animal physiology, nutrition and

medicine with practical skills. 4. _____ works in general practice is responsible for the medical and surgical treatment. 5. _____ examines and cleans teeth of animals. 6. _____ diagnoses illnesses, prescribes medicines and performs surgery. 7. _____ enforces government food safety regulations. 8. _____ uses sedatives and anesthetics to reduce anxiety of animals. 9. _____ inspects food designed for human consumption. 10. _____ inspects and tests livestock and animal products for major animal diseases.

1. **Match the underlined words from the article in exercise 1 with their definitions. Then translate.**

1. To protect something from harm _____ 2. The condition of not feeling pain, by the use of special drugs _____ 3. The process of taking in food and using it for growth, metabolism, and repair _____ 4. The act of using, eating, or drinking something _____ 5. To make people obey a law, or to make a particular situation happen or be accepted _____ 6. Having to do with the mouth _____ 7. A disease concerned with the gums and other tissues around the teeth _____ 8. An uncomfortable feeling of nervousness or worry _____

4. Choose where the words best fit the gaps. Then translate the sentences.

anesthesia/ consumption

1. The procedure is performed under general _____. These products are not for national _____, but for export.

nutrition/ x-rays

2. The vet anesthetized my dog to take _____. Good _____ is essential for animals to make a quick recovery.

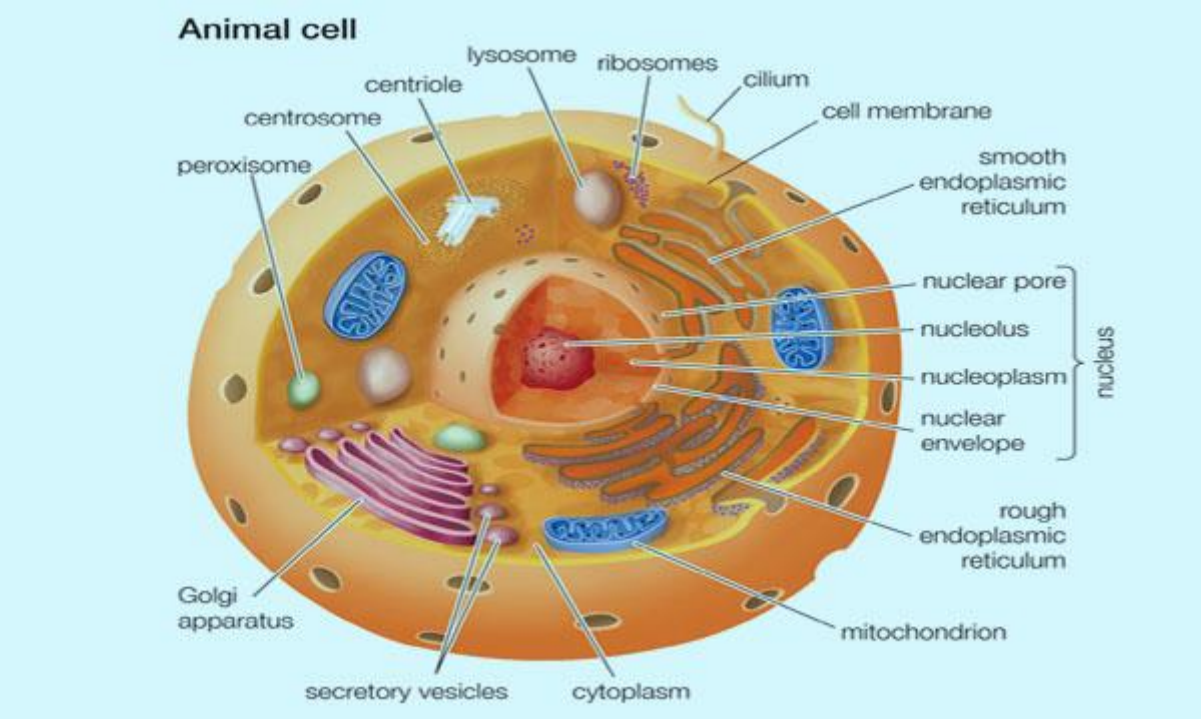
welfare/ treatment

3. Perhaps it's time to try a new course of _____. These animal organizations fight for the _____ of animals.

surgery/ tooth extraction

4. There are cases where your dog needs to undergo _____. The cat made a good recovery after _____ to remove a brain tumour.

4. WHAT IS A CELL?



The cell (from Latin cella, meaning "small room") is the basic structural, functional, and biological unit of all known living organisms. A cell is the smallest unit of life that can replicate independently, and cells are often called the "building blocks of life". The study of cells is called cell biology. Cells consist of cytoplasm enclosed within a membrane, which contains many biomolecules such as proteins and nucleic acids. Organisms can be classified as unicellular, consisting of a single cell including bacteria or multicellular, including plants and animals. The number of cells in plants and animals varies from species to species. Most plant and animal cells are visible only under a microscope, with dimensions between 1 and 100 micrometres. The cell was discovered by Robert Hooke in 1665, who named the biological unit for its resemblance to cells inhabited by Christian monks in a monastery. Cell theory, first developed in 1839 by Matthias Jakob Schleiden and Theodor Schwann, states that all organisms are composed of one or more cells, and cells are the fundamental unit of structure and function in all living organisms. All cells come from preexisting cells, and all cells contain the hereditary information necessary for regulating cell functions and for transmitting information to the next generation of cells. Cells emerged on Earth at least 3.5 billion years ago.

1. Answer the questions.

1. What is a cell? 2. What scientific theory describes the properties of cells? 3. What science studies cells? 4. What do cells consist of? 5. How can organisms be

classified? 6. Who discovered the cell? 7. Who developed cell theory? 8. When did cells first appear on Earth?

2. Complete the sentences.

1. The cell is the _____ structural, functional, and biological _____ of all known living organisms. 2. A cell is the smallest unit of life that can _____ independently. 3. The study of cells is called _____ _____. 4. Cells consist of _____ enclosed within a _____, which contains many _____ . 5. Organisms can be classified as _____ or _____ . 6. The number of cells in plants and animals _____ from _____ to _____. 7. Most plant and animal cells are _____ only under a _____ . 8. The cell was _____ by Robert Hooke in 1665. 9. Cell theory states that all organisms are _____ of one or more cells. 10. All cells contain the _____ information necessary for regulating cell functions and for transmitting information to the next generation of cells.

3. Match.

1. спадкова інформація	a. biological unit
2. покоління	b. replicate
3. видимий	c. protein
4. розмножуватися	d. nucleic acid
5. біологічна одиниця	e. species
6. білок	f. visible
7. нуклеїнова кислота	g. hereditary information
8. види	h. generation

5. THE WORLD OF MICROBES AND PARASITES

There are five types of microbes: bacteria, viruses, protozoa, helminths and fungi.

Bacteria. The most abundant organisms on Earth are bacteria which live almost everywhere. Whether they take the form of spheres, rods or spirals, bacteria consist of a single cell. Unlike the cells of animals and plants, bacterial cells lack a nucleus, but they can carry out all necessary life functions. Most bacteria are parasites. Some of these parasites can help with decomposition of soil and changing milk into cheese. Disease results when bacteria multiply rapidly and damage or kill tissue. Diseases can also produce toxins that damage or kill tissue.

Viruses. The smallest microbes, viruses can appear as spirals, 20sided figures or even more complicated forms. They consist mainly of genetic material-DNA or RNA. They are not cells and cannot carry out life functions on their own. Living inside the cells of other species, viruses use the host cells to grow and produce new viral particles. Found in all groups of living things, from bacteria and fungi to plants and animals, hundreds of the known viruses can cause many kinds of infections. Antibiotics are widely used in the prevention and treatment of infectious diseases.

Protozoa. Protozoa consist of a single cell that includes a nucleus. The cell also contains structures that carry out specific processes needed for life functions. Protozoa range through many shapes and sizes. They can be parasitic, or free-living. Helminths break down body tissues or absorb digested food. They can cause anything from skin infections to internal disorders that can lead to death. The group called helminths includes flukes, roundworms, and tapeworms. Parasites are organisms that live in or on another species, usually harming the host species. Because of the size, parasitic worms grow outside of cells and can reach an astronomical size of 30 feet in length.

Fungi. Fungi include yeasts (one-celled), and mushrooms and molds (multi-celled). Unlike plants, fungi do not make their own food. Some species of fungi get their nutrition by breaking down remains of dead plants or animals. Other species are parasites.

1. Answer the questions.

1. How many types of microbes are there? 2. What forms can bacteria take? 3. What are the smallest microbes? 4. What do viruses consist of? 5. What do protozoa consist of? 6. What do protozoan infections include? 7. What microorganisms break down body tissues or absorb digested food? 8. What size can parasitic worms reach? 9. What do fungi include? 10. How do fungi get their nutrition?

2. Choose the correct type of microorganism to complete each sentence.

1. _____ consist mainly of genetic material-DNA or RNA. 2. The group called _____ includes flukes, roundworms, and tapeworms. 3. _____include yeasts (one-celled), and mushrooms and molds (multicelled). 4. _____consist of a single cell that includes a nucleus. 5. Some species of _____ get their nutrition by breaking down remains of dead plants or animals. 6. _____ can appear as spirals, 20-sided figures or even more complicated forms. 7. _____ can be parasitic or free-living. 8. The most abundant organisms on Earth are _____ which live almost everywhere.

3. Read the definitions. Then put the letters in brackets in the correct order. Then translate.

1. A small, nonliving particle that invades and reproduces in living cells _____ (isurv). 2. A living thing that provides a source of energy for a virus or organism _____ (soth). 3. Organisms that live on or in a host and cause harm to the host _____ (sipaarets). 4. A substance introduced into the body to stimulate the production of chemicals that destroy specific disease-causing viruses and organisms _____ (evnaicc). 5. A single-celled organism with no nucleus _____ (etaabcir). 6. Medicine that kills bacteria but does not work on viruses _____ (citoianbit). 7. An illness which affects a person, animal, or plant _____ (eadisse) 8. A disease that affects a particular part of the body and is caused by bacteria or a virus _____ (enoinifct). 9. An extremely small living thing which you can only see if you use a microscope _____ (obrmcie). 10. Very small living things that have only one cell _____ (otorpazo).

6. ANIMAL TAXONOMY

1.Match

1. Kingdom	a. Царство
2. Order	b. Тип
3. Class	c. Клас
4. Family	d. Сімейство
5. Phylum	e. Рід
6. Species	f. Вид
7. Genus	g. Загін

2. Complete the paragraphs with the correct titles: Phylum, Order, Kingdom, Genus, Species, Class, Family.

In order to understand how all living organisms are related, they are arranged into different groups. Animals belong to a number of different groups, starting with the animal kingdom. 1. _____. All living organisms are first placed into different kingdoms. There are five different kingdoms to classify life on Earth: Animals, Plants, Fungi, Bacteria, and Single-celled organisms. 2. _____. The animal kingdom is divided into 40 smaller groups, known as phyla. Here, animals are grouped by their main features. Animals usually fall into one of five different phyla: Invertebrates, Vertebrates, Arthropods, Molluscs and Echinoderms.

3. _____.

The phylum group is then divided into even smaller groups, known as classes. The Vertebrates phylum splits into Mammals, Bony Fish, Cartilaginous Fish, Birds, Amphibians and Reptiles. 4. _____. Each class is divided into small groups again, known as orders. The class Mammals splits into different groups including Carnivores, Primates, Artiodactyl and Rodents. 5. _____. In every order, there are different families of animals which all have very similar features. Carnivores order breaks into families that include Cats (Felidae), Dogs (Canidae), Bears (Ursidae) and Weasels (Mustelidae). 6. _____. Every animal family is then divided into small groups known as genus. Each genus contains animals that have very similar features and are closely related. For example, Cat family contains genus including Felis (small Cats and domestic Cats), Panthera (Tigers, Leopards, Jaguars and Lions) and Puma (Panthers and Cougars). 7. _____. Each individual species within the genus is named after its individual features and characteristics. The names of animals are in Latin so they can be understood worldwide and consist

of two words. The first word in the name of an animal will be the genus, and the second name indicates the specific species.

3. **Complete the chart with the following words: Vertebrate, Carnivore, Animal, OrangUtan, Panthera tigris, Mammal, Primates, Cat.**

Tiger	Orang-utan
Kingdom: 1) _____ Phylum: Vertebrate Class: Mammal Order: 2) _____ Family: 3) _____ Genus: Panther Species: 4) _____	Kingdom: Animal Phylum: 5) _____ Class: 6) _____ Order: 7) _____ Family: Great Apes Genus: Pongo Species: 8) _____

4. Match the halves of the sentences.

1. There are five different kingdoms	a. divided into classes
2. Each class is divided	b. Mammals, Bony Fish, Cartilaginous Fish, Birds, Amphibians and Reptiles.
3. The phylum group is	c. which all have very similar features.
4. The Vertebrates phylum splits into	d. and the second name indicates the specific species.
5. Each individual species within the genus is	e. to classify life on Earth
6. In every order, there are different families of animals	f. including Carnivores, Primates, Artiodactyl and Rodents.
7. The first word in the name of an animal will be the genus	g. named after its individual features and characteristics.
8. The class Mammals, splits into different groups	h. into orders

7. INVERTEBRATES

Internal skeleton – внутрішній скелет

Oviparous – ті, що відкладають яйця

Sponges – губки

Jellyfish – медузи

Corals – корали

Worms – хробаки

Mollusks – молюски

Echinoderms – голкошкірі

Arthropods – членистоногі

Gelation – гелеутворення

Tentacles – щупальця

Venomous stingers – отруйне жало

Limestone residue – вапнякова речовина

Aquatic and terrestrial – водний та наземний

Slugs – слимаки

Octopuses – восьминіг

Calcareous plates – вапнякові пластини

Balloon shaped – кулеподібний

Spikes – шипи

Sea urchins – морські їжаки

Abundant – рясний

Arachnids – павукоподібні

Crustaceans – ракоподібні

Centipede – сороконіжка

You all know that the animals are divided into two big groups, the vertebrates that have an internal skeleton formed by bones and the invertebrates that have no bones. All the invertebrates are oviparous, and we classify them in 6 big groups: Sponges, jellyfish, corals, worms, mollusks, echinoderms and arthropods.

 The sponges are aquatic animals, that are sac shaped and their body is full of pores. It is very easy to remember this group because many times we use them in the shower for our personal hygiene. Yes, many of the sponges we use in the shower are invertebrate animals.

The jellyfish are invertebrate animals that live in the ocean. Their bodies are gelatinous and have tentacles. The truth is that when they appear in the beach it is very annoying because their tentacles have small venomous stingers that produce very unpleasant bites.

Corals are tiny marine animals that produce limestone residue, which give rise to beautiful shapes.

Worms are soft and long invertebrate animals that move by dragging their body in the ground, because they have no feet. They can be aquatic or terrestrial. There are some worms that can be harmful and that is why we must be careful with them.

Snails form part of the mollusk group. Mollusks have a soft body, without legs and can also be aquatic or terrestrial. Some, like this snail, this clam and mussels, protect their soft body with shells, but there are other mollusks that don't have a shell to protect themselves like slugs or octopuses.

The echinoderms are exclusively aquatic animals. Their bodies have calcareous plates that form a shell. Some echinoderms are balloon shaped and are covered in spikes that they use to defend themselves, like sea urchins. Others are star shaped, and are of course called starfish.

The arthropods are the most abundant animals on the earth. Of every 100 animals that exist, 80 are arthropods. These invertebrate animals have their body covered by an external skeleton called a cuticle. The most common way to classify the arthropods is by the number of legs they have. This way we can classify them in four big groups. Arthropods with 6 legs. In this group insects like ants and flies are present. Arthropods with 8 legs, where for example the arachnids like spiders and scorpions are. Arthropods with 10 legs include the crustaceans, like crabs and lobster. Arthropods with more than 10 legs like this centipede that as you can see has much more than 100 legs are called myriapods.

1. Try to guess and give the definition.

1. They live in the ocean, their body are gelatinous and have tentacles.
2. Soft and long invertebrate animals that move by dragging their body in the ground, because they have no feet. They can be aquatic or terrestrial.
3. Exclusively aquatic animals. Their bodies have calcareous plates that form a shell. Some of them are balloon shaped and are covered in spikes that they use to defend themselves.
4. The aquatic animal that is full of pores. We can use it in the shower for our personal hygiene.
5. Tiny marine animals that produce limestone residue, which give rise to beautiful shapes.

6. The most abundant animals on the earth. These invertebrate animals have their body covered by an external skeleton called a cuticle. The most common way to classify them is by the number of legs they have.

2. True or false

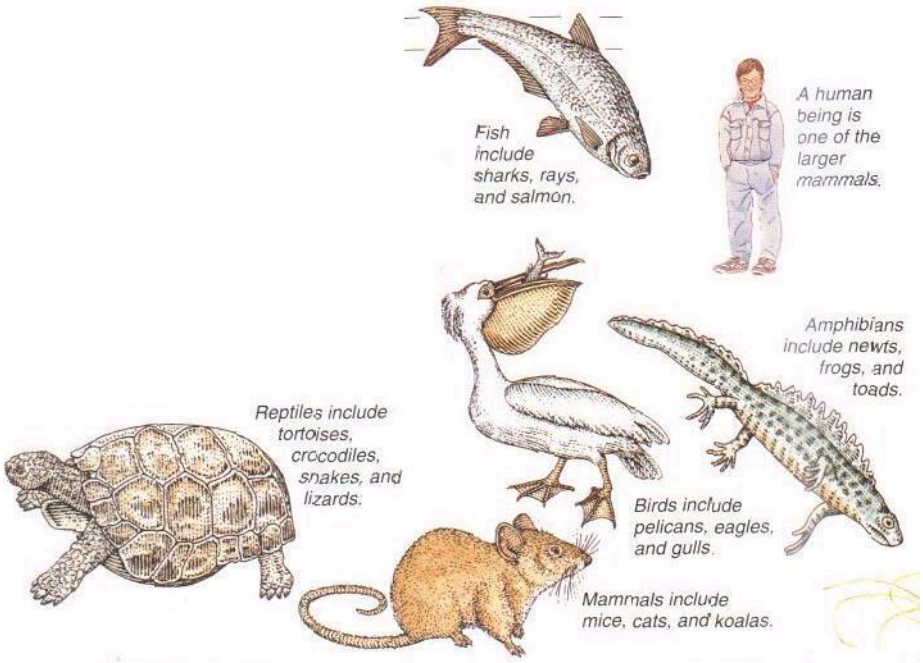
1. There are eight groups of invertebrates.
2. Sponges live on the earth.
3. Jellyfish have tentacles.
4. Corals are tiny marine animals.
5. Worms have feet.
6. Worms can be aquatic and terrestrial.
7. Mollusks have a soft body, without legs.
8. You can find an arthropod not too often.
9. The most common way to classify arthropods is by number of eyes.
10. Insects like ants have 20 legs.

3. Answer the questions

1. On which groups do animals can be divided into?
2. Which groups of invertebrate do you know?
3. How can people use Sponges?
4. Why jellyfish can be dangerous?
5. What is carol?
6. Which group do snails form?
7. Are echinoderms aquatic or terrestrial?
8. How can you classify the arthropods?

8.VERTEBRATES

As you know, we can classify animals in various ways, depending on the characteristics we look at. Today, we're going to some animals by the internal structure of their bodies. According to this feature, we can classify them into... vertebrate animals, which have an internal skeleton, that means bones.... And invertebrate animals... like worm, which has no backbone... in fact, no bones at all. All vertebrate animals have an internal skeleton made up of... bones. Bones are very strong, and give bodies their shape, they hold it up, nice and straight. The spine – the backbone – is made of a series of articulated pieces of bone, called the vertebrae, which allow the body to move in a certain way, and flexible. Vertebrate animals' bodies are divided into the head... the torso... and the limbs ... Yes ..... the head ... the body... and the arms and legs. Some vertebrates are aquatic... like fish ... Others are terrestrial... like bear. And other fly... like eagle. Vertebrates can move in many different ways... walking... jumping... crawling... climbing... and when they have running ... but sometimes it's not enough. There are also many vertebrate animals that move by flying, like birds and bats. Vertebrates are classified into five groups: Fish, Reptiles, Amphibians, Birds and Mammals. Fishes, amphibians, reptiles, birds, and mammals are the largest groups of vertebrate animals. Birds and mammals are



warm-blooded. Their bodies generate heat so they can stay active in cold conditions. Fishes, reptiles, and amphibians are called cold-blooded because they cannot regulate their body temperature.

The animal kingdom is one of the largest groups of living things; scientists believe that there are about 10 million species. An animal is a living creature that feeds, moves, and breeds. It senses its surroundings by smell, touch, sight, hearing, and taste. During its life cycle, an animal is born, grows, matures, reproduces, and eventually dies. It ingests (takes in) food to build and develop its body. Food provides the animal with the energy to move around. All dinosaurs became extinct; many other kinds of animals, including elephants and tigers, may soon disappear forever.

1. Answer the question

1. In which 2 groups we can classify animals?
2. In which groups can be invertebrates divided into?
3. How can we classify vertebrate?
4. What is the function of bones?
5. What is spine?

2. Write the second part of the sentence

1. Vertebrate animals' bodies are divided into…….
2. Animals can be…….
3. Animals can move by many different way…….
4. Vertebrate animals can be classified into 5 groups:……..

3. Answer the question

1. In which 2 groups we can classify animals?
2. In which groups can be invertebrates divided into?
3. How can we classify vertebrate?
4. What is the function of bones?
5. What is spine?

4. Write the second part of the sentence

1. Vertebrate animals' bodies are divided into…….
2. Animals can be…….
3. Animals can move by many different way…….

4. Vertebrate animals can be classified into 5 groups:……..

9. MAMMALS

THE ANIMAL KINGDOM is one of the largest groups of living things; scientists believe that there are about 10 million species. An animal is a living creature that feeds, moves, and breeds. It senses its surroundings by smell, touch, sight, hearing, and taste. During its life cycle, an animal is born, grows, matures, reproduces, and eventually dies. It ingests (takes in) food to build and develop its body. Food provides the animal with the energy to move around. All dinosaurs became extinct; many other kinds of animals, including elephants and tigers, may soon disappear forever.

GROUPS OF ANIMALS

Animals range from tiny, simple creatures that look like blobs of jelly, to gigantic blue whales. The huge animal kingdom is divided into many groups. A hedgehog, for example, belongs to the order of insectivores because it eats insects. It also belongs to the class of placental mammals. All mammals belong to the group known as vertebrates (animals with backbones).

The animal group called mammals includes the heaviest, tallest, and fastest animals on land - the elephant, the giraffe, and the cheetah. Mice, whales, rhinoceroses, bats, and humans are also mammals. Three features set them apart from all other creatures. All mammals are covered with fur or hair, all feed their young on

milk, and all have a unique type of jawbone joint. The jawbone joint helps us to identify the fossilized bones of prehistoric mammals that lived on Earth millions of years ago. Mammals include carnivores (flesh eaters) such as tigers; herbivores (plant eaters) such as rabbits; and omnivores (flesh and plant eaters) such as bears.

Most mammals, including monkeys, cats, and dogs, are called placental mammals because the young develop inside the mother's womb, or uterus and are fed by means of the placenta. The placenta is a specialized organ embedded in the wall of the womb. It carries nutrients and other essential materials from the mother's blood to the baby's blood. These nutrients help the young grow and develop.

Mammals are vertebrate animals which feed their young on milk produced by mammary glands. All have hair at some point in their lives, even if they have only a few like most whales. Mammals are generally endothermic "warm-blooded", producing body heat internally. Various species of mammal can swim, climb, run and fly. Mammals live in all sorts of environments including the ocean, underground, and on land. Mammals are sometimes divided into three types based on how they give birth and take care of their young. Most mammals give birth to live young, instead of laying eggs like birds or reptiles. These mammals are called placental mammals.

Marsupials are special types of mammals that carry their young in a pouch. Some marsupials include the kangaroo, the koala, and the opossum. These animals cam their young in their pouches until their young are able to tend for themselves. Once it has left the pouch, the joe (young kangaroo) returns to the pouch to suckle milk.

A few mammals lay eggs, they are called monotremes. Monotremes include the platypus and the long-nosed spiny anteater. The largest mammal is the blue whale which lives in the ocean and can grow to over 80 feet long. The largest land mammal is the elephant followed by the rhino and the hippo. The smallest mammal is the Kitty's hog-nosed bat. This bat is 1.2 inches long and weighs less than a half pound. It is also called the bumblebee bat. Mammals have unique brains and are often very intelligent. They are the dolphin, the elephant, the chimpanzee, and the pig. That's right, pigs are thought to be one of the smartest animals! Mammals are divided into three types according to what they eat. Carnivores eat meat and they include lions, tigers, seals, and the largest carnivore mammal which is the polar bear. Mammals that eat only plants are called herbivores. Some herbivores are cows, elephants, and giraffes. Mammals that eat both meat and plants are called omnivores. Humans are omnivores.

IT IS INTERESTING TO KNOW!

Animals need SHELTER and a place to bring up their young. A nest in a tree or a burrow underground protects an animal against predators and extremes in temperature.

Some creatures weave complicated nests. The harvest mouse makes a ball-shaped nest among corn stalks, where it rests and sleeps. Other animals build a nest only during the breeding season, in which they lay eggs or give birth to live young. They line the nest with moss, grass, fur, or feathers to keep it warm and dry. Rabbits and foxes dig burrows, or tunnels, in the ground; a desert tortoise digs a burrow in which to hide from the midday sun. Some burrows are shallow; others, such as rabbit's , are deep, with escape routes, dead ends, and a separate burrow for the breeding nest.

Among the most intelligent creatures on Earth are the APES - chimpanzees, gorillas, gibbons, orang-utans, baboons, macaques. They have large brains, long arms, fingers, and toes, and their bodies are covered in hair. In body shape and intelligence these creatures resemble humans. Their hands can grasp strongly and manipulate delicately. Most monkeys have tails, which they use as a counter balance as they swing through trees.

LIONS, tigers, cheetahs, and leopards are called big cats. These agile predators have strong, razor-sharp teeth and claws, muscular bodies, and excellent senses. Their beautiful striped and spot fur camouflages them to leap from the shadows to chase zebras, giraffes and other prey. No animal can outrun the cheetah over a short distance. Unlike most cats, tigers need water to take frequent drinks during a meal. A tiger pulls its prey to the water's edge. A tiger consumes about 18 kg of meat a day. Lions live mostly on savannas (grassy plains) and the females do most of the hunting. Lions live in groups called prides which may be up to 30 strong. The chief lion is the strongest member of the pride.

Claws out: Most of the time, a cat's claws are protected in muscular sheaths. When a cat pounces on a victim or climbs up into a tree, it unsheathes its sharp claws (pulls the claws out).

Claws in: The cat draws back the claws to keep them sharp and less likely to break.

Majestic antlers and graceful movements give DEER an impressive appearance. Deer and their relatives, antelopes and gazelles, are well equipped to flee from danger. Their brown or grey colouring acts as camouflage, and their excellent hearing, sight, and smell help them to detect predators and leap away with great speed. There are 36 kinds of deer. They are mainly woodland creatures, but some, such as reindeer (caribou), live in the frozen Arctic. Antelopes and gazelles are found mostly in deserts and open grasslands. Deer graze on plants. Young deer is called a fawn. It is born in late spring and its spotted coat provides good

camouflage in the dappled shade. Most deer and antelopes live in groups called herds. During autumn male deer battle with each other to gain territory and a harem - a group of females. Males roar at each other, lock antlers and try to push their opponent to the ground. This behaviour is called rutting.

Although BEARS are often portrayed as cuddly, they are among the most dangerous of all creatures. Bears are heavily built, carnivorous (flesh eating) mammals. There are several kinds of bears. The largest is the polar bear. It stands nearly 3m tall and weighs more than half a tone. Giant pandas, which eat mostly bamboo shoots, are related to bears. Grizzly bears live in North America, Europe and Asia. They eat almost anything, including spring shoots, fruit, animal flesh and honey taken from bees' nests. A female bear gives birth to two or three cubs in a winter.

1. Decide if the statements are true or false. Correct false statements.

1. Mammals are invertebrate animals.
2. Whales have a few hairs.
3. Mammals can swim, climb, run and fly.
4. All mammals are marsupials.
5. The largest land mammal is the blue whale.
6. The smallest mammal weighs less than a pound.
7. The pig is a very intelligent animal.
8. Mammals that eat both meat and plants are called herbivores.
9. Cows, elephants, and giraffes are herbivores.
10. The largest carnivore mammal is the polar bear.
11. Mammals live only on land.
12. Most mammals feed their young on milk produced by mammary glands.

2. Find the correct variant

Mammal	sea fish, some kind of which are large and dangerous to bathers

Placenta	animal the class of mammals, the females of which have a pouch to carry their young
Crocodile	kind of long , legless, crawling, reptile, some of which are poisonous
Marsupial	organ lining the womb during the pregnancy, by which the fetus is nourished
Snake	offspring of an animal in the early stage of its development before birth
Embryo	any of the class of animals which feed their young with milk from the brast
Shark	large river reptile with a long body and tail covered with a hard skin

10. AMPHIBIANS

Today we're going to look at a truly amazing group of vertebrates... When they're born they usually live in water... but when they grow up and become adults they spend most of their time on land. We present - the Amphibians! All amphibians have some common characteristics that you should know about so you can recognize and differentiate them. Amphibians have thin, bare skin, with no hairs and scales to protect them. Most have four legs and a membrane between their toes that allows them to move much better in the water. Amphibians are oviparous, but they don't incubate their eggs after laying them... they abandon them and don't care for their young. Not very good parents, huh? When they hatch, they're small larvae and live in water. Slowly... very slowly... their bodies go through a process called metamorphosis. During this process, the body of the amphibian... changes... their front and rear legs, their limbs, grow... and their heads and their bodies develop, so they finally look like their parents. In the early stages of their lives... amphibians breathe through gills, but when they grow up and become adults... they breathe with their lungs. The problem is, their lungs are very small, and cannot get all the oxygen

they need to live. But nature is very clever... and has solved this problem by allowing them to breathe and get the oxygen they need... through their skin. That's why they need to be near water - to keep their skin wet. In the early stages of their life, some amphibians are herbivores, but when they grow up... most become carnivores. So they need to hunt... Some have a long, sticky tongue they shoot out to capture prey. Aren't amphibians fascinating? And also a bit strange?! So let's remember the most important characteristics... Amphibians are vertebrates; they're oviparous; in the early stages of their life they live in water as larvae, but slowly they change until they look just like their parents. This process of change is called metamorphosis. Amphibians are carnivores, so they have to hunt to eat; they have thin, smooth skin, and breathe through their skin and with their lungs. Amphibians are so interesting, aren't they?

11 REPTILES

Reptiles are vertebrate animals which are characterized by their special way of moving: many move by dragging their tummy, or abdomen, on or close to the ground; their name, in Latin, means just that: reptar mean to crawl or slither. Many are terrestrial, but there are also some that live in water. All reptiles have a number of characteristics we should know about so we can recognize them. Reptiles are cold-blooded animals that breathe with their lungs. They are oviparous, that is they reproduce by eggs; when the eggs develop and hatch, the babies are just like their parents... but very small. Aren't they cute? As you can see, reptiles' skin is covered with strong, tough scales, and some, like tortoises, even have a shell. It looks like he has his house on his back, doesn't it? As for feeding well, most reptiles are carnivorous... They hunt, like this crocodile which has just eaten this poor rodent; or this cute chameleon, with its long, sticky tongue that catches all kinds of insects... Look, look! As we said already, most reptiles are carnivorous, but some, like this iguana, are herbivorous. There are lots of interesting things you should know about reptiles, such as: most snakes have venom in their fangs... But they're not as bad as they seem, because they warn us of danger with their bright colors or the sound of their rattles. Chameleons are very curious: they can change color, copying the landscape around them they blend in with the background so no-one can see them, and they become almost invisible. So let's remember the most important characteristics of reptiles. Reptiles walk by dragging their tummy on or close to the ground; they are oviparous and their body is covered with strong, hard scales... They

are vertebrates and are cold-blooded... And remember, they breathe with their lungs. Reptiles really are quite interesting, aren't they?

Answer the questions.

1. How do we call the process when the body of amphibians?
2. What kind of skin do amphibians have?
3. How do amphibians breathe?
4. What kind of tongue do amphibians have?
5. How do reptiles move?
6. What kind of skin do reptiles have?
7. What do snakes have in their fangs?
8. What does chameleon do in order to camouflage?

True/ False

1. Amphibians usually care for young their young.
2. Amphibians have membrane between their toes.
3. Amphibians are placental.
4. In the early stages of their lives amphibians are carnivores.
5. Reptiles can be only terrestrial.
6. Reptiles are warm-blooded.
7. Reptiles breathe with gills.
8. Reptiles are oviparous.
9. Most reptiles are carnivores.

12. FISH

Today we are going to learn about the wettest animals on the planet...presenting the fish. In almost all the places where you can find water, be it either salt water or fresh water, you can also find fish.

There are fish of all sorts of sizes, colors and shapes, and yet they all have common characteristics which we should know. Fish are vertebrates, their skeleton is made up of bones or cartilage. They are also cold blooded, their body temperature is not constant, meaning it depends on the water temperature. This fish appears to be really cold! All fish have extremities in the form of fins, as you can see in this image, dorsal fins, caudal fin which is the tail, pectoral fin, pelvic fin and anal fin. Another

really important fact that one must remember is that almost all fish are covered in scales.

The gills are the fish´s respiratory organ. The respiration process is very interesting; water enters through the mouth and goes to the gills; the gills then get the oxygen and distributes it to the rest of the body through the blood vessels , then the water is expelled through an opening which can be found in the majority of fish behind their head, which is called the gill flap.

Fish reproduce by laying eggs, therefore they are oviparous, and their fertilization can be either external or internal. Some fish are excellent fathers, like this one who protects his babies inside his mouth. It looks as if he is going to eat them but he is actually protecting them.

Look at that! it´s amazing isn't it? Almost all fish are carnivores, eating other fish smaller than themselves and therefore they each have different ways of defending themselves. The most common action to take when feeling threatened is to escape as fast as possible, as in to swim away rapidly. But there are other ways of defending oneself which are much more original. For example, this Clown fish hides itself among these venomous anemones, others imitate or camouflage themselves with their background, by obtaining the color and shape of the plants and rocks around them...

Can you see a fish in this image? Wow, well there was indeed a fish and a very hungry one! Look, this is the largest fish in the world, the Whale shark. Even though it is called a whale shark you must remember it is a shark and not a whale. Whales are not fish, they are aquatic mammals, like theses friendly dolphins. So never forget, whales and dolphins are not fish but mammals.

Now I have a very important fact you must always remember, its extremely important. As you already know fish as well as many other animals, live in water...water is essential for life, and for this reason we must look after it, we must protect it. There are people who dirty nature by throwing rubbish into the rivers and oceans, without thinking about the terrible consequences they are causing. The plastics and substances which contaminate the water, kill a huge amount of animals. Fish, turtles, dolphins, whales, sharks and many more die every day because of contamination. Water is a source of life. We must take care of it and protect it. So now you know, look after nature so that all living creatures can live happily.

True/False

1. Fish are invertebrates.
2. Their body temperature is the same all the time.
3. All fish can be covered with hairs.

4. The gills are placental creatures.
5. The fertilization can be only internal.
6. Fish can hide itself, imitate or camouflage themselves with their background.
7. Whale Shark is the largest mammal in the world.
8. Fish are herbivorous.
9. Whales are aquatic animals.
10. The gills are the respiratory organ of fish.

ЗРАЗКИ МОДУЛЬНИХ КОНТРОЛЬНИХ РОБІТ

1. Read and choose the correct variant.

FISH

A fish is a *1) vertebrate/invertebrate*, an animal with a backbone, which has adapted to life in water. All fish have *2) lungs/gills*. Fish are protected by scales. They have a simple heart and use *3) nostrils/fins* for swimming. Unlike mammals, fish are cold-blooded. Fish have a unique *4) internal/external* organ known as the swim bladder or air bladder. It is usually found in the abdomen, and it helps fish move up or down in water. Many fish have excellent vision and can see colors. They also have nostrils and are able to detect 5*) bladder/odors* in water. Fish may or may not have teeth, depending on the species. Another organ of sense unique to fish is called the lateral line. It helps fish navigate.

REPTILES

Most reptiles maintain their body *6)temperature/abdomen* by absorbing heat from their environment and have a body temperature that changes according to the temperature of the local atmosphere. With the exception of the crocodilians, reptiles do not have a *7) hurt/heart* with 4 chambers; yet the heart functions like a 4-chambered heart. Reptiles have both kidneys and a liver. 8) *Fertilization/Fermentation* of their eggs occurs internally. Some reptiles lay eggs from which their offspring hatch, while other reptiles give *9) birth/glands* to live young. There are many types of reptiles. The main categories are snakes, crocodiles and alligators, turtles, and lizards. Reptiles can be found on every continent except Antarctica.

AMPHIBIANS

The word amphibian comes from the Greek word for “double-life,” referring to the fact that amphibians start life in water breathing through *10) fins/gills* before

maturing into lung-breathing land animals. The class Amphibia is composed of only 3 orders. Amphibians come in a wide range of sizes and colorings. The largest amphibian, the Japanese giant salamander, can grow up to 6 feet long and 11) *weigh/wait* up to 140 pounds. The smallest amphibians are poison dart frogs measuring less than 0.5 inches long. Amphibians breathe not only through their lungs but also through their *12) heart/skin*, and the moisture is necessary for proper oxygen exchange.

2. **Complete the article with the following words: speed, accelerated, Then translate.**

BIRDS

There are between 8,700 and 9,600 living 1) _____ of birds today. Birds share certain characteristics with people. For example, birds have the same 2) _____ as humans: sight, hearing, touch, taste, and smell. In their natural 3) _____, birds use their voices and their hearing to help them find mates, avoid 4) _____, stake out their territory, and communicate with other members of their flock. Birds have a rapid metabolism. Birds' normal body temperatures usually range from 38.3 to 41.7°C, depending on the species. Birds have very efficient 5) _____ systems that allow them to eat enough to provide their bodies with needed energy while minimizing their body 6) _____ to allow flight. Birds have a 2-part stomach. Birds do not sweat, but they have developed other strategies to stay cool in very warm conditions. Most birds hold their 7) _____ out to cool off. Feathers provide good insulation for any bird and provide protection from low 8) _____. The 9) _____ at which a bird can fly varies greatly. It depends on species and breed. As a general rule, the flight speed of birds varies from about 15 miles per hour to about 50 miles per hour. Most birds have 2 flight speeds, one for ordinary flight and a second 10) _____ speed they use for escaping predators and chasing other birds.

3. **Fill in the gaps.**

Mammals Reptiles Amphibians Birds Invertebrates

1._____are dogs, cats, horses, kangaroos, platypuses, dolphins, and whales. What do they all have in common? All of these animals drink milk when they are baby and have hair on their body.

2._____they have feathers and are born out of hard –shelled eggs. The feathers on their wings and tail overlap. Because they overlap, the feathers catch and hold the air. This help the them to fly, steer itself, and land.

3._____(animals with a backbone) that live in water and have gills, scales and fins on their body.

4._____are a class of animals with a scaly skin. They are cold-blooded and are born in the water. When they are born, they breath with gills like a fish. But when they grow up, they develop lungs and can live on land.

5. Over 95 percent of all animals are_____. They are characterized by a structure they all lack: a backbone.

4. With a help of vocabulary describe the animals' classes

Hair, feathers, hard-shell egg, wing, tail, backbone, gills, lungs, scale, scaly skin, fin, cold-blooded, born on land, born in the water, to breathe with gill/lungs, to have in common, to overlap, to fly, to steer, to land.

Mammals	Reptiles	Birds	Amphibians	Invertebrate	Fish

5. WHAT IS AN ANIMAL NUTRITIONIST

An animal nutritionist is someone who specializes in the 1) _____ needs of animals in captivity, such as pets, agricultural animals and zoo animals. The purpose of an animal nutritionist is to promote and increase understanding when it comes to an animal's diet and its effects on the animal's 2) _____, wellbeing, and productivity. An animal nutritionist is an animal scientist who applies their 3) _____ of anatomy, physiology and nutrition, to animal food and diets. Animal nutrition combines a number of factors, such as physics, mathematics, food processing, chemistry, biochemistry, animal behavior and economics. An animal nutritionist takes into account the nutritional and physical needs of an animal and

formulates balanced 4) _____ of food for them. They look at an animal's caloric intake, level of activity, and condition. For example, the food intake for 5) _____ cows may vary from the food intake of beef cattle. The workplace of an animal nutritionist varies according to the type of work they do. They may work in a classroom, a laboratory or a farm. They can also be found working for government departments, agricultural advisory bodies, educational and research institutions, and animal 6) _____ production companies.

1. a. dietary b. x-ray c. recovery

2. a. anxiety b. health c. prevention

3. a. knowledge b. treatment c. safety

4. a. anesthesia b. safeguard c. rations

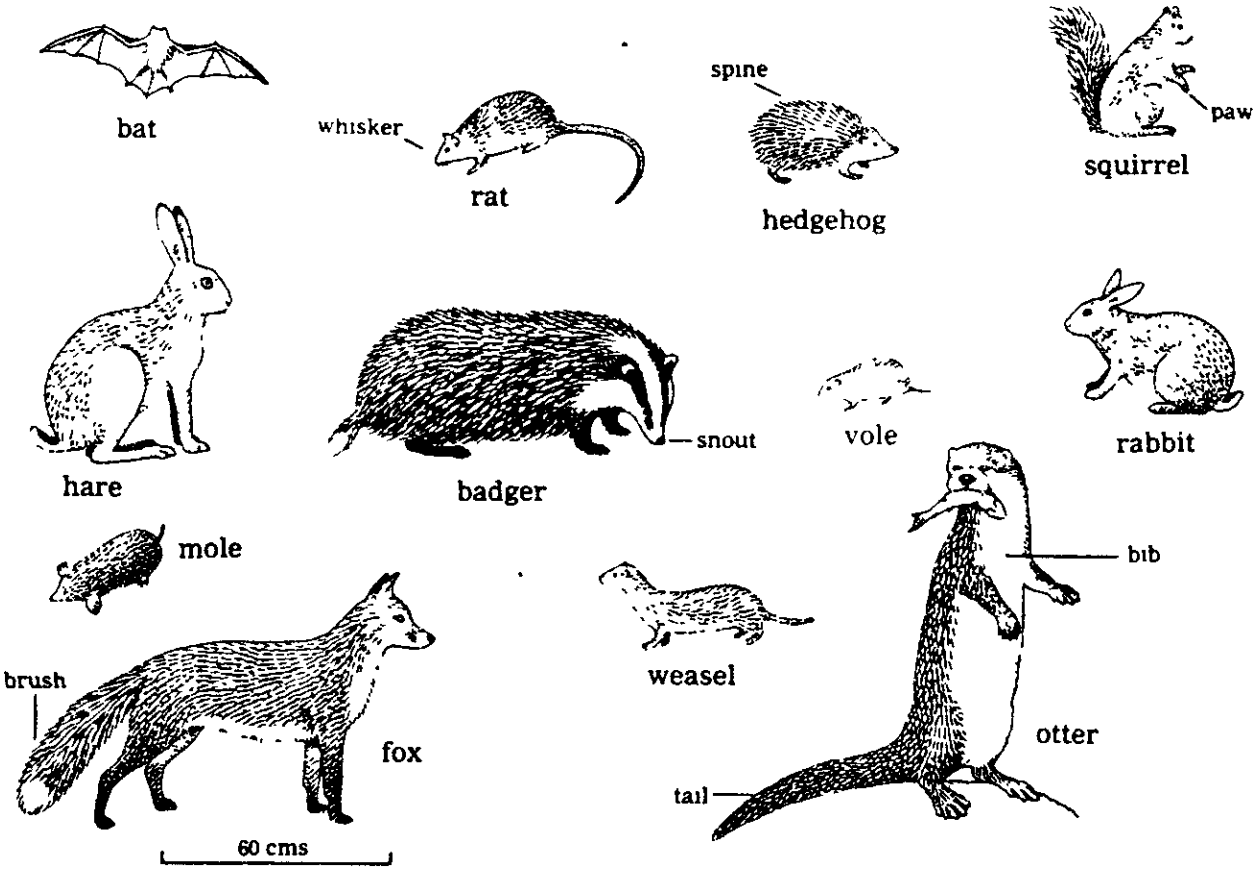
5. a. surgery b. illness c. dairy

6. a. food b. disease c. intake

6. Translate.

1. Програма громадської охорони здоров'я 2. проводити дослідження 3. прописувати ліки 4. практичні навички 5. пломбування 6. тварини в неволі 7. самопочуття і продуктивність 8. виробництво харчових продуктів 9. споживана калорійність 10. споживання кормів 11. велику рогату худобу м'ясного напряму 12. консультують сільськогосподарські органи

ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ



1) Select the correct answer to each question.

1. Which is the largest of the ape and monkey families, full-grown?
   a) chimpanzee b) orang-outang c) gorilla

2. Which of these is not a mammal?

   a) whale b) tortoise c) shark d) dolphin

3. Which of these is a marsupial?

   a) kangaroo b) camel c) panda

4. Which of these hasn't got a shell on its back?

   a) snail b) tortoise c) turtle d) crab

5. Which of these hasn't got tusks but has got whiskers?
   a) elephant b) walrus c) seal

6. Which of these hasn't got horns?

a) deer b) rhinoseros c) hippo d) bull

7. Which of these has spots rather than stripes

a) zebra b) leopard c) tiger

8. Whose fur might you expect to pay most for?

a) fox b) mink c) rabbit

9. Which isn’t a member of the snake family?

a) viper b) boa constrictor c) cobra d) lizard

10. Which of these animals is not carnivorous?

a) hyena b) reindeer c) polar bear

11. Which of these insects doesn't sting?

a) ant b) wasp c) bee d) ladybird

12. Which won't bite you?

a) mosquito b) flea c) butterfly d) fly

13. Which of these beasts hasn't got a hump?

a) bison b) ox c) camel

14. Which of these birds can fly?

a) penguin b) ostrich c) goose d) falcon

15. Which of these birds has the most impressive tail?

a) peacock b) pigeon c) sparrow d) budgerigar

16. Which of these animals does not normally hibernate?

a) bear b) squirrel c) guinea pig d) rat

17. Which of these has most legs?

a) spider b) scorpion c) centipede d) beetle

18. Which of these birds' feathers aren't black?

a) blackbird b) crow c) raven d) blue tit

19. Which of these creatures is not extinct?

a) mammoth b) dinosaur c) buffalo

20. Which birds are these?

a) the symbol of peace? b) the announcer of spring?

c) supposed to be very wise?

21. Which member of the cat family is this?

a) cheetah b) panther c) lion

22. Which of these is not a fabulous creature?

a) dragon b) unicorn c) chameleon d) mermaid

23. Which of these reptiles is not an amphibian?

a) crocodile b) iguana c) alligator

24. Which of these is not related to the dog?

a) wolf b) jackal c) yak

25. Which breed of dog is the largest?

a) Alsatian b) Dane c) spaniel d) Pekinese

26. Which of these is not nocturnal?

a) moth b) badger c) bat d) koala bear

27. Which of these creatures has got gills?

a) lizard b) toad c) lobster d) dragonfly

28. Which of these runners would win a 5000 metres race?

a) roe b) elk c) boar

29. Which of these would win the high jump?

a) frog b) grasshopper or cricket c) giraffe

30. Which of these four is a cross between two of the others?

a) horse b) ass c) donkey d) mule

31. Which of these animals has hooves as opposed to paws and claws?

a) goat b) hare c) otter d) racoon

32. Which rodent is this?

a) beaver b) badger c) hamster d) mole

33. Which of these is not a bird of prey?

a) hawk b) eagle c) woodpecker

34. Which of these has not a webbed feet?

a) stork b) flamingo c) swan d) swallow

35. Which of these does not normally migrate

a) robin b) rook c) thrush

36. Which is this species of vermin?

a) weasel b) skunk c) stoat

37. Which of these birds has the longest wings?

a) albatross b seagull c) humming-bird

38. Which of these creatures is not prickly?

a) hedgehog b) porcupine c) cockroach

39. Which of these cold-blooded sea creatures has tentacles and no fins?

a) jellyfish b) swordfish c) stingray d) flying fish

40 Which bird:

a) starts the day with its cry?

b) is a bit of a petty thief?

c) is found in the expression: to learn something ...-fashion?

d) is found in the expression: as dead as a ...?

2) In the case of some pets, farmyard animals, and even some wild ones, the male and the female are given different names. Try to decide which in these pairs is male and which female.

mare	fox	duck	goose
stallion	vixen	drake	gander
buck	dog	cow	lion
doe	bitch	bull	lioness
ewe	tiger	hen	cat
ram	tigress	cock	tom(cat)

3) We also have a number of specific names for various animals' young. Match the grown animals, birds and insects (on the left) with their young (on the right).

dogs	kids
sheep	lambs
cows	chicks
pigs	larvae
horses	puppies
butterflies	caterpillars
cats	cubs
goats	foals
hens	calves
lions	piglets
insects	kittens

4) Then, of course, all animals have got to live somewhere. Work out which animals live where.

cows	dogs	lions	tame rabbits	canaries	
pigs	bees	horses	wild rabbits	most birds	
a sty	a nest	a hutch	a den (or lair)	a hole (or burrow)	
a hive	a cage	a kennel	a shed (or stall)	a stable (or stall)	

5) If you've learnt all those words, you must be a real animal-lover. Who knows when you might want to describe a hundred swans high above you, or two hundred buffalo charging or three hundred cattle stampeding towards you? If you do, you

will need the words used to describe a group of animals. Match the group words below with the correct kind of wildlife.

1 a herd of	a fish
2 a pack of	b bees
3 a flock of	c wolves
4 a swarm of	d cattle, elephants
5 a shoal of	e sheep, birds

6) Below you see a list of parts of animals' bodies. Take each word and find a creature this unit which has it as part of their body.

a tail	hooves
hind legs	a trunk
stripes	fins
spots	a hump
udders	fur
horns	scales
tusks	whiskers
a mane	a pouch
wings	a shell
claws	webbed feet
paws	feelers or antennae
tentacles	a beak

PART 2

SYSTEM OF ORGANS AND ANIMALS' DISEASES

1. ANIMALS' DISEASES

1. Read and translate the text.

Scientists define animals' diseases as disorders that influence an animal's health and ability to function. Animal diseases are of great concern to humans for several reasons. Diseases can reduce the productivity of animals used to produce food, such as hens and dairy cows. Animals that are raised as food, such as pigs and beef cattle, which become ill, may affect the economic well-being of many industries. Some animal diseases can be transmitted to humans, and control of these types of diseases, known as zoonoses, is vital to public health. In the wild, animal populations reduced by disease can upset the ecological balance of an area. And, in the case of pets, prevention and treatment of animal diseases helps pets live long and healthy lives. Animal diseases are characterized as infectious and noninfectious. Infectious diseases are caused by an agent, such as bacteria or a virus, which penetrates the body's natural defense mechanisms, while noninfectious diseases are caused by factors such as diet, environment, injury, and heredity. Sometimes the cause of a disease is unknown. An animal may also experience one disease or a combination of diseases at any one time. To identify a disease, a veterinarian (a doctor who treats animals) first determines the animal's signalman - its species, breed, age, and sex. This information helps to identify a disease because some diseases are more prevalent in certain species, or a disease may preferentially affect one sex or age group. The veterinarian then gathers a complete history of the animal and its problem. This history includes the symptoms the animal is displaying and when they first appeared, as well as whether the animal has been exposed to something new in its surroundings or to other animals. The veterinarian gives the animal a thorough physical examination, which may include measuring its body temperature, listening to its heart, checking its pulse, and feeling its abdomen and lymph nodes. The veterinarian then creates a list of possible diseases that may be

making the animal sick. The list may be narrowed by running diagnostic tests such as X-rays, electrocardiograms, blood analyses, and bacterial or fungal cultures. Once the disease is identified, the doctor develops a treatment plan for the animal.

2. Translate the following terminology and learn it.

Concern, concerning	
Reduce, reduction	
Vital, vitality	
Upset	
Penetrate, penetration	
Heredity, hereditary	
Prevalent, prevalence	
Display, be displayed	
Abdomen	
Signalman	

3. Circle T (true) or F (false) for the statements below.

1. T. F. Animals ‘diseases are defined as certain orders that influence an animal's health and ability to function.

2. T. F. Animal diseases are of great concern to humans because they may affect the economic well-being of many industries.

3. T. F. Some animal diseases can be transmitted to humans, and control of these types of diseases, known as hygiene, is vital to public health.

4. T. F. In the wild, animal populations increased by diseases can upset the ecological balance of an area.

5. T. F. Good care, prevention and treatment of animal diseases helps domestic animals live long and healthy lives.

6. T. F. Animals ‘diseases are characterized as infectious and noninfectious.

7. T. F. Infectious diseases are divided into diseases of circulator system, internal organs, muscular system and reproductive system.

8. T. F. Infectious diseases are caused by factors such as diet, environment, injury, and heredity.

9. T. F. If veterinarian wants to identify a disease, he must first determine the animal's signalmen-its species, breed, age, and sex.

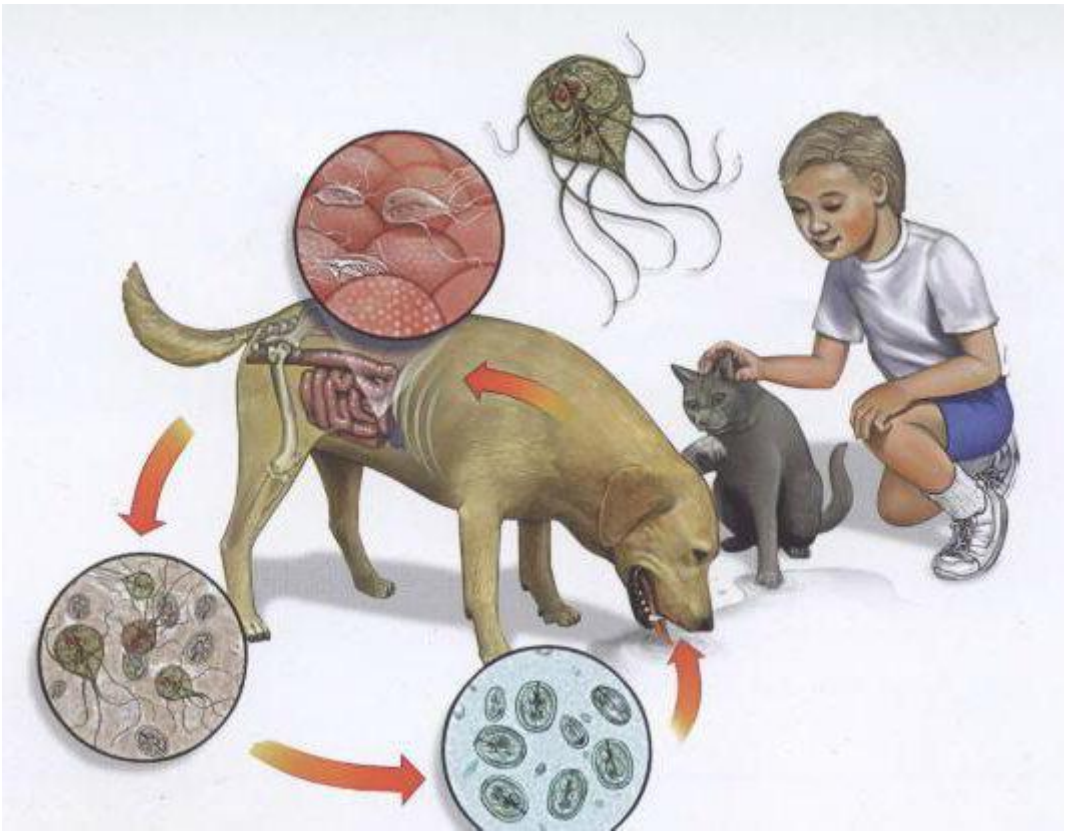
10. T. F. As a rule, a doctor that treats any animal gathers a complete history of his patient and its problem. This history includes the symptoms the animal usually

displays and when they first appeared. It also includes information about animal surroundings and its owners.

4. Translate into English.

1. Сучасні ветеринари вважають, що хвороби тварин – це дисбаланс в організмі, який призводить до дисфункцій і впливає на стан їхнього здоров'я. 2. Люди приділяють велику увагу здоровю тварин. 3. Здебільшого хвороби тварин знижують їх продуктивність і є небезпечними для людей. 4. Хвороби, які передаються від тварин до людей, називаються зоонозними. 5. Популяції тварин, які живуть у дикій природі, можуть зменшуватися через хвороби і призводити до екологічного дисбалансу. 6. Гарний догляд, профілактика та лікування домашніх тварин сприяє їх довгому і здоровому життю. 7. Хвороби тварин поділяють на інфекційні та неінфекційні. 8. Бактерії та віруси спричиняють інфекційні хвороби. 9. Неінфекційні хвороби спричинено такими факторами: неправильне харчування, ушкодження, спадковість, довкілля. 10. Щоб визначити хворобу, ветеринар має зібрати повну інформацію про тварину: її стать, вік, породу, спадковість. 11. Історія хвороби включає симптоми, виявлені у тварини, і коли вони вперше з'явилися. 12. Лікар має уважно оглянути тварину. 13. Необхідно поміряти температуру, послухати серце, перевірити пульс, пальпувати черево та лімфатичні вузли. 14. Іноді необхідно зробити аналіз крові, рентген, кардіограму тощо. 15. Як тільки встановлено діагноз, лікар розробляє план лікування тварини.

2. INFECTIOUS DISEASES



1. Read and translate the text.

Many microscopic organisms naturally and peacefully exist in enormous quantities within animal bodies. For example, the multi chambered stomach of a cow contains bacteria that help the animal digest its food. One should remember that many other microscopic organisms, known as pathogens, may cause diseases in animals. Pathogens include bacteria, viruses, fungi, prions-newly identified mutated proteins-and parasites. Pathogens are easily spread: an animal may consume food or drink something that has been contaminated with infected fecal material, for example. If the ground is contaminated by Salmonella bacteria, for instance, infection can travel from barn to barn on the soles of a farmer‘s boots or an animal may be exposed while walking across contaminated ground. Some diseases are transmitted by biting insects; others are spread by sexual contact. In addition to reducing the productivity of livestock, some infectious diseases pose a danger to humans. More than 100 zoonoses are recognized. Most cases are transmitted from animals that have close contact with humans, such as pets, farm animals, or rats. Examples of zoonoses include toxocaraze, a disease caused by a parasitic worm transmitted by infective eggs within canine feces; psittacosis, a respiratory disease caused by the bacteria-like Chlamydia psittaci and transmitted from infected birds;

hantavirus pulmonary syndrome, spread by contact with rodent feces and urine; and rabies, a viral infection transmitted in the saliva of infected animals, typically foxes, bats, and raccoons, that causes damage to the brain and spinal cord. As the human population grows and expands into wilderness territories, humans are coming into closer contact with other animals that carry pathogens dangerous to humans. Some of these pathogens are carried by insects, as in the case of yellow fever, spread from monkeys to humans via mosquito bites. Some hemorrhagic fevers, such as that caused by the Ebola virus, are recognized as zoonoses, but the exact transmission route from animal to human is still unknown.

2. Answer the following questions.

1. Are there any microorganisms within animal's body?

2. How do they usually exist?

3. What do normally microbes do in the multi chambered stomach of a cow?

4. What do pathogens include?

5. What kind of protein was newly identified?

6. What are the ways pathogens spread?

7. How can infection travel?

8. What infections pose a danger to humans?

9. How many zoonoses are recognized by scientists?

10. What are the examples of zoonoses?

11. Define carriers of pathogens dangerous to humans.

12. Does anybody know the exact transmission route from animal to human?

3. Circle T (true) or F (false) for the statements below.

1. T. F. Only few microscopic organisms peacefully exist in enormous quantities within any living being.

2. T. F. In cow‘s stomach which has only one camera, there is a great deal of bacteria that help the animal to break down the food particles and digest them.

3. T. F. Prions belong to the newly identified mutated proteins.

4. T. F. Scientists define pathogens as ones that include bacteria, viruses, fungi and parasites.

5. T. F. Pathogens can‘t be easily spread because infection can slowly travel from barn to barn on the soles of a farmer‘s boots.

6. T. F. Infectious diseases are transmitted by biting insects; others are spread by sexual contact.

7. T. F. Some infectious diseases which are transmitted from cattle to people and pose a danger to them.

8. T. F. Scientists recognized more than 1000 zoonoses.

9. T. F. Zoonoses include toxocaraze, a disease caused by a parasitic worm; rabies, a viral infection transmitted in the saliva of infected animals, hantavirus pulmonary syndrome, spread by rodent feces and urine.

10. T. F. Humans expand into wilderness territories never come into closer contact with animals that carry dangerous to them.

11. T. F. Yellow fever is a disease spread from monkeys to humans via mosquito bites.

12. T. F. Ebola virus causes hemorrhagic fever which is recognized as zoonoses and its transmission from animal to human is already known.

3. ANIMAL DISEASES' CAUSED BY BACTERIA

1. Read the texts and choose the correct word given in bracket.

1. Salmonellas is any disease caused by the Salmonella bacteria, characterized by septicemia and severe … (diarrhea, colitis). In its many forms, it is one of the major … (treatment, diseases) of wild and domestic mammals, birds, and reptiles, as well as humans. Salmonella (viruses, bacteria) usually enter the body through the mouth, most commonly along with food or water … (infected, contaminated) by infected feces. Transmission also may … (take place, occur) through direct contact with an infected animal. In addition, salmonella bacteria can … (be spread, be caused) by contact with objects, such as bowls and cutting boards that have been contaminated by infected animal products, such as eggs or meat. 2. Anthrax is one of the oldest and most … (constructive, destructive) diseases recorded in history. Caused by the bacterium Bacillus anthracis, anthrax can affect virtually all … (cold-blooded, warm-blooded) animals and humans. The onset of anthrax may be sudden and death may occur before symptoms are observed. In other cases, typical symptoms … (include, exclude) restlessness, lethargy, appetite loss, fever, rapid breathing, and unsteady gait. The disease is contracted from contaminated soil, feed, or water. It can also spread when the skin is penetrated by insect … (bites, smiles)

or by objects contaminated with anthrax spores. 3. Leptospirosis, caused by spiral Leptospira bacteria, … (affects, influences) cattle, dogs, pigs, sheep, goats, and humans. Ponds, lakes, and other bodies of … (liquid, water) are common sources of leptospirosis, and rodents may carry the … (contagious, infection). This infection causes kidney disease and … (development, destruction) of red blood cells with potential anemia; it may also cause abortion. Brucellosis also causes abortion, as well as … (swelling, curing) of the reproductive organs in males. Caused by the Brucella bacterium, it occurs primarily … (in cattle, in wild animals) pigs, sheep, dogs, and goats, and may be transmitted to humans. 4. Tuberculosis (TB) is a chronic disease of animals and humans, caused by … (bacteria, microorganism) of the genus Mycobacterium and transmitted by inhalation of … (droplets, particles) from an infected animal‘s cough or sneeze, or by wound infection. TB infection causes lesions called tubercles to develop in certain … (cells, tissues), such as the lung or liver. Symptoms include fever, emaciation, and … (progressive, regressive) loss of strength. 5. Kennel cough is a … (nervous, respiratory) disease of dogs that is caused by the bacterium Bordetella bronchiseptica, with or without the aid of various viruses. Symptoms include a harsh, … (dry, vet) cough, appetite loss, discharge from the nose or eyes, and lethargy. It typically spreads when dogs are grouped … (alone, together), such as at dog shows or boarding kennels.

Viral Diseases

1. Viruses are unable to grow and reproduce … (inside, outside) of the living cells from other hosts. Viruses attach and … (defend, invade) a cell and replicate, and then the newly created viruses … (develop, destroy) the host cell and seek out other cells to continue replication. 2. Feline leukemia is caused by the feline leukemia … (bacterium, virus). Often fatal, it can seriously impair the immune system and, in some cases, cause the … (loss, growth) of life-threatening tumors. Spread from direct contact with an infected cat, symptoms of the disease include lethargy, weight loss, anemia, and fever. A cat may not appear … (healthy, ill) until years after exposure. 3. Foot-and-mouth disease is caused by a virus found in the saliva of cattle,pigs, and other hoofed … (birds, animals). Highly contagious, it is spread from direct contact with an … (infected, healthy) animal. It may also spread in milk or in garbage that … (concerns, contains) contaminated meat. Typical symptoms include blisters that appear on the mouth and … (tail, feet). Animals may become lame when their hooves degenerate. 4. Canine distemper is a highly contagious disease caused by the premix virus, which is … (transmitted, conducted) in discharges from the nose and eyes. Symptoms begin with fever, malaise, and nasal and ocular discharges and may progress to convulsions and other … (reproductive system, nervous system) disorders. Parvovirus‘s affect dogs and in some cases cattle, pigs, and humans. Usually fatal if left … (untreated, cured) canine parvovirus causes

inflammation of the intestines, producing diarrhea, vomiting, fever, and loss of appetite.

2. Find definition to the following terms.

Virus	damages the immune system and, sometimes causes growth in lifethreatening tumors
Bacteria	consists usually of a central part containing nucleic acid, surrounded by a coat of protein and lipid
Canine	distemper is a highly contagious disease caused by virus; symptoms include fever, malaise, nasal and sometimes convulsions and other nervous system disorders may occur
Foot-and-mouth-disease	are the simplest and smallest form of plant life existing everywhere and sometimes cause diseases
Feline leukemia disease	is a highly contagious disease which performs symptoms included blisters that appear on the mouth and feet
Anthrax	may be characterized by septicemia and severe diarrhea. Its bacteria usually enter the body through the mouth, most commonly along with food or water infected by feces
Kennel cough	symptoms include fever, emaciation, and progressive loss of strength
Leptospirosis	is a disease of lungs. Symptoms include fever, emaciation, and progressive loss of strength
Salmonellas	has the following symptoms are dry cough, appetite loss, discharge from the nose or eyes, and lethargy
Tuberculosis	causes kidney disease and destruction of red blood cells with potential anemia; it may also cause abortion

3. Translate into English.

1. Сальмонела – це хвороба диких та свійських ссавців, птахів, рептилій, а також людей. 2. Головним симптомом цієї хвороби є діарея. 3. Зараження відбувається в результаті контакту з брудними предметами, інфікованими продуктами харчування тваринного походження, а саме – яйця або м'ясо. 3. Сибірка – одна з найдавніших хвороб, яка уражає теплокровних тварин та людей. 4. Іноді смерть від сибірки наступає раніше, ніж з'являються симптоми. 5. В інших випадках типовими симптомами є летаргія, втрата апетиту, гарячка, часте дихання, хитка ходьба. 6. Укуси комах можуть бути причиною захворювання на сибірку. 7. Лептоспіроз уражає велику рогату худобу, собак, овець, кіз, людей. 8. Це захворювання є причиною хвороби нирок, деструкції червоних кров'яних тілець та аборту. 9. Лептоспіроз може передаватися людині від свиней, овець, кіз та собак. 10. Туберкульоз – хронічна хвороба як людей, так і тварин. 11. Туберкульоз розвивається у тканинах легенів або печінки. 12. Його симптомами є гарячка, прогресуюча втрата сил та виснаження. 13. Собачий кашель – це распіраторне захворювання, симптомами якого є сухий кашель, втрата апетиту, виділення з очей та носа. 14. Зазвичай ця хвороба поширена серед собак, які об'єднуються в групи. 15. Лейкемія у котів часто є фатальною хворобою, яка серйозно руйнує іммуну систему тварин. 16. Симптоми хвороби включають втрату ваги, анемію, гарячку, летаргію. 17. Контроль за поширенням хвороб тварин починається з їх ізоляції та карантину. 18. Багато бактеріальних хвороб можна лікувати різними антибіотиками. 19. Серед профілактичних заходів щодо поширення інфекційних хвороб важливим є іммунізація. 20. Багато інфекційних хвороб, таких як котячий лейкоз, сибірка, сальмонельоз, бруцельоз, сказ можуть бути попереджені іммунізацією.

4. NONINFECTIOUS DISEASES

1. Read the texts

Even if it were possible, a world without pathogens would not be diseasefree. Many animal diseases are caused by noninfectious factors such as an animal's environment, genetics, and nutrition. Heatstroke, for example, occurs when an animal is forced to endure high temperatures without access to water, adequate ventilation, or suitable shade. A common scenario involves an animal that has been locked inside a car without air-conditioning during hot weather. Conversely, extreme cold can lead to hypothermia or frostbite. Other environmental hazards include the vast array of products humans use to eliminate pests and weeds from homes, farms, and gardens. For example, rodenticide, poison used to kill rats and

mice, can cause fatal internal hemorrhaging in any animal that ingests this toxic substance. Improper use of flea powders, sprays, dips, and collars can also cause illness. Automobile antifreeze is another well-known poison. Its sweet taste appeals to some animals, such as cats and dogs, but consuming only a small amount can result in death. Many plant species are also toxic to animals. Some, such as pokeweed and yew, commonly grow in pastures and yards. Poor feeding practices can lead to diseases such as nutritional secondary hyperparathyroidism, a condition involving the muscles and bones of dogs that is associated with an all-meat diet. Large, rapidly growing puppies that consume too many calories and too much calcium can develop hypertrophic osteodystrophy, a disease resulting in lameness. Cats need sufficient amounts of an essential aminoacid called taurine in their diets. Without it, they may develop eye problems. Not enough iodine intake can cause a goiter, or enlargement of the thyroid gland, in cows, horses, and other animals. Trauma is a leading cause of injury and premature death in animals, especially pets that are allowed to roam free outdoors. Many animals are hit by cars or bitten by other animals. Farm animals may be attacked by predators, or they may harm themselves on sharp fencing or discarded nails. Untreated wounds can become infected and cause permanent damage.

Hip dysplasia, a painful and debilitating skeletal condition, is a noninfectious disease caused in part by heredity. Certain defects of the heart or palate, the roof of the mouth, may also be inherited. Some animals are genetically predisposed to diseases such as generalized demodectic mange, a skin disease caused by mites and characterized by hair loss and scaling around the eyelids, mouth, and front legs. An animal's immune system is designed to detect and eliminate invading organisms. Occasionally, however, it behaves as though the animal's own body were the attacker, and it destroys healthy tissue. Diseases caused by this response, known as autoimmune diseases, include pemphigus foliaceous, a skin disease of dogs, cats, and horses; and rheumatoid arthritis, a severe type of arthritis that involves inflammation of the joints. In the autoimmune disease hemolytic anemia, the animal's own red blood cells are destroyed by its immune system. Cancer exists in all animals. It is classified as either benign—that is, relatively noninvasive and unlikely to return after treatment; or as malignant—that is, aggressive and likely to spread. Any organ or system can be affected, either directly or through metastasis—when cancer cells from one part of the body spread to other areas of the body. Some forms of cancer are more widespread in animals of a particular breed, age, or sex, and even individuals of a specific color. For example, cancer of the mammary gland occurs more often in female animals, while melanoma, or skin cancer, is the most frequent tumor of elderly gray horses, and lymphosarcomas, tumors of the lymph nodes, are the most common type of specific tumor in cats. The study of cancer,

known as oncology, is a growing field in veterinary medicine. Task 2. Read and learn definitions given below. Parasites Parasite, organism that lives in or on a second organism, called a host, usually causing it some harm. A parasite is generally smaller than the host and of a different species. Parasites are dependent on the host for some or all of their nourishment. For example, a tapeworm, a flattened worm that lives in the gastrointestinal tract of mammals, lacks an intestine of its own and must absorb predigested food from the intestine of its host. This food is the tapeworm‘s only energy source for growth and reproduction. Parasitism affects most life forms, from bacteria infected by the viruses known as bacteriophages, to humans, who are subject to more than 100 parasites known to cause disease. Types and Forms of Parasites Parasites come in a variety of forms. Many arthropod parasites, including mites, ticks, and mosquitoes, cause a number of debilitating animal and human diseases. Certain plants, including mistletoe and dodder, parasitize other plants to obtain water and nutrients. Microscopic parasites include single-celled protozoans such as amoebas and sporozoa, fungi, and bacteria, which can infect animals and plants. Viruses are entirely parasitic, able to survive and reproduce only within other living organisms. Parasites that live on the inside of the host‘s body are known as endoparasites, while those that live on the outer surface of their hosts are known as ectoparasites. This distinction reflects adaptations made by the parasite to overcome certain barriers to parasitism. For example, when invaded by a parasite, a host often triggers an immune response, a cellular reaction that works to destroy the invader. Parasitic worms, including flatworms (soft-bodied worms, such as tapeworms and flukes) and roundworms (thin, unsegmented worms, also called nematodes) are endoparasites, usually living in the intestines, lungs, liver, or othe internal organs of their hosts. These worms have developed adaptations that enable them to avoid the host‘s immune response, such as during a developmental stage when they are protected by a cyst wall or an outer surface that constantly changes, thereby making it difficult for the host immune system to target the parasite for attack. Many ectoparasites have developed structures, such as suckers, hooks, and teeth, which help penetrate the host‘s outer surface. Primitive fishes, such as hagfish and lampreys, use suction like mouths to attach to the outer surface of other fish and suck out nutrients. Some annelids (segmented worms), such as leeches, are also ectoparasites, using sucking disks to feed on the blood and tissues of vertebrate hosts.

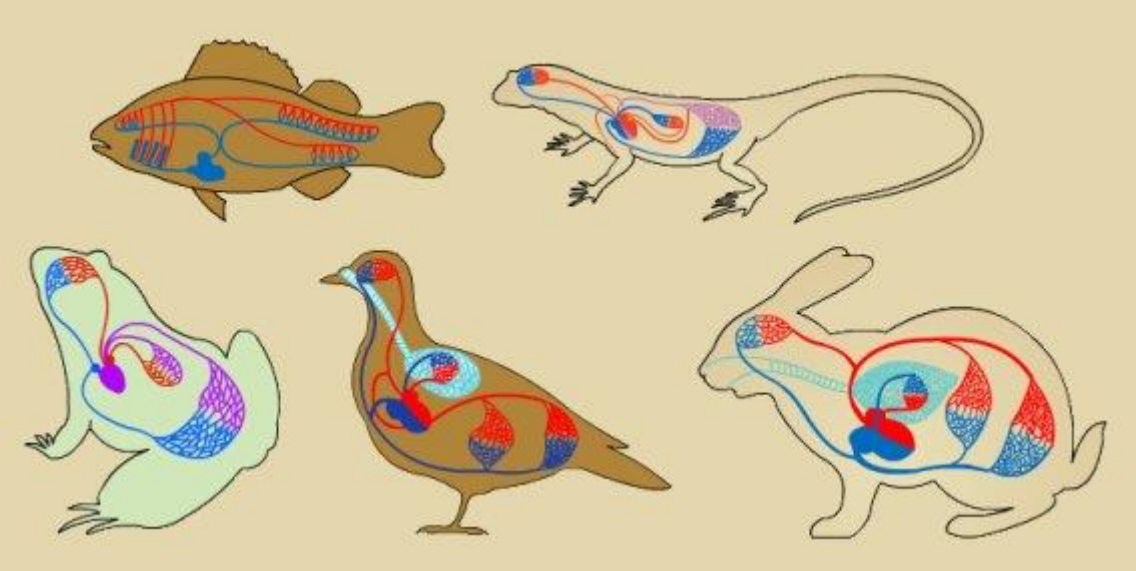
Importance of bacteria. Because viral processes so closely resemble normal cellular processes, abundant information about cell biology and genetics has come from studying viruses. Basic scientists and medical researchers at university and hospital laboratories are working to understand viral mechanisms of action and are searching for new and better ways to treat viral illnesses. Many pharmaceutical and

biotechnology companies are actively pursuing effective antiviral therapies. Viruses can also serve as tools. Because they are efficient factories for the production of viral proteins, viruses have been harnessed to produce a wide variety of proteins for industrial and research purposes. A new area of endeavor is the use of viruses for gene therapy. Because viruses are programmed to carry genetic information into cells, they have been used to replace defective cellular genes. Viruses are also being altered by genetic engineering to kill selected cell populations, such as tumor cells. The use of genetically engineered viruses for medical intervention is a relatively new field, and none of these therapies is widely available. However, this is a fast-growing area of research, and many clinical trials are now in progress. The use of genetically engineered viruses extends beyond the medical field. Recombinant insect viruses have agricultural applications and are currently being tested in field trials for their effectiveness as pesticides. Mammals and reptiles serve as the virus reservoir, and mosquitoes serve as vectors essential to the virus life cycle by ensuring transmission of the virus from one host to another. Horses and people are accidental hosts when they are bitten by an infected mosquito, and they do not play an important role in virus transmission.

2. Translate

Визначати період відкриття вірусів, приписувати комусь, поширювати поняття, вирощувати культури окремих організмів, виділення бактерій, бути доведеним до кінця, розчинний агент, зробити некоректний висновок, розширювати дослідження, проходження (прохід, проникнення) бактерій, бути обмеженим догмою, незнання (неусвідомлення) результатів, співпрацювати, заражена рідина, ініціювати суперечку (дискусію, полеміку), запровадити нові методики, здатний до фільтрації (очищення), відносити до, отруйна рідина, віднести до класу інфекційних захворювань, дозволити ріст, лабораторний посуд, нагадувати звичайні процеси, поширювати інформацію, шукати нові шляхи лікування вірусних захворювань, слід, відбиток, бути підкореним, намагання (старання, зусилля), клітини пухлини, шукати ефективне лікування.

5. ORGANS AND ORGAN SYSTEMS



1. Read and translate the text

Organs are composed of multiple tissue types organized to carry out a specific function. Examples of organs include the heart, the brain, the pancreas, blood vessels, bones, and skin. Groups of multiple organs working together to carry out a major bodily function are called organ systems. Any animal more complex than the cnidarians and ctenophores (jellyfish and comb jellies) uses one or more organ systems to perform the body‘s necessary functions. Each organ system has evolved within a species to help keep the particular animal functional. In general, more highly evolved animals require more complex organ systems than their primitive ancestors. For example, Platyhelminthes (flatworms), which have no body cavity, use a urinary system for the removal of waste but lack a circulatory system for the transport of oxygen and nutrients. In contrast, vertebrates have several organ systems, including one designed to circulate blood around the various body cavities. All vertebrates possess the same eleven principal organ systems that facilitate all of life‘s major functions.

	Organ System	Function	Component Organs
	Skeletal	Structural support and the site of muscle attachment	Bones, cartilage, ligaments
	Muscular	Movement	Muscles
	Integumentary	Protects the body and regulates body temperature	Skin, sweat glands, nails, hair

	Respiratory	Facilitates the intake of oxygen and removal of carbon dioxide	Lungs or gills, trachea, skin
	Circulatory	Transports materials such as nutrients, waste products, carbon dioxide, and oxygen	Heart, blood vessels, blood
	Digestive	Breaks down food for the acquisition of nutrients	Mouth, stomach, intestines, liver, pancreas
	Urinary	Removes waste from the blood	Kidneys, bladder, ureters, urethra
	Immune	Provides defense against pathogens (disease-causing agents)	White blood cells, lymph nodes, lymph vessels, spleen, thymus
	Endocrine	Controls and regulates bodily functions through chemical communication between the brain and organs and aids the nervous system in integrating the activities of all bodily systems	Glands
	Nervous	Detects internal and external stimuli and aids in controlling and coordinating responses to stimuli via electrochemical communication between the brain and body; also aids the endocrine system in integrating the activities of all bodily systems	Nerves, brain, spinal cord, sensory organs
	Reproductive	Replicates genetic material to be passed on to organisms‘ offspring	Testes, ovaries, penis, uterus, vagina

2. Animals' bodies are made up of various body systems, groups of organs that work together to perform a function. These body systems (also referred to as organ systems) include:

1. Reproductive system	a) enables animals to send, receive, and process nerve and sensory impulses.
2. Respiratory system	b) enables animals to move and control movement; consists of skeletal muscles which help move the skeleton and control movement, smooth muscles which are involuntary and control the stomach and intestine, and cardiac muscles which include the heart muscles.
3. Nervous system	c) enables animals to break down food that they eat and obtain energy for other body processes.
4. Lymphatic system	d) is an animals outer covering (such as skin, scales, feathers, fur, and other body parts that protect the animal and prevent it from drying).
5. Circulatory system	e) includes an animal's nose, lungs, and trachea; brings air into the animal and releases waste carbon dioxide back into the air.
6. Endocrine system	f) enables animals to produce offspring.
7. Muscular system	g) helps to filter out disease-causing organisms and helps to drain fluid waste from in and around tissues. It helps in the defense against infection.
8. Urinary system	h) transports blood throughout an animal's body and consists of blood, arteries, veins, and capillaries.

9. Integumentary system	i) consists of the kidneys, bladder, ureters, and urethra and enables animals to expel waste fluids in the form of urine.
10. Digestive system	j) provides internal or external support (such as a skeleton, exoskeleton or shell).
11. Skeletal or support system	k) protects against infection and disease.
12. Immune system	l) is made up of glands (such as the thyroid, pituitary, parathyroid adrenal, pineal body, pancrease, thymus, ovaries, and testes) and hormones (chemicals released from glands into the bloodstream). These glands and hormones control or influence various body functions (such as metabolism, growth, and reproduction).

3. Learn definitions given below

Recognized Organ Systems in Animals How Organs Work Together to Perform a Function

Animals' bodies are made up of various body systems, groups of organs that work together to perform a function. These body systems (also referred to as organ systems) include:

Reproductive system – The reproductive system enables animals to produce offspring.

Nervous system – The nervous system enables animals to send, receive, and process nerve and sensory impulses. The nervous system can be broken down into three categories which include the central nervous system (the brain and spinal cord), the peripheral nervous system (the nerves that branch off of the brain and spinal cord and carry nerve signals to muscles and glands), and the autonomic nervous system (controls involuntary actions such as heartbeat and digestion).

Circulatory system – The circulatory system transports blood throughout an animal's body and consists of blood, arteries, veins, and capillaries.

Respiratory system – The respiratory system includes an animal's nose, lungs, and trachea. The respiratory system brings air into the animal and releases waste carbon dioxide back into the air.

Lymphatic system - The lymphatic system helps to filter out disease-causing organisms and helps to drain fluid waste from in and around tissues. The lymphatic system helps in the defense against infection.

Endocrine system –The endocrine system is made up of glands (such as the thyroid, pituitary, parathyroid adrenal, pineal body, pancrease, thymus, ovaries, and testes) and hormones (chemicals released from glands into the bloodstream). These glands and hormones control or influence various body functions (such as metabolism, growth, and reproduction).

Urinary system – The urinary system consists of the kidneys, bladder, ureters, and urethra and enables animals to expel waste fluids in the form of urine.

Muscular system –The muscular system enables animals to move and control movement. The muscular system consists of skeletal muscles which help move the skeleton and control movement, smooth muscles which are involuntary and control the stomach and intestine, and cardiac muscles which include the heart muscles.

Digestive system –The digestive system enables animals to break down food that they eat and obtain energy for other body processes.

Integumentary system – The integumentary system is an animals outer covering (such as skin, scales, feathers, fur, and other body parts that protect the animal and prevent it from drying).

Immune system –The immune system protects against infection and disease.

Skeletal or support system –The skeletal or support system provides internal.

6. THE INTEGUMENTARY SYSTEM

Many complex animals are highly mobile and continually exposed to a variety of terrestrial and aquatic environments. For their bodies to function properly, they must protect themselves from a barrage of external forces and process a vast array of stimuli. The integumentary system is an animal‘s first way of defending against and interacting with the outside world. This organ system is composed of the protective layer, skin, as well as additional structures such as hair, nails, feathers, scales, and glands. The integumentary system not only provides a barrier between the inner workings of the animal and the outside environment, but it also facilitates temperature control and the

movement of important molecules such as water and carbon dioxide into and out of the animal.

Describe the main purposes of the skin.

Skin is an organ composed of three types of tissue-epithelial, connective, and nerve-arranged in two main layers. The epidermis forms the thin outer layer of the skin. The thicker layers of tissue, called the dermis and the hypodermis, lie underneath. Intersecting these layers is an assortment of other cell types including hair follicles, blood vessels, and nerve cells. The primary function of skin is to separate an animal‘s internal organs from the outside environment. It also performs several other key functions:

Produces vital vitamin D nutrients that result from the reaction of compounds in the skin with ultraviolet light from the sun. Senses heat, cold, pressure, and touch and relays information to illicit a response from other parts of the body.

Protects against UV radiation and prevention of physical injury to internal structures. Forms a barrier against bacteria and protects the body from infection. Contains fat necessary for bodily functions and insulation. Regulates body temperature by monitoring internal and external heat. Secretes waste from the body. The Epidermis The first layer of skin is the epidermis. It is the thinner of the two layers of skin tissue and is composed of epithelial tissue. Epidermal cells divide mitotically on the bottom of the epidermis, moving closer to the surface as they age. Epidermal cells divide rapidly, continually creating a fresh set of cells that push up. As they move upward, epidermal cells synthesize keratin, the protein that makes up nails and hair. When they reach the surface of the epidermis, the cells flatten out and stop dividing. Because they continually move farther away from vital blood vessels close to the dermis layer, epidermal cells die as they reach the epidermis surface. They are then brushed off and replaced by the next layer of cells.

The Dermis. The thicker second layer of skin, known as the dermis, consists primarily of connective tissue interspersed with a variety of other cells, such as the nerve endings necessary for the sense of touch. Unlike cells in the epidermis, dermis cells are replaced very slowly. Interlaced with the dermis is a network of blood vessels that play an important role in thermoregulation, the regulation of body temperature. When an animal is overheated, the blood vessels in the dermis dilate, allowing rapid dissipation of heat from the blood. When cold, these same blood vessels will constrict and keep the heat of the blood in the body.

The Hypodermis. Beneath the skin is a third layer of tissue known as the hypodermis. The hypodermis, sometimes called the subcutaneous (sub-skin) layer, is the connective tissue attaching the skin to internal organs. Much of the body‘s fat is stored in the hypodermis.

Additional Structures In addition to skin, the integumentary system may contain additional body structures such as hair, scales, feathers, nails, and glands

Hair is entirely composed of keratin protein. It has no nerve tissue and is not considered living. Hair grows outward from a hair follicle embedded in the dermis. A single hair shaft will grow for a period of time before falling out and being replaced by a new hair. This process will continue unless the follicle shrinks, preventing any new hair growth. Although the hair shaft itself cannot relay senses from the outside environment, the hair follicle can. Each hair follicle is vascularized, supplied with blood vessels, and contains nerve endings. The follicle senses the hair‘s movement, making the organism aware of touch or sensation. In addition to relaying sensations from the outside environment, hair provides an added degree of warmth to the animal.

Scales are rigid plates composed of a variety of substances, including keratin protein, and can vary in shape, size, and structure across different species of animals. Scales grow out of the skin and provide additional protection against physical force, as well as dehydration.

Feathers, the defining feature of all birds, are believed by biologists to have derived from reptilian scales. They are produced by cells in the epidermis and are composed of keratin proteins. Feathers provide insulation and are necessary for flight.

Nails, also made from keratin, grow out from the fingers and toes and are connected to nerve endings at the base of the nail. The free edge of the nail extends past the finger and has no nerve endings. Nails are useful for picking and scratching and protection of the fingers and toes.

Glands. The term gland characterizes any organ in an animal body that produces and secretes a substance, such as a hormone. Exocrine glands, such as sweat glands in the skin, secrete these substances through tubelike ducts.

There are two types of skin glands:

a). Sebaceous glands produce the oily sebum that lubricates hair and skin and can prevent bacterial growth.

b). Sweat glands aid in thermoregulation by producing sweat from two subdivisions of glands. The merocrine glands produce the salty sweat that facilitates evaporation and the subsequent cooling of an organism. The apocrine glands secrete fluid into hair follicles rather than through ducts. This secretion contains a milky fluid of unknown purpose as well as clear, salty sweat. This milky fluid is only secreted in the armpits, groin, and anal area of humans and causes body odor.

1. Using the abstract given below describe the epithelial tissue and explain how its composition relates to its function.

Epithelial tissue often takes the form of a tight sheet, with very little space between the cells. Epithelial tissue lines the surfaces of the body, acting as a selective barrier through which only certain substances pass. The small spaces between cells in the epithelial tissue allow only the smallest molecules to diffuse past the tissue without assistance from the body.

2. Explain how the respiratory, urinary, digestive, and immune systems contribute to homeostasis. The respiratory system contributes to homeostasis by keeping the body‘s oxygen and carbon dioxide levels within acceptable limits. Homeostasis is also maintained by the urinary system, which keeps the level of wastes in the bloodstream at low levels. The digestive system aids homeostasis by providing the body with the proper nutrients. Finally, the immune system contributes to homeostasis by fighting disease-causing agents called pathogens.

3. Explain how a household thermostat can be described as a negative feedback mechanism. Similar to the negative feedback loop used by animal bodies, a household thermostat regulates the process of heating or cooling to maintain a suitable end product, the temperature. A heater will automatically turn on if the temperature drops below a certain level. The system will turn off once the temperature reaches a predetermined acceptable level.

ЗРАЗКИ МОДУЛЬНИХ КОНТРОЛЬНИХ РОБІТ

1. Choose the correct alternative. Then translate the article.

Rabies is a ***viral/virus*** disease that affects the central nervous system of warm-blooded animals, including humans. The disease has a long ***incubate/incubation*** period (six months) and symptoms may take several weeks to appear after infection. However, once symptoms appear, rabies is always ***fatality/fatal*** in animals. There are several strains of the classic rabies virus. Rabies is transmitted through the saliva

of an ***infected/infectious*** animal. Infection occurs primarily via bite wounds, or infected saliva entering an open cut or wound or mucous membrane. The period of time before clinical signs appear in an infected animal can vary depending on the strain of virus and entry point. Clinical signs of rabies in animals will vary depending on the effect of the virus on the brain. Typical signs include sudden *behavioral/behave* changes and progressive ***paralysis/paralyze*** leading to death. Furious rabies: Animals may be ***anxious/anxiety***, highly excitable or aggressive with intermittent periods of depression. With the loss of natural caution and fear of other animals and humans, animals with this form of rabies may demonstrate sudden behavior changes, and attack without ***provocation/provocative***. As the disease progresses, muscular ***weak/weakness***, incoordination and seizures are common signs. Death results from progressive paralysis. Dumb Rabies: Animals with this form of rabies may be depressed or unusually docile. The animal will often have paralysis, generally of the face, throat and neck, causing ***disnormal/abnormal*** facial expressions, drooling and inability to swallow. Paralysis may affect the body, first affecting the hind legs. The paralysis progresses rapidly to the whole body with subsequence***/subsequent*** coma and death. The disease may be suspected based on clinical signs, however, laboratory tests are required to confirm the *diagnosis/**diagnose***. Samples taken from dead animals must be sent to competent laboratories for diagnosis. In countries where the disease is endemic, the most common ***measurement/measures*** are: – surveillance and reporting of suspected cases of rabies in animals; – vaccination programs for domestic animals; – research into disease dynamics and vaccines; – wildlife rabies control programs including vaccination; – ***population/populated*** control and vaccination programs for stray animals.

2. Choose the correct answer.

Veterinary Public Health is a component of public health that focuses on the application of veterinary science to 1) _____ and improve the physical, mental and social well-being of humans. About 75% of the new diseases that have affected humans over the past 10 years have been caused by pathogens 2) _____ from an animal or from 3) _____ of animal origin. Many of these diseases have the potential to spread through 4) _____ means over long distances and to become global problems. The core domains of VPH include the following: diagnosis, surveillance, epidemiology, control, prevention and 5) _____ of zoonoses; food 6) _____; management of health aspects of laboratory animal facilities and 7) _____ laboratories; biomedical research; health education and 8) _____; and production and control of biological products and medical devices. Other VPH core domains may 9) _____ management of domestic and wild animal populations, animal

welfare, the use of animals in science, protection of drinking-water and the environment, and management of public health emergencies. Veterinary Public Health is an essential part of public health and includes various types of 10) _____ between the disciplines that link the health triad, peopleanimals-environment, and all of its interactions.

1. a. protective b. protect c. protection
2. a. originating b. origin c. original
3. a. productive b. produce c. products
4. a. various b. variety c. vary
5. a. eliminate b. elimination c. eliminative
6. a. protected b. protect c. protection
7. a. diagnosis b. diagnostic c. diagnose
8. a. extend b. extensive c. extension
9. a. include b. inclusion c. inclusive
10. a. cooperate b. cooperative c. cooperation

3. Match the questions below with the paragraphs.

A. How is the disease diagnosed?
B. What is being done to prevent or control the disease?
C. How is the disease transmitted and spread?
D. What is Trichinellosis?
E. Where is the disease found?

1._____ Trichinellosis is a serious zoonotic disease caused by parasitic nematodes of the genus Trichinella. There are eight species and three additional genotypes in the genus, with various geographic and host preferences. Trichinella can infect most mammals, and a few species also infect reptiles or birds. Humans are susceptible to infection by all species of the parasite.

2. _____ Trichinella is found on every continent except Antarctica. The disease is less common in countries where pork is not eaten.

3. _____ Trichinellosis is spread by consuming infected meat or meat products. It is transmitted between animals by predation and scavenging, to pigs by feeding uncooked meat scraps or meat products or by eating rats, and to humans by consuming insufficiently cooked meat from an infected animal. An infected animal has larvae lodged in its muscle. The larvae are released from the muscle as it is digested and rapidly develop into adults in the intestine of the new host. The adult worms produce live larvae that penetrate the wall of the intestine and travel via the lymphatic and blood system throughout the body and finally enter muscle cells. Trichinella is very prolific and an infected animal might have up to several hundred larvae per gram of muscle.

4. _____ As part of the meat inspection process, direct detection of Trichinella is performed by microscopic examination of muscle tissue. Indirect tests are based on the immune response of an infected animal and finding antibodies to the larvae. Molecular testing methods are used to distinguish the various species of Trichinella which may have unique characteristics.

5. _____ The disease is controlled by banning the feeding of raw swill to pigs and the application of meat inspection methods for detecting Thrichinella. Rat control is also a necessary part of any eradication effort.

4. Match the underlined words from the article in exercise 9 with their definitions. Then translate them.

1. an animal disease that can infect humans _____ 2. food wastes _____ 3. worms, such as roundworms or threadworms _____ 4. producing a large amount of something _____ 5. the act of killing and eating other animals _____ 6. very young forms of insects that look like worms _____ 7. eating dead animals _____ 8. any of the body's immunologic reactions to an antigen _____

5. Translate.

1. географічна перевага та специфічність паразита у виборі господарів 2. споживання зараженого м'яса 3. м'ясні залишки 4. поїдання щурів 5. проникнути в м'язові клітини 6. проникнути всередину стінки кишечнику 7. недостатньо термічно оброблене м'ясо 8. антитіла 9. ліквідація вогнищ інфекції 10. мікроскопічне дослідження м'язової тканини.

6. Match. Then translate the definitions.

1. a hare	A. any abnormal damages or changes of the skin
2. a tumour	B. a small cluster of cells that arises from the dermis layer of the skin
3. a limb	C. any rodentlike mammal having long ears, a divided upper lip, and long hind legs adapted for leaping.
4. a flea	D. a disease characterized by multiple skin pustules
5. a mosquito	E. an uncontrolled, abnormal growth of cells in any animal or plant tissue
6. pox	F. a part of an animal body distinct from the head and trunk, as a leg, arm, or wing
7. skin lesions	G. a wingless bloodsucking insect, parasitic upon mammals and birds and noted for their ability to leap
8. a skin nodule	H. a dipterous insect, which sucks the blood of animals and humans, and can transmit certain diseases

7. Match and translate

1. impairment	a. раннє вибракування
2. to afflict	b. ринкова вартість
3. premature culling	c. знищення хвороб
4. animal husbandry products	d. погіршення
5. trade value	e. сировина тваринного походження
6. eradication of diseases	f. продукція тваринництва
7. raw materials of animal origin	g. вражати
8. communicable	h. життєві функції
9. vital functions	i. передаватись контактним шляхом

Animal disease is an impairment of the normal state of an animal that interrupts or modifies its vital functions. Concern with diseases that afflict animals dates from the earliest human contacts with animals and is even reflected in early views of religion. Nowadays, animal diseases cause great economic losses because they lead to a reduction of productivity and efficiency of animals, their premature culling, deterioration of food qualities of animal husbandry products, and a decrease

in the trade value of raw materials of animal origin. Disease development is associated with a cause which gives rise to disease and condition of an organism and depends on the species of an animal, breed, constitution, age, sex, feeding conditions, care, and so on. The branch of medicine called veterinary medicine deals with the study, prevention, and treatment of diseases not only in domesticated animals but also in wild animals and in animals used in scientific research. Prevention, control, and eradication of diseases of economically important animals are agricultural concerns. Programs for the control of diseases communicable from animals to man, called zoonoses, especially those in pets are closely related to human health. The diseases of animals are of increasing importance throughout the world.

8. Complete the sentences.

1. Animal disease is an _____ of the normal state of an animal.

2. Animal disease interrupts or _____ its vital _____.

3. Animal diseases _____ great economic _____.

4. Animal diseases lead to a _____ of productivity and _____ of animals.

5. Animal diseases cause _____ of food _____ of animal _____ products.

6. Disease development is associated with a _____ and condition of an _____.

7. Disease development depends on the _____ of an animal, breed, _____, age, _____, feeding conditions, _____, and so on.

8. The branch of medicine called _____ _____ deals with the study, _____, and treatment of diseases.

9. Prevention, control, and _____of diseases of economically important animals are _____ _____.

10. Diseases which are _____ from animals to man, called _____.

9. Choose where the words best fit the gaps. Then translate the sentences.

1. *economic loss/vital functions*

a. Do you remember the _____ in animals? They are nutrition, reproduction and interaction.

b. Animal diseases are a threat to the animal product marketing sector and lead to the _____ _____.

2. reduction/efficiency

a. Prerequisites for improving productivity include better public policies, enhanced research and the _____ of animal disease risk.

b. In animal husbandry, feed conversion ratio (FCR) is a ratio of measuring the _____ with which the bodies of livestock convert animal feed into the desired output.

3. animal husbandry/raw materials

a. The _____ of animal origin are considerably less well known than those of plant origin and are now almost systematically replaced by synthetic products.

b._____ is the branch of agriculture concerned with animals that are raised for meat, fibre, milk, eggs, or other products.

4. breed/sex

a. _____ is a particular type of animal or plant.

b. _____ is the state of being either male or female.

5. prevention/treatment

a. Because these are live vaccines, signs of disease can occur and _____ may be needed following vaccination.

b. The _____ of spread of animal and bird disease is done by providing proper hygiene and biosecurity standards.

6. disease/impairment

a. An _____ is the act of spoiling something or making it weaker so that it is less effective.

b. A _____ is a particular abnormal condition, a disorder of a structure or function, that affects part or all of an organism.

ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ

1. Choose the right variant to answer the questions.

1. The skeletal system comprises which of the following organs?

1. Bones
2. Ligaments
3. Cartilage
4. All of the above
5. A and C only

2. Which type of muscle tissue is found in blood vessels and the digestive track?

1.Skeletal
2. Striated
3. Smooth
4. Rough
5. Cardiac

3. What is the name for a group of cells organized to carry out a specific function?

1. Tissues
2. Organelles
3. Organs
4. Organ systems
5. Organ groups

4. If an animal feels cold, its body will initiate a number of mechanisms, such as shivering, designed to increase body temperature. Shivering and other temperature-raising mechanisms will stop once the body reaches a normal temperature. This is an example of what process?

1. Positive feedback
2. Neutral feedback
3. Negative feedback
4. Positive regulating
5. Negative regulating

5. Which organ system is responsible for chemical communication between various parts of the body?

1. Immune system
2. Nervous system
3. Reproductive system
4. Respiratory system
5. Endocrine system

6. Which type of nervous tissue is responsible for providing structural support and facilitating information transfer along and between neurons?

1. Motor neurons
2. Sensory neurons
3. Interneurons
4. Accessory neurons
5. Glial cells

7. Which type of tissue is composed of cells suspended in ground substance?

1. Epithelial tissue
2. Connective tissue
3. Ground tissue
4. Nervous tissue
5. Muscle tissue

8. What is the name for the thin, single layer of tissue that lines the lungs and blood vessels?

1. Simple squamous epithelial
2. Simple cuboidal epithelial
3. Stratified squamous epithelial
4. Stratified columnar epithelial
5. Pseudostratified columnar epithelial

9. Which of the following is NOT considered part of the immune system?

1. White blood cells
2. Lymph nodes
3. Spleen
4. Pancreas
5. Thymus

10. What is the primary type of tissue found in the heart?

1. Smooth muscle tissue
2. Skeletal muscle tissue
3. Cardiac muscle tissue
4. Connective tissue
5. Epithelial tissue

11. Which type of nervous tissue integrates and relays information between neurons?

1. Glial cells
2. Motor neurons
3. Sensory neurons
4. Association neurons
5. Contact neurons

12. Which organ system includes the skin, nails, hair, and sweat glands?

1. Integumentary system
2. Skeletal system
3. Muscular system
4. Endocrine system
5. Circulatory system

2. Find synonyms and group them.

	Concern	Cure
	Reduce	Breathing

	Raise	Consider
	Vital	Pervade
	Upset	E[pose
	Penetrate	Decrease
	Prevalent	Mushroom
	Display	Illness
	Abdomen	Disorder
	Fungal	Environment
	Signalman	Characteristic features
	Disease	Breed
	Treat	Determine
	Identify	Spread
	Surrounds	Domestic animals
	Physical examination	Develop
	Create	Coelom
	Pets	Spread

3. Choose correct terms to the following definitions.

1. Body ‘s natural defense mechanisms.

a. circulatory system;
b. immune system;
c. reproductive system.

2. Disorders that influence body ‘s health and ability to function.

a. illness;
b. treatment;
c. therapy.

3. Economic well-being that influence many industries.

a. failure;
b. lost;
c. effectiveness.

4. Animal diseases that are transmitted to humans.

a. fever;
b. zoonoses;
c. plague.

5. Prevention of animal diseases.

a. treatment plan;
b. complete history;
c. prophylactic measures.

6. Animals that live in their owner’s places.

a. wild animals;
b. zoo animals;
c. household pets.

7. Diseases that are caused by an agent, such as bacteria or a virus.

a. heart diseases;
b. infectious diseases;
c. zoonoses diseases.

8. Diseases that are caused by factors such as diet, environment, injury, and heredity.

a. noninfectious diseases;
b. infectious diseases;
c. viral diseases.

9. Disease that entirely destroys body's natural defense mechanisms. a. anthrax;

b. AID;
c. rabies.

10. Testing in veterinary clinic which includes measuring animal‘s body temperature, listening to its heart, checking its pulse, and feeling its abdomen and lymph nodes is called …

a. treatment list;
b. physical examination;
c. blood testing.

4. Identify the correct order in which food passes through the alimentary canal:

 Pharynx, esophagus, stomach, small intestine, colon
 Esophagus, pharynx, stomach, small intestine, colon
Pharynx, esophagus, small intestine, stomach, colon
Pharynx, esophagus, stomach, colon, small intestine
 Esophagus, pharynx, small intestine, stomach, colon

Which section of the alimentary canal is highly acidic?

- Small intestine
- Stomach
- Mouth
- Rectum
- Colon

Which of the following substances does pancreatic amylase break down?

- Protein
- Fat
- Nucleic acid
- Polypeptides
- Starch

What is the innermost lining of the human alimentary canal called?

- Serosa
- Muscularis
- Submucosa
- Mucosa
- Villa Which of the following helps to break down fat in foods?
- Salivary amylase
- Pancreatic amylase
- Bile
- Trypsin
- Chymotrypsin

What is the primary purpose of the large intestine?

- Compact waste and remove water
- Break down starches
- Absorb nutrients
- Mechanically break down foods

 Store waste until it is expelled

Which accessory gland produces most of the digestive enzymes secreted into the small intestine?

 The gallbladder

 The pancreas

 The liver

 The kidney

 The salivary glands

Where does the breakdown of starch begin?

 Mouth

 Pharynx

 Stomach

 Small intestine

 Colon

All of the following actions represent a mechanism for mechanical digestion EXCEPT:

 Chewing

 Tongue manipulation

 Bile secretion

 Stomach churning

 Peristalsis

The duodenum is the upper portion of which of the following organs?

 Pharynx

 Esophagus

 Stomach

 Large intestine

 Small intestine

Which of the following pairs of enzymes causes the breakdown of protein in the small intestine?

- Pancreatic and salivary amylase
- Trypsin and chymotrypsin
- Nucleases and ribonucleases
- Bile salts and bile acids
- Lipases and maltases

Which substance do the chief cells in the stomach secrete?

- Pepsinogen
- Pepsin
- Hydrochloric acid
- Mucous
- Sodium hydroxide

PART 3. MODULE 2

GRAMMAR

1. THE VERB TO BE (affirmative)

I	Am	I'm
You	Are	You're
He	Is	He's
She	Is	She's
It	Is	It's
We They	Are Are	We're They're

1. Complete the gaps with am, is, are.

1. Vet instruments _____ expensive. 2. John _____ from Colorado. 3. I _____ the best student in the class. 4. My sister_____ a nurse in a vet clinic. 5. You _____ in room 25. 6. The computer _____ very slow. 7. It _____ cold today. 8. We _____ interested in Immunology. 9. Suzy and Jack _____ tired after the surgery. 10. Cows_____ farm animals. 11. Horses _____ fast animals. 12. Jack_____ in the anatomy class. 13. These veterinary surgeons_____ very qualified. 14. Mr Jakson and Mr Peterson _____ emergency veterinarians. 15 My future job _____ to treat ill animals. 16. Lots of modern equipment _____ used by veterinarians. 17. I _____ a student of the veterinarian faculty.

2. Use the promts to write sentences. Use short forms.

1. He/clever _____

2. They/vet technitians_____

3. It/hot now _____

4. You/intelligent _____

5. We/busy today _____

6. I/in a vet lab _____

7. She/from Madrid _____

8. My collegues/Japanese _____

The verb to be (negative)

I	Am not	I'm not
You	Are not	You're not
He	Is not	He's not
She	Is not	She's not
It	Is not	It's not
We They	Are not Are not	We're not They're not

The verb to be (question)

Am	I	late?
Are	You	late?
Is	He	late?
Is	She	late?
Is	It	late?
Are Are	We They	late? late?

3. Complete the sentences with am, 'm not, is, isn't, are, aren't.

1. I _____Spanish. I'm Greek. 2. Peter _____a good student. He's a bad one! 3. My brother _____ a kennel attendant. He's a receptionist. 4. _____ his sister at University now? 5. The bus _____late. It's here now. 6. _____ you OK? 7. The book _____ very good. It's boring. 8. They _____ tired. They are full of energy.

4. Write short answers to the questions.

1. Are you a student of Voronezh State Agricultural University?

2. Are your friend's teachers?

3. Is it Monday today?

4. Are you hungry?

5. Are your friends with you now?

6. Is this classroom large?

7. Is it cold outside?

8. Is English easy?

9. Are these exercises difficult?

10. Is your English teacher from Britain?

5. Complete the dialogue with the correct form of the verb to be. Use short forms where possible.

Daniela: Hello! ____ you from here? Jack: No, we _____. And _____ you from here? Daniela: No. I _____ from Italy. My name ____ Daniela. Jack: Nice to meet you. I _____ Jack. And this _____ Mat. Daniela: This _____ Maria and this _____ Liz. Where _____ you from? Jack: We _____ from Germany. Daniela: _____ you from Berlin? Jack: No, we _____. We _____ from Munich. Daniela: _____ you here on holiday? Jack: No, we _____. It _____ an educational exchange program. This _____ a beautiful place. _____ you here on holiday? Daniela: Yes. I _____ here with friends.

6. Underline the correct word(s).

1. Where are you/you are from?
2. It is/Is it a good book?
3. What/What's your name?
4. A: Are you from China? B: No, we not/aren't.
5. A: Is she Russian? B: Yes, she is/she's.

7. Correct the mistakes.

1. I are fond of reading veterinary medicine magazines. 2. Is you a student? 3. You are a surgeon or an assistant? 4. Kate and Margaret am hard-working students. 5. Your project isn't really good; you should take part in a competition. 6. This are a difficult exam, you should study harder. 7. These books is on my desk. 8. They am not in the medical center. 9. They are at university? 10. How is you? 11. There is 30,000 books in our library. 12. The office isn't closed on Sunday, it is a day off. 13. She is from Spain? 14. Is he from Italy? No, he is. 15. Are they busy today? Yes, they aren't. 16. Are I right? 17. Scotland are a country.

8. Use *to be* in *Present Simple*.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she ... . 4. ... they at home? - No, they ... not at borne, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - Yes, I.... 7. ... your sister a typist? No, she ... not a *typist, she* ... a student. 8. ... your brother at school? - Yes, he ... . 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? Yes, it ... . 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in Kharkov, it ... in Kiev.

2. PRONOUNS

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronouns	Demonstrative pronouns
I	me	my	mine	myself	this
you	you	your	yours	yourself/ yourselves	that these
we	us	our	ours	ourselves	those
they	them	their	theirs his	themselves	
he	him	his	hers	himself	
she	her	her its		herself	
it	it	my		itself	
		your			
		our			
		their			
		his			
		her			
		its			

1. Complete the sentences with subject pronouns for the words in brackets.

1._____ is fond of Biology. (David)

2. _____ is studying for her exams. (Sarah)

3. _____ is working all day. (The computer)

4. _____ are closed on Sundays. (Universities)

5. _____ are doing a scientific project. (I and my colleague)

6. _____ are writing an article about classification of animals (Kate and Bob)

7. _____ aren't listening to me! (You and Jane)

8. _____ works in a vet clinic. (Mr. Stockman)

2. Complete the sentences with object pronouns for the words in brackets.

1. Have you talked to _____? (Tom)

2. Did you see _____? (the projects)

3. I will meet _____ on Monday. (Jane)

4. Could you give _____ further information about the meeting?

(me and my colleagues)

5. Turn _____ on, please. (the computer)

6. The lecturer gave _____ some details about the exam.

(the students)

3. Write possessive adjectives (my, your, etc.) and possessive pronouns (mine, yours, etc.) in the gaps.

1. This textbook belongs to me. This is _____ textbook. It's _____.

2. This project belongs to you. This is _____ project. It's _____.

3. These instruments belong to Kate. These are _____ instruments. They're.

4. This clinic belongs to them. This is _____ clinic. It's _____. 5. This key belongs to Peter. This is _____ key. It's _____.

6. These computers belong to us. These are _____ computers. They're____.

7. This car belongs to me and my sister. This is _____ car. It's _____.

8. These magazines belong to him. These are _____ magazines. They're __.

4. Complete the sentences with reflexive pronouns.

1. I hurt _____ playing with the dog.

2. She took a photo of _____.

3. We did a research _____.

4. Pete cut _____ during the surgery.

5. Students wrote the course work _____.

6. You should clean the surgical table_____.

7. Mary wrote the article _____.

8. They translated the text _____.

5. Complete the sentences with my, your, his, her, its, our, or them.

I'm Fiona and _____ sister's name is Claire.

We're brothers. _____ names are Ben and Roger.

A: What's your brother's name? B: My brother? _____ name is William.

They're my children. _____ names are Josie and Holly.

Our hotel is fantastic. _____ name is The Ambassador.

He's English but _____ wife is from Poland.

A: What are _____ names? B: His name's Dan and her name's Mary.

6. Complete the gaps with the words

my your myself its me these it she your this yourself

Dear Kate,

Thank you for 1)_____ letter. It was interesting to hear about your life. Now I want to tell you something about 2)_____. I have a brother. He is younger than 3)_____ and goes to school. We get on well. My dad is a teacher and my mum doesn't work, 4)_____ is a housewife. We have a cat, 5)_____ name is Lulu. My family and I live in a flat in Sochi. It is really pretty and we live close to the sea and to the mountains. That means we can go to the beach in summer and skiing in winter. At University I study animal anatomy, physiology of animals and surgery. I think 6)_____ subjects are very important in 7)_____ future job. I want to become a vet doctor. What about 8)_____ plans? Anyway, 9)_____ is the first time I've written a letter in English, so I hope you can understand 10)_____. Take care of 11)_____ and write soon.

Best wishes, David

3. ARTICLES

English language has two articles: **the** and **a/an**. a/an = indefinite article the = definite article

We use a/an to modify non-specific or non-particular singular nouns

the article **A** is used before singular, countable nouns which begin with consonant sounds the article

AN is used before singular, countable nouns which begin with vowel sounds;

We use the to refer to specific or particular singular or plural nouns;

before nouns which are unique: the earth, the sun, the sky before the names of rivers, oceans, seas, mountain ranges (the Alpserts), des, groups of islands (the Hawaii), countries when they include words such as "state", "kingdom"(the USA, theUK),etc.;
before the names of musical instruments;

before the names of hotels, theatres, cinemas, ships, organizations (the EU), museums, newspapers;

before the nationality words and families;

before the words morning, afternoon and evening;

before the titles when the person's name is not mentioned (the Queen) with superlative forms (the best)

We don't use the

before names (Mary);

before the names of countries, cities, streets, parks, mountains (Everest), islands (Santorini), lakes and continents;

before the names of meals (breakfast, lunch), games, sports;

with the words this, that, these, those;

with possessive adjectives;

before the titles when the person's name is mentioned (Queen Victoria)

1. Put a or an in the gaps

1. Microbiology is ____ useful subject.

2. It’s _____ old coat.

3. She’s reading _____ interesting book.

4. They have _____ house in Spain.

5. It’s _____ surgical department.

6. He’s _____ Italian businessman.

7. The journey took ____ hour.

8. I don’t want to work in ____ office.

9. They hired ____ qualified surgeon.

2. Put the where necessary

1. Have ____ Simpsons gone on holidays?

2. I think this bag is _____ hers.

3. The hotel is called _____ New Park Hotel.

4. I have ____ breakfast at 9.30 every morning.

5. He finishes work late in _____ evening.

6. My favourite sport is _____ football.

7. A new museum was opened by ____Minister.

8. _____ Queen Elizabeth was born in 1926.

9. Students have a break in ____ afternoon.

10. Last summer they travelled to _____ Singapore.

11. ____ Everest is the highest mountain in the world.

12. I’m learning to play _____ guitar.

13. Which is _____ longest river in the world?

14. _____ Sahara is the driest region in the world.

3. Complete the gaps with a/an, the or zero article (no word).

1. We have ___ new car, we live in ___flat, in ___ big city

2. ___Victor, ___ Mr. Brooks, ___Doctor Singh

3. it’s ___ capital city, it’s in ___ centre, it’s on ___ right

4. in ___ Bangkok, in ___ Dubai, in ___ Spain

5. in ___ UAE, in ___ UK, in ___ USA

6. in ___ morning, in ___ afternoon, at ___ weekend

7. on ___ Saturday, from ___ Monday to ___ Friday

8. at ___ university, go ___ home, go to ___ work

9. by ___ bus, by___ car, on ___foot

10. he’s ___ farmer, I’m___ manager, she’s ___ vet dentist

4. Complete the gaps with a/an, the or zero article (no word).

1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. I have no'... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

5. Complete the gaps with a/an, the or zero article (no word).

1. We have ... large ... family. 2. My granny often tells us ... long ... interesting .. stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ... pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens. ... milk, too. cat likes ... milk.

5 . Complete the gaps with a/an, the or zero article (no word).

1. We have ... large ... family. 2. My granny often tells us ... long ... interesting .. stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ... pupil. 7. My cousin has ... big

... black ... cat. My cousin's ... cat has two ... kittens. ... milk, too. cat likes ... milk. ... kittens like.

6. Complete the gaps with a/an, the or zero article (no word).

1. I am ... engineer. 2. My ... son is ... pupil. 3. He is ... good ... pupil. 4. This is ... house. 5. This is my ... pencil. 6. You have some ... pencils, but I have no ... pencil. Give me ... pencil, please. 7. I like your ... beautiful ... flower. Give me ... flower, please. 8. My ... mother is at ... home. She is reading ... interesting ... book. 9. My ... father is not at ... home. He is at ... work. He is ... doctor. He is ... good ... doctor. He works at ... hospital. ... hospital is large.

4. PLURAL NOUNS

We normally form plural nouns by adding –s

Singular	**Plural**
a cup	**+ - s**
one student	some cups
the article	ten students
a key	the articles
	two keys

But we form some plural nouns differently

man – men	**+ - es**
woman – women	bus – buses
child – children	kiss – kisses
person – people	wish – wishes
foot – feet	watch – watches
tooth – teeth	box – boxes
mouse – mice	potato – potatoes
fish – fish	
sheep – sheep	
man – men	
woman – women	
child – children	
person – people	
foot – feet	
tooth – teeth	
mouse – mice	

fish – fish sheep – sheep	
-y → - ies city – cities country – countries city – cities country – countries	**- f/- fe → - ves** wife – wives leaf – leaves

1. Write the plurals

1. a fox – some _____
2. a person – four _____
3. a horse – two _____
4. a woman – five _____
5. a vet nurse – some _____
6. a research – some _____
7. a wolf – many _____
8. a child – many _____
9. a foot – two _____
10. a study – some _____
11. a play – some _____
12. a fish – many _____
13. a city – a lot of _____
14. a potato – some _____
15. a sheep – some _____
16. a laboratory – some _____

2. Write the correct plural noun.

1. These (person) _____are going to take part in the conference.
2. The (woman) _____ want to meet the manager.
3. Their (child) _____hate eating pasta.

4. My (foot) _____ hurt.

5. I brush my dog's (tooth) _____ twice a day.

6. The (student) _____ are doing the exercise right now.

7. They sent some (man) _____ to fix the problem.

8. Some (vet) _____ work on a farm.

3. Choose the correct answer.

1. There is a _____ on the floor.

a. mouse b. mice c. mouses

2. There are two _____ in the office.

a. woman b. women c. womens

3. I need a new pair of _____.

a. glass b. glasses c. glassies

4. There was a woman in the car with two _____.

a. mans b. man c. men

5. Most of my friends are _____.

a. student b. students c. studentses

6. He is married and has two _____.

a. childrens b. children c. child

7. Do you wear _____ in the vet laboratory?

a. overshoe b. overshos c. overshoes

8. How many _____ do you have in your bag?

a. keys b. key c. keies

5. PRESENT SIMPLE

Affirmative

I/We/You/They	work watch fly do.
He/She/It	works watches flies does.

Spelling rules for He/She/It Most verbs: add -s live – lives

Verbs ending in **-s, -sh, -ch, -o**: add **-es**

miss –misses, search –searches, go –goes.

Verbs ending in a consonant followed by **-y**: change the **-y** to **-ie** c

ry –cries, study –studies

Verbs such as be and have are irregular **have –has**, **be –am/is/are**

Time expressions and adverbs of frequency: *every day, always, once a day, usually, twice a month, often, three times a year, sometimes, hardly, ever/seldom/rarely, never*

1. Complete the sentences with the affirmative form of the verb in brackets.

1. I (read) _____ the newspaper every day.

2. She (vaccinate) _____ cows and sheep.

3. They (go) _____ to University by bus.

4. We (want) _____ a break now!

5. You (study) _____ at VSAU.

6. Peter (perform) _____ numerous medical procedures.

7. Emily (want) _____ to participate in a medical conference.

8. She (finish) _____ her homework quickly!

9. It (work) _____ very slowly. 10. He (do) _____ a scientific research.

2. Put the words in order to make sentences.

1. go they early home always _____

2. never sweets to her dog gives she _____

3. we library usually Fridays on go the to _____

4. sometimes warm winter is in it _____

5. football often with friends his plays he _____

6. always October rains it in is _____

7. vaccinate pigs usually the morning in they _____

8. often uses ultrasound equipment he _____

3. Fill in the gaps.

get watch play do go rain help wear drink

1. We often _____ animals in animal shelters.

2. Kate always _____ her homework.

3. They often _____ tennis at the weekend.

4. I usually _____ on holiday in August.

5. Peter always _____ coffee for breakfast.

6. I never _____ up early on Sundays.

7. She sometimes _____ scientific programmes on TV.

8. Vet students _____ lab coats at University.

9. It sometimes _____ in summer.

4. Put the verbs in brackets into the present simple.

This hospital is called Melrose Animal Clinic and 15 people 1) _____ (work) here. Mark Clark 2) _____ (be) the head doctor. He 3) _____ (leave) home at eight o'clock every day and 4) _____ (start) working at half past eight. The receptionist, Miss Owen 5) _____ (arrive) at quarter to eight every morning. The veterinary physicians 6) _____ (get) to the clinic at nine o'clock. They 7) _____ (put on) lab coats and 8) _____ (begin) receiving patients. They 9) _____ (examine) animals, then they usually 10) _____ (prescribe) treatment. The nurses 11) _____ (help) the vets. Mr. Clark sometimes 12) _____ (monitor) the way how the vets 13) _____ (perform) medical procedures. Jessica 14) _____ (be) the groomer. She 15) _____ (keep) pets looking and smelling nice every day. She also 16) _____ (discover) potential problems, such as ear infections, skin abnormalities or tooth decay. The kennel attendant, Mr. Bradshaw 17) _____ (feed) the animals, and 18) _____ (remove) the left over and uneaten food. At five o'clock the working day 19) _____ (finish) and everybody 20) _____ (go) home.

Present Simple (2) negative

I/We/You/They	don't work watch study do
He/She/It	doesn't work watch study do

Questions

Do	I/we/you/they	work watch study do?
Does	he/she/it	work watch study do?

Short answers

Yes, I/we/you/they do	No, I/we/you/they don't
Yes, he/she/it does	No, he/she/it doesn't

1. Complete the sentences with the negative form of the verbs in brackets.

1. Mark _____ to University at the weekend. (go)
2. He _____ Animal Anatomy on Monday and Thursday. (have)
3. The lessons _____ at 8.00 on Wednesday. (start)
4. On Fridays Mick _____ University at 14.00. (finish)
5. Students _____ English on Tuesday. (study)
6. She _____ her Physiology homework late in the evening. (do)

2. Complete the questions with Do or Does.

1. _____ Peter have a Neurology lesson on Monday?
2. _____ the meeting start at 8.00?
3. _____ animal nutritionists work on a farm?
4. _____ students study ecological subjects at University?
5. _____ Mr. Simpson and Mr. Lewis have degrees in Veterinary Medicine?

6. _____ she have a Bachelor's degree?

7. _____ you have a similar timetable?

8. _____ your colleagues have time for scientific research?

9. _____ a vet dentist work in an office?

10. _____ Catherine perform surgery?

3. Make the underlined verbs negative.

1. A vet surgeon makes rations for animals.

2. Food safety and inspection veterinarians work with electricity.

3. An engineer performs surgery operations.

4. A builder diagnoses illnesses.

5. A farmer prescribes medicine.

6. Surgery specializes in the dietary needs of animals.

7. Agriculture produces plastic and iron. 8. Animal nutritionists examine animals' teeth.

4. Complete the dialogues with do, does, don't, or doesn't.

1. A: _____ you live in London?

B: No, I _____.

2. A: What _____ you want to buy?

3. B: Oh, a new tablet computer. The old one _____ work.

4. A: What _____ Anna prepare for the conference?

B: She has a report about brain tumours in cats, but she _____ know how to entitle it.

5. A _____ students in your group study well?

6. B: Yes, they _____.

5. Complete the email. Use the verbs in brackets in the present simple.

Hi Sophie,

Thanks for your email.1) _____ you _____ (want) to know about my family? Well, we 2) _____ (live) in a big house in the centre of London. My mother 3) _____ (work) in an office. She 4) _____ (have) a well-paid job, but she 5) _____ (not like) it. My two sisters 6) _____ (have) jobs in the city. Me? I 7) _____ (not work). I 8) _____ (study) at university. I'm going to be a vet! I 9) _____ (study) well. My friends and I 10) _____ (spend) a lot of time caring for animals, we 11) _____ (work) in an organization which 12) _____ (take) care of stray pets. What 12) _____you _____ (do)? 13) _____ you _____ (enjoy) it?

Bye for now, James

6. Correct the mistakes.

1. Mary don't speak French.

2. They doesn't clean cages every month.

3. She work for an international company.

4. My friends studies at university.

5. Peter have a prestigious job.

6. Caroline studys abroad.

7. Do he take part in scientific conferences every year?

8. Does your colleagues work part-time?

7. Use Present Simple

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

6. PRESENT CONTINUOUS

Affirmative

I am (‘m) You/We/They are (‘re) He/She/It is (‘s)	working.

Spelling rules

Most verbs: add –ing work – working, buy – buying Verbs ending in –e: remove the –e and add –ing make – making, write – writing Verbs ending in one vowel followed by one consonant: double the consonant and add –ing get – getting, run – running

1. Write the - ing form of the verbs.

1. enjoy 2. study 3. survey 4. write 5. organize 6. use 7. stop 8. drop 9. put 10. speak

2. Use the prompts to make full sentences.

1. I/eat dinner. 2. You/ do your homework. 3. She/ study Histology. 4. John and Steve/ do a scientific research. 5. My parents/ work in a veterinary inspection laboratory. 6. We/listen to the Microbiology lecture. 7. He/write an article about infectious diseases. 8. It/rain today. 9. I/examine the dog’s paw. 10. Now they/use the x-ray equipment to make a diagnosis.

3. Underline the correct form.

1. I am busy today. I prepare/am preparing for a test. 2. I can’t hear you. I listen/ am listening to the radio. 3. She speaks/ is speaking English fluently, because she lives in London. 4. At the moment they study/are studying the effects of treatment. 5. He is doing/does his homework regularly. 6. Wake up! The teacher is asking/ asks you a question! 7. At the moment I am reading/ read the book about the smallest microorganisms. 8. We often are working/ work in an anatomy lab.

Present Continuous (2)

Negative

I am not (‘m not) You/We/Theyare not (aren’t) He/She/It is not (isn’t)	working.

Questions

Am Are Is	I you/we/they he/she/it	Working?

Short answers

Yes,	I we/you/they he/she/it	am. are. is.
No,	I'm not we/you/they he/she/it	aren't. isn't.

1. What is Matthew doing now? Look at the information and use the prompts to write present continuous sentences.

1. 7.03 / Matthew / get up. It's 7.03 and Matthew is getting up.
2. 7.10 / he / have a shower.
3. 7.35 / he / have breakfast.
4. 8.00 / he / go to University.
5. 9.15 / Matthew and his groupmates / sit in the classroom.
6. 12.45 / they / have lunch.
7. 16.10 / he / play football.
8. 22.45 / he / sleep.

2. Now write negative sentences.

1. 7.05 / he / sleep.
2. 8.45 / he / go to University.
3. 10.00 / Matthew and his groupmates / do their homework.
4. 12.35 / he / have breakfast.
5. 15.00 / he / play football.

6. 18.45 / he / have lunch.

7. 20.00 / he / watch TV.

8. 23.00 / he / do homework.

3. Use the prompts to make questions and short answers.

1. Matthew / have breakfast at 7.00?

2. he / go to University at 8.00?

3. he / sit in class at 9.30?

4. he and his friends / play football at 12.00?

5. he / have lunch at 12.45?

6. he / relax at 21.15?

7. he / watch TV at 22.45?

4. Complete the text with present continuous form of the verbs below.

cut get increase cause change melt rise have

Global warming

Power stations, factories and cars produce carbon dioxide. Trees and plants change it back to oxygen but we 1) _____ down trees in the Amazon rainforests, so the amount of carbon dioxide in the air 2)_____. The carbon dioxide allows radiation from the Sun to enter the atmosphere but not leave it. This 3) _____ the atmosphere to heat up. Scientists think that polar ice caps and glaciers around the world 4) _____. This is creating more water and the level of the sea 5) _____. In many parts of the world there is a possibility of floods. In general, the world's climate 6) _____. This means warm areas 7) _____ colder winters and previously cold areas 8) _____ warmer.

7. PAST SIMPLE

Affirmative

I/We/You/They/He/She/It work**ed.**	I/We/You/They/He/She/It went.

	go – went **have – had** **see – saw**

Spelling rules of regular verbs.

Most verbs: add –ed (wish – wished, fill – filled)

Verbs ending in –e: add d (date – dated, close – closed)

Verbs ending in a consonant followed by –y: change the –y in –ied (cry – cried, study – studied)

Verbs ending in a single vowel followed by a single consonant: double the consonant and add – ed (fit – fitted, drop – dropped)

1. Write the past simple of these regular verbs.

1. perform 2. wait 3. stop 4. want 5. open 6. close 7. walk 8. drop 9. pick 10. treat 11. study 12. measure 13. use 14. rest 15. examine 16. discover

2. Write the past simple of these irregular verbs.

1. come 2. do 3. have 4. make 5. take 6. take 7. get 8. learn 9. put 10. see 11. think 12. write 13. bring 14. buy 15. give 16. go 17. leave 18. read

3. Use the prompts to write sentences in the past simple form.

1. He/go/to University yesterday. 2. They/see presentation on Microbiology two days ago. 3. I/do/the project about animal welfare yesterday. 4. You/wait/in a clinic for just an hour. 5. The teacher/be/late. 6. Students/conduct/a research in 2016. 7. They/study/a lot of Animal Physiology when they were at University. 8. She/meet/him at a conference. 9. They quickly/discuss/some working moments. 10. The surgeon/perform/the operation successfully yesterday.

4. Put the verbs in brackets in the past simple form.

1. I _____(arrive) at the clinic half an hour after the receptionist, veterinary nurse, and animal attendant. 2. She_____ (make) notes on their computer records and ____(give) medications yesterday afternoon. 3. The veterinarian _____(examine) the pet and _____(take) blood to do some tests. 4. The nurse _____(show) me the results of the blood tests for the surgery patients two days ago. 5. One of the tests _____(be) abnormal, and I _____(ring) the owner to recommend a followup blood test. 6. We _____(have) a female cat and a male dog to desex. 7. Last afternoon I _____ (see) a dog that_____(tear) a ligament in his leg. 8. The local veterinarian _____(tell) the owner to collect her pet yesterday morning.

5. Put the verbs in brackets in the correct form of past simple.

James Herriot is the pen name of James Alfred Wight, who 1) _____ (be) a British veterinary surgeon and writer. James Herriot was born in October, 1916 in Sunderland, England, but when he was three weeks old his parents 2) _____ (move) to Glasgow, Scotland. In 1933, James Herriot 3) _____ (enter) Glasgow Veterinary College. In 1939, James 4) _____ (qualify) as a veterinary surgeon. In 1940, he 5) _____ (take) a brief job in a veterinary practice. A year later, he moved to work in a rural practice in Yorkshire, where he worked for the rest of his life. In 1941, he 6) _____ (marry) Joan Catherine Anderson Danbury. The couple had two children, James Alexander who also became a vet and Rosemary who 7) _____ (become) a physician in general practice. In 1966, he 8) _____ (begin) writing books. In 1969 James Herriot 9) _____ (write) "If Only They Could Talk", the book based on his life working as a vet. Many of his books were adapted for films and television. James Herriot 10) _____ (die) in 1995, aged 78, at his home in Thirlby.

6. Use *Present Continuous* or *Present Simple.*

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? - - She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? -- He (to work) at a hospi-taJ. 13. Your *sister (to study) at an institute?* -No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

7. Use Present *Continuous* or Present *Simple.*

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13.1 (not to read) now. 14. He (to sleep) now? 15.We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

Past Simple (2)

Negative

I/We/You/They/He/She/It did not (didn't) work go.	
Questions, short answers Did I/we/you/they/he/she/it work Go?	Yes, I/we/you/they/he/she/ did. No, I/we/you/they/he/she/ didn't.

1. Make the sentences negative.

1. They took blood tests yesterday. 2. Mr. Jackson performed a series of successful operations. 3. They studied on Tuesday. 4. He received many patients last week. 5. Students prepared the presentation yesterday. 6. Scientists found new information about African swine fever in our region. 7. He wrote a medical prescription. 8. Kate brought her cat to the clinic last Friday.

2. Use the prompts and a verb from the box to write past simple questions.

read write pay make eat buy give go study play

1. you/to the animal clinic yesterday?
2. her dog/dry feed last night?
3. the dogs/in the garden?
4. your teacher/you a test?
5. you/for the exam?
6. we/the bill?
7. the doctor/ a diagnosis?
8. you/that article about Brucellosis?
9. they/the prescription?
10. he/all the necessary drugs for the cat?

3. Complete the article in the past simple form of these verbs: say, seem, prove, be, make, find, go, begin, can, work. Then translate the article.

ALEXANDER FLEMING (1881-1955)

Alexander Fleming 1) _____ born in 1881 in Scotland. He was the third child, with seven other brothers and sisters. In 1901, he 2) _____ to St. Mary Hospital to study medicine. One day in 1928 he 3)_____ an accidental discovery of a blue mold growing on the culture of some harmful kind of bacteria. The mold 4) _____ to be able to kill off the bacteria. A series of experiments later 5) _____ his findings and led to the discovery of penicillin. It was a strain of penicillia which 6) _____kill off bacteria while not causing any damage to wounds. It 7) _____against many kinds of bacteria and was mostly safe for the human body. Finally, in the late 1930s, other scientists 8) _____ a way to mass-produce penicillin. British and American drug companies 9) _____ to manufacture the drug in large quantities. In 1945, Fleming was presented the Nobel Prize for Medicine. He 10) _____, "Nature makes penicillin; I just found it."

4. Complete the article with the past simple affirmative, negative or question forms of the verbs in brackets. Then translate the article.

LOUIS PASTEUR (1822-1895)

As a young man, Pasteur 1) _____ (study) at the Ecole Normale in Paris. Then at the age of just 32, he 2) _____ (become) a professor at the University of Lille. In 1856, Pasteur 3) _____ (receive) a visit from a man called Bigo who 4) _____ (own) a factory that 5) _____ (make) alcohol from sugar beet. He 6) _____ (have) a question for Pasteur: why 7) _____ the alcohol (turn) to acid? When this 8) _____ (happen), they 9) _____ (not/can) use it and 10) _____ (throw) it away. Bigo 11) _____ (ask) Pasteur to find out the reason for this. At first, Pasteur 12) _____ (not/know), but when he 13) _____ (examine) the alcohol under a microscope, he 14) _____ (find) thousands of tiny micro-organisms. He 15) _____ (believe) that they 16) _____ (cause) the problem. 17) _____ milk, wine and vinegar (behave) in the same way?

5. Choose the correct alternative. Then translate the article.

ROBERT KOCH (1843-1910)

Robert Koch 1) was/were born in 1843. Koch 2) worked/studied on anthrax and tuberculosis (TB) and he further 3) produced/developed the work of Louis Pasteur. In 1872, Koch 4) investigated/started to experiment with microbes in a small laboratory. The first disease that Koch investigated was anthrax. This was a disease that could seriously affect herds of farm animals. Koch 5) found out/chose that the anthrax microbe produced spores that lived for a long time after an animal had died. He also 6) proved/started that these spores could then develop into the anthrax germ and could infect other animals. In 1878, he 7) insisted/identified the

germ that caused blood poisoning and septicaemia. In 1881, Koch 8) began/believed to work on one of the worst diseases of the nineteenth century – tuberculosis (TB).

Past Continuous (1)

Affirmative

I/He/She/It	was	working.
You/We/They	were	

1. Underline the correct form.

1. Dave arrived/was arriving at Sue's house at 19.30, but she wasn't there. She did/was doing some shopping at the supermarket. 2. Derek told/was telling me something about the exam results, but I worked/was working at the computer and didn't hear him. 3. - I phoned/was phoning you after University yesterday. Where were you? - My mobile was off because I had/was having a meeting. 4. When I walked/was walking into the classroom the teacher talked/was talking about the new course. 5. - What did you do/were you doing when the alarm went off? - I did/was conducting an experiment in the laboratory. 6. I watched/was watching a documentary on TV when the electricity went off. Can you tell me what happened/was happening?

2. Put the verbs in brackets in the past simple or past continuous.

COOPER'S SUCCESS STORY

When a man 1) _____ (bring) a cat hit by a car to the Cornell University Hospital for Animals. It 2) _____ (bleed) from a powerful blow. The cat 3) _____ (have) a severe head trauma and air 4) _____ (leak) out of its ruptured lung into the chest cavity, making it difficult to breathe. The doctors 5) _____ (stabilize) the cat and tapped its chest periodically to remove the air leaking around the lungs. The next morning, they 6) _____ (discover) the cat was Cooper, the Large Animal Hospital's resident barn cat. When the doctors found out that the cat was found on Route 366 near the hospital, they 7) _____ (ask) Large Animal staff if they were missing any barn cats. They came over and quickly 8) _____ (identify) him. The cat's name was Cooper. Cooper's condition 9) _____ (get) worse and worse; air 10) _____ still (leak) into his chest and he was growing less responsive, indicating a significant ongoing brain injury. The doctors eased his breathing with a chest tube and took a CT scan of his head. They 11) _____ (find) an upper jaw fracture, blood in his nasal passages, evidence of a skull fracture, and several areas where he 12) _____ continuously (bleed) into his brain. The only way to relieve

increasing intracranial pressure and stop ongoing damage was intensive surgery to the skull. Brain surgery wasn't an easy task, but neurosurgeon Dr. Curtis Dewey from Clinical Sciences was up to the challenge. On Friday evening, he 13) _____ (perform) a successful craniotomy and removed part of Cooper's skull. "It's amazing how cats can recover," said Sarah, the nurse, with Cooper purring happily in her lap. "He responds to bright lights and sounds, and purrs or chirps when he's handled. He can even walk around a little. It will take time to know if he'll return to normal kitty life, but his chances are strong. With months of therapy, many head trauma survivors make full recoveries." Survival is unusual for animals with trauma as bad as Cooper's. Many owners decide not to operate on such severe cases with head injuries. It's invasive and requires a big commitment to helping an animal through recovery. However, the doctors of the Cornell University Hospital for Animals 14) _____ (decide) to go forward and succeded.

8. PAST CONTINUOUS

Negative

I/He/She/It was not (wasn't) You/We/They were not (weren't)	working.
Questions Was I/he/she/it Were you/we/they	working?

Short answers				
I/he/she/it	was.	Yes,	we/you/they	were.
I/ he/she/it	wasn't.	No,	we/you/they	weren't.

1. Use the prompts and a verb from the box to write negative sentences.
rain clean spread drive study work examine drink go listen

1. They/for the Parasitology test.
2. She/home for the weekend.
3. The cattle/pure water. It was contaminated.
4. It/yesterday. It was sunny.
5. You/to me!
6. The disease/rapidly.

7. We/the infected organ.

8. The technician/the dogs' kennels.

9. Pierre/fast to the clinic.

10. They couldn't identify the disease, because the ultrasound scan/appropriately.

2. Complete the dialogue with the present simple, past simple or past continuous form of the verbs in brackets

A: Excuse me, we are doing a survey about time use. Have you got time to answer some questions? B: Yes, but not too long. A: No, don't worry, just a couple of minutes. I want to ask you about your activities yesterday. For example, at 8 in the morning were you 1) _____ (sleep) or were you awake? B: I was up. At eight o'clock I 2) _____ (have) breakfast. A: Do you 3) _____ (have) breakfast at the same time every morning? B: Yes, because I usually 4) _____ (get up) at the same time. A: Were you 5) _____(work) at twelve o'clock yesterday? B: No, I 6) _____ (study). I'm still 7) _____ (do) an experiment in the laboratory. A: Did you 8) _____ (have) lunch yesterday? B: Yes, I 9) _____ (do). A: Were you at university at five? B: No, I 10) _____ (walk) home. A: And at eight o'clock? B: I 11) _____ (do) my homework. After that I watched TV and 12) _____ (go) to bed. A: Thank you very much! B: You're welcome!

9. FUTURE SIMPLE

Will

I/We/You/They/He/She/It	will	work. won't (will not)

Will	I/we/you/they/he/she/it	work?	Yes, I (he, they, it…) will. No, I (he, they, it…) won't.

1. Put the best phrase below in each gap. Start your sentences with I'll: phone for a taxi, give you the name of a language school, ask him to call back,

carry some of them, open a window, go with you, give you some money, make you a sandwich.

1. A: I want to take these Animal Physiology textbooks home, but they are very heavy
   B: _____.
2. A: I feel sick, it's hot in this room.
   B: _____.
3. A: I want to buy a new software program, but I don't have any money.
   B: _____.
4. A: I'm hungry. I haven't eaten since breakfast time.
   B: _____.
5. A: I want to improve my level of English.
   B: _____.
6. A: It's 9 o'clock. I'll be late for a surgery.
   B: _____.
7. A: I want to speak to my scientific guide. It's very urgent.
   B: _____.
8. A: I need to go to the University library, but I don't know the way.
   B: **_____.**

2. Use the following verbs with will or won't to complete these dialogues: have, take, phone, finish, be, be, pass, make.

1. - Are you coming to the Veterinary Surgery conference on Sunday? - I'm not sure. I _____ _____ you on Saturday.

2. - Hurry up. We _____ _____ late. - No, we won't. We _____ a taxi.

3. - George is going to have a party on Friday.

- Why? - It's his birthday. He _____ _____ 21 on Friday.

4. - She _____ _____ an English test tomorrow. - Why not? - She _____ _____ many mistakes. She always makes many mistakes in tests.

5. - _____ Steve _____ the Animal Anatomy project next week? - No, he won't finish. He _____ _____ time**.**

3. Use the correct tense *Present Continuous, Present Simple, Past Simple* или *Future Simple.*

1. We (to go) on a tramp last Sunday. 2. Your brother (to go) to the country with us next Sunday? 3. Granny (not to cook) dinner now. 4. We (to cook) our meals on a fire last summer. 5. My sister (to wash) the dishes every morning. 6. When you (to *go)* to school? 7. What you (to prepare) for breakfast tomorrow? 8. You (to invite) your cousin to stay with you next summer? 9. How you (to help) your sister last summer? 10. I (to send) a letter to my friend tomorrow. 11. Every morning on the way to school I (to meet) my friends. 12. My friend (to go) to the library every Wednesday. 13. He (not to go) to the country yesterday. 14. Why you (to go) to the shop yesterday? 15. We (to grow) tomatoes next summer. 16. What you (to do) now? 17. He (to sleep) now. 18. Where your father (to work) last year? 19. You (to go) to the south next summer! 20. He (not to watch) TV yesterday. 21. Yesterday we (to write) a test-paper. 22. 1 (to buy) a very good book last Tuesday. 23. My granny (not to buy) bread yesterday. 24. What you (to buy) at the shop tomorrow? 25. Don't make noise! Father (to work).

4. Use the correct tense *Present Continuous, Present Simple, Past Simple* или *Future Simple.*

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. - - I (not to know). 4. Where you (to go)? - - I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago. 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. 1 (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) *4 to 2* in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12.1 (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer?

5. Use *Present Continuous* or *Past* Continuous

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday, 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. *My* friends (not to do) their homework at seven o'clock yesterday.

They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now. 15. Now she (to go) to school. 16. What you (to do) now? - I (to drink) tea. 17. You (to drink) tea at this time yesterday? - No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

6. Use *Past Simple* or Past *Continuous.*

1.1 (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. ; 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when [you came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? - He (to read) a book. 9. What he (to do) the whole evening yesterday? - He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

10. BE GOING TO

Future

Affirmative I am (‘m) You/We/They are (‘re) going to He/She/It is is (‘s)	work
Negative I am not (‘m not) You/We/They are not (aren’t) going to He/She/It is not (isn’t)	work

Questions			
Am	I		work?
Are	you/we/they going to	Is	
Is	he/she/it		

Short answers

	I	am.
Yes,	we/you/they	are.
	he/she/it	is.
	I'm not	
No,	we/you/they	aren't.
	he/she/it	isn't.

1. Mark has decided what to do in his life. Complete the sentences, using short forms of be going to and the verbs in brackets.

1. I _____ (study) Ophthalmology at university.

2. I _____ (travel) all over the world as a member of voluntary organization to help homeless animals.

3. I _____ (not work) in an office.

4. I _____ (achieve) board certification.

5. I _____ (work) in private practice or be involved in academia.

6. My friend and I _____ (not miss) lectures and seminars.

7. My friend _____ (not provide) optical care for exotic animals.

8. We _____ (pass) the final exams successfully.

2. Write positive sentences with short forms of be going to and the words in brackets.

1. (I/see/Professor Simpson/tomorrow)

2. The hospital/buy/new ophthalmologic equipment/next week)

3. (They/work hard/this term).

4. (He/send me a letter/tonight).

5. (Students/take/an Eye Anatomy test/next Monday).

6. (The company/hire a new support team / in 2020).

3. Write negative sentences with short forms of be going to and the words in brackets.

1. (We/not/be involved in research facilities/next September)

2. (Mr. Perkinson/not/provide optical care for a wide variety of animal species /next year).

3. (Billy/not/perform diagnostic tests/tomorrow.

4. (She/not/provide any specialty consultations/today.

5. (My colleague and I/not/prepare a case report for the procedure).

6. (Miss Collins/not/remove the painful eye with a cosmetic prosthesis).

4. Write questions and short answers with be going to and the words in brackets.

1. (laser treatment/reduce the fluid production and improve outflow)? Yes, …

2. (she/measure the intraocular pressure)? No, ……

3. (the treatment/reduce the inflammation of the uvea)? No…….

4. (he/work as a veterinary assistant/this summer)? Yes……

5. (Jack/set up his own veterinary practice/this year)? Yes…….

6. (you/take a blood testing to search for the cause of the disease)? No,

ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ

Test 1

1. I was _____ lunch when the phone rang.
   a) have c) having
   b) has d) had
2. I am never late _____ the lessons.
   a) to c) in
   b) at d) for
3. How often _____ your father play basketball?
   a) has c) do
   b) is d) does

4. Jerry is doing his examinations tomorrow. He hasn't done any work. I think he _____ fail.

a) would c) will
b) shall d) is going to

5. We _____ a helicopter tour.
a) have just had c) has just had
b) will have just had d) will has just have

6. I usually read newspapers _____ evening.
a) in a c) in the
b) on an d) on

7. Are the children _____ to the teacher?
a) listen c) listening
b) listens d) listened

8. _____ sugar on the table?
a) Is there any c) Is there a few
b) Are there any d) Are there a few

9. In 1921 she _____ to another family.
a) had moved c) will moved
b) was moved d) moved

10. Rita is studying _____ English and Mathematics this semester.
a) a c) the
b) an d) –

11. How long _____ they known him?
a) have c) had
b) did d) does

12. My sister has got _____ room.
a) his c) hers
b) here d) her

13. _____ talking to Tom is my friend.
a) The husbands' woman
b) The husband's woman
c) The husband of a woman
d) Womans' husband

14. _____ your question.
a) Let me answer c) Let answer me
b) Let I answer d) Let's me answer

15. He'll ring you up _____ an hour.
a) to c) till
b) by d) in

16. If I ___ to a bookshop I ____ this book for you.
a) go, will buy c) would go, bought
b) will go, will buy d) go, buy

Test 2

1. As she _____ listening to the radio she couldn't understand my question.
a) are c) was
b) be d) were
2. They left Paris _____ New York in 1975.
a) for c) to
b) at d) in
3. My brother never _____ for us.
a) waiting c) doesn't wait
b) waits d) isn't waiting
4. Tomorrow afternoon at 4 o'clock I _____ tennis.
a) will play c) will be playing
b) shall play d) have to play
5. Well, I _____ from a safari in Africa.
a) have just returned c) has just returned
b) have just return d) has just return
6. How many students _____ sitting on the bench?
a) are c) do
b) have d) did
7. There _____ no waiters in the cafe, so we had to wait on ourselves.
a) are c) were
b) was d) is
8. I was only 12 years old when my mother ____ and I started work.
a) died c) have died
b) was died d) will die
9. The judge asked the witness to tell _____ truth.
a) a c) the
b) an d) –
10. How well _____ you know him?
a) have c) will
b) was d) do
11. I think you _____ mistaken.
a) is c) are
b) have d) has
12. I visited _____wedding.
a) Jack and Jill's c) Jack's and Jill
b) Jack's and Jill's d) of Jack and Jill's
13. They are opening _____ notebooks.
a) them b) there
c) their d) theirs
14. Mary will be busy _____ evening.

a) till c) for
b) by d) to
15. We have our classes several times ____ week.
a) the c) a
b) an d) in
16.They lived in Australia _____ one year.
a) in c) during
b) since d) for

Test 3

1. We _____ walking to the station when it began to rain.
a) was c) had
b) have d) were
2. I'll see you _____ Friday morning.
a) by c) at
b) on d) in
3. How _____ she get to the institute?
a) has c) does
b) do d) is
4. _____ forget to shut the windows.
a) Do c) Will
b) Don't d) Won't
5. _____ 'Hamlet'?
a) Have you ever read c) Did you ever read
b) Has you ever read d) Have ever you read
6. The cat is hiding from the dog, _____ it?
a) don't c) isn't
b) doesn't d) didn't
7._____ there athletic and football clubs in every English college?
a) Has c) Is
b) Have d) Are
8. I started work at 5.30 in the morning and I _____ at 9.00 in the evening.
a) finished c) finishing
b) to finish d) was finishing
9. Please give me _____ cup of coffee with cream and sugar.
a) a c) the
b) an d) –
10. _____ you see him yesterday?
a) Will c) Do
b) Were d) Did
11. If I take his bicycle he _____ angry.
a) is c) are
b) is not d) will be

12. _____ novels are very famous.
a) Dicken's c) Dickens's
b) Dickens' d) Dickens'es
13._____ a concert on Sunday?
a) Will there be c) Will be
b) Will it be d) Is it
14. My address is 4678 Jackson Avenue.
a) forty – six, seventy eight
b) forty – sixth, seventy eight
c) four thousand, six hundred and seventy eight
d) four thousands six hundred and seventy eight

Test 4

1. When I saw her she was _____ her exercise.
a) writing c) written
b) wrote d) will write
2. She died _____ the age of 85.
a) on c) at
b) in d) upon
3. She _____ usually have lunch at home.
a) don't c) isn't
b) wasn't d) doesn't
4.-Did you phone Helen? - Oh, no, I forgot. _____ her now.
a) I'll phone c) I am phoning
b) I phone d) I'll be phoning
5. I _____ my homework.
a) have just finished c) has just finished
b) have just finish d) have just finishing
6. It _____ raining now.
a) won't c) doesn't
b) didn't d) isn't
7. There_____many traditional sporting competitions at the same time every year.
a) is c) have
b) are d) has
8. Now I live in a village, but in 1920 I _____ in London.
a) lived c) was lived
b) to live d) has lived
9._____ big books on the table are for my history class.
a) A c) The
b) An d) –
10._____ you seen him this morning?
a) Is c) Did

b) Have d) Had

11. I told that his sister _____ a student of Kyiv university.

a) was c) are

b) is been d) were

12. My car is here. Where is _____?

a) your c) your's

b) yours d) yours'

13. _____ to the University together.

a) Let's we go c) Let's go

b) Lets go d) Let's going

14. The man, ____ a newspaper, is our neighbour.

a) reading c) reads

b) read d) to read

15. These are their _____.

a) sons toy's c) son toys

b) sons' toys d) sons' toy's

Граматичний довідник

Numbers 1-20	Numbers 20-1,000,000,000
1 one	30 thirty
2 two	31 thirty-one
3 three	40 forty
4 four	47 forty-seven
5 five	50 fifty
6 six	59 fifty-nine
7 seven	60 sixty
8 eight	63 sixty-three
9 nine	70 seventy
10 ten	72 seventy-two
11 eleven	80 eighty
12 twelve	86 eighty-six
13 thirteen	90 ninety
14 fourteen	94 ninety-four
15 fifteen	100 one hundred
16 sixteen	250 two hundred and fifty
17 seventeen	1,000 one thousand
18 eighteen	1,00,000 one hundred thousand
19 nineteen	1,ooo,ooo,ooo one billion
20 twenty	

Ordinal numbers

1st the first

2nd the second

3rd the third

4th the fourth

5th the fifth

6th the sixth

7th the seventh

8th the eighth

9th the ninth

10th the tenth

11th the eleventh

12th the twelfth

13th the thirteenth

14th the fourteenth

15th the fifteenth

16th the sixteenth

17th the seventeenth

18th the eighteenth

19th the nineteenth

20th the twentieth

21st the twenty-first

22nd the twenty-second

26th the twenty-sixth

24th the twenty-fourth

25th the twenty-fifth

23rd the twenty-third

27th the twenty-seventh

28th the twenty-eighth

29th the twenty-ninth

30th the thirtieth

31st the thirty-first

Years

2008 two thousand and eight

1900 nineteen hundred

1959 nineteen fifty-nine

2000 the year two thousand

2017 twenty seventeen

1950s the nineteen fifties 1960s the nineteen sixties 80s the eighties 100 years century

Seasons

Winter

Spring **IN**

Summer

Autumn

Months

Months (January , February , March , August….) **IN**

Days of the week (Monday Tuesday Wednesday Thursday, Friday, Saturday, Sunday) ON

IN the morning

IN the afternoon

IN the evening

AT night

AT noon

Dates

1.09.2017 (on) the first of September, twenty seventeen

Fractions and decimals

1/4 a quarter

1/2 a half

3/4 three quarters

1/3 a third

2/3 two thirds

0.25 point two five or nought point two five, or zero point two five

1.5 one point five

8.56 eight point five six

АНГЛО-РОСІЙСЬКИЙ СЛОВНИК ВЕТЕРИНАРНИХ ТЕРМІНІВ

A

abacterial стерильный, не содержащий бактерий, асептический

abactio искусственно вызванный аборт или роды

abdominogenital относящийся к брюшной полости и половым органам

acidic кислый; кислотный; **acidiferous** обладающий кислотными свойствами acidiflable способный к кислотообразованию; поддающийся подкислению

acousmatagnosia корковая глухота; **acousmatamnesia** звуковая амнезия **acoustics** акустика; акустические свойства audio ~ 1. физиологическая акустика 2. акустика в диапазоне звуковых частот; **acoustimeter** измеритель силы звука

aerophagia, aerophagy аэрофагия (заглатывание воздуха); **aerophil** аэрофил, облигатный аэроб

affecting 1. поражающий; ухудшающий 2. оказывающий действие, воздействующий, влияющий

asteatodes, asteatosis ксеродермия, астеатоз (снижение или прекращение функций сальных желёз)

autophagy аутофагия (разрушение частей клеток или целых клеток лизосомами данных или других клеток организма)

azotobacter азотобактер; **azotorrhea** азоторея (повышенное выделение с испражнениями и мочой азотистых веществ)

azoturia гиперазотурия (повышенное выделение с .мочой азотистых веществ)
azure азур (краситель) **azurin** азурин (1. медьсодержащий белок 2. аммиачный раствор медного купороса, используемый как фунгицид)
azygography азигография (рентгенография непарной вены)

azygomorphous азигоморфный, асимметричный

B

bacilli pi. от **bacillus acid-fast** ~ кислотоустойчивые бактерии

bacillicarrier бактерионоситель, бациллоноситель

bacillicide бациллоцид (название бактерицидных веществ)

back-displacement смещение кзади (напр. позвонка)
backliltration обратная фильтрация (при гемодиализе
bacteria-contaminated загрязнённый бактериями
bacterial бактериальный, септический (напр. эндокардит)
bacteriaproof непроницаемый для бактерий bactericidal бактерицидный; дезинфицирующий
Bartonella риккетсии, уст. бартонеллы (род паразитических микроорганизмов)
artonellosis бартонеллёз, перуанская бородавка, Карриона болезнь, Ороя лихорадка
baruria гиперстенурия (высокая плотность мочи, > 1030)
bdella пиявка
bdellometer искусственная пиявка
bdellotomy гирудотерапия, бделлотерапия (применение медицинских пиявок с лечебной целью)
belly-hound страдающий запором

belly-button пупок

belly-pinched резко исхудавший, тощий belonephobia белонофобия (патологическая боязнь острых предметов); **belonging** прилежащий, пограничный, смежный

blunt-pointed тупоконечный (напр. об инструменте); **blunt-witted** плохо понимающий; плохо воспринимающий blurring 1. затуманивание, затемнение (зрения, сознания

bronchomotor фактор, вызывающий изменение просвета бронхов

bronchophony бронхофония, вокальный резонанс

bronchoplasty пластическая операция на бронхе, пластика бронха

bronchoplegia бронхоплегия, паралич стенок бронхов

bronchopneumomycosis бронхопневмомикоз (поражение лёгких паразитическим грибом)

C

calcipexis, calcipexy см. **calcification calciphilia** кальцифилия (повышенная способность тканей связывать и фиксировать соли кальция)

calciphylaxis кальцифилаксия (повышенная чувствительность организма к кальцию) **calciprivic** лишённый кальция calcitonin кальцитонин (полипептидный гормон, регулирующий обмен кальция в костной ткани)

calcium-entry проникновение в кальциевые каналы

calcoglobule включения кальция в образующемся дентине

charge-transfer ~ хроматография с переносом заряда; ионообменная

cerebral ~ преходящее нарушение мозгового кровообращения хромота; перемежающаяся хромота **cerebral** ~ преходящее нарушение мозгового кровообращения

concatenation сцепление, каскад concavity вогнутость; впалость; вогнутая поверхность; **thoracic** ~ западение грудной клетки сцепление, каскад concavity вогнутость; впалость

cryophylactic холодоустойчивый

cryoprecipitate криопреципитат (замороженная плазма, содержащая антигемофилъный фактор)

cryoprecipitation криопреципитация, осаждение замораживанием

cryopreservation криоконсервация (тканей) ~ **of monocytes** криоконсервация моноцитов cryopreserved хранящийся в замороженном состоянии

D

dab лаб. мазок, намазывать

deaf-dumbness глухонемота deafening

deafferentation деафферентация (прерывание афферентной иннервации)

dechloridation дехлорирование, отщепление хлора

dechloruration снижение содержания хлоридов в моче

decholesterolization снижение содержания холестерина в крови

destructive ~ деструктивный процесс; **development(al)** ~ порок развития; болезнь роста

dorsiflexion тыльное сгибание, сгибание стопы вперёд

dorsispinal относящийся к спине и позвоночнику

double-stranded двуспиральный, двунитевой, двухцепочечный (напр. о ДНК)

double-walled с двойной оболочкой

downstroke снижение, опущение (напр. сегмента электрокардиограммы)

dozy сонный, дремлющий

E

effort-induced обусловленный нагрузкой

ego-boundaries самоограничение

ego-strength сила личности

endvenectomy закрытая [подкожная] флебэктомия

erythrocatalysis гемолиз

erythroclasis гемат. эритрорексис

erythroconte азурофильная зернистость

erythrocuprein биохим. гемокупреин

erythrocyanosis дерм, эритроцианоз

evert вывернутый наружу

eviction изъятие

evidement выскабливание (ложкой) поражённой части органа;

eyelash ресничка

eyelid веко

F

fabella фабелла, «фасолька» (сесамовидная кость, расположенная в сухожилии икроножной мышцы)

fabric ткань

fainting, faintness 1. обморок, синкопе, потеря сознания; обморочное состояние 2. головокружение 3. слабость

falcula серп мозжечка

fibrillary фибриллярный, волокнистый, состоящий из волокон

fibrillation фибриллярное подёргивание, фибрилляция

fibrination образование [выпадение]

fibrinogenopenia фибриногенопения

fimbriocele грыжа с бахромкой маточной трубы в грыжевом мешке

forecast предсказание

foremilk молозиво

forensic судебный, судебно-медицинский

G

glanderous сапной, относящийся к сапу

glanders can glandular железистый, относящийся к железе, гландулярный

glandulography рентгенография желёз

glossolysis глоссоплегия (паралич мышц языка)

glossoschisis расщелина языка

glucose-oxidase глюкозооксидаза

glucoside глюкозид, гликозид

glucosuria глюкозурия

glucosylhemoglobin глюкозилгемоглобин

gut-associated связанный с кишечником; обусловленный заболеванием кишечника

gutta (gt), pi. guttae (gtt) капля (форма изготовления лекарственных средств)

guttadiaphot исследование крови

guttapercha гуттаперча

guttatim лат. капля за каплей; капельное введение жидкости

guttering формирование желобовидного углубления (при операции на кости)

H

habitual 1. привычный, обычный; 2. пристрастившийся

hairball трихобезоар, волосяная опухоль

hair-covering волосяной покров

hairless безволосый

hairiness волосистость, гипертрихоз, политрихия

halation 1. ореол 2. ореолообразование

hale здоровый, крепкий; бодрый

heat-labile термолабильный, нестойкий к нагреванию

heatproof теплостойкий, термостабильный

heat-sensitive чувствительный к высокой температуре

heat-sterilized стерилизованный термически; **heatstroke** тепловой удар

humeroradial плечелучевой

humeroscapular плечелопаточный; **humeroulnar** плечелоктевой

hyponeocytosis лейкопения с наличием незрелых форм

hyponutrition неполноценное питание

hypovenosity недостаточное развитие венозной сети

hypoventilation гиповентиляция (лёгких) ~ **from exhaustion** гиповентиляция вследствие истощения дыхательных мышц

I

iatraliptics втирание (метод лечения)

iatreusology лечение, терапия

iatric лечебный, врачебный, медицинский; **iatrogenic** ятрогенный (вызванный действиями медицинских работников)

iatrophysics 1. физиотерапия 2. ист. ятрофизика; **iatrotechnique** техника медицинских манипуляций, врачебная техника

iliac относящийся к подвздошной кости

iliacus подвздошная мышца

iliocavagraphy илиокаваграфия (рентгенография подвздошной и полой вен)

iliolumbar подвздошно-поясничный; **iliosciatic** подвздошно-седалищный

inactive ~ неактивная [торпидно протекающая] болезнь

inveterate ~ застарелая болезнь

immune-compromised иммунокомпрометированный, иммунопоражённый, иммунодефицитный

immune-mediated аутоиммунный, иммунно-опосредованный

immunifacient вырабатывающий иммунитет, иммуногенный; **immunifaction** иммунизация

immunisin комплементсвязывающее антитело

immunity иммунитет, невосприимчивость

inalbuminate безбелковый

inalimental несъедобный, непригодный в качестве пищи

inanition 1. истощение, изнурение (организма); дефицит питания 2. пустота; незаполненность (напр. камер сердца)

inapparent бессимптомный, субклинический, непроявляющийся, инаппарентный (об инфекции); скрытый, латентный (о гипоксии)

infratentorial расположенный ниже намёта мозжечка

infravergence косоглазие книзу, инфравергенция

irradiation ~ радиационное [лучевое] поражение; **ligament** ~ растяжение связок mangled ~ размозжённая рана

гормон)

intermeningeal межоболочечный (о мозговых оболочках)

intermenstrual межменструальный

intermetacarpal межпястный (напр. о связке); **intermission** 1. период, интервал; ремиссия (между двумя приступами болезни) 2. аритмия; выпадение пульса

intrasynovial внутрисуставной внутриоболочечный

intrathoracic внутригрудной, интраторакальный

ischialgia ишиалгия (боль по ходу седалищного нерва)

J

jejunectomy резекция тощей кишки

jejunitis воспаление тощей кишки

jejunoileostomy тощеподвздошный [еюноилеальный] анастомоз

jejunoplasty еюнопластика

joyless печальный, безрадостный

jigger песчаная блоха

jigget 1. двигаться толчками 2. подпрыгивать

jird песчанка

juccuya кожный лейшманиоз

jointed 1. сочленённый, соединённый суставом или швом 2. угловатый

jointless 1. не имеющий соединений, бесшовный 2. окостеневший

joint-oil синовиальная жидкость

K

karyosome кариосома (шаровидная масса хроматина в ядре клетки)

karyota клетка с ядром, ядерная клетка

karyotheca см. **karyolemma** karyotype кариотип (совокупность особенностей числа и формы хромосом клетки)

karyotyping кариотипирование (1. определение хромосомного набора 2. определение полового хроматина)

kasai алиментарная анемия; **katabolism** катаболизм, диссимиляция

kenotoxin кенотоксин, токсин утомления (при мышечном напряжении)

keratectasia офт. кератэктазия (выбухание истончённых участков роговицы)

keratectomy кератэктомия

keratorhexis, **keratorrhexis** перфорация роговицы при травме

keratosis дерм, кератоз (чрезмерное ороговение кожи)

kinoplasm уст. киноплазма, сократительная плазма

kinosphere фигура деления хромосомы, стадия звезды

kinotoxin кинотоксин, токсин утомления; **kinship** 1. генетическое родство (потомки от общего предка) 2. сходство

knife хирургический нож; скальпель || рассекать ножом или скальпелем

kymotrichous имеющий вьющийся волос

kyogenic сопутствующий беременности

kyphoic 1. кифотический 2. страдающий кифозом

kyphoscoliosis кифосколиоз

kyphosis кифоз; горб

L

labiodental губно-зубной, лабио-дентальный (звук)

labiogingival губно-десневой

labioglossolaryngeal губно-язычно-гортанный

labioglossopharyngeal губно-язычно-глоточный

labiograph прибор для регистрации движений губ

labioincisal губно-резцовый

labiomental губно-подбородочный

lactinated содержащий лактозу

lactobacillns лактобацилла, молочно-кислая бактерия

lactobiose лактоза, лактобиоза, молочный сахар**lactobutyrometer** бутирометр (прибор для определения содержания жира в молоке)

lactocele галактоцеле, киста молочной железы

laggard лаггард, отставшая хромосома

lagging отставание, запаздывание

lechopyra послеродовой сепсис

lecitinase лецитиназа (фермент тонкой кишки); **lectin** фитогемагглютинин, растительный гемагтлютинин, лектин

lepidoma лепидома (опухоль, исходящая из выстилающей ткани); **lepocyte** ядросодержащая клетка с оболочкой

lepothrix подмышечный трихомикоз **lepra см. leprosy leprechannism** лепречаунизм, лепрекойнизм

leptosomatic, **leptosomic** лептосоматический, лептосомный (имеющий гибкое, лёгкое или тонкое тело)

leptosome индивидуум пониженного питания, или лёгкой массы тела

locomotorinm опорно-двигательный аппарат (костносуставная и мышечная системы)

locoregionai местно-региональный (напр. рецидив рака)

M

macrocardia кардиомегалия, макрокардия

macrocardius плод с кардиомегалией

macrocephaly макроцефалия, мега(ло)цефалия (чрезмерное увеличение головы)

macrochilia макрохейлия

macrocheiria макрохейрия

macroglia макроглия, астроцитарная нейроглия (часть нейроглии, представленная астроцитами)

macroglobulin макроглобулин

macroglobulinemia макроглобулинемия, Вальденстрема болезнь

macroglossia макроглоссия, мегалоглоссия (патологическое увеличение языка

maliasmus инф. сап

malignancy пагубность, зловредность, злобность

mammilla сосок

mammitis мастит; **mammogen** пролактин, лактогенный гормон

maschaloncus опухоль в подмышечной ямке

masseter жевательная мышца

masseter-reflex мандибулярный рефлекс

medicative лечебный, целебный

medicator хирургический инструмент для введения лекарственного средства глубоко в ткани; аппликатор **medicinal** 1. медицинский 2. Лекарственный

mitogenesis митогенез (индукция митоза в клетках)

mitogenic митогенный, вызывающий митоз

mitogenicity митогенные свойства, митогенность

mitoptosis митоптоз; апоптоз митохондрий клетки

N

necrencephalus размягчение мозга

necrobacillosis инф. бол. Некробациллёз; **necrobiosis** некробиоз; местный некроз

nephropexy нефропексия, фиксация почки

nephroptosis нефроптоз, блуждающая почка

nephropyelolithotomy нефропиелолитотомия, удаление камня из почечной лоханки

nephropyeloplasty пиелоуретеропластика

nephropyosis пионефроз (гнойное воспаление почки)

nephrorrhagia кровотечение из почки

nephrorrhaphy ушивание (раны) почки

nesidiectomy удаление островковой ткани поджелудочной железы

nesidioblast незидиобласт

neurepithelium эмбр. нейроэпителий

neurergic относящийся к функции нерва

neurexe(i)resis выкручивание нерва

neuropsychiatry нейропсихиатрия

neuropsychic относящийся к отделу мозга, ведающему психической деятельностью

nucleolysis нуклеолиз (гидролиз нуклеазами)

nucleo-microsome хроматиновая гранула

nucleon нуклон

O

oaritis оофорит (воспаление яичника)

oasis участок здоровой ткани в поражённой области

oat-cell овсяно-клеточный (о раке)

obdormition онемение части тела вследствие сдавления нерва

obducent покрытый оболочкой (напр. о таблетке)

obedience послушание, повиновение

obelion кр. метр, обелион (место пересечения сагиттального шва черепа и линии, соединяющей теменные отверстия)

obese страдающий ожирением, тучный

odontexesis выскабливание

odontharpaga сильная зубная боль

odonthemodia гиперестезия зуба

odontiasis прорезывание зуба

odontiatria 1. лечение зубов 2. профессия стоматолога

odontic зубной

odontinoid 1. напоминающий дентин 2. одонтогенная опухоль

odontitis пульпит (воспаление пульпы)

olfacty пороговое восприятие запаха

oligemia гемат. олигемия, гиповолемия

olig(h)idria гипогидроз, пониженное потоотделение

oligoamnios гинек. маловодно

oligoarthritis олигоартрит

oligobiopsy пункционная биопсия

oligocardia брадикардия (пониженная частота сердечных сокращений)

oligochromemia 1. анемия, малокровие 2. гемат. гипохромия, гипохромазия

omniserum полиспецифическая сыворотка

omnivorous всеядный

omodynia боль в плечевом суставе

omophagia сыроедение

omoplata лопатка

omphalectomy омфалэктомия (иссечение пупка)

omphalelcosis изъязвление пупка

omphalexoche пупочная грыжа

operability операбельность; **operable** операбельный

osteo-acousia, osteoacusis костная проводимость

osteoanabrosis разрежение [атрофия] кости

osteoanagenesis регенерация костной ткани, регенерация кости

osteoarthritis остеоартрит, остеоартроз

P

pacefollower клетка или рецептор, воспринимающие импульсы пейсмекера

pacemaker 1. очаг автоматизма сердца 2. пейсмекер, искусственный водитель ритма

pachymeningitis пахименингит

pachymeningopathy пахименингопатия

pachymeninx твёрдая мозговая оболочка, пахименинкс

pachynsis патологическое утолщение любого образования

pachyonychia пахионихия

palatability 1. вкусовые качества 2. поедаемость ~ of water вкус воды food ~ лакомства, вкусная еда

palatable 1. вкусный, аппетитный 2. приятный (напр. о медикаменте)

palatal нёбный

palate 1. анат. нёбо 2. вкус

pancreatolysis деструкция, или острый некроз, поджелудочной железы; панкреонекроз

pancrea(to)tomy панкреатотомия

pharmacon лекарственный препарат, медикамент

pharmaco-oryctology изучение синтетических медикаментов;

pharmacophobia фармакофобия

pleioxeny многохозяйность паразита

pleochromocytoma плеохромоцитома

pyochezia гнойные испражнения

pyococcus гноеродный кокк

Q

quasilinkage ген. ложное сцепление

quasispecies кажущаяся разновидность (постоянно меняющиеся антигенные варианты вируса гепатита) viral ~ квази-виды вирусов

quassation дробление [размельчение] лекарственного сырья

quats четвертичные аммонийные основания (дезинфектанты)

queasiness недомогание

queasy 1. испытывающий тошноту или недомогание

R

rabbetting вколоченный перелом

rabies бешенство

radiocarbon радиоактивный углерод, радиоуглерод, 14C

radiocarcinogenesis возникновение лучевого рака

radiocardiography радиоизотопная кардиография

respiration ~ частота дыхания

respiratory (air)flow ~ скорость потока воздуха при дыхании

respiratory ventilation ~ интенсивность лёгочной вентиляции

raticid яд для крыс

rating 1. рейтинг, оценка

ratsbane семя чилибухи, рвотный орех (крысиный яд)

rattle 1. феск; грохот 2. хрипение

reablement реабилитация

reabsorption реабсорбция, обратное всасывание

rhinolith ринолит, носовой конкремент

rhinology ринология

rhinomucormycosis микол. риномукоромикоз

rhinomycosis риномикоз

rhitionecrosis некроз носовых костей

rubin фуксин (краситель)

rubor уст. краснота, покраснение (признак воспаления)

rubriblast полихроматический пронормобласт

ructus отрыжка

rudiment 1. рудиментарный [остаточный] орган, рудимент 2. зачаток, закладка (органа или ткани)

rudimentary рудиментарный, остаточный, недоразвитый, зачаточный

ruffling ундуляция, колебание

rufous рыжий, красновато-коричневый

runaround паронихия (воспаление околоногтевых тканей)

S

saaminellesis зааминеллёз (глубокий микоз)

saber-legged относящийся к саблевидным ногам

saber-shin саблевидные голени (искривление костей голени в сагиттальной плоскости в виде дуги)

sacroiliitis сакроилеит (воспаление крестцово-подвздошного сочленения)

sacrolisthesis сакролистез (смещение крестца вперёд)

salivant средство, стимулирующее слюноотделение

salivary слюнный

salivation слюноотделение, саливация

sharp-pointed остроконечный

shatter 1. отломок; осколок

shivering 1. дрожание, дрожь, тремор; озноб 2. спастические сокращения мышц

postoperative ~ послеоперационный озноб shock 1. удар, толчок

short-sighted 1. близорукий 2. недальновидный

shortsightedness близорукость, миопия

short-tempered вспыльчивый; невыдержанный, раздражительный

sigmoidectomy резекция сигмовидной кишки

sigmoiditis сигмоидит

sigmoidoproctostomy сигморектальный анастомоз

sigmoidoscope ректороманоскоп, сигмондоскоп

smellage любисток лекарственный (Levisticum officinale)

smell-brain обонятельный мозг

smeller дурно пахнущий объект

smelling-stick сассафрас лекарственный (Sassafras officinale)

submania гипомания

submarginal расположенный у края, пограничный

submaxilla нижняя челюсть

submaxillaries подчелюстной сиаладенит

submental подподбородочный

submento-vertex акуш. подбородочно-затылочная позиция

submentovertical pad. субментовертикальный

T

tachyrhythmia, tachysystoie тахикардия (повышенная частота сердечных сокращений)

tachytrophism ускоренный обмен веществ

tallow 1. жир, сало 2. каломазание

talocrural голеностопный talon 1. выступ 2. длинный коготь

talonid дистальная поверхность нижнего моляра

tama отёк, припухлость

tambour мембрана с пишущим устройством регистрирующего прибора

tamisage исследование кала на инфекционное заболевание

tamisage исследование кала на инфекционное заболевание

tampan южноафриканский ядовитый клещ

throughput пропускная способность, производительность (установки)

throwaway предмет одноразового пользования || не подлежащий повторному применению

throwback рефесс (упрощение организмов в процессе эволюции)

thrush кандидоз

thyrolingual щитовидно-язычный

thyrolytic разрушающий ткань щитовидной железы

thyromegaly тиреомегалия; **thyronine** тиронин (аминокислота)

thyropathy тиреопатия, расстройство функции щитовидной железы

thyrophyma опухоль щитовидной железы

thyroprivia гипотиреоз, микседема, Галла болезнь

U

uber молочная железа; плодовитость

ubiety местонахождение

ubiquinone убихинон (кофермент в цепи переноса электронов в митохондриях клеток)

ubiquitin убиквитин (белок, «метящий» другие белки для их расщепления в протеосоме)

ubiquitons непременный; убиквитарный, распространённый повсеместно (об инфекции)

ubiquity вездесущность, повсеместность, убиквитарность (об антигенах)

udometer дождемер

ugly 1. неприятный, скверный

ulotripsis массаж дёсен

ultex бифокальное стекло

ultima лат. исход; окончательный этап развития

ultimate 1. первичный, основной; элементный

ultravirus уст. вирус

ultromotivity способность к спонтанному движению; **ululate** вопить; стенать, причитать; выть

ululation вой, завывание; стенания

unforthcomingness немотивированность

untrue отклоняющийся от нормы, аномальный

untwist раскручивать (напр. сверхспираль ДНК)

ununited несоединённый, несросшийся (перелом)

unusual необычный; атипичный (напр. остеомиелит)

unviable нежизнеспособный

V

vaccigenous образующий вакцину vaccina см. vaccinia

vaccinal 1. вакцинный (относящийся к вакцине) 2. вакцинальный (относящийся к вакцинации)

vaccinate 1. вакцинировать

V-antigen вирусный антиген

vapocauterization каутеризация паром

vapor 1. пар 2. туман 3. лекарственный препарат для ингаляций;

vapo(ra)rium паровой ингалятор

varicella 1. ветряная оспа

varicoblepharon варикозность века

vasocorona сосудистое сплетение спинного мозга

vasodentin околопульпарный дентин, содержащий кровеносные сосуды

W

wad (of cottonwool) ватная пробка, тампон;

wadding вата

ward больничная палата

washproof водопроницаемый, пропускающий испарения (напр. пластырь)

washup моечная (в операционном блоке)

wasp оса

wasting-disease синдром истощения (при иммунодефиците)

well-defined достоверно установленный (напр. о заболевании)

well-developed хорошо развитый; **well-directed** точно направленный

well-marked хорошо выраженный, отчётливый

writhe 1. корчиться от боли 2. страдать, мучиться, терзаться

X

xanthelasmatosis ксантоматоз, экстрацеллюлярный холестериноз, Керля-Урбаха болезнь

xanthelasmoidea пятнистый мастоцитоз, пигментная крапивница

xanthemia каротинемия (повышенное содержание каротина в крови)

xanthic 1. жёлтый 2. относящийся к ксантину

X-chromosome Х-хромосома, женская хромосома

X-radiation 1. рентгеновское излучение 2. рентгеновское облучение || получить дозу рентгеновского облучения Х-гаур/. 1. рентгеновское

излучение, рентгеновские лучи 2. рентгенограмма; рентгенодиагностика || рентгеновский, рентгенологический

Y

yawn зевота || зевать

yawning зевота

yeki япон. бубонная чума

yolk yell пронзительный крик || кричать, вопить

yellow желтизна, желтуха, жёлтый цвет

Z

zaire холера

zantbine ксантин (промежуточный продукт распада пуринов)

zeal рвение, усердие

zoomania патологическая привязанность к животным

zoomylus уст. дермоидная киста

zoonosis зооноз

zoosis 1. антропозооноз (заболевание, общее для человека и животных)

zoosmosis осмос в живых тканях /oosperm 1. сперматозоид 2. зооспора

zootoxin зоотоксин (яд животного происхождения)

zootrophotoxism отравление пищей животного происхождения; **zoster** опоясывающий лишай

zosteriform, zosteroid герпетиформный, напоминающий опоясывающий лишай

УКРАЇНСЬКО-РОСІЙСЬКО-АНГЛІЙСЬКО-ЛАТИНСЬКИЙ СЛОВНИК ВЕТЕРИНАРНИХ ТЕРМІНІВ

А

Абсорбенти абсорбенты absorbents absorbentia

Авітеліна авителлина avitellina avitellina

Авітеліноз авителлиноз avitellinosis avitellinosis

Аглютинація агглютинация agglutination agglutinatio

Аглютинація непряма агглютинация непрямая indirect agglutination agglut inatio indirecta

Аглютинація пряма агглютинация прямая direct agglutination agglutinatio dir ecta

Аглютиніни агглютинины agglutinins agglutinina

Адолескарій адолескарий adolescaria adolescaria

Адоральний адоральный adoral adoralis

Адсорбент адсорбент adsorbent adsorbens

Адсорбція адсорбция adsorption adsorbtio

Ад'юванти адъюванты adjuvants adjuvantia

Аедес аэдес aedes aedes

Аерація аэрация aeration aëratio

Альвеоназус альвеоназус alveonasus alveonasus

Альфортія альфортия alfortia alfortia

Аляріоз аляриоз alariosis alariosis

Алярія алярия alaria alaria

Амбулакри амбулакры ambulacrums ambulacrae

Амеботеніоз амеботениоз amebotaeniosis amoebotaeniosis

Амеботенія амеботения amebotaenia amoebotaenia

Амеби амеби amoeba amoebae

Амідостома амидостома amidostome amidostomum

Амідостомоз амидостомоз amidostomosis amidostomosis Амітоз амитоз amit osis amitosis

Аскаридати аскаридаты ascaridata ascaridata

Б

Бабезія бабезия Babesia Babesia

Бабки бабки odonata odonata

Базальне тіло базальное тело basal body corpusculum basale

Балантидії балантидии Balantidium (coli) balantidia

Балантидіоз балантидиоз balantidiosis balantidioses

Безноїтії безноитии besnoitia besnoitia

Безноїтіоз безноитиоз besnoitioses besnoitioses

Безреагентний метод знезараження води безреагентный метод обеззараживания воды nonchemical water disinfection methodus desinfectionis aquae

Біотичні фактори середовища биотические факторы среды biotic factors of environment factori medii biotici

Біотоп биотоп biotope biotopus

Біоценоз биоценоз biocenosis bioscoenosis

Бітінія битиния bithynia bythinia

Благополучний пункт благополучный пункт problemfree point punctum prōs perum

Блохи блохи fleas aphaniptera

Бойня санітарна (санбойня) бойня санитарная (санбойня) sanitary slaughterhouse, abattoir caedes medicīnata

Бокси боксы boxes thecae

Ботріоцефалюс ботриоцефалюс bothriocephalus bothriocephalus

Ботрія ботрия bothrium bothrium

Буностома буностома bunostomum bunostomum

Буностомоз буностомоз bunostomoses bunostomoses

Бурса статева бурса половая bursa genital bursa genitalis

В

Вакцина вакцина vaccine vaccinum

Вакцинація вакцинация vaccination vaccinatio

Вакцинопрофілактика вакцинопрофилактика vaccilan prevention vaccinopro phylactica

Везикула везикула vesicle vesicula

Вертячка вертячка (ценуроз) whirligig capostorno

Веслоногі ракоподібні веслоногие ракообразные copepods copepoda

Ветеринарний огляд ветеринарный осмотр veterinary examination inspectio v eterinaria

Ветеринарні заходи ветеринарные мероприятия veterinary measures actiones veterinariae

Ветеринарно-

санітарна експертиза ветеринарносанитарная экспертиза veterinary-hygienic expertise investigatio sanitatis veterinaria

Ветеринарно-

санітарний огляд туш та органів ветеринарносанитарный осмотр туш и ор ганов veterinaryhygienic examination of carcasses and organs īnspectio praecīsoru m et organorum sanitatis veterinaria

Видова специфічність видовая специфичность species specificity species spe cifica

Вимушений забій вынужденный забой forced slaughter trucīdātio invīta (trucī dātio necessita)

Виснаження истощение exhaustion exhaustio (extenuatio, denutritio)

Віварій виварий vavarium vivarium

Війки реснички cilia cilia

Вікарна терапія викарная терапия vicarious therapy therapia vicaria

Вітамінна недостатність витаминная недостаточность hypovitaminosis hypo vitaminosis

Вітамінні корми витаминные корма vitamin feedstuff cibi vitaminosi

Воші вши louses pediculi (siphunculata, snoplura)

Г

Габронемоз габронемоз habronemosis habronemoses

Гамазоїдні кліщі гамазоидные клещи gamasoidea mites gamasoidea

Гамети гаметы gamete gametae

Гаметогонія гаметогония gametogonia gametogonia

Гаметоцити гаметоциты gametocytes gametocytus

Гемонхус гемонхус barber′s pole worm haemonchus

Гемоспоридії гемоспоридии haemosporida haemosporida

Гемоспоридіоз гемоспоридиоз haemosporidiosis haemosporidiosis

Гемотоксини гемотоксины hemotoxina haemotoxina

Гіалома гиалома hyaloma hyalomma

Гігієна повноцінної годівлі гигиена полноценного кормления hygiene of ade quate feeding hygiena nutritionis sincērae

Гідатідоз гидатидоз hydatidosis hydatidosis

Гіподерма гиподерма hypoderma hypoderma

Гіподерматиди гиподерматиды hypodermatidae hypodermatidae

Глибока (незмінна) підстилка глубокая несменяемая подстилка deep irremo vable litter substramentun profundum

Глисти глисты helminth helminthes

Гній навоз manure fimum

Гнійна рідина навозная жижа liquid manure liquor fimi

Гнус гнус gnat culex

Годівля сільськогосподарських тварин кормление сельскохозяйственных животных livestock feeding nutritio pecoris

Годівниця кормушка feeding-trough nutricula

Д

Давенеоз давенеоз davaineosis davaineosis

Давенія давения davainea davainea

Дафнія дафния daphnia daphnia

Двокрилі двукрылые dipteran diptera

Девастація девастация devastation devastatio

Дегельмінтизація дегельминтизация dehelmintization dehelminthisatio

Дезакаризація дезакаризация desacarization desacarizatio

Дезбар'єр дезбарьер desbarrier desrepāgula

Дезінвазуючі засоби дезинвазионные средства means of desinvasion remedium desinvasionalis

Дезінфекція дезинфекция desinfection desinfectio

Демодекс демодекс demodex demodex

Демодикоз (див. залозниця) демодикоз (железница) demodicosis demodecosis

Джерело збудника інвазії источник возбудителя инвазии source of invasion a gent fons bacilli invasionis

Диктіокаулюс диктиокаулюс dictyocaulus dictyocaulus

Дипілідіоз дипилидиоз dipylidiosis dipylidiosis

Дипілідіум (дипілідія) дипилидиум (дипилидия) dipylidium dipylidium

Дирофіляріоз дирофиляриоз dirophilariasis dirophilariosis

Дирофілярія дирофилярия dirophilaria dirophilaria

Дисбактеріоз дисбактериоз disbacteriosis dysbacterios

Диспансеризація диспансеризация dispensary [prophylactic] system dispensari satio

Діагноз диагноз diagnosis diagnosis

Діагноз вірогідний диагноз вероятный diagnosis probable diagnosis probabilis

Діагноз диференційний диагноз дифференциальный differential diagnosis di agnosis differentialis

Дощові черви (черв'яки) дождевые черви earthworms lumbricidae

Е

Екосистема экосистема ecosystem oeco-systema

Ексцистування эксцистирование excystation excystis

Ектопаразити эктопаразиты ectoparasites ectoparasiti

Ектоплазма эктоплазма ectoplasm ectoplasma

Електронний мікроскоп электронный микроскоп electron microscope electro nomicroscopium

Елімінація элиминация elimination eliminatio

Ендодіогенія эндодиогения endodyogenia endodyogenia

Ендозоїт эндозоит endozoite endosoitis

Ендопаразити эндопаразиты endoparasites endoparasiti

Ендоплазма эндоплазма endoplasm endoplasma

Ендополігенія эндополигения endopolygenia endopoligenia

Ензоотичність энзоотичность enzootism enzootismus

Ензоотія энзоотия enzootia enzootia

Ентомози энтомозы entomosis entomoses

Ентомологія энтомология entomology entomologia

Епізоотичне вогнище эпизоотический очаг epizootic nidus focus epizooticus

Епізоотологічне обстеження эпизоотологическое обследование epizootic ex amination inspectio epizootica

Епойкія эпойкия commensalism epoicia

Естроз эстроз oestrosis oestroses

Еукаріоти эукариоты eukaryotes eukaryotes

Еуритрема эуритрема eurytrema eurytrema

Еуритремоз эуритремоз eurytremosis eurytremoses

Ехінокок эхинококк echinococcus echinococcus

Ехінококоз эхинококкоз echinococcosis echinococcoses

Ехінопарифіум эхинопарифиум echinoparyphium echiniparyphium

Ж

Жигалка жигалка stable fly, horn fly stomoxis Geoffroy

Життєздатність жизнеспособность viability vitalitas

Жовточники желточники vitelline gland glandulae vitellinae

З

Забрудненість паразитарна загрязненность паразитарная parasitic contamina tion contaminatio parasitica

Загони для тварин заграждения для животных corral praesaepis, stabulatio

Загрозлива зона угрожаемая зона danger zone zona comminata

Залозниця (див. демодекоз) железница (демодекоз) follicle mite demodex, d emodecosis

Зараження заражение contamination infectio, contaminatio, contagium

Захворюваність заболеваемость morbidity morbiditas

Захворювання заболевание, болезнь disease, morbus (affectio, aegritudo**)**

Заходи особистої гігієни мероприятия по личной гигиене personal hygiene m easures hygiena propria

Зигота зигота zygote zygota

Зміна випасів смена пастбищ pasture change vicis pascuam

Знезараження м’яса обеззараживание мяса meat disinfection caro, desinfectio carnis (desinfectio vīsceris, desinfectio vivum)

Зоїти зоиты zoites zoites

Золотоочки златоглазки golden-eyed flies chrysopae

Зооантропонози зооантропонозы zooanthroponosis zooanthroponoses

Зоогігієна зоогигиена zoohygiene zoohygiena

Зоонози зоонозы zoonosis zoonoses

Зоопаразитологія зоопаразитология zooparasitology zooparasitologia

І

Ідентифікація паразитів идентификация паразитов parasites identification id entificatio parasitorum

Ізольований табун изолированный табун isolated herd grex isolatus

Імунізація иммунизация immunization immunisatio

Імунітет иммунитет immunity immunitas

Імунітет активний иммунитет активный active immunity immunitas active

Імунітет вроджений иммунитет врожденный congenital immunity immunitas congenitalis

Імунітет нестерильний иммунитет нестерильный nonsterile immunity artifici alis nonsterilis

Імунітет поствакцинальний иммунитет поствакцинальный postvaccinal [po stinoculation] immunity immunitas postvaccinalis

Імунітет постінвазійний иммунитет постинвазионный postinvasive immunit y immunitas post invasionem

Імунітет природний иммунитет природный natural immunity immunitas natur alis

Імунітет стерильний иммунитет стерильный sterile immunity immunitas ster ili

Імунологічна недостатність иммунологическая недостаточность immunolog ic deficiency insufficientia immunologica

Імунологічна реактивність иммунологическая реактивность immunorespon siveness reactivitas immunis

Імунологічна реакція иммунологическая реакция immune response reaction i mmunis

Імунологічна толерантність иммунологическая толерантность immunologic al tolerance tolerantia immunis

Імунопрофілактика иммунопрофилактика immunoprophylaxis immunoproph ylaxis

Інсектициди инсектициды insecticides insecticida

Інспекція инспекция inspection inspectio

Інтоксикація интоксикация intoxication intoxicatio

Інфузорії инфузории infusoria Infusoria

Інцистування инцистирование encystations formatio cystis

К

Кал (екскременти, фецес) кал (екскременты, фецес) feces excrementum

Каліфориди каллифориды calliphoridae calliphoridae

Каналізація канализация sewage emissarium

Канал Лауерів канал Лауреров Laurer′s canal canalis Laureri

Капіляріоз капилляриоз capillariosis capillarioses

Капілярія капиллярия capillaria capillaria

Карантин скотини карантин скота livestock quarantine quarantina bovis

Кедрове масло масло кедровое cedarwood oil oleum cedri (cedrus)

Кількісні методи паразитологічних досліджень количественные методы п аразитологических исследований quantitative methods of parasitologic researc h methodi investigationum parasitologicorum quantativi

Коноїд коноид conoid conoid

Конус статевий конус половой conus genitalis conus genitalis

Кон'юганти конъюганты conjugants conjugatio

Кон'югація конъюгация conjugation conjugatio

Кооперія кооперия cooperia cooperia

Копростаз копростаз coprostasis coprostasis

Копрофаги копрофаги coprophage coprophagi

Копуляція копуляция copulation copulatio

Л

Лабільний лабильный labile labilis

Лабораторні тварини лабораторные животные laboratory [experimental] ani ma Anima vilis (corpus vile, experimentum in anima vili)

Ларва мігранс (феномен мігруючих личинок) ларва мигранс (феномен ми-грирующих личинок) larva migrans (phenomenon of migrating larvae) larva mig rans

Ларвоциста ларвоциста larval cyst larvacystis

Латентний латентный latent lateens

Лейшманії лейшмании leishmania leishmania

Лейшманіоз лейшманиоз leishmaniasis leishmaniosis

Летальність летальность lethality letalitas

Лігамент лигамент ligament ligamentum

Лігула лигула ligula ligula

Лігульоз лигулёз ligulosis ligulosis

Лізосоми лизосомы lysosome lysosomae

Лікувальна ефективність лечебная еффективность medical effectiveness effi cacitas curativa (praestantia remedii)

Лімнеа лимнеа limnaea imnaea

Ліногнатус линогнатус linognathus linognathus

Ліорхіс лиорхис liorchis liorchis

Локальний локальный local localis

Лялечкородні куклородные pupigenous pupipara

Лямбліоз лямблиоз lambliasis lambliosis

М

Мазки мазки smear

Макраканторинхоз макраканторинхоз macracanthorhynchosis macracanthorh ynchosis

Макраканторинхус макраканторинхус macracanthorhynchus macracanthorhy nchus

Макрогамета макрогамета macrogamete macrosgamete

Макрогаметоцит макрогаметоцит macrogametocyte macrogametocytis

Мезоцестоідес мезоцестоидес mesocestoides mesocestoides

Мелофагус мелофагус melophagus melophagus

Мерогонія мерогония merogony merogonia

Мерозоїт мерозоит merozoite merosoitis

Меронт меронт merontis merontis

Метаболізм метаболизм metabolism metabolismus

Метастронгільоз метастронгилёз metastrongylosis metastrongyloses

Метастронгілюс метастронгилюс metastrongylus metastrongylus

Монотомія монотомия monotomia monotomia

Москіти москиты mosquitos phlebotomidae

Мошки мошки black flies Simuliidae

Мультицептози мультицептозы multiceptosis multiceptoses

Мультіцепс мультицепс taenia multiceps multiceps

Мухи мухи flies muscidae (muscae Linnae)

Мюллеріоз мюллериоз muelleriosis muelleriosis

Мюллеріус мюллериус muellerius muellerius

Н

Надпаразитизм сверхпаразитизм superparasitism superparasitismus

Найпростіші простейшие protozoa protozoa

Накривне скло покровное стекло cover glass vitrum tegumentalis (tectorium)

Нахлібництво нахлебничество commensalism commensalismus

Нашкірники накожники psoroptes psoroptes

Неблагополучна група тварин неблагополучная группа животных problem group of animals turbula besiorum imprōspera

Неблагополучний пункт неблагополучный пункт problem point punctum im prōsperum

Нематгельмінти нематгельминты nemathelminthes nemathelminthes

Нематоди нематоды round worms nematoda

Нематодірус нематодирус nematodirus nematodirus

Нематоцера нематоцера nematocera nematocera

Неоаскари неоаскары neoascaris neoascaris

Неоаскароз неоаскароз neoascarosis neoascarosis

Ноземоз ноземоз nosemosis nosemosis

Нотоедрес нотоэдрес notoedres notoedres

Нотоедроз нотоэдроз notoedrosis notoedrosis

Нотокотилідоз нотокотилидоз notocotylidoses notocotylidoses

Нотокотілус нотокотилус notocotylus not

ocotylus

Нуклеоїд нуклеоид nucleoid nucleoidum

Нуклеотиди нуклеотиды nucleotides nucleotides

Нуталіоз нутталлиоз nuttalliosis nuttalliosis

Нуталія нутталлия nuttallia nuttallia

О

Оводи оводы botflies asili Tabanidae

Одужання выздоровление recovery convalescentia (allevatum corpu, recreatio)

Окиснення окисление oxidation oxidatio

Оксіуріс оксиурис oxyuris oxyuris

Оксіуроз оксиуроз oxyuriasis oxyurosis

Онкосфера онкосфера oncosphere onkosphaira

Онхоцерки онхоцерки onchocerca onchocerca

Онхоцеркоз онхоцеркоз onchocercosis onchocercose

Ооциста ооциста oocyst oocystis

Опісторхіс описторхис opisthorchis opisthorchis

Опісторхоз описторхоз opisthorchiasis opisthorchosis

Опістосома опистосома opisthosoma opisthosoma

Органели органеллы organella organella

Органоїди органоиды organoid organoid

Орибатидні кліщі орибатидные клещи oribatei oribatei

Орієнтобільхарціоз ориентобильхарциоз orienthobilharziasis orienthobilharziosis

Орієнтобільхарція ориентобильхарция orienthobilharzia orienthobilharzia

Остертагія остертагия brown stomach worm ostertagia

Отодектес отодектес otodectes otodectes

Отодектоз отодектоз otodectosis otodectoses

Очищення біологічне очистка биологическая biological treatment purgatio (depurgatio) biologica

Очищення води очистка воды water purification purgatio aquae (depurgatio aquae)

П

Паразитози паразитозы parasitosis parasitoses

Паразитологічні дослідження паразитологические исследования parasitologic research investigationes parasitologicae

Паразитологія паразитология parasitology parasitologia

Паразитоносійство паразитоносительство parasitosis parasitosis

Паразитоценоз паразитоценоз parasitocenosis parasitocenosis

Паразитоцидний паразитоцидный parasitocid parasitocidus

Параліч імунологічний паралич иммунологический immunologic paralysis p aralysis immunologica

Парамфістома парамфистома paramphistomum paramphistomum

Парамфістомоз парамфистомоз paramphistomosis paramphistomoses

Паранoплоцефала параноплоцефала paranoplocephala paranoplocephala

Паранoплоцефальоз параноплоцефалёз paranoplocephalosis paranoplo-cephalosis

Параскарис параскарис parascaris parascaris

Параскароз параскароз parascarosis parascarosis

Парафіляріоз парафиляриоз parafilariasis parafilariosis

Парафілярія парафилярия parafilaria parafilaria

Партеногенез партеногенез parthenogenesis parthenogenesis

Парутеринний орган парутеринный орган paruterin organ organon parametriu m

Пасалурус пасалурус passalurus passalurus

Пасовища природні пастбища природные natural grasslands arva

(buceta) naturalia

Пелікула пеликула pellicula pellicula

Перитрема перитрема peritreme peritrema

Перкутанний перкутанный percutaneous percutaneus

Пероїди пероеды philopteridae philopteridae

Пероральний пероральный peroral peroralis

Пестициди пестициды pesticides pesticides

Петля гельмінтологічна петля гельминтологическая helminthological loop laqueus helminthologicus

Пил пыль dust pulvis

Піноцитоз пиноцитоз pinocytosis pinocytosis

Піроплазми (бабезії) пироплазмы (бабезии) pyroplasm (babesia) piroplasma

Полярні кільця полярные кольца polar rings anuli polares

Популяція популяция population populatio

Порожнинні оводи полостные оводы oestridae, bot flies oestridae

Преакантела преакантелла preacanthella preacanthella

Презервація презервация preservation preservatio

Премуніція премуниция premunition praemunitio

Препатентний період препатентный период prepatent period periodus praepat entus

Р

Рабдитоподібна личинка рабдитовидная личинка rhabditiform larva rhabditif orma larva

Райєтина райетина raillietina raillietina

Райєтиноз райетиноз raillietinosis raillietinoses

Ракоподібні ракообразные crustaceans crustacea

Реактивність імунологічна реактивность иммунологическая immunologic reactivity reactivitas immunologica

Реактивність організму реактивность организма organism reactivity reactivitas organismi

Реакція аглютинації реакция агглютинации agglutination reaction reaction agglutinationis

Реакція зв'язування комплемента (РЗК) реакция связывания комплемента (РСК) complement binding assay reactio cōnexus complementi

Рибосоми рибосомы ribosome ribosome

Риноеструс риноэструс rhinoestrus Rhinoestrus

Рипіцефалус рипицефалус rhipicephalus Rhipicephalus

Ришта ришта Guinea worm dracunculus medinensis

Рідина гнійна жидкость навозная liquid manure liquor oleti (liquor fimi)

Рідинний жолоб жижный жёлоб gutter imbrex liquoris

Родина семейство family familia

Розкол раскол split conscissio (discissio, dissēnsio, dissidium)

Романовського-Гімзи метод

С

Спорогонія спорогония sporogonia sporogonia

Спорозоїти спорозоиты sporozoite sporozoites

Споронт споронт sporont sporont

Спороциста спороциста sporocyst sporocysta

Стилезіоз стилезиоз stilesiosis stilesioses

Стилезія стилезия stilesia stilesia

Стічні води сточные воды sewage aquae cloācīnae (cloācālis)

Стома стома stoma, ostomy stoma

Санація санация sanitation sanatio

Санітарна ветеринарна медицина санитарная ветеринарная медицина sanitary veterinary medicine medicina veterinae sanitatis

Саногенез саногенез sanogenesis sanogenesis

Сенсибілізація сенсибилизация sensitization, primary immunization sensibilisatio

Сенсила сенсилла sensilla sensilla

Сенсили трематод сенсиллы трематод sensilla trematode, fluke Trematodum sensillae

Середовища живильні среды питательные nutrient mediums media substratan utrientia

Серодіагностика серодиагностика serodiagnosis serodiagnostica

Серологічні реакції серологические реакции serological reaction reactiones serologicae

Серологія серология serology serologia

Сетаріоз сетариоз setariosis setarioses

Сетарія сетария setaria setaria

Симбіоз симбиоз symbiosis symbiosis

Симптом симптом symptoms symptom

Симптоматика симптоматика symptomatology symptomatologia

Симптоматологія симптоматология symptomatology symptomatologia

Спори споры spore sporoses

Споробласт споробласт sporoblast sporoblast

Споровики споровики sporozoa sporozoa

Т

Таргани,тараканы cockroach, black beetles blattoptera

Тегумент тегумент tegument tegumentum

Тейлерії ,тейлерии theileria theileriae

Тейлеріоз тейлериоз theileriosis theilerioses

Телеонімфа телеонимфа teleonymph teleonymphe

Телязії телязии thelazia thelazia

Телязіоз телязиоз thelaziosis thelazioses

Тизанієзіоз тизаниезиоз thysanieziosis thysanieziosis

Тизанієзія тизаниезия thysaniezia thysaniezia

Токсаскарис токсаскарис toxascaris toxascaris

Токсаскароз токсаскароз toxascarosis toxascarosis

Токсини токсины toxins toxina

Трихомонада трихомонада trichomonad trichomonas

Трихомоноз трихомоноз trichomoniasis trichomonoses

Трихонема трихонема trichonema trichonema

Трихонематози трихонематозы trichonematosis trichonematoses

Трихостронгілідози,трихостронгилиди trichostrongylidoses Trichostrongyli doses

У

Ундулююча мембрана ундулирующая мембрана undulating membrane membrana undulata

Унцинаріоз унцинариоз uncinariasis, hookworm disease uncinariosis

Унцинарія унцинария uncinaria uncinaria

Умовно благополучний пункт условно благополучный пункт conditionally problemfree point punctus und(ul)ātus prōsperus

Умовно здорова тварина условно здоровое животное condionally healthy animal animal salūbre prōsperum

Ф

Фагоцитоз фагоцитоз phagocytosis phagocytosis

Фактор фактор factor factor

Фактори передачі збудника хвороби факторы передачи возбудителя заболевания causative agents transmission factors factores cessiōnis bacilli morbi

Фактори, що впливають на опірність організму до захворювань факторы, что влияют на сопротивляемость организма к заболеванию resistance factors factores resistentiae

Факультативний хазяїн факультативный хозяин accidental (optional, permissive) host hospes (dominus, vector, nutritor) optīvus

Фарінкс фаринкс pharynx pharynx

Фасціола фасциола fasciola fasciola

Фасціольоз фасциолёз fascioliasis, fasciolosis fascioloses

Х

Хабертіоз хабертиоз chabertiosis Chabertioses

Хабертія хабертия chabertia Chabertia

Хеліцери хелицеры chelicera chelicerae

Хіміопрепарати химиопрепараты chemical preparations chemopraeparatum

Хітин хитин chitin chitin

Хазяїн хозяин host dominus, host

Хоріоптеси хориоптесы chorioptes chorioptes

Хоріоптоз хориоптоз chorioptosis chorioptosis

Ц

Ценур ценур coenurus coenurus

Ценурози ценурозы coenurosis coenuroses

Ціп'яки цепни taenia, tapeworm cyclophyllidea

Церкарії церкарии cercariae cercariae

Цестодози цестодозы cestodosis cestodoses

Цестоди цестоды cestoda cestoda

Цефалопіна цефалопина cephalopina cephalopina

Цефеномія цефеномия cephenomyia, deer botfly cephenomyia

Цеце цеце tsetse fly clossina

Циклоп циклоп cyclop cyclops

Цирус цирус cirrus cirrus

Циста циста cyst, bladder cystis, cysta

Цистицерк цистицерк cysticercus, measle, bladder worm cysticercus

Цистицеркози цистицеркозы cysticercosis cysticercoses

Цистицеркоїд цистицеркоид cysticercoid cysticercoid

Цистозоїт цистозоит cystozoite cystozoitis

Цистоізоспорози цистоизоспорозы cystoisosporiasis cystoisosporoses

Ч

Чашки Петрі чашки Петри Petri dish scutela Petri, capsula Petri

Чищення тварин чистка животных animals grooming tuitio (cura) pecoris

Членистоногі членистоногие arthropoda arthropoda

Ш

Шийка шейка neck, cervix colium

Шизогонія шизогония shizogony schisogone, goneia

Шипики шипики spinelets, spinules spinae

Шистосомози шистосомозы schistosomiasis schistosomoses

Шистосоми шистосомы shistosoma schistosoma

Щ

Щитки щитки clypeus, scute scūtula

Е

Езофагостомоз езофагостомоз oesophagostomoses oesophagostomoses

Еймерія еймерия eimeria eimeria

Екологічна ніша екологическая ниша ecological niche aedicula aecologica

Екосистема екосистема ecosystem oecosystema

Ектоплазма ектоплазма ectoplasm ectoplasma

Ембріофор ембриофор embryophore embryophore

Ендемічний ендемический endemic endemicus

Ендодіогенія ендодиогения endodyogenia endodyogenia

Естроз естроз oestrosis oestroses

Еуритрема еуритрема eurytrema eurytrema

Еуритремоз еуритремоз eurytremosis eurytremoses

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