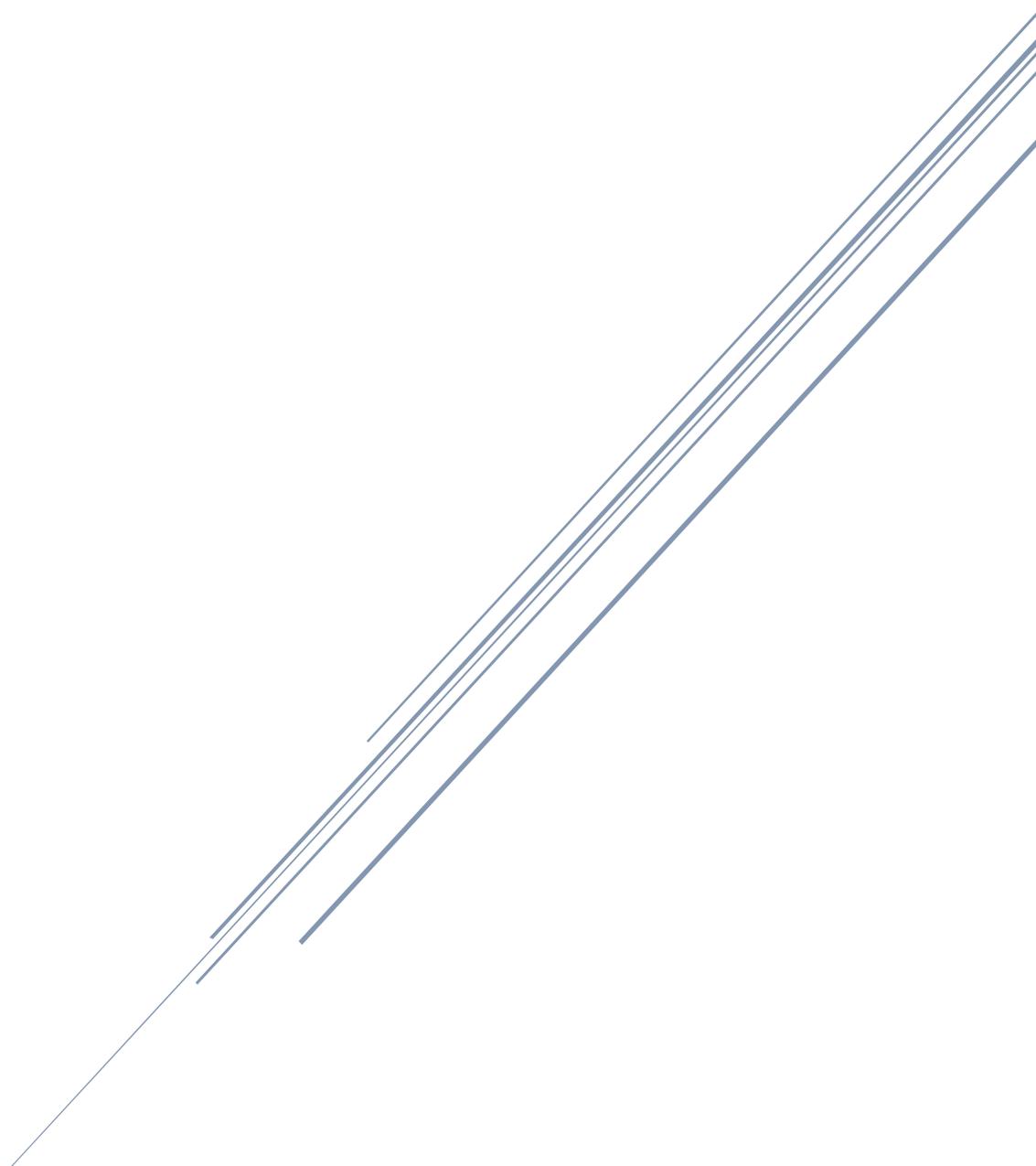


# GRAMMAR PRACTICE

pro studenty FVL a FVHE na VFU Brno



Ústav cizích jazyků  
Veterinární a farmaceutická univerzita Brno

## 01. Present tenses

### Key points:

- There are 2 present tenses in English. The **present simple** describes the facts and habitual actions, permanent activities and situations. The **present continuous** (also called present progressive) describes actions which are still in progress at the time or around the time of speaking, temporary situations or expresses changes happening around now.
- Many verbs which describe states, opinions, attitudes or mental states rather than momentary events can only be used in the simple form. They are called "state or non-progressive verbs". Some verbs have both state and event meaning, however the meanings are not the same (e.g. *be, have, think, see*).

**The most frequent state verbs are:** *love, hate, like, want, need, know, believe, understand, prefer, remember, realize, mean, suppose, belong, seem, consist, depend, contain, belong, think (have an opinion), etc.*

- Present tense forms are used to refer to future time as well.
- Where some languages (such as Czech) use present tenses, English uses the present perfect.



### Tense vs Aspect

In many grammar books, a distinction is made between "tense" (present or past) and "aspect" (e.g. progressive). Tense shows time, whereas aspect typically shows whether an event is seen as ongoing or completed at a particular time.



### Continuous with *always*

We can use a progressive form with *always* and similar words to talk about **repeated but unpredictable or unplanned events**. The structure is also used to make complaints and criticism.

*e.g. The students are always forgetting about their homework! (the speaker is angry about that)*



### Simple with *here comes, there goes*

*e.g. This strong wind! There goes my hat!*

**1. Read the following dialogue and fill in the gaps with the correct form of the verb. You can use only Present simple or Present continuous.**

In a pub

Ella: The service ..... (be) very bad here. I've been trying to get the waiter's attention for ages.

Boris: I ..... (hope) he ..... (serve) us soon. There is a Pharmaceutical Toxicology lecture at 2 o'clock. And I ..... (be) always late.

Ella: What ..... you ..... (study) here?

Boris: I ..... (be) a student of Pharmacy.

Ella: Oh, and ..... you ..... (enjoy) it?

Boris: At first I didn't like it much. But I ..... (begin) to enjoy it now. I ..... (think) it's very interesting. How about you?

Ella: Well, I ..... (only stay) here for three months. Then I ..... (go back) to Sweden. But I ..... (think) about living here for longer in the future.

Boris: Thanks God! Here ..... (come) the waiter. It ..... (look) like we're going to get served after all!

Ella: Great! I ..... (starve)!

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

Vaše znalost chemie a biochemie se zlepšuje.

---

Na kterém článku vaši kolegové pracují?

---

Studenti se často zúčastňují zahraničních stáží.

---

Někteří studenti pořád ztrácejí své průkazy.

---

Půjčujete si někdy knihy z univerzitní knihovny?

---

Vždycky opouštíte kancelář tak pozdě?

---

Kolik bydlí na koleji zahraničních studentů?

---

Kdo si přeje studovat v německy mluvící zemi?

---

Jaká zkouška, si myslíte, je v prvním ročníku nejtěžší?

---

Úřední hodiny studijního oddělení se v průběhu akademického roku nikdy nemění.

---

**3. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick ✓ each correct line. If a line has a word which should not be there, write the word in the space.**

Admission procedure at the Faculty of Veterinary Hygiene and Ecology for the Master's degree study programme of Veterinary Hygiene and Ecology is based on a written test in biology and chemistry. For admission to studies test results are being decisive and the learning outcomes achieved at secondary school as well as activities showing interest for in studying veterinary hygiene and ecology are taken into account. There are not no entrance examinations for the field of study of Food Safety and Quality in the Bachelor's degree programme. Results from the secondary school and activities are showing interest in studying are decisive. There are an entrance examinations in vocational subjects in the follow-up continuing Master's degree programme in the field of study of Food Safety and Quality.

..... ✓ .....

.....study.....

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

11.....

## 02. Past tenses

### Key points:

- The **past simple** describes completed actions in the past, such as the main events in the narrative. It can also describe habits and routines in the past.
- The **past continuous** (also called progressive) are used when giving background description and depicting actions in progress, often contrasted with a sudden event. Past continuous also implies that the depicted events were not completed at a particular time.
- **Used to** is used to describe past habits or states. A time expression is not necessary.  
*e.g. He used to be a good student.*                      Býval to dobrý student.
- **Would** is used to describe person's typical activities. It cannot be used to describe states.  
*e.g. He would read Latin books every evening.*      Každý večer čítával latinské knihy.
- The **past perfect** describes a past event which took place before another past event. If *before* or *after* is used, the past perfect is optional. Past perfect is frequently used in sentences with conjunctions *when, because, that* or *which, who*.



### Continuous with *always*

We can use a progressive form with *always* and similar words to express complaints or criticisms. The structure is also used to talk about repeated but unpredictable or unplanned events in the past.

- e.g. *The letters were continually being sent to the wrong address.*  
Dopisy byly neustále posílány na špatnou adresu.



### ...*was/were thinking, wondering, hoping*

We can use the past continuous with the verbs *think, wonder* and *hope* to give a polite or uncertain meaning.

- e.g. *I was thinking of inviting you to our newly opened pharmacy.*  
Přemýšlel/a jsem, že bych vás pozval/a do naší nově otevřené lékárny.

**1. Read the joke and fill in the gaps with the proper verb form (past simple or continuous).**

A local business 1..... (look) for office help. They 2..... (put) a notice on the door, stating the following: "JOB VACANCY. Must be able to type, must be good with a computer and must be bilingual. We are an Equal Opportunity Employer."

After a short time, a dog 3..... (run) past the door, 4..... (see) the advertisement, 5..... (stop) for a second and 6..... (go) inside. He 7..... (look) at the receptionist and 8..... (wag) his tail, then 9..... (walk) over to the notice, 10..... (wink) at it and 11..... (give) a bark. The receptionist 12..... (get) the idea and 13..... (call) for the office manager.

The surprised manager 14..... (lead) the determined animal into the office. There, the dog 15..... (leap) onto the chair and 16..... (look) at the manager. The manager 17..... (respond) "I can't hire you. The advertisement says you have to be able to type." The dog 18..... (jump) down, 19..... (find) the typewriter and 20..... (type) out a perfect letter. He 21..... (take) out the page and 22..... (give) it to the shocked manager. Then he 23..... (jump) back on the chair. The manager 24..... (be) totally stunned, however 25..... (tell) the dog "the sign says you have to be good with a computer." The dog 26..... (jump) down again and 27..... (move) to the computer where he perfectly 28..... (enter) and 29..... (execute) a complicated PC program.

By this time the manager 30..... (appear) totally bowled over by the animal! He 31..... (look) at the dog whispering "I realize that you are a very intelligent dog and have some interesting abilities. However, I still can't give you the job." The dog 32..... (point) with his paw to the sentence that 33..... (promised) being an Equal Opportunity Employer on the copy of the advertisement. The manager 34..... (smile) "yes, but the sign also says that you have to be bilingual."

The dog 35..... (take) an innocent look at the manager and 36..... (open) his mouth, "Meow!"

**2. Translate the following sentences using all types of past tenses.**

Opozdil jsem se, takže když jsem dorazil na úřad, úředníci už odešli.

---

Nesplňoval jsem podmínky, tak jsem se o tu práci neucházel.

---

Všiml si, že někdo nechal vzkaz na mém záznamníku.

---

Když jsme čekali na budoucího zaměstnavatele, zahlédl jsem svého kamaráda.

---

Přinesl jsem kopie všech diplomu a osvědčení, jak mi při telefonickém rozhovoru poradili.

---

Měla na sobě kostýmek, který si koupila loni na dovolené.

---

Nemohla jsem si koupit jízdenku, protože jsem doma zapomněla peněženku.

---

Nikdy jsme nejezdívali na dovolenou do zahraničí, když jsem byl malý.

---

Když byli ještě kolegové, chodívali spolu na oběd každé pondělí.

---

Tatínek mě vždycky vozil do školy autem.

---

Stará lékárna stávala před válkou na kraji vesnice.

---

Večer jsem byla velmi unavená, protože jsme celé odpoledne vedli pohovory s uchazeči.

---

**3. Turn the affirmative sentences into the negative and interrogative sentences.**

I used to go to school here.

---

---

We used to go on holiday abroad.

---

---

He used to bring her flowers on her birthday.

---

---

A tree used to stand in front of our school.

---

---

**4. Irregular verbs. Choose the most suitable verb and complete each sentence with its correct form.**

cast	dwell	forbid	shed	slay	sling	stride	strive	thrive	wring
------	-------	--------	------	------	-------	--------	--------	--------	-------

- a) When I broke up with him, he \_\_\_\_\_ a tear or two, but that was all.
- b) The brave prince \_\_\_\_\_ the frightful beast and rescued the beautiful princess.
- c) When John was told he was fired, he didn't say a word, angrily \_\_\_\_\_ out of his head's office and left for home.
- d) The lives of the people who \_\_\_\_\_ here were influenced by nature.
- e) His brother waved us goodbye, \_\_\_\_\_ his heavy bag over his shoulder and set off for the railway station.
- f) His business \_\_\_\_\_ for twenty years, but then, surprisingly, he went bankrupt.
- g) My boss \_\_\_\_\_ me from mentioning the issue in front of the director.
- h) Although she \_\_\_\_\_ to keep slim, she simply couldn't resist eating a box of chocolate at least once a week.
- i) There was a lot of questioning and the policemen eventually \_\_\_\_\_ the crucial information out of the culprit.
- j) I agree that your arguments were insightful and \_\_\_\_\_ new light on the subject, but I think you should also discuss this matter with other staff.

➤ **Now fill in the table.**

infinitive	past simple	past participle	infinitive	past simple	past participle
cast			sling		
dwell			stride		
forbid			strive		
shed			thrive		

slay			wring		
------	--	--	-------	--	--

### 03. Present Perfect tenses

#### Key points:

- **Present perfect simple** generally describes situations without a definite time. Either these events take place in a period of time leading up to the present, or the result of the event is still evident. Events described with the present perfect simple do not have to be only recent.
- **Present perfect continuous** is used to depict an action in a progress or a state which lasts up to the present. It suggests that the action is not finished, or recently finished. It can also stress the length of time of the action.
- You can use the present perfect with **just**, **already** and **yet**.
- We use the present perfect with today/ this evening/this month etc. when these time periods are unfinished at the time of speaking.

Compare: *I have drunk 2 cups of coffee this morning (It is still morning).*

*I drank 2 cups of coffee in the morning. (It is already afternoon or evening).*

We say: ***It is the (first) time something has happened.***

!!! Time expressions **for** (refers to a finished or unfinished period of time), **since** (refers to the point at which an unfinished period of time began) and **ago** (refers to the time of a finished event) are often connected to both present perfect and past simple tenses.

!!! The choice between the present perfect simple and past simple can depend on how the speaker thinks.

**1. Choose the right tense in the following sentences.**

- 1) They *are checking/have been checking* the meat products since 6 o'clock.
- 2) The most recent food regulation *has been passed/was passed* in December 2012.
- 3) People *have started/started* to research microbial infections many years ago.
- 4) He is tired because he *has worked/has been working* hard all day.
- 5) My supervisor *has recently published/recently published* a new lecture on swine erysipelas treatment.
- 6) We *haven't encountered/didn't encounter* rabies in bats since 1993.
- 7) Why is the meat rotten? We *have forgotten/forgot* to put it into the freezer.
- 8) My colleague is in the office of my boss. They *have argued/have been arguing* for more than 30 minutes now.
- 9) Have you got the results from the laboratory? When *have they sent/did they send* them?
- 10) It's the second time you *have confused/confused* the test tube with the tested blood.
- 11) All meat products must be destroyed in the territory of the Member State in which the inspections *have taken place/have been taking place*.
- 12) There *have been/were* 26 cases of Mad Cow Disease in 2001 and 285 000 animals had to be slaughtered.

**2. Read the following sentences and correct the mistakes in tenses. Some sentences have no mistake. Then translate them into Czech.**

With the discovery of the vaccination technique in 1796 a new area has started.

---

Since the 19<sup>th</sup> century hygienic measures have been taken to prevent the spread of infectious agents.

---

In 1864 French chemist Louis Pasteur invented the pasteurization process for the food preservation.

---

Almost 60 years ago F.A. Zenker proved the infectiveness of parasitic trichinae roundworms.

---

The urgent need for improved public health control in Africa became more apparent in recent years.

---

Food safety has always been of great concern to people all over the world.

---

We just started discussion on new testing methods.

---

When has Carl von Linde developed a process of food cooling?

---

Edward Jenner's innovations, begun with his successful 1796 use of cowpox material to create immunity to smallpox, quickly made the practice widespread.

---

**3. Fill in the gaps with the right word – FOR or SINCE.**

- Louis Pasteur lived in Dule in France ..... 5 years before he moved to Arbois.
- In England, levels of bovine TB have substantially increased ..... 1998.
- .....30 years prior to their discovery, it was widely believed that peptic ulcer disease was caused by excess acid in the stomach.
- There have been only 55 cases of human rabies diagnosed ..... 1990.
- The FDA Food Safety Modernization Act represents the most thorough reform of US food safety laws ..... the 1930s.
- Cholera did not occur in America ..... most of the 20th century.
- There have been enormous achievements in control of infectious diseases ..... the past two centuries.
- ..... the 1980s, a series of unexpected new infectious diseases have emerged.

## 04. Expressing the future

**Key points:** There are four main ways how to express future:

- The modal verb **will** is used to express predictions. It is often preceded by the verb *think* or by opinion words like *perhaps*. In this case a time expression is necessary. Next will can be used to express immediate decisions made at the time of speaking. Will is also used when expressing a promise, order, threat, request, warning, or offer.  
e.g. *I'll prepare the cream in time.* (promise) **Připravím ten krém včas.** (slib)  
*I'll carry it for you.* (offer) **Vežmu ti to.** (nabídka)  
*Will you open the door, please?* (request) **Otevřete,** prosím, dveře. (prosba)  
*I'll call the police!* (threat) **Zavolám policii!** (výhrůžka)  
*You'll burn yourself!* (warning) **Spálíš se!** (varování)  
*I'll have a wine.* (order) **Dám si víno.** (objednávka)
  
- **Future continuous** (WILL BE + -ING) is used to describe a situation in progress at a particular time in the future or to emphasize the duration of the action.  
e.g. *This time tomorrow I will be sitting on a train to Germany.*  
Zítra toto dobou **budu sedět** ve vlaku do Německa.  
*I will be travelling for 5 hours.*  
Budu na cestě 5 hodin.
  
- **Future perfect** (WILL HAVE + PAST PARTICIPLE) looks back from a point of view in the future, referring to indefinite time up to that point.  
e.g. *I will have finished the lunch by twelve o'clock.*  
Ve dvanáct hodin **už budu mít** hotový oběd.
  
- The structure **going to** is also used to express predictions, however, it is especially common when we can see the cause of the event. It is also used to depict a present intention or plan – something we have already decided to do.  
e.g. *I'm going to visit my sister next week.*  
Příští týden **navštívím** sestru. (mám v plánu, chystám se)  
*Look at those dark grey clouds! It is going to snow!*  
Podívej se na ty tmavě šedé mraky! **Určitě bude sněžit!**

GONNA – often used in informal conversation instead of “going to...”

e.g. *Where are you **gonna** live?* Kde **budeš** bydlet?  
*Are you **gonna** drink this?* **Budeš** toto pít?  
*You're **not gonna** believe this!* Tomu **nebudeš** věřit!

- **Present continuous** is used to describe definite and fixed arrangements and timetables and when asking about social arrangements.

e.g. *I **am going** to the theatre on Saturday evening.*

V sobotu večer **jdu** do divadla. (už jsem se rozhodl/a a naplánoval/a)

*What **are you doing** this evening?*

Co **děláš** dnes večer?

- **Present simple** describes future events which are based on a timetable, schedule, programme, calendar, etc.

e.g. *My bus **leaves** at 8.30a.m.* Autobus mi **odjíždí** o půl deváté ráno.

*What time **does** the lecture **begin**?* Kdy **začíná** ta přednáška?

*It's New Year's Eve tomorrow.* Zítra **je** Nový rok.



**When, until** and **as soon as** go with the present simple or present perfect to talk about future time!!!

e.g. *We will perform the surgery **when** the patient **is prepared**.*

Budeme provádět operaci, **až bude** pacient **připraven**.

*Call us **when you have finished** the experiment.*

Zavolejte nám, **až skončíte** s tím pokusem

**1. Choose the correct form of the verb.**

- 1) The first lecture this morning *will focus/is going to focus* on the OTC drugs.
- 2) Do you know about our sister? She *will/is going to* have a baby!
- 3) Doctors don't think the new drug *will/is going to* improve kidney function.
- 4) Uh, that damaged brain looks terrible! I *will be/am going to be* sick!
- 5) I don't think that people *will ever/are ever going to* transplant swine intestines into humans.
- 6) Can I borrow your medical dictionary? I *will/am going to* give it back tomorrow.
- 7) *Will you help me/are you going to help* me with counting the accurate dosage for this patient?
- 8) What *will you do/are you doing* this evening? I don't know yet. I think I *will/I am going to* prepare my presentation on the risks of recreational drug use.
- 9) The consultant *will/is going to* help us with preparation of Public Reporting of Hospital Patient Satisfaction.
- 10) Look! That old man in the park is having a severe nosebleed! He *will/is going to* fall unconscious!

**2. Translate the following sentences into English:**

A. Zítřejší přednáška o oběhovém systému začíná v 8 ráno.

---

B. O prázdninách se chystám na stáž do Ameriky.

---

C. Na základě vaší žádosti odložíme operaci do budoucna.

---

D. Zítra máme konzultační hodiny.

---

E. Snad se u vás nevytvoří závislost na tato analgetika.

---

F. Má v plánu otevřít si soukromou lékárnu.

---

G. Letadlo nám odlétá zítra přesně v poledne.

---

**3. Future perfect and future continuous. Complete the sentences with the present simple form of the verbs in brackets.**

1. Will your boss \_\_\_\_\_ (retire) by the time he's 65?
2. Next year, I \_\_\_\_\_ (study) pharmaceutical sciences at university.
3. Hurry up! The lecture on analgesics and their dangers \_\_\_\_\_ (start) soon.
4. There won't be anyone at the hospital pharmacy. Everyone \_\_\_\_\_ (go) home.
5. The manager \_\_\_\_\_ (not work) this time next week. She'll be on holiday!
6. I'm only halfway through my lab experiment. I \_\_\_\_\_ (not finish) it before the supervisor comes.
7. Do you think that our laboratory fume hood \_\_\_\_\_ (be repaired) by tomorrow?
8. Don't come on Friday, we \_\_\_\_\_ (do) stocktaking.

**4. All Future Forms. Fill in the gaps with the proper verb form.**

- a) You're carrying too much. I ..... (open) the door for you.
- b) On Monday at 8 o'clock I ..... (meet) an expert on drugs.
- c) I'm very sorry Dr Jones ..... (not come) back to the clinic until 2pm.
- d) The baby should be due soon, next week she ..... (be) pregnant for nine months.
- e) After you take the pill, you ..... (feel) a lot better.
- f) I suppose the lab technicians ..... (prepare) the ointment by the time we arrive.
- g) Jack is melting the suppository base – he ..... (make) the suppositories.
- h) Some customers have agreed that they ..... (call) for their results tomorrow.
- i) Lisa ..... (go) to a Red Cross first aid course tomorrow.
- j) Listen! There's someone calling. I ..... (answer) the phone for you.
- k) Wait! I ..... (drive) you to the station.



## 05. Modal (auxiliary) verbs (present and future)

### **Key points about modal verbs in general**

- MV are a type of auxiliary verb
- MV express the modality of the main verb; e.g. ability, permission, obligation, or certainty
- MV cannot be inflected (don't use 's' for the third person singular)
- MV are followed directly by the bare infinitive of another verb (without 'to')
- MV make questions by inversion
- Most MV have more than one meaning; you should think carefully about the context, or tone of voice, to understand the meaning
- MV in standard English are following: *can, could, may, might, will, would, must, shall, should, ought to*

### **Key points about modal verbs regarding present and future**

- MV expressing **ability** or **disability**:

*can* (umím)

*can't* (neumím)

- MV expressing **permission** or **prohibition**:

*can, may* (in formal questions) (mohu, smím)

*can't* (nesmím), *mustn't* (nesmím)

- MV expressing **obligation** or **lack of obligation**:

*must* (musím), *should* (měl bych), *ought to* (měl bych)

*needn't* (nemusím), *shouldn't* (neměl bych), *oughtn't* (neměl bych)

- MV expressing **certainty** or **uncertainty**:

*must* (určitě to tak je), *may* (možná to tak je), *might* (je možné, že to tak je), *could* (je možné, že to tak je), *should* (mělo by to tak být), *ought to* (mělo by to tak být)

*can't* (určitě to tak není), *may not*, *might not* (možná to tak není), *couldn't* (není možné, aby to tak bylo), *shouldn't*, *oughtn't* (nemělo by to tak být)

Modal verbs have no infinitive, -ing or past participle forms and cannot be followed by other modal verbs. When necessary, modal idioms or other expressions are used instead of them:

Modal verbs	Their substitutes
<i>can/can't</i> (schopnost)	<i>be able to</i>
<i>can, may</i> (svolení)	<i>be allowed to</i>
<i>mustn't, can't</i> (zákaz)	<i>(not) be allowed to</i>
<i>must</i> (povinnost)	<i>have to</i>
<i>needn't</i> (není povinnost)	<i>(not) have to</i>
<i>should/shouldn't</i> (doporučení, rada)	<i>be supposed to</i>



### **“Must vs have to” positive**

In writing there is no real difference between these words. However, in speech there is sometimes a difference. *Must* is used when the speaker personally feels something is important and *have to* is used when the situation makes something necessary. In other words *must* imposes the obligation, *have to* announces the obligation.



### **“Must vs have to” negative**

*Must* and *have to* are very similar in their affirmative forms but they are completely different in their negative forms. *Mustn't* describes something which is prohibited. *Don't have to* describes something which is not necessary.



### **May – in polite requests**

*May* is one of the more formal and polite ways of asking for permission.

e.g. *May I ask a question please?*

Smím se na něco zeptat?

*May we go home now?*

Smíme jít domů?



**Semi-modal verbs** (or marginal modals) such as ***dare***, and ***need*** behave similarly to modal verbs but also share some characteristics with main verbs:

*How dare she criticise me?* (as a modal verb, the interrogative formed without *do*)

*He didn't dare to come back.* (as a main verb, followed by a to-infinitive and the negative formed with *do*)

*Need you make so much noise?* (as a modal verb, the interrogative formed without *do*)

*You needn't have been so rude.* (as a modal verb, the perfect infinitive refers to past time)

*Do you need to use the centrifuge?* (as a main verb, followed by a to-infinitive and the interrogative formed with *do*)

**1. Underline the correct word or phrase in each sentence.**

- 1) Staff *can/should* wear protective equipment.
- 2) Let's tell other farmers. They *could/might* not know.
- 3) It is a safety rule that all staff *have to/must* use face protection if there is a risk of splashing from urine or placental fluids.
- 4) Don't worry. We *don't have to/mustn't* put the cow down.
- 5) I suppose that the veterinarian *should/must* be reported about the infection, but I'm not sure.
- 6) In my opinion, the government *should/might* do something about the effectiveness of control measures.
- 7) Diseases transmitted from animals to humans *might/ought* to also affect visitors to the farm.
- 8) If you think you have contracted a zoonosis, you *oughtn't/don't have to* postpone medical consultation.
- 9) You *mustn't/needn't* use mouth-to-mouth resuscitation on newborn animals.
- 10) In some cases you *must/may* reduce the risk of contracting a zoonosis by controlling the disease in an animal.

**2. Rewrite each sentence so that it contains can, could, must, have to or should (including negative forms).**

You're not allowed to handle suspect animals if you're pregnant.

---

What would you advise me to do with the infectious material?

---

Do I need a special training for this job?

---

Veterinarians don't know how to treat BSE.

---

I am sure the water is not fresh.

---

It would be a good idea if we contacted some veterinarian.

---

It's possible for anyone to slip on the wet floor!

---

It is certain that the poultry suffers from TB.

---

It's against the rules to bury birth fluids.

---

I think it's not a good idea to handle dead rodents with bare hands.

---

**3. Translate the following sentences into Czech and explain the modality.**

When handling cattle you should have proper handling facilities.

---

---

Sometimes you have to use a hazardous substance or you can't avoid exposure to a natural product such as dust from grain or poultry.

---

---

Despite all your efforts to control exposure to hazardous substances, some workers may still experience symptoms of ill health.

---

---

A trained supervisor could look at workers' hands for signs of dermatitis.

---

---

Using chemicals or exposure to other hazardous substances at work can make you ill.

---

---

## 06. Modal (auxiliary) verbs (past)

### Key points:

#### ✓ Past ability:

- talking about general past ability

**could** (mohl jsem/uměl jsem)

**couldn't** (nemohl jsem/neuměl jsem)

- talking about one specific past action

**was/were able to** (byl jsem schopen/byli jsme schopni)

**wasn't/weren't able to** (nebyl jsem schopen/nebyli jsme schopni)

#### ✓ Past obligation:

- ✓ expressing that something was or was not obligatory

**had to + infinitive** (*must* has no past form) (musel jsem to udělat)

**didn't have to + infinitive** (nemusel jsem to udělat a neudělal)

**didn't need to + infinitive** (nemusel jsem něco udělat a neudělal)

**was/were supposed to + infinitive** (měl jsem/měli jsme)

**was/wasn't supposed to + infinitive** (neměl jsem/neměli jsme)

- ✓ expressing the feeling that a mistake was made, expressing sorrow

**needn't have done + past participle** (nemusel jsem něco udělat, ale udělal)

**should have/ ought to have + past participle** (měl jsem něco udělat, ale neudělal)

**shouldn't have/ oughtn't have + past participle** (neměl jsem něco udělat, ale udělal)

#### ✓ Past certainty and uncertainty:

- making logical deductions about past actions

**must have + past participle** (určitě to tak bylo)

**can't have/couldn't have + past participle** (určitě to tak nebylo)

- expressing possibility or uncertainty about past actions

**may have/might have/could have** (možná to tak bylo)

**may not have/might not have** (možná o tak nebylo)

**1. Change the following sentences into the past.**

The chickens can be ill so we must slaughter them to prevent further spread.

---

The pigs in the repopulated herd shall be subjected to a serological examination.

---

We need to ask for a regular full blood count.

---

The milk in question must not be used for the production of heat-treated drinking milk.

---

Must swine for breeding and production come from brucellosis-free stock?

---

My colleague can treat grazes and other superficial injuries very well.

---

Such results of the laboratory test can't be within normal limits!

---

**2. Form the negative or positive verb forms from the underlined verbs.**

You should have asked the employer about existing health hazards.

---

We had to reduce the risk of zoonotic diseases last year.

---

Anthrax must have been a notifiable disease 50 years ago.

---

The rest of the herd could have been in contact.

---

They didn't need to reduce the dose of the antibiotics.

---

The painkillers might have been contraindicated.

---

The infected poultry can't have recovered after 5 days therapy.

---

**3. Choose the most suitable response to each comment or question.**

1) What did I do wrong?

- *You shouldn't have forgotten to check the heart rate.*
- *You mustn't have forgotten to check the heart rate.*

2) Why was the horse whining?

- *It should have felt nervous.*
- *It might have felt nervous.*

3) You forgot to give the daily injection of insulin to the dog.

- *Sorry, I had to look in the logbook.*
- *Sorry, I should have looked in the logbook.*

4) What did you think about the body condition of the cattle?

- *The animals should have been ready for slaughter.*
- *The animals didn't have to be ready for slaughter.*

5) What do you think has affected the cows' nervous system?

- *I don't know. They might have been poisoned.*
- *I don't know. They must have been poisoned.*

6) Many food-borne diseases have been observed to be highly temperature sensitive.

- *Thus increased annual average temperatures could have important effects on food safety.*
- *Thus increased annual average temperatures should have important effects on food safety.*

7) Different laboratories are used for Campylobacter and Salmonella testing.

- *Then the laboratory testing Campylobacter may take preference in receipt of the sample.*
- *Then the laboratory testing Campylobacter should take preference in receipt of the sample.*

8) Each time an epidemic breaks out, from avian flu to mad cow disease, you have to wait a long time to understand its origins.

- *Then you can overcome them.*
- *Then you must overcome them.*

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

1) Všechny nemocné kusy musely být utraceny.

---

2) Takové reakce musely způsobit příliš velké dávky léků.

---

3) Popisované příznaky nemohly poukazovat na slintavku a kulhavku.

---

4) Neobvyklými příznaky prasečí červenyky mohly být nevolnost a zvracení.

---

5) Lidé, kteří byli v minulosti pravděpodobně vystaveni vzteklině, nevyhnutelně kontaktují lékaře.

---

6) Testy na brucelózu byly u stáda určitě provedeny včas.

---

7) Oděrky na kůži jsme museli bezprostředně ošetřit kvůli možné infekci.

---

8) Kdo se nemohl dostavit na školení včas, bude poučen příští týden.

---

9) Museli jste provádět testování náhodných vzorků zvířat týden po vakcinaci?

---

10) Kdo z vás mohl potvrdit přímý přenos BSE z dobytka na člověka?

---

## 07. Active and passive voice

### Key points:

- the form of the passive is **BE + PAST PARTICIPLE**

tense	active voice	passive voice
present simple	Somebody <b>dispenses</b> a drug.	A drug <b>is dispensed</b> .
present continuous	Somebody <b>is dispensing</b> a drug.	A drug <b>is being dispensed</b> .
present perfect simple	Somebody <b>has dispensed</b> a drug.	A drug <b>has been dispensed</b> .
present perfect continuous	Somebody <b>has been dispensing</b> a drug.	A drug <b>has been being dispensed</b> .
past simple	Somebody <b>dispensed</b> a drug.	A drug <b>was dispensed</b> .
past simple continuous	Somebody <b>was dispensing</b> a drug.	A drug <b>was being dispensed</b> .
past perfect simple	Somebody <b>had dispensed</b> a drug.	A drug <b>had been dispensed</b> .
past perfect continuous	Somebody <b>had been dispensing</b> a drug.	A drug <b>had been being dispensed</b> .
future simple	Somebody <b>will dispense</b> a drug.	A drug <b>will be dispensed</b> .
future continuous	Somebody <b>will be dispensing</b> a drug.	A drug <b>will be being dispensed</b> .
future perfect	Somebody <b>will have dispensed</b> a drug.	A drug <b>will have been dispensed</b> .
future perfect continuous	Somebody <b>will have been dispensing</b> a drug.	A drug <b>will have been being dispensed</b> .

- only transitive verbs (verbs with an object) can be made passive
- in passive sentences the agent (person who does the action) is unimportant, unknown or clear from the situation
- the passive can change the focus of interest in a sentence

- changing from active to passive voice changes the context: it often gives an impersonal view and may not be suitable in all situations; often used in writing, especially in scientific and technical language
- the preposition stays with the verb in a passive sentence

e.g. *Someone **broke into** the cutting plant.* Někdo se vloupal do bourárny.  
*The cutting plant was **broken into**.* Někdo se vloupal do bourárny.

➤ Impersonal Passive - *It is said...* (řiká se, prý ...)

e.g. ***It is said** that cows are sacred for the Hindus.*  
 or ***Cows are said** to be sacred for the Hindus.*

**Řiká se**, že se děti bojí duchů. /Děti se **prý** bojí duchů.

- This form can be used with other verbs as **say, think, believe, understand, consider, know, suppose, expect**, etc.

➤ **HAVE/GET SOMETHING DONE** (“dát/nechat si něco udělat”) is used when someone does some work for us.<sup>2</sup>

e.g. ***I had my PC fixed.*** Dal jsem si opravit počítač.

***Look, she's got her hair cut!*** Podívej, nechala si ostříhat vlasy!

➤ **HAVE/GET SOMETHING DONE** is also used in situations where something bad has happened to people or their possessions.

e.g. ***John had all his money stolen** from his hotel bedroom.*

Johnovi ukradli z hotelového pokoje všechny peníze.

***I got my arm broken** playing tennis.*

Zlomil jsem si ruku při tenise.

➤ **BY or WITH?**

- When we want to mention the "doer", we use the preposition **by**.

e.g. *The pigs were dressed **by** expertise personnel.* Prasata byla opracována zkušeným personálem. (“personál” je zde činitel)

- When we mention the „tool” or „instrument”, we use the preposition **with**.

e.g. *The pigs were dressed **with** clean knives.* Prasata byla opracována čistými noži.  
 („nože” zde nejsou činitelé ale nástroje)

---

<sup>2</sup> The differences between **have something done** and **get something done** are that *have* is slightly more formal than *get*, and that *get* is more frequent than *have* in the imperative form.

**1. Put each verb in brackets into a suitable passive form.**

- Facilities used for killing shall ..... (design) adequately.
- Since the 20<sup>th</sup> century pain, distress or suffering ..... (not consider) acceptable.
- Some stunning techniques ..... (ban) in many European countries.
- Two weeks ago it ..... (find) that animals ..... (not keep) in proper living conditions.
- Unnecessary bruising ..... (avoid) in the future.
- At the moment all animals ..... (breed) in adequate thermal conditions.
- How..... animals ..... (prevent) from slipping or falling?
- All monitoring procedures ..... (describe) in the guides to good practice.
- Only trained personnel can ..... (involve) in killing and related operations.
- The poultry ..... (handle) in a humane way for many weeks.

**2. Rewrite each sentence, putting the verb in italics in the passive where possible. Do you need to mention the agent?**

Consumers really *like* high quality beef cuts.

---

The personnel always *wore* all protective clothing.

---

This slaughterhouse *belongs* to a group of foreign people.

---

They *processed* most of the imported poultry meat.

---

They *have checked* many meat cutting plants in the Czech Republic.

---

They *breed* their own livestock for meat and milk production.

---

You must *keep* records on every stunning.

---

We will have to *improve* the protection of slaughter animals in the future.

---

Many factors might have *affected* the efficiency of the stunning process.

---

Member states shall *notify* the Commission of any new national rules.

---

## 08. Conditionals

### Key points:

- **zero conditional** – describes common or permanent truths, scientific facts, etc.

#### if \*= když

if-clause	result clause
If + present tense	present tense
<i><b>If</b> the meat constitutes a danger to human health,</i>	<i>it is declared unfit for human consumption.</i>
<i><b>Když</b> maso představuje nebezpečí pro lidské zdraví,</i>	<i>je prohlášeno za nevhodné k lidské spotřebě.</i>

\*In some cases we could use the conjunction WHEN instead of IF (in the sense of WHENEVER) as the line between conditional and time sentences is very thin.

e.g. **When** it is necessary, adequate corrective measures are taken.

*Je-li to nutné, jsou přijata odpovídající nápravná opatření.*

- **first conditional** (real conditional) – describes a real or likely situation

#### if = jestli / jestliže

if-clause	result clause
If + present tense	future (will/going to)
<i><b>If</b> the meat <b>constitutes</b> a danger to human health,</i>	<i>it <b>will be</b> declared unfit for human consumption.</i>
<i><b>Jestliže bude</b> maso <b>představovat</b> nebezpečí pro lidské zdraví,</i>	<i><b>bude</b> prohlášeno za nevhodné k lidské spotřebě.</i>

Note: The **modal verbs** (e.g. can) are also common in 1<sup>st</sup> conditionals.

e.g. *If you don't manage everything yourself, you **can** be assisted by official auxiliaries.*

*Jestliže vše sami nezvládnete, mohou vám být nápomocni úřední pomocní veterinární pracovníci.*

Note: It is also common to use **imperatives** instead of **if**.

e.g. *Pass a test and you will become an official veterinarian.*

*Jestliže úspěšně napíšete test, stanete se úředním veterinárním lékařem.*

UNLESS, PROVIDED/PROVIDED THAT, AS LONG AS

**Unless** (jestli ne, pokud ne), **provided or provided that** (za předpokladu, pokud), **as long as** (dokud, pokud, jestliže) instead of **if** can also introduce a condition.



**unless** means **if...not**

e.g. **Unless** veterinarians **have** 200 hours of practical training, they are not allowed to work on their own.

**If** the veterinarians **do not have** 200 hours of practical training, they are not allowed to work on their own.

**Pokud** veterinární lékaři **nemají** 200 hodin praktického výcviku, není jim povoleno samostatně pracovat.

- **second conditional** (unreal conditional) – describes an unreal or imaginary situation referring to the future; the situations are not likely to happen as the condition is not fulfilled

**if = kdyby**

if-clause	result clause
If + past tense	would/might/could
<b>If the meat <i>constituted</i> a danger to human health,</b>	<b>it <i>would be</i> declared unfit for human consumption.</b>
<b>Kdyby maso <i>představovalo</i> nebezpečí pro lidské zdraví,</b>	<b>bylo <i>by</i> prohlášeno za nevhodné k lidské spotřebě.</b>

- **third conditional** (past conditional) - describes an unreal or imaginary situation referring to the past

**if = kdyby bývalo**

if-clause	result clause
If + past perfect tense	would/might/could + past participle
<b>If the meat <i>had constituted</i> a danger to human health*,</b>	<b>it <i>would have been</i> declared unfit for human consumption.</b>
<b>Kdyby maso <i>bývalo</i> představovalo nebezpečí</b>	<b>bylo <i>by bývalo</i> prohlášeno za nevhodné k</b>

<i>pro lidské zdraví,</i>	<i>lidské spotřebě.</i>
---------------------------	-------------------------

\*This means that the meat hadn't constituted a danger.

- **mixed conditionals**

- **past condition – present result**

e.g. *If I **had studied** veterinary medicine when I was young, I **would** certainly **have** a better job now.*

*Kdybych se býval v mládí učil veterinární lékařství (tehdy - předminulý čas), měl bych nyní lepší práci (nyní - obyčejný podmiňovací způsob).*

- **present condition – past result**

e.g. *If I **wasn't** ill, I **would have gone** with them.*

*Kdybych nebyl nemocný (pro přítomnost používáme minulý čas), býval bych jel s nimi (tehdy - tedy minulý podmiňovací způsob).*



### **Punctuation**

Use a comma if the *if clause* is at the beginning of the sentence.

e.g. *If the pigs are to be slaughtered or killed, a sufficient number of samples is taken from the pigs.*

*Jestliže mají /mají-li být prasata poražena či utracena, je nutno od nich odebrat dostatečný počet vzorků.*

Don't use a comma if the *if clause* is at the end of the sentence.

e.g. *A sufficient number of samples is taken from the pigs if they are to be slaughtered or killed.*

### **IF + WILL in other than conditional sentences**



**IF + WILL/WOULD - polite requests ("Když budeš tak laskav.../Když budete tak laskavi...")**

e.g. *If you **will follow** me, I will show you to the waiting room.*

*Když mě budete **laskavě** následovat, zavedu vás do čekárny.*

*If you **will** just **wait** here for a moment, I will see if she is free.*

*Když **budete tak laskavi** a počkáte zde, podívám se, jestli má čas.*

*We would appreciate it if you would send us the information as soon as possible*  
*Ocenili bychom, kdybyste byli tak **laskaví** a poslali nám informace co nejdříve.*



**IF + WILL – object sentence**

e.g. *I don't know **if** he **will** give me the money. (object sentence)*  
*Nevím, jestli mi dá peníze.*



**IF + WILL - talking about future results rather than conditions**

e.g. *Take the whole of next month off, **if** that **will** help you to recover. (“**Když vám to udělá radost...**”)*

*Vezměte si celý příští měsíc volno, pokud to vám pomůže uzdravit se.*

e.g. ***If** it will save our marriage, I'll try to give up drinking.*  
*Jestli to zachrání naše manželství, pokusím se přestat s pitím.*



**IF YOU WILL... = if you insist on... (“Když to tak musí být, když to tak chceš...”)**

e.g. *Go there **if** you **will**.*  
*Běž tam, jestli to tak chceš. (Když na tom trváš.)*



**IF YOU WILL... = if it is so... („Když je to tak...”)**

e.g. ***If** you **won't be** at your office on Monday, why did you promise the boss to help her?*  
*Když nebudeš v pondělí v kanceláři, proč jsi své šéfové sliboval pomoc? (Mluvčí ví o tom, že tu jeho kolega nebude...)*

**1. Fill in the gaps with proper verb form and state the type of the conditional.**

If the presence of an animal disease ..... (be suspected), the official veterinarian may conduct an additional examination. ...conditional

What would you do if those fishery products ..... (be declared) unfit for human consumption? ...conditional

When the inspector ..... (reveal) deficiencies and irregularities, the management ..... (take) appropriate measures. ...conditional

When the data on the animals provided by the operator ..... (not correspond) with the true situation, the competent authority takes some action against the operator. ...conditional

If the animals had presented a transmissible pathological risk, they would ..... (undergo) detailed ante-mortem examination. ...conditional

If the veterinarian wants to carry out inspections, a certain number of professional qualifications ..... (be required). ...conditional

If other difficulties ..... (be identified), the Commission would have considered any proposals to improve the food hygiene package. ...conditional

**2. Transform the following sentences into all three conditionals and translate them.**

*When there is a risk for human or animal health, the animals are not accepted for slaughter intended for human consumption.*

1<sup>st</sup> conditional

.....  
.....

2<sup>nd</sup> conditional

.....  
.....

3<sup>rd</sup> conditional

.....  
.....

*When the animals' identities are not ascertainable, they are killed separately.*

1<sup>st</sup> conditional

.....

.....  
2<sup>nd</sup> conditional  
.....  
.....

3<sup>rd</sup> conditional  
.....  
.....

*When the rules concerning animal welfare during transport are not complied with, the official veterinarian takes necessary corrective measures.*

1<sup>st</sup> conditional  
.....  
.....

2<sup>nd</sup> conditional  
.....  
.....

3<sup>rd</sup> conditional  
.....  
.....

**3. Rewrite each sentence beginning as shown. Do not change the meaning.**

The veterinarian didn't pass an aptitude test and didn't obtain authorization.

If the veterinarian.....

We will require an audit of good hygiene practices if you don't submit an adequate report.

Unless.....

Without your help, we wouldn't have been able to complete the food chain information.

If you.....

Take some samples and you can detect the possible presence of zoonoses.

If.....

We wouldn't export the beef meat if it didn't undergo ante-mortem inspection.

Unless.....

**09. Countable and uncountable nouns**

## Key points:

### Countable nouns

- have a singular and a plural form (we can count them). We can use a singular or plural verb with them. We can use numbers with them.

### Uncountable nouns

- have only one form (we cannot count them). The plural number doesn't exist. We can only use a singular verb with them. We cannot use numbers with them. However, we can count an uncountable noun indirectly by using a phrase like *a piece of, a bit of*.
- typical uncountable nouns are substances: (*water, air, coffee, plastic, iron, paper*), abstract ideas (*life, fun, freedom, health, time, progress*), activities (*work, travel, sleep, football, help, research*), human feelings (*happiness, anger, honesty, hope, respect, courage*) or groups of items (*furniture, luggage*).
- some uncountable nouns can be used in a countable way when they describe a category: e.g. *All the food (jídlo) is cooked and served immediately.*

*Many foods (potraviny) are very spicy.*

- some words have different meanings in countable and uncountable forms, e.g. :

U - paper (papír obecně)	C- a paper (noviny, esej)
U - hair (vlasy)	C - a hair (jeden vlas, jeden chlup)
U - chocolate (čokoláda)	C- a chocolate (čokoládový bonbon)
U - beer (pivo - obecně nápoj)	C - a beer („jedno“ pivo v hospodě)
U - coffee (káva - obecně nápoj)	C - a coffee (“jeden” šálek v kavárně)
U - room (prostor)	C - a room (místnost, pokoj)
U - experience (zkušenosti)	C - an experience (jeden zážitek)
U - chicken (kuřecí maso)	C - a chicken (kuře - zvíře)
U - cake (koláč, dort)	C - a cake (jeden celý koláč či dort)
U - pepper (pepř)	C - a pepper (paprika)
U – meat (maso)	C – a meat (maso – konkrétní druh)
U – sugar (cukr)	C – a sugar (cukr – konkrétní množství)

 If **in doubt** you should always **check in a dictionary** to see if a noun is countable (C) or uncountable (U). The meaning of a noun may change depending on whether it is used in a countable or uncountable sense.

- You can make most uncountable nouns countable by putting a countable expression in front of the noun (e.g. **a piece of information**, **an item of news**)

➤ General grammatical aspects of countable and uncountable nouns

**Plural:** C – have a plural (*2 eggs*)

U – do not have a plural (*flour, knowledge*)

**Articles:** C – definite or indefinite article should be always used in singular

U – indefinite article cannot be used, *some* substitutes the indefinite article

**Quantity:** C – **a lot of** (positive statements), **many** (negative statements and questions), **few/a few**

U – **a lot of** (positive statements), **much** (negative statements and questions), **little/a little**

 **A few** (pár, několik) and **a little** (trochu) both mean 'some'. They have a positive meaning.

**Few** (málo, nedostatek) and **little** (málo, nedostatek) both mean 'almost none'. They have a negative meaning.

 Some nouns ending **in -s** take a **singular verb**.

e.g. *No news is good news.*

Žádné zprávy, dobré zprávy.

 Some nouns **only** have a **plural form**.

e.g. *The **police are investigating** the new case.*

Policie teď vyšetřuje nový případ.

 There are many words **uncountable in English** but **countable in the Czech** language.

e.g. *information, advice, news, knowledge, homework*

 Some **names of animals** spell their singular and plural exactly alike.

e.g. *deer, moose, sheep, bison, salmon, pike, trout, fish, swine*

## Singular and Plural Forms of Medical and Anatomical Terms

The plurals of medical, anatomical, and other scientific terms, having derived from Greek or Latin roots, do not follow the usual familiar rules of English.

➤ **-US /-əs/**  **-I /-aɪ/**

Singular	Plural
annulus /'ænjʊləs/	annuli /'ænjʊləɪ/
bacillus /bə'sɪləs/	bacilli /bə'sɪləɪ/
bronchus /'brɒŋkəs/	bronchi /'brɒŋkəɪ/
embolus /'embələs/	emboli /'embələɪ/
fundus /'fʌndəs/	fundi /'fʌndaɪ/

 Exceptions: Certain words that end in **-us** are pluralized by changing the **-us** to **-era** (e.g. **viscus** becomes **viscera**<sup>3</sup>). Other words have the **-us** change to **-ora** (e.g. **corpus** to **corpora**).

The plural of **virus** is **viruses** and the plural of **sinus** is **sinuses**.

➤ **-A /-ə/**  **-AE /-i:/**

Singular	Plural
scapula /'skæpjʊlə/	scapulae /'skæpjʊli:/
papilla /pə'pɪlə/	papillae /pə'pɪli:/
sclera /'skliərə/	sclerae /'skliəri:/
larva /'lɑ:və/	larvae /'lɑ:vi:/
petechia /pɪ'ti:kiə/	petechiae /pɪ'ti:ki:/

 If there is a Latin modifier with the **-a** word, it must agree as well. So **vena cava** becomes **venae cavae**.

➤ **-UM /-əm/**  **-UM +A /-ə/**

Singular	Plural
acetabulum /,æsi'tæbjʊləm/	acetabula /,æsi'tæbjʊlə/
bacterium /bæk'tɪəriəm/	bacteria /bæk'tɪəriə/
capitulum /kə'pɪtjʊləm/	capituli /kə'pɪtjʊlə/
septum /'septəm/	septi /'septə/

<sup>3</sup> The singular form of **viscera** is hardly ever used.

diverticulum /,daɪvə'tɪkjʊləm/	diverticuli /,daɪvə'tɪkjʊlə/
--------------------------------	------------------------------

➤ -OMA  -OMA + -TA /-əʊmətə/ or -S /-s/

Singular	Plural
adenoma /,ædɪ'nəʊmə/	adenomata /,ædɪ'nəʊmətə/ or adenomas /,ædɪ'nəʊməs/
carcinoma /,kɑ:sɪ'nəʊmə/	carcinomata /,kɑ:sɪ'nəʊmətə/ or carcinomas /,kɑ:sɪ'nəʊməs/
condyloma /,kɒndɪ'ləʊmə/	condylomata /,kɒndɪ'ləʊmətə/ or condylomas /,kɒndɪ'ləʊməs/
fibroma /faɪ'brəʊmə/	fibromata /faɪ'brəʊmətə/ or fibromas /faɪ'brəʊməs/

➤ -IS /-ɪs/  -ES /-i:z/

Singular	Plural
diagnosis /,daɪəg'nəʊsɪs/	diagnoses /,daɪəg'nəʊsi:z/
neurosis /njʊ'rəʊsɪs/	neuroses /njʊ'rəʊsi:z/
prosthesis /'prɒsθɪsɪs/ or /prɒs'θi:sɪs/	prostheses /'prɒsθɪsi:z/ or /prɒs'θi:si:z/



Exceptions: e.g. the word **epididymis** becomes **epididimides** when plural.

➤ -NX /-ŋks/  -X + -GES/-dʒi:z/

Singular	Plural
larynx /'lærɪŋks/	larynges /lə'rɪndʒi:z/
phalanx /'fælæŋks, 'feɪ-/	phalanges /fə'lændʒi:z/

➤ -EX, -IX, -YX /-ɪks/ or /-eks/  -ICES /-əsi:z/

Singular	Plural
appendix /ə'pendɪks/	appendices /ə'pendəsi:z/
apex /'eɪpeks/	apices /'eɪpəsi:z/
calix /'keɪlɪks, 'kæ-/	calices /'keɪləsi:z, 'kæ-/
cervix /'sɜ:(r)vɪks/	cervices /'sɜ:(r)vəsi:z/ or /sɜ:(r)'vaɪsi:z/
index /'ɪndeks/	indices /'ɪndəsi:z/
varix /'veərɪks/	varices /'veərəsi:z/

➤ -ON /-ən/



-ON + -A /-ə/ or -ON + -S /-əns/

Singular	Plural
ganglion /'gæŋɡliən/	ganglia/'gæŋɡliə/ or ganglions /'gæŋɡliəns/
criterion /kraɪ'tɪəriən/	criteria /kraɪ'tɪəriə/ or criterions (rare) /kraɪ'tɪəriəns/



These guidelines represent what is **usually** the rule; as with any grammar rules, they are not valid in all instances.

**1. Underline the most suitable word in each sentence.**

- a) Massive efforts in *food/foods* and *drug/drugs* safety are continuing.
- b) Many valuable substances can be obtained from fresh *fruit/fruits*, *vegetable/vegetables* and *herb/herbs*.
- c) The government *doesn't/don't* want to support our veterinary science project.
- d) We will need more animal brush-making *bristle/bristles* or *hair/hairs*.
- e) The pet owner was interested in the *interaction/interactions* with other *medicament/medicaments* and undesirable *effects/effects*.
- f) Did you see the new President of the British Veterinary Association on the *new/news* last night?
- g) Still, there is no decrease in price for fresh *fish/fishes* for end *consumer/consumers*.
- h) We need more *information/informations* regarding antihistamines for dogs.
- i) We are here to give people *advice/advices* about *plant/plants* poisonous to cats.
- j) After using this shampoo the dog *hair/hairs is/are* thicker and glossier.
- k) All *this item/these items* can be eaten without heat *treatment/treatments* before consumption.

**2. Fill in the gaps with the proper quantifier (a lot of, many, much, few, a few, little, a little).**

- 1) Bottle-feeding a young pup is truly heart-warming, although you might have a hard time figuring out exactly how ..... milk he needs.
- 2) Too ..... unintelligible information will lead to consumers ignoring the essential information and paying attention to information which has no real value.
- 3) Are there ..... over-the-counter bovine laxatives in stock at the moment?
- 4) If the suppositories are too soft to use, they should be cooled for only ..... minutes.
- 5) This method requires ..... time and material and is particularly suitable for non-specialist laboratories.
- 6) If necessary, moisten the swab before collecting the sample with ..... water.
- 7) ..... remaining antibiotics at the end of treatment should be discarded.
- 8) ..... ointments are made in the same way as herbal oils.



## 10. Reported speech

### Key points:

- **Back shift:** Tenses shift back in time after a past tense reporting verb.

#### Present

<b>present simple</b>	<b>past simple</b>
<i>I work in a laboratory.</i> <i>Pracuji v laboratoři.</i>	<i>He said he worked in a laboratory.</i> <i>Řekl, že pracuje v laboratoři.</i>
<b>present continuous</b>	<b>past continuous</b>
<i>I am working in a laboratory.</i>	<i>He said he was working in a laboratory.</i>
<b>present perfect simple</b>	<b>past perfect simple</b>
<i>I have worked in a laboratory.</i>	<i>He said he had worked in a laboratory.</i>
<b>present perfect continuous</b>	<b>past perfect continuous</b>
<i>I have been working in a laboratory.</i>	<i>He said he had been working in a laboratory.</i>

#### Past

<b>past simple</b>	<b>past perfect simple/past simple</b>
<i>I worked in a laboratory.</i> <i>Pracoval jsem v laboratoři.</i>	<i>He said he had worked/ worked in a laboratory.</i> <i>Řekl, že pracoval v laboratoři.</i>
<b>past continuous</b>	<b>past perfect continuous</b>
<i>I was working in a laboratory.</i>	<i>He said he had been working in a laboratory.</i>
<b>past perfect simple/continuous</b>	<b>past perfect simple/continuous - NO CHANGE!!!</b>
<i>I had worked/been working in a laboratory.</i>	<i>He said he had worked/been working in a laboratory.</i>

#### Future

<b>Will</b>	<b>Would</b>
<i>I will work in a laboratory.</i> <i>Budu pracovat v laboratoři.</i>	<i>He said he would work in a laboratory.</i> <i>Řekl, že bude pracovat v laboratoři.</i>
<b>"be going to"</b>	<b>"was/were going to"</b>
<i>I am going to work in a laboratory.</i>	<i>He said he was going to work in a laboratory.</i>

### Modal verbs

<b>can</b>	<b>could</b>
<i>I <b>can</b> work in a laboratory.</i>	<i>He said <b>he could</b> work in a laboratory.</i>
<b>may</b>	<b>might</b>
<i>I <b>may</b> work in a laboratory.</i>	<i>He said <b>he might</b> work in a laboratory.</i>
<b>will</b>	<b>would</b>
<i>I <b>will</b> work in a laboratory.</i>	<i>He said <b>he would</b> work in a laboratory.</i>
<b>shall</b>	<b>would</b>
<i>I <b>shall</b> work in a laboratory.</i>	<i>He said <b>he would</b> work in a laboratory.</i>
<b>must</b>	<b>must or had to</b>
<i>I <b>must</b> work in a laboratory.</i>	<i>He said <b>he must/had to</b> work in a laboratory.</i>
<b>needn't</b>	<b>needn't/didn't have to</b>
<i>I <b>needn't</b> work in a laboratory.</i>	<i>He said <b>he needn't/didn't have to</b> work in a laboratory.</i>

### Reference words (place and time adverbials, pronouns, etc.)

Direct speech	Reported speech
<i>now</i>	<i>then, at the moment</i>
<i>today, this week, this month, etc.</i>	<i>that day, that week, that month</i>
<i>yesterday, last week, last year, etc.</i>	<i>the day before, the previous week, the previous year</i>
<i>tomorrow, next week</i>	<i>the following day, the following week</i>
<i>ago</i>	<i>before</i>
<i>here</i>	<i>there</i>

- **Indirect questions**

**Reporting questions** - Yes/No questions are reported using **if**. The verb does not have a question form but has the form of a normal statement. There is no question mark.

e.g. *“Do I **have to wear** a lab coat during the experiment?”*

*He asked me **if he had to wear** a lab coat during the experiment.*

**Wh- questions** are reported using the question word. The verb has the form of a normal statement. There is no question mark.

e.g. **Why do I have to wear a lab coat during the experiment?"**  
*He asked me why he had to wear a lab coat the experiment.*

➤ **No back shift:**

- If the **reporting verb** is in the **present tense**.

e.g. **"I sample the blood if necessary."**  
*The doctor says he samples the blood if necessary.*

- If the **present** (e.g. today) in the **direct speech** is still the **present in the reported speech**.

e.g. **"I am in a lab."**  
*He said he is in a lab today.*

- If the **future in the direct speech** is still **the future in the reported speech**.

e.g. **"I will phone you the results."**  
*He said he will phone me the results. (I am still waiting for his phone call).*

- If the reported words are **always true**.

e.g. **"Salmonellosis is an infection with bacteria called Salmonella."**  
*He said salmonellosis is an infection with bacteria called Salmonella.*

- If the sentences are **commands** (imperatives) or **requests**; they are reported with *tell* or *ask* + infinitive.

e.g. **"Avoid distress and suffering to the experimental animals!"**  
*He told us to avoid distress and suffering to the experimental animals.*

**SAY x TELL**

We **say something** – e.g. *I said I could treat his wound.*

We **tell somebody** – e.g. *I told him I could treat his wound.*

**1. Rewrite each sentence as reported speech. Start with “the supervisor said/asked/ordered, etc”.**

The diagnosis is based on laboratory criteria of salmonella infection.

---

The reference laboratory will build up and store diagnostic agents.

---

The handling of live FMD virus for research has been carried out only in the approved laboratory.

---

Look it up in the Manual of Standards for Diagnostic Tests and Vaccines!

---

Laboratory waste was categorised in specific waste groups yesterday.

---

Are you cooperating with any medical laboratory technicians these days?

---

Where did you buy all the equipment for laboratory diagnostics?

---

Can we recruit more laboratory assistants next week?

---

The tests must comply with the relevant requirements for the protection of laboratory animals.

---

What do you know about research laboratories?

---

**2. Underline the most suitable verb form in each sentence. Sometimes both possibilities are correct.**

1. The manager asked me if the food producer would need some time to test the meat products.

The manager asked: “*Does the food producer need/Will the producer need* some time to test the meat products?”

2. My colleague told me the raw milk had been exposed to microbial contamination.

My colleague said: "The raw milk *was exposed/has been exposed* to microbial contamination."

3. They told us to ensure that foodstuffs are not contaminated.

*"Ensure/You ensure* that foodstuffs are not contaminated!"

4. The laboratory workers told us that Listeria is one of the few bacteria that are able to multiply in the refrigerator.

They said: "Listeria *is able/will be able* to multiply in the refrigerator."

5. The inspector asked them who might be responsible for the research.

The inspector asked: "Who *may be/must be* responsible for the research?"

### **3. Translate the sentences into English.**

Pohrozil nám, že kontrola bude provedena bez předchozího upozornění.

.....

Hospodář prokázal, že porážka byla nevyhnutelná.

.....

Ředitel musel připustit, že členské státy reagovaly velmi pozitivně.

.....

Zeptali se nás, zda mrtvá těla všech volně žijících zvířat s pozitivním nálezem slintavky a kulhavky jsou zpracována pod úředním dozorem.

.....

.....

Inspekční úředník rozhodl, že vzorky budou uchovány v chladničce po dobu alespoň 5 hodin.

.....

Odpověděl, že zvířata nechce převážet v železničním voze.

.....

## 11. Adjectives and adverbs

### ➤ Key points – adjectives

- Adjectives tell us something about a person or a thing; they can modify nouns or pronouns/names.

e.g. *This is a new teacher. (a person)*

e.g. *We bought a modern microscope. (a thing)*

- An adjective can be put before the noun.

e.g. *This is a new teacher.*

- An adjective can be put after the verb *to be*.

e.g. *This teacher is new.*

- Adjectives can go after the following verbs: *appear, become, feel, get, go, keep, and turn*. We also use adjectives when we speak about how something *looks, smells, sounds* or *tastes*.

e.g. *The new microscope **looks great**.* Ten nový mikroskop **vypadá skvěle!**

*The thyme syrup **smells so good**.* Ten tymiánový sirup tak **krásně voní!**

*The lozenge **tastes terrible**.* Ta pastilka **chutná příšerně**.

*It **sounds too good** to be true.* **Zní to moc dobře**, než aby to byla pravda.

*It **feels wrong**.* **Mám pocit, že je to špatné.**

- Adjectives can be used without nouns. Mind the definite article "the":

e.g. ***The poor** can't fight **the rich** and **the rich** can't fight the government.*

**Chudí** nemohou bojovat proti **bohatým** a **bohatí** nemohou bojovat proti vládě.

- More adjectives can be put in front of the noun or after the verb. Mind the correct word order:

determiner	opinion	size	age	shape	colour	origin/ nationality	material	purpose	noun
the	nice	big	old	oval	black	Roman	gold	wine	glass

- Adjectives ending in *-ing* and *-ed* are participle constructions (*-ing*: present participle; *-ed*: past participle).
- There are forms of comparison: **positive** (*základní tvar*), **comparative** (*2. stupeň*) and **superlative** (*3. stupeň*).

Regular comparison:

- comparative with **-r/-er** and superlative with **-st/-est** is used with the following adjectives:

1) one-syllable adjectives

positive	comparative	superlative
<i>nice</i>	<i>nicer</i>	<i>(the)nicest</i>
<i>new</i>	<i>newer</i>	<i>(the)newest</i>
<i>late</i>	<i>later</i>	<i>(the)latest</i>

2) two-syllable adjectives ending in -y

positive	comparative	superlative
<i>early</i>	<i>earlier</i>	<i>(the) earliest</i>
<i>dirty</i>	<i>dirtier</i>	<i>(the) dirtiest</i>
<i>easy</i>	<i>easier</i>	<i>(the) easiest</i>

- comparative with **more** and superlative with **(the) most** is used with the following adjectives:

1) two-syllable adjectives not ending in -y

positive	comparative	superlative
<i>modern</i>	<i>more modern</i>	<i>(the) most modern</i>



A small group of two syllable adjectives can have both forms: e.g. *clever, common, narrow, polite, quiet, simple* or *tired*.

2) adjectives of more than two syllables

positive	comparative	superlative
<i>important</i>	<i>more important</i>	<i>(the) most important</i>
<i>interesting</i>	<i>more interesting</i>	<i>(the) most interesting</i>
<i>difficult</i>	<i>more difficult</i>	<i>(the) most difficult</i>

Irregular comparison without a change of meaning:

positive	comparative	superlative
----------	-------------	-------------

<i>good</i>	<i>better</i>	<i>(the) best</i>
<i>bad</i>	<i>worse</i>	<i>(the) worst</i>
<i>much (uncountables)</i>	<i>more</i>	<i>(the) most</i>
<i>many (countables)</i>	<i>more</i>	<i>(the) most</i>
<i>little (málo)</i>	<i>less</i>	<i>(the) least</i>
<i>little (malý)</i>	<i>less</i>	<i>(the) least</i>

Irregular comparison with a change of meaning:

<b>positive</b>	<b>comparative</b>	<b>superlative</b>
<i>far</i>	<i>farther</i>	<i>(the) farthest (distance)</i>
<i>far</i>	<i>further</i>	<i>(the) furthest (distance, next)</i>
<i>old</i>	<i>older</i>	<i>(the) oldest (people, things)</i>
<i>old</i>	<i>elder</i>	<i>(the) eldest (brother)</i>

Making comparison:

- the simplest way of making comparison is to use **than**

e.g. *Early prevention is cheaper **than** late curing.*

e.g. *The mortality rate was **lower than** three years ago.*

e.g. *The laboratory results are **better than** we expected.*



Mind the difference between **than** (used when making comparisons) and **then** (at a particular time in the past or in the future).

➤ **Key points – Adverbs**

- Adverbs tell us in what way someone does something; adverbs can modify verbs, adjectives, other adverbs, quantifiers and whole sentences.
- Most adverbs can be formed from adjectives by the ending **-ly**:

<b>adjective</b>	<b>adverb</b>
<i>dangerous</i>	<i>dangerously</i>
<i>bad</i>	<i>badly</i>
<i>legal</i>	<i>legally</i>

<i>complete</i>	<i>completely</i>
<i>easy</i>	<i>easily</i>
<i>comfortable</i>	<i>comfortably</i>

### Irregular forms of adjectives

<b>adjective</b>	<b>adverb</b>
good	well
fast	fast
hard (těžký, tvrdý)	hard (těžce, tvrdě)
	hardly (sotva, stěží)
late (pozdní)	late (pozdě)
	lately (poslední dobou)
high (vysoký)	high (vysoko)
	highly (vysoce, velmi)
deep (hluboký)	deep (hluboko)
	deeply (hluboce)
wide (široký)	wide (úplně, zcela)
	widely (obecně)
near (blízký)	near (blízko)
	nearly (skoro, téměř)

- with **adjectives ending in -ly and -ed** we use the phrase *in a ...way/manner* for expressing adverbs

e.g. *in a friendly way/manner* (přátelsky)

*in a silly way/manner* (hloupě)

*in a tired way* (unaveně)

### Comparison

- adverbs follow the same rules of comparison as adjectives



Some adverbs have no comparative or superlative as e.g. *monthly* (měsíčně), *nearly* (téměř), *enough* (dostatečně), *never* (nikdy), *sometimes* (někdy, občas) and many others.

**1. Fill in the gaps with the correct form of the word in brackets.**

It is necessary to have ..... (easy) access to information.

It is the ..... (tested) tool on the market.

The Commission requested ..... (far) information.

The quantity to be exported is not ..... (little) than 2 tonnes of beef.

The new regulations will allow for ..... (effective) breeding.

Pigs housed in ..... (large) groups are watered from an open trough.

Next time we will deal with the ..... (serious) problems.

Who is the ..... (large) fish producer in the European Union?

Information is provided on the ..... (bad) hazards of biological origin.

It was raining so ..... (hard) that night.

**2. Choose the right word and translate the whole sentence.**

1. Max is my *good/well* colleague.

---

2. The reason for that is *probable/probably* the bad/badly assumption.

---

3. All forms of TSE are *fatal/fatally*.

---

4. The increase is *part/partly* explained by changes in food processing.

---

5. CJD in people is a *similar/similarly* disease to TSE in cattle.

---

6. The medicaments are *usual/usually* administered via feed.

---

7. We have to conduct *farther/further* experiments.

---

8. *Obvious/Obviously*, physical risks can occur at any stage of food processing.

---

## 12. Prepositions

- Time

- IN - years, seasons, months, weeks, parts of day, at the end of a period of time in the future

e.g. *in 2014, in winter, in February, in the morning, in a minute* (za minutu)



***at night, at midnight, on Sunday evening***

- ON - days, date, special parts of the day

e.g. *on Saturdays, on Christmas Day/Eve, on Halloween, on the 3rd of April, on Wednesday afternoon*

- AT - exact time of the day

e.g. *at 6, at 8 p.m., at 12 o'clock*

- with fixed phrases

e.g. *at the weekend, at the moment, at Christmas*

- other prepositions in expressions of time are e.g. AFTER (po, poté), AGO (před), BEFORE (před), BETWEEN (mezi), BY (do), DURING (během), FOR (po dobu), FROM...TO/FROM...UNTIL (od...do), SINCE (od), TILL/UNTIL (do), WITHIN (během)



The following phrases are used **without prepositions**:

*this week, this month, this Monday, this September*

*last week, last month, last night, last Monday, last September*

*next week, next month, next Monday*

*yesterday morning, tomorrow night*

*every minute, every day, every year*

- Place and direction

- IN - inside a container, room, building, vehicle

e.g. *in the living room, in a laboratory, in the test-tube, in a pharmacy*

- within an area, city, or country

e.g. *in the Czech Republic, in the environment, in the garden*

- within an object, space, or substance

e.g. *in the air, in the sky, in the space, in one's mouth*

- at a specific part of something

e.g. *in the middle, in the centre*

➤ ON - touching and supported by the top surface of something

e.g. *on the ground, on the table*

- touching, sticking to, or hanging from a surface or object

e.g. *on the wall, on the head*

- in a particular area, or on a particular type of land

e.g. *on the island, on a farm*

- used for saying which thing a part of your body accidentally hits or touches

causing you to be hurt

e.g. *My son **cut his forelimb on** a piece of glass from the broken window.*

➤ AT - in a particular place

e.g. *at home, at work, at the doctor's, at school, at university*

- sitting or standing close to something, especially in order to do something

e.g. *at the window, at the piano*

➤ other prepositions in expressions of place and direction are e.g. ABOVE (nad), ACROSS (přes), AFTER (po), AGAINST (proti), ALONG (podél), AMONG (mezi), AROUND (okolo), BEHIND (za), BELOW (pod), BETWEEN (mezi), BY (u), DOWN (dolů), FROM (z), IN FRONT OF (před), INSIDE (uvnitř), INTO (do), NEAR (blízko), NEXT TO (vedle), OFF (z), OPPOSITE (naproti), OUTSIDE (venku), OVER (nad), PAST (kolem), ROUND (dokola, okolo), TO (do, k), TOWARDS (směrem k), UNDER (pod), UP (nahoru)



Mind the differences:

**in the street** (na ulici - nacházející se na ulici - auta, lidé...)

**on the street** (na ulici - jako bezdomovec, bez peněz, bez přístřeší)

**at school** (ve škole - právě je tam, učí se)

**in school** (ve škole - chodí do školy, je školák) - mostly American English

**in the picture** (na obrázku - je tam namalováno, vyfoceno atd.)

**on the picture** (na obrázku - na povrchu obrázku, např. moucha, špína atd.)



**Above or over?**

Both **above** and **over** can be used to mean 'at a higher level than something': e.g. *the light above/over the door*. However, we use **above** when something is **not directly** over something else: e.g. *on the hillside above the river, two degrees above zero*.

We use **over** when something **moves or stretches across** the space above something: e.g. *flying over Berlin; the old bridge over the river*. We use **over** when **something covers something else**: e.g. *She put a scarf over her hair*.



**Between or among?**

**Between** is usually followed by 2 nouns, pronouns or figures that are identified as 2 separate, individual things (or groups of things): e.g. *between the mountains and the sea, a number between 1 and 10*. However, *between* is often used for more than two; it expresses a one-to-one relationship, regardless of the number of items:

- when the number is unspecified e.g. *economic cooperation **between nations***
- when more than two are enumerated e.g. *Third year students have a choice **between philosophy, sociology, and economics***.
- when only one item is mentioned (but repetition is implied) e.g. *We agreed to split the profits **between us** on a fifty-fifty basis*.

**Among** (or **amongst**) is more appropriate where the emphasis is on distribution rather than individual relationships and is usually followed by a plural noun phrase: e.g. *among the hypertension population, among the different departments*.

**1) Fill in the right preposition (at, on, in) and translate the phrase.**

1. .... the expense of the environment \_\_\_\_\_
2. .... least two lagoons \_\_\_\_\_
3. .... a wide scale \_\_\_\_\_
4. .... behalf of the whole university \_\_\_\_\_
5. .... developed countries \_\_\_\_\_
6. .... some Member States \_\_\_\_\_
7. .... all diseased cows \_\_\_\_\_
8. .... relation to food legislation \_\_\_\_\_
9. .... the short term \_\_\_\_\_
10. a short stay .....Park Hotel \_\_\_\_\_
11. ....the airport \_\_\_\_\_
12. a change ..... soil use \_\_\_\_\_
13. .... urban areas \_\_\_\_\_

**2) Correct the mistakes in the following sentences.**

1. Animal manure has a great value as a fertilizer and also serves like a fuel source.
2. Accidents can be avoided with preventing hazardous situations and knowing safety rules.
3. All factors rendering the meat unfit to consumption must be reported.
4. The results of inspections must be recorded into writing.
5. The official auxiliaries are placed beyond veterinarian's authority.
6. Food starts to deteriorate or spoil since the time it is harvested or slaughtered.
7. Fresh milk can be stored while a few days in a refrigerator.
8. Application of high temperature on processing is necessary.
9. Is it disposal of waste that is not harmful for the environment?  
New preventive vaccination of highly pathogenic avian influenza has been introduced.