

МИНИСТЕРСТВО ЗДРАВООХРАНЕНИЯ
РЕСПУБЛИКИ БЕЛАРУСЬ

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
“ВИТЕБСКИЙ ГОСУДАРСТВЕННЫЙ ОРДЕНА ДРУЖБЫ НАРОДОВ
МЕДИЦИНСКИЙ УНИВЕРСИТЕТ»

КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

И.С. Андреева, Е.В. Афанасьева

АНГЛИЙСКИЙ ЯЗЫК

**Методические рекомендации для студентов 1 курса
фармацевтического факультета
(часть I)**

Под общей редакцией Р.В. Кадушко

ВИТЕБСК
ВГМУ
2017

УДК 811. 111 (072)
ББК 81. 432. 1я73
А 65

Рецензенты: кафедра иностранных языков УО «Витебская государственная академия ветеринарной медицины»;
доцент кафедры мировых языков Учреждения образования «Витебский государственный университет им. П.М. Машерова», кандидат педагогических наук Турковская Е.В.

Андреева, И.С.

А 65 Английский язык: метод. рекомендации по англ. языку для студентов 1 курса фармацевт. фак.: в 3 ч./ И.С. Андреева, Е.В. Афанасьева; под общ. ред. Р.В. Кадушко. – Витебск: ВГМУ, 2017. – Ч. 1. – 61 с.

Методические рекомендации по английскому языку предназначены для студентов, имеющих фоновые знания по английскому языку. Они могут быть использованы как для работы в аудитории, так и для управляемой самостоятельной работы. Представленная в методических рекомендациях тематика текстов позволит студентам сформировать навыки понимания и перевода аутентичной литературы по специальности «Фармация» с опорой на знание профессиональной лексики и грамматических структур, характерных для научного стиля. Методические рекомендации состоят из 2 разделов.

Утверждены и рекомендованы к изданию Центральным учебно-методическим Советом непрерывного медицинского и фармацевтического образования Витебского государственного медицинского университета 25 октября 2017г., протокол № 9.

УДК 811. 111(072)
ББК 81. 432. 1я73

© Андреева И.С., Афанасьева Е.В., 2017
© Издательство УО «Витебский
государственный медицинский
университет», 2017

ПРЕДИСЛОВИЕ

Методические рекомендации по английскому языку предназначены для студентов 1 курса фармацевтического факультета как для работы в аудитории, так и для самостоятельной работы.

Целью данных методических рекомендаций является ознакомление студентов с терминологической лексикой по специальности «Фармация», развитие навыков чтения текстов на основе изученной лексики и грамматики с последующим обсуждением прочитанного в форме беседы на определенную тему.

Методические рекомендации состоят из 2 разделов: “Vitebsk State Medical University”, “Pharmaceutical education”, что отражает познавательную и профессиональную направленность языкового материала.

Каждый раздел методических рекомендаций состоит из следующих частей:

- 1) “Grammar practice” – изучение и узнавание грамматических структур с помощью таблиц и упражнений с последующим использованием их в речевой деятельности;
- 2) “Vocabulary learning” – изучение профессиональной лексики и её закрепление при выполнении серии упражнений;
- 3) “Reading comprehension” – чтение текстов для развития навыков как изучающего, так и просмотрового чтения;
- 4) “Rendering” – развитие навыков интерпретации текста на английском языке;
- 5) “Speaking” – развитие навыков монологической и диалогической речи.

Тексты для чтения подобраны из аутентичных источников путем компиляции с соблюдением методического принципа “от простого к сложному”. Все разделы методических рекомендаций содержат текстовый материал для самостоятельного изучения студентами.

CONTENTS

ПРЕДИСЛОВИЕ	3
Section 1.	5
Topic: “At the university “.	
Grammar: 1. The system of the English Tenses (Active). 2. The word order in affirmative, negative and interrogative sentences. 3. Auxiliary verbs in short questions.	
Part I. Grammar practice.	5
Part II. Speech patterns.	10
Part III. Vocabulary learning.	12, 19
Part IV. Reading comprehension.	15
Text 1 “Vitebsk State Medical University”.	16
Text 2 “From the history of the university”.	21
Text 3 “English Universities”.	24
Part V. Rendering.	26
Part VI. Speaking.	27
Section 2.	30
Topic: “Pharmaceutical education”.	
Grammar: 1. Indefinite Active. 2. Pronouns. 3. Degrees of comparison of adjectives and adverbs. Comparative constructions.	
Part I. Grammar practice.	30
Part II. Speech patterns.	40
Part III. Vocabulary learning.	42, 49
Part IV. Reading comprehension.	45
Text 1 “Pharmaceutical education in Belarus”.	45
Text 2 “Pharmaceutical education in Great Britain”.	50
Text 3 “The development of pharmacy”.	52
Part V. Rendering.	55
Part VI. Speaking.	56
REFERENCES.	60

SECTION 1

ORAL TOPIC: AT THE UNIVERSITY

Grammar: 1. The system of the English Tenses (Active). 2. The word order in affirmative, negative and interrogative sentences. 3. Auxiliary verbs in short questions.

PART I. GRAMMAR PRACTICE

ВИДО-ВРЕМЕННЫЕ ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА В
ДЕЙСТВИТЕЛЬНОМ ЗАЛОГЕ

Table 1

Indefinite (Simple) Простое		Continuous (Progressive) Длительное	Perfect Завершенное	Perfect Continuous Завершено- длительное
Констатация факта		Процесс	Завершенность	Процесс уже в течение некоторого периода времени
V		be V-ing	have V₃	have been V-ing
P R E S E N T	V, V-s I write Я пишу (часто)	am is are } V-ing I am writing Я пишу (сейчас)	have has } V ₃ I have written Я написал (сегодня, уже, только что)	have has } been V-ing I have been writing Я пишу (уже час; с двух часов)
P A S T	V – ed, V ₂ I wrote Я (на)писал (вчера; два дня тому назад)	was were } V-ing I was writing Я писал (вчера в три часа; когда он вошел; пока он читал)	had V ₃ I had written Я написал (вчера к трем часам; до того, как он пришел)	had been V-ing I had been writing Я писал (уже два часа, когда он пришел)
F U T U R E	shall/will V I shall/will (I'll) write Я напишу, буду писать завтра.	shall/will be V-ing I shall/will (I'll) be writing Я буду писать (завтра в 3 часа).	shall/will have V ₃ I shall/will (I'll) have written Я напишу (завтра к трем часам; до того, как он придет).	shall/will have been V-ing I shall/will (I'll) have been writing Я буду писать (завтра уже 3 часа, когда он придет).

V – основа глагола;

V-ed = V₂ – прошедшее простое время (Past Simple); вторая форма глагола;

V₃ – причастие II (Participle II); третья форма глагола;

V-ing – причастие I (Participle I); четвертая форма глагола.

Exercise 1. Define the tense form.

1. am V-ing	7. had V-ed	a) настоящее
2. V-s	8. was V-ing	б) прошедшее
3. V	9. will V	в) будущее
4. have V-ed (V ₃)	10. has V-ed	
5. V-ed	11. had been V-ing	
6. will have V-ed (V ₃)	12. has been V-ing	

Exercise 2. Match the verb forms with their characteristics.

1. to be V-ing	a) констатация факта (Indefinite)
2. V-s, V	б) завершенность действия (Perfect)
3. to have been V-ing	в) процесс, незаконченность действия
4. to have V-ed (V ₃)	(Continuous)
5. will V	г) действие, совершенное уже в течение
6. V-ed	определенного периода времени (Perfect Continuous).

Exercise 3. Read the following sentences. Define the character of action of each verb.

1. Я учу английский язык каждый день. 2. Я учу новые слова. Не мешай мне. 3. Я учил эти слова вчера. 4. Я выучил слова. Проверь меня. 5. Я буду учить слова завтра. 6. Я учил слова вчера, когда ты смотрел телевизор. 7. Я буду учить английский завтра в 6 часов вечера. 8. Вчера к 6 часам я уже выучил все слова. 9. Я надеюсь, что к 7 часам я их выучу. 10. Я изучаю английский уже 3 года. 11. Я учил слова уже час, когда пришла сестра. 12. На будущий год я буду изучать английский язык уже 5 лет.

Exercise 4. Match the given character of action with the predicate.

a) незаконченность (процесс);

б) завершенность (результат);

в) констатация факта (регулярность);

г) процесс + завершенность уже в течение определенного периода времени.

1. Я пишу	а) сейчас. б) уже 20 минут. в) каждый день.
2. Я написал статью	а) уже (на этой неделе). б) вчера. в) вчера к 7 часам.
3. Я писал статью	а) вчера. б) вчера, когда вы пришли. в) вчера уже 3 часа, когда вы пришли.
4. Я напишу статью	а) завтра. б) завтра к 7 часам.
5. Я буду писать статью	а) когда он придет. б) уже час, когда ты придешь.

Exercise 5. Define the tense forms of the predicates and translate them.

1. I study at the Medical University. 2. I finished school last year. 3. I have just spoken to the dean. 4. I shall become a pharmacist in future. 5. I have just studied this topic. 6. I had studied this topic before he came. 7. He will have completed the work by Wednesday. 8. I have been working there for five months. 9. Before I entered the University I had been studying at school for 11 years. 10. Yesterday from 10 a.m. to 11 a.m. the students were listening to the lecture. 11. Don't disturb me. I am preparing for my English classes. 12. Students usually take exams twice a year, in January and in June. 13. By July I will have already passed the first-year exams.

Exercise 6. Translate the sentences from Russian into English.

1. Я учусь в медицинском университете.
2. Я учусь в университете уже три месяца.
3. Сейчас я учу английскую грамматику.
4. К концу второго года я закончу обязательный (compulsory) курс английского языка.
5. До поступления в университет я учился в школе.
6. Я поступил на фармацевтический факультет.
7. Вчера с 7 до 10 вечера я учил химию.

WORD ORDER IN AFFIRMATIVE AND INTERROGATIVE SENTENCES

Виды предложений и типы вопросов	Вопросительное слово к группе сказуемого	Вспомогательный глагол	Подлежащее	Сказуемое (или спрягаемый глагол)	Дополнение	Обстоятельство	
						места	времени
Утвердительная форма (прямой порядок)			Our professor	delivers	lectures	at the University	two times a week.
Специальный вопрос к группе подлежащего			Who	delivers	lectures	at the University	two times a week?
			Whose professor	delivers	lectures	at the University	two times a week?
Общий вопрос (обратный порядок слов)		Does	our professor	deliver	lectures	at the University	two times a week?
Специальные вопросы к остальным членам предложения (обратный порядок слов)	What	does	our professor	do		at the University	two times a week?
	What	does	our professor	deliver		at the University	two times a week?
	When	does	our professor	deliver	lectures	at the University?	
	Where	does	our professor	deliver	lectures		two times a week?

Exercise 7. Define the parts of the sentences and place them in the table.

группа подлежащего	группа сказуемого	группа дополнения	группа обстоятельства
--------------------	-------------------	-------------------	-----------------------

1. The head of the faculty is the Dean.
2. More than 7 thousand students study at these faculties.
3. The University pays great attention to the development of practical skills of the students.
4. Pharmacists are trained at the Pharmaceutical department.
5. Before the Great Patriotic War 808 graduates got their diplomas.
6. There is a special scientific laboratory at the medical university.
7. In 1946 the Medical Institute resumed its work in Vitebsk.

Exercise 8. Make up sentences.

1. of, Medical, the, regional, on, basis, institute, was, hospital, organized, our.
2. began, 1941, War, in, Patriotic, the Great.
3. to, teachers, of, went, students, and, a lot, front, the.
4. university, foreign, trains, our, staff, for, medical, countries.
5. university, famous, are, talented, many, there, and, scientists, our, in.
6. work, scientific, in, part, active, an, take, students, the.
7. clinical, improved, the, University, has, and, considerably, base.
8. faculty, was, in 1959, founded, the, pharmaceutical.

Exercise 9. Make up the question to each sentence, changing the word order.

1. Vitebsk Medical Institute was organized in 1934. (When ...?)
2. The teaching staff was not permanent at that time. (What staff...?)
3. The Pharmaceutical faculty is a real center of Belarusian pharmaceutical education. (Is ...?)
4. In 1943 in Yaroslavl the Medical Institute was restored with the joined staff of Minsk and Vitebsk. (Where...?)
5. The Medical Institute has expanded during the post-war period. (What...?)
6. More than 1370 physicians and pharmacists have been trained at the Overseas Students Training faculty. (How many...?)
7. VMI was the first to receive the right of training medical staff for foreign countries. (Was...?)
8. VSMU has trained several thousands of specialists. (How many...?)

Exercise 10. Read the following jokes and define the tense form of the italicized predicates:

* * *

At the Top

“A telegram from George, dear.”

“Well, **did** he **pass** the examination this time?”

“No, but he **is** almost at the top of the list of those who **failed**.”

* * *

“You **were** late this morning, Brown.”

“Yes, sir. I’m sorry. I **overslept**.”

“Good gracious! **Do** you **sleep** at home as well?”

* * *

He Must Go

Two men **were going** in a train. One of them **asked** the other:

“**Are** you **going** to Brown’s lecture today?”

“Yes, I **am**,” said the other.

“Take my advice and **don’t go**,” said the first, “They say he **is** a very bad lecturer.”

“I can’t help it,” said the other. “I must go, I’m Brown.”

* * *

A Question to the Point

The professor **was delivering** the final lecture of the term. He **put** much emphasis on the fact that each student should devote all his time to preparing for the final examination. He said:

“The examination papers are now in the hands of a printer. **Are there** any questions?”

Silence **prevailed**. Suddenly a voice from the rear inquired:

“Who **is** the printer?”

* * *

“What **are** you **doing**, Peter?”

“I’m **writing** a letter.”

“And what **were** you **doing** ten minutes ago?”

“I **was doing** my lessons. And maybe you **want** to know what I **shall be doing** in twenty minutes, Alec?”

“Yes, Peter, what **will** you **be doing**?”

“I **shall be beating** you if you **don’t stop** asking me stupid questions.”

PART II. SPEECH PATTERNS

I. Auxiliary verbs in short questions.

Mind that questions like that are not asked to get information but are used to express your reaction to what has been said. Such questions are called **echo questions**. In particular, they may show your interest, surprise, etc.

Interrogative patterns.

* * *

- Human nature is much the same everywhere.
- **Is it?**

* * *

Young men are often obstinate.

- **Are they?**

* * *

- One should be prepared to take risks sometimes.
- **Should he?**

A. Respond to the interrogative statements.

1. You are almost half an hour late.
2. You may keep the magazine for seven days.
3. The only place to work in piece is the library.
4. Julia was absent from her last English class.
5. It is up to you to decide.
6. All of them were in a very nervous state.
7. There is something to talk about.
8. You will speak first.

Negative patterns.

* * *

- I wouldn't miss your party for the world.
- **Wouldn't you?**

* * *

- You can't help it.
- **Can't I?**

* * *

- There is not any evidence.
- **Isn't there?**

B. Respond to the negative statements.

1. The students were not in the classroom.
2. Their methods are not correct.
3. It's not up to you to decide.
4. She wasn't speaking for all of us.
5. John will not write anything in the textbooks.
6. You shouldn't make remarks like those.
7. You must not interfere.

8. They needn't worry.
9. I don't like staying in a hostel.

II. Remember the pattern:

It takes me ... minutes (hours, days, etc.) to do something.

Мне требуется ... минут (часов, дней и т.п.), чтобы сделать что-то.

A. Translate the following sentences.

1. It takes me half an hour to cook dinner.
2. It took him long to translate this text.
3. How long will it take you to do this task?
4. It takes me an hour and a half to do our flat.
5. It took me twenty minutes to get to the place.
6. It will take us some hours to prepare everything for the test.
7. It takes me forty-five minutes to get to the university.

B. Answer the following questions using the pattern given above.

How long How much time	} does it take you	to do your morning exercises? to prepare breakfast? to have dinner (supper)? to get to your hostel (university)? to do your English homework? to look through newspapers? to speak over the phone with your friends (parents)?
---------------------------	-----------------------	---

C. Ask your groupmates about his (her) actions in the Past and Future. Use the following models:

Did it take you long ...?
How long did it take you ...?

Will it take you long ...?
How long will it take you ...?

PART III. VOCABULARY LEARNING

Exercise 1. Read and memorize the following words:

1.	accommodation [ə,kɒmə'deɪʃən] <i>n.</i> – жилье; hostel ~ ['hɒstəl ə,kɒmə'deɪʃən] – жилье в общежитии;
2.	activity [æk'tɪvɪtɪ] <i>n.</i> – деятельность; social activities – культурно-просветительские мероприятия;
3.	arrange [ə'reɪndʒ] <i>v.</i> – организовывать, устраивать;
4.	assist [ə'sɪst] <i>v.</i> – помогать, содействовать;

5.	assistant [ə' sɪstənt] <i>n.</i> – ассистент, помощник;
6.	associate professor [ə' səʊfɪt prə' fesə] <i>n.</i> – доцент;
7.	attend [ə' tend] <i>v.</i> – посещать, присутствовать (на лекциях, занятиях и т.п.)
8.	award (be awarded) [ə' wɔ:d] <i>v.</i> – награждать;
9.	be in charge of [tʃɑ:dʒ] – руководить;
10.	be responsible for [rɪs' pɒnsəbl] – быть ответственным за;
11.	chemist's (shop) [' kemɪsts] <i>n.</i> – аптека;
12.	continuous education [kən'tɪnjuəs ,edju(:)'keɪʃən] – непрерывное образование;
13.	day-time ['dætaɪm] <i>n.</i> – дневной;
14.	deliver (lecture) [dɪ' lɪvə] <i>v.</i> – читать лекцию;
15.	department [dɪ' pɑ: tmənt] <i>n.</i> – отделение, кафедра; correspondence ~ – заочное отделение;
16.	development [dɪ' veləpmənt] <i>n.</i> – развитие;
17.	disposal (at one's ~) [dɪs' pəʊzəl] <i>n.</i> – распоряжение (в чем-либо ~);
18.	edition [ɪ' dɪʃən] <i>n.</i> – издание;
19.	educational manufacturing [,edju(:)'keɪʃənəl ,mænju' fæktʃərɪŋ] <i>adj.</i> – учебно-производственный;
20.	equipment [ɪ' kwɪpmənt] <i>n.</i> – оборудование;
21.	experience [ɪks' pɪəriəns] <i>n.</i> – опыт; возможности;
22.	facilities [fə' sɪlɪtɪz] <i>n.</i> – возможность, благоприятные условия;
23.	faculty for advanced training [əd'vɑ:nsɪt] – факультет повышения квалификации;
24.	guide [gaɪd] <i>v.</i> – руководить;
25.	head [hed] <i>n.</i> – глава, руководитель;
26.	instruct [ɪn' strʌkt] <i>v.</i> – обучать;
27.	master ['mɑ:stə] <i>v.</i> – овладевать (языком);
28.	merit ['merɪt] <i>n.</i> – заслуга;
29.	pharmacist [fɑ:mə' sju:tɪst] <i>n.</i> – фармацевт;
30.	physician [fɪ' zɪʃən] <i>n.</i> – врач;
31.	practical skills [' præktɪkəl 'skɪlz] – практические навыки;
32.	recreational [,rekri' eɪʃənəl] – развлекательный;
33.	research [rɪ' sə:tʃ] <i>n.</i> – исследование;
34.	stomatologist [stɒmə' tɒlədʒɪst] <i>n.</i> – стоматолог;
35.	supervise [' sju:pəvaɪz] <i>v.</i> – наблюдать (за чем-либо);
36.	surgeon [' sə:dʒən] <i>n.</i> – хирург;
37.	teaching staff [' ti:tʃɪŋ stɑf] – штат преподавателей;
38.	train [treɪn] <i>v.</i> – готовить, обучать.

Exercise 2. Read the words of Greek and Latin origin. Translate them into Russian.

Pharmacy [ˈfɑ:məsi], pharmaceutical [ˌfɑ:məˈsju:tɪkəl], medicine [ˈmedsɪn], medical [ˈmedɪkl], laboratory [ləˈbɒrətəri], student [ˈstju:dənt], professor [prəˈfesə], institution [ˌɪnstɪˈtju:ʃən], department [dɪˈpɑ:tmənt], general [ˈdʒenərəl], education [ˌedju:ˈkeɪʃən], instructor [ɪnˈstrʌktə], stomatology [ˌstɒməˈtɒlədʒi], specialist [ˈspeʃəlist], university [ˌju:nɪˈvɜ:sɪti], organize [ˈɔ:gənaɪz], organization [ˌɔ:gənaɪˈzeɪʃən], lecture [ˈlektʃə], clinic [ˈklɪnɪk], control [kənˈtrəʊl], diagnostic [ˌdaɪəɡˈnɒstɪk], provisor [prəˈvaɪzə], academician [əˌkædəˈmɪʃən], doctor [ˈdɒktə], rector [ˈrektə], assistant [əˈsɪstənt], guide [gaɪd], analytical [ənəˈlɪtɪkəl].

Exercise 3. Form the new words with the help of suffixes. Translate them into Russian.

- 1) The nouns by adding **-er (-or)**: to train, to instruct, to teach, to work, to demonstrate, to read.
- 2) The adjectives by adding **-al**: industry, pharmacy, stomatology, education, experiment, practice, clinic, medicine, recreation.

Exercise 4. Translate the families of the words:

to arrange, arrangement; to teach, teacher; to instruct, instruction, instructor; to prepare, preparation, preparatory; stomatology, stomatological, stomatologist; medicine, medical, medicinal; to head, a head; to guide, a guide, guidance; to practise, practice, practical, practically; to educate, education, educational; skill, skillful, skillfully; science, scientific, scientist.

Exercise 5. Match the expressions in the right column with their Russian equivalents in the left column.

- | | |
|----------------------------------|----------------------------|
| 1. at the department of ... | a) курс обучения; |
| 2. at the head of ... | b) в практической работе; |
| 3. is headed by ... | c) возглавляется; |
| 4. is assisted by ... | d) во главе; |
| 5. is awarded the Order ... | e) в значительной степени; |
| 6. the course of study ... | f) на кафедре; |
| 7. in practical work ... | g) награждается Орденом; |
| 8. to a great extent ... | h) был основан (учрежден); |
| 9. was founded (established) ... | i) помогает. |

Exercise 6. *Translate the following word combinations:*

medical educational establishment; regional hospital; pharmaceutical education; to be awarded the Order of Peoples' Friendship; day-time and correspondence department; to train the specialists in ...; Public Health Service; to have a rich experience; a member of the Association of higher and continuous education; spacious lecture halls; a well-equipped laboratory; a scientific-research laboratory; educational-manufacturing pharmacy; theoretical knowledge and practical skills; highly-skilled teachers; the teaching staff; academic affairs, research and administrative work; teach, instruct and guide students; educational process; educational and scientific books.

Exercise 7. *Study the explanations of the following words and word combinations.*

To learn = to get knowledge of some subject or skill in some activity – учить, выучить.

To study = to gain knowledge, it refers only to knowledge, not skills or abilities – изучать, учиться.

To do/ to get on well = to be a bright student – хорошо учиться.

To teach = to give a person knowledge, to give lessons – преподавать, обучать.

To train = to give teaching and practice, usually for a particular job or skills – готовить, обучать, тренировать.

To instruct = to teach a practical skill – учить, обучать (in).

Education (general), *training* (more practical), *tuition* – обучение, подготовка.

Exercise 8. *Translate the sentences using lexical units from exercise 7.*

1. Они должны выучить эти правила наизусть. 2. Моя подруга учится в медицинском университете. 3. Квалифицированные преподаватели обучают студентов в университете. 4. Студенты этой группы очень хорошо учатся. 5. Медицинский университет готовит специалистов по лечебному делу и фармации. 6. Плата за обучение в университете довольно высокая. 7. Преподаватель обучает студентов работе в лаборатории. 8. Они уехали на год во Францию, чтобы изучить там французский язык. 9. Самые известные профессора преподают в Оксфорде. 10. Очень трудно учиться и работать одновременно. 11. Медицинское образование в Беларуси можно получить в 4-х университетах. 12. Они учатся на первом курсе.

PART IV. READING COMPREHENSION

Read and translate text 1.

Text 1

VITEBSK STATE MEDICAL UNIVERSITY

Vitebsk State Medical University (VSMU) is one of the most prestigious medical educational establishments in Belarus. This institution has been playing an important role in the development of medical science and training of medical and scientific personnel. Nowadays the University has 7 faculties: General Medicine Faculty, Pharmaceutical Faculty, Stomatological Faculty, Overseas Students Training Faculty, Retraining and Advanced Training Faculty, Faculty of Pedagogics and Psychology of Higher School and Preuniversity Training Faculty. Physicians and surgeons are trained at the Faculty of General Medicine, the Faculty of Stomatology trains stomatologists or dentists. Pharmacists are trained at the Faculty of Pharmacy at both day-time and correspondence department. The head of each faculty is the Dean. More than 7 thousand students study at these faculties. VSMU is headed by the Rector who is assisted by the Vice-Rectors responsible for academic affairs, research and administrative work. Educational process is organized at 64 departments. The head of the department, usually a professor or associate professor, is in charge of the work of the department. The teaching staff consists of doctors of sciences, candidates of sciences, instructors and laboratory assistants. Lectures are delivered by professors or associate professors, while instructors and laboratory assistants teach, instruct and guide students in their practical work. The students attend lectures, seminars, practical classes and scientific conferences. The students study in the spacious lecture halls, well-equipped laboratories, and modern computer classes. At its disposal, the University has 3 educational buildings, a scientific research laboratory, a dental clinic, an educational-manufacturing pharmacy and a control analytical laboratory.

The University gives the students both theoretical knowledge and practical skills. The pharmacy students have an opportunity to study in the botanical garden and numerous chemists'. The medical and the stomatological students get practical skills in city clinics equipped with modern medical-diagnostic apparatuses.

VSMU has a rich experience in training students from different countries. Since 1981 the University has been effectively training the specialists in medicine and pharmacy for the needs of foreign Public Health Services. For the large merits in this work our University was awarded the Order of Peoples' Friendship.

The University has become a member of the Association of higher and continuous medical and pharmaceutical education of medical institutions of higher learning of Russia.

At the University there is a medical library, full of various editions. The majority of books are educational and scientific ones.

The University has 8 comfortable hostels. The students from other towns are given hostel accommodation. As to cultural and recreational activities at the University, they are quite various, and to a great extent are arranged by the students themselves. Many students participate in concerts, parties, discos, folk orchestras, the choreographic ensemble and the vocal music group.

The students are supposed to master the fundamental subjects and to follow the traditions of the oldest Medical University.

Exercise 1. Look through the text and explain why:

- 1) mostly the Simple Present Tenses are used;
- 2) the Present Perfect Tense is used in one sentence.

Exercise 2. Find the synonyms:

department, stomatologist, to deliver a lecture, pharmacist, institution, physician, experience, to guide, day-time student, to train, chemist's.	pharmacist, faculty, to give a lecture, dentist, to supervise, full-time student, establishment, practical skills, general practitioner, to teach, pharmacy.
---	--

Exercise 3. Make up word combinations and translate them.

A. Educational-manufacturing, control-analytical, educational, correspondence, skilled, medical-diagnostic, spacious, fundamental, recreational, research.	Work, laboratory, pharmacy, equipment, establishment, lecture halls, department, subjects, teachers, activities.
B. To organize, to train, to be responsible for, to guide, to follow, to be awarded, to pay attention to, to be headed by, to deliver, to attend, to give.	Lectures, educational process, the traditions, the Dean, academic work, theoretical knowledge, students, the order, pharmacists, hostel accommodation, classes.

Exercise 4. Match the names of the faculties with their English equivalents.

1. Лечебный факультет	a) Retraining and Advanced Training Faculty
2. Фармацевтический факультет	b) Overseas Students Training Faculty
3. Стоматологический факультет	c) The Faculty of General Medicine
4. Факультет довузовской подготовки	d) Pharmaceutical Faculty
5. Факультет подготовки	e) The Faculty of Pedagogics and

иностранных граждан	Psychology of Higher School
6. Факультет повышения квалификации и переподготовки кадров	f) Stomatological Faculty
7. Факультет педагогики и психологии высшей школы	g) Preuniversity Training Faculty

Exercise 5. *Agree or disagree with the following sentences using the formulas of agreement and disagreement.*

Use: I quite agree with you; That's right; I'm of the same opinion; I disagree; I differ from you.

1. Pharmacists are trained at the Stomatological faculty.
2. The Pharmaceutical faculty of VSMU is the center of Belarusian pharmaceutical education.
3. Assistants usually deliver lectures at the university.
4. The Dean is responsible for administrative work of the faculty.
5. The students have an opportunity to get practice in the botanical garden and in city clinics.
6. There are 52 departments at the University.
7. Each department is headed by the professor or associate professor.
8. VSMU has a rich experience in teaching students from different countries.

Exercise 6. *Put questions to the following statements.*

1. VSMU was founded in November, 1934. (When ...?)
2. There are 7 faculties at our University. (How many ...?)
3. The faculty of General Medicine trains physicians. (What specialist does ...?)
4. Teachers, instructors, and laboratory assistants teach, instruct and guide students in their practical work. (What do ...?)
5. For the large merits in training specialists for foreign Public Health Services the Institute was awarded the Order of Peoples' Friendship. (What for ...?)
6. Students study in the spacious lecture halls, well-equipped laboratories and modern computer classes. (Where do ...?)
7. The University has 5 comfortable hostels. (How many ...?)
8. The first- year students master the fundamental subjects. (What do...?)

Exercise 7. Say the following in English:

практические навыки, развитие медицинской науки, возглавлять университет, быть ответственным за учебную работу, заведующий кафедрой, читать лекцию, обучать студентов, хорошо оборудованные лаборатории, современный компьютерный класс, преподавательский состав, теоретические знания, ботанический сад, эффективная подготовка специалистов, соблюдать традиции университета, комфортабельные общежития, большие заслуги, организовывать отдых, участвовать в концертах.

Exercise 8. Answer the following questions.

1. What can you tell the group mates about the faculties of the University?
2. Who heads the University, the faculty and the department?
3. What is the teaching staff of the University?
4. What are the facilities for studies at the University?
5. Does the University train specialists for different countries? If, yes, what are these specialists?
6. Are all the university students given hostel accommodation?
7. Is it necessary to follow the traditions of the University? Why?

Exercise 9. Translate the sentences from Russian into English.

1. На лечебном факультете готовят врачей. 2. Наш вуз уделяет внимание, как теоретическим знаниям, так и практическим навыкам студентов. 3. Проректоры отвечают за учебную, научную и административную работу университета. 4. Студенты посещают лекции, семинары, практические занятия, а также участвуют в конференциях. 5. Лекции читают профессора или доценты. 6. Студенты обучаются в просторных аудиториях и современных компьютерных классах. 7. Студенты фармацевтического факультета имеют возможность проходить практику в ботаническом саду и многочисленных аптеках. 8. С 1981 года университет готовит специалистов для зарубежных стран. 9. Иногородние студенты обеспечиваются общежитием. 10. Свой отдых, в большинстве случаев, студенты организуют сами. 11. Студенты должны овладевать фундаментальными науками и соблюдать традиции университета.

FROM THE HISTORY OF THE UNIVERSITY**Exercise 1. Words to be remembered:**

1.	academician [ə,kædə'mɪʃən] <i>n.</i> – академик;
2.	achievement [ə'tʃi:vmənt] <i>n.</i> – достижение;

3.	basis ['beɪsɪs] <i>n.</i> – база, основа; on the ~ of – на основе чего-либо;
4.	decision [dɪ'sɪʒən] <i>n.</i> – решение;
5.	district doctor ['dɪstrɪkt] – участковый врач;
6.	enrolment [ɪn'rəʊlmənt] <i>n.</i> – прием, зачисление;
7.	enterprise ['entəpraɪz] <i>n.</i> – предприятие;
8.	executive [ɪg'zekjʊtɪv] <i>adj.</i> – административный;
9.	existence [ɪg'zɪstəns] <i>n.</i> – существование;
10.	expand [ɪks'pænd] <i>v.</i> – расширяться, увеличиваться;
11.	graduate ['grædʒuət] <i>n.</i> – выпускник;
12.	improve [ɪm'pru:v] <i>v.</i> – улучшать;
13.	joined ['dʒɔɪnd] <i>adj.</i> – объединенный;
14.	Ministry of Education – Министерство образования;
15.	Ministry of Public Health – Министерство здравоохранения;
16.	permanent ['pə:mənənt] <i>adj.</i> – постоянный;
17.	potential [pə'u'tenʃəl] <i>n.</i> – возможность, потенциал;
18.	receive [rɪ'si:v] <i>v.</i> – получать;
19.	restore [rɪs'tɔ:] <i>v.</i> – восстанавливать;
20.	resume [rɪ'zju:m] <i>v.</i> – возобновлять;
21.	share [ʃə] <i>v.</i> – делиться.

Exercise 2. Match the adjectives with the corresponding nouns and translate the word combinations.

Regional, different, necessary, permanent, medical, clinical, pharmaceutical, important, foreign, scientific, district, executive.

Achievements, doctors, hospital, faculty, parts, teaching staff, institute, countries, laboratories, positions, industry, base, building.

Exercise 3. Translate the word combinations.

On the basis of a regional hospital, the joined teaching staff of Minsk and Vitebsk medical institutes, to resume the work, the post-war period, to improve the scientific base, the center of pharmaceutical education, to receive the right of training, medical staff, the great potential of the institution, to hold executive positions, to share the knowledge, the students enrolment plan.

Read text 2 and be ready for a comprehension check-up.

Text 2

FROM THE HISTORY OF THE UNIVERSITY

1. Vitebsk Medical Institute was organized in 1934 on the basis of a regional hospital. At that time it had not any buildings of its own and the departments were situated in different parts of the town. There was not a permanent teaching staff and the students were trained only at one medical faculty. The scientists from Moscow, Leningrad, Smolensk, Minsk started teaching students. The first director of Vitebsk Medical Institute was the graduate of Bern medical faculty professor Khazanov Moisey Anisimovich.

2. Before the Great Patriotic War 808 graduates got their diplomas. During the war period the institute didn't function and professors, assistants and students worked in hospitals helping the front and the population. It was only in 1943 in a Russian city of Yaroslavl that the Belarusian Medical Institute was restored with the help of the joined teaching staff of Minsk and Vitebsk.

3. In 1946 the Institute resumed its work in Vitebsk. It expanded during the post war period, its clinical and scientific base having considerably improved. The student enrolment plan was increased, there appeared new specialities, faculties and departments. Now more than 650 university teachers share their knowledge with the students. The pharmaceutical faculty was founded in 1959. At present it is a center of Belarusian pharmaceutical education.

4. In 1981 by the decision of Ministry of Education and Ministry of Public Health of the USSR* Vitebsk Medical Institute was the first in the republic to receive the right of training medical staff for foreign countries. Over this period more than 1370 physicians and pharmacists have been trained at the Overseas Students Training Faculty. They work successfully in 110 countries of the world.

5. In 1999 in view of the important achievements and of the great potential of the institution, its status was changed into that of a University. During the period of its existence VSMU has trained several thousands of specialists. Among them there are academicians, heads of the clinics and clinical departments, district doctors and pharmacists. The Pharmaceutical faculty's graduates work in pharmacies, scientific laboratories, they also hold executive positions at the enterprises of chemical, pharmaceutical and medical industry.

* USSR – Union of Soviet Socialist Republics.

Exercise 1. Find in the text:

1) the sentence beginning with "It was only in ...", and try to find the connection between such a word-order and the translation;

2) the sentences with predicates in Perfect Tenses, translate them and explain their usage.

Exercise 2. Find in the text the information about:

1. the first years of the Institute;
2. its further development;
3. the training of foreign students;
4. the spheres of graduates activity.

Exercise 3. Compare the information about the first years of the Institute with the present state of things.

Use: “At first, at that time ... and now ...”

1. At first our educational establishment was called Vitebsk Medical Institute
2. ... there was only one medical faculty
3. ... it had not any buildings of its own
4. ... there was not a permanent teaching staff
5. ... there was one hostel for the students
6. ... the clinical and scientific base was rather modest

Exercise 4. Insert instead of gaps the proper words and word combinations from the text. Translate the sentences into Russian.

1. In 1934 Vitebsk Medical Institute had not any buildings ...
2. The first director of the Institute was ... Professor Khazanov M.A.
3. In 1943 the Belarusian Medical Institute ... with ... of Minsk and Vitebsk.
4. Now ... is a center of Belarusian pharmaceutical education.
5. VSMU was the first ... the right of training foreign students.
6. In 1999 in view of ..., the status of the Institute was changed into that of
7. Among the graduates of the University there are ...
8. The pharmaceutical specialists hold ... at the enterprises of medical industry.
9. In the course of time the University increased the student ... plan.

Exercise 5. Put questions to the following statements.

1. Our Institute was organized on the basis of a regional hospital in 1934. (On what basis...? When...?)
2. Before the War 808 graduates got their diplomas. (When ...? How many ...?)

3. During the War period the Institute didn't function and professors and students helped the front. (What ...? Who ...? When ...?)
4. The Institute expanded during the post-war period. (What establishment ...? When...?)
5. More than 1370 specialists work successfully in 110 countries of the world. (How many ...? How ...? Where ...?)
6. The University has trained several thousands of specialists. (What establishment ...? How many ...?)
7. The Pharmaceutical faculty's graduates work in pharmacies and scientific laboratories. (Where ...? In what spheres ...? Who ...?)

Exercise 6. Translate the sentences from Russian into English.

1. ВГМУ был основан в 1934 году на базе региональной больницы.
2. Помощь институту оказывали ученые из Ленинграда, Москвы, Смоленска, Минска. Они приезжали обучать студентов.
3. Во время войны профессора, преподаватели и студенты работали в госпиталях.
4. Только в 1943 году, в Ярославле институт был восстановлен объединенными силами преподавателей Минска и Витебска.
5. В институте был только один – лечебный факультет.
6. С течением времени план приема студентов увеличился.
7. В институте появились новые специальности, факультеты и кафедры.
8. Фармацевтический факультет был создан в 1959 году.
9. За послевоенный период институт очень разросся, при этом значительно улучшилась его научная база.
10. Наш институт первым получил право на подготовку иностранных студентов.
11. За важные достижения и огромный потенциал институту был присвоен статус университета в 1999 году.
12. Среди выпускников университета есть академики, главные врачи, заведующие отделениями, провизоры, участковые врачи, стоматологи.
13. Выпускники фармацевтического факультета работают в аптеках, в химических лабораториях, занимают ведущие позиции на предприятиях фармацевтической и медицинской промышленности.

Read and translate text 3.

Text 3

ENGLISH UNIVERSITIES

All English universities except Oxford and Cambridge are fairly new. London University is the biggest of the modern universities and has many colleges and schools. Oxford has 32 colleges. A large college has about 5000 students, about a hundred students study at a small college. The college is an educational institution giving special instruction in certain subjects. There are many types of colleges in England. There are colleges within universities. There are also technical colleges of various types, colleges of arts and commerce. Medical colleges are among them. The college may be independent in its own affairs but is a part of the university in some matters. The university gives the highest type of education. It comprises a number of colleges and provides programmes for study and research beyond the college level. The university is an administrative center which arranges lectures for all the students of the colleges, holds examinations and gives degrees. University teaching combines lectures, practical classes and small group teaching in either seminars or tutorials*, the last being a traditional feature of the universities of Oxford and Cambridge. A university usually has both faculties and departments. The faculties are arts, law, medicine, science. The departments include engineering, economics, commerce, agriculture, music and technology. At the head of each faculty there is a professor. The staff of teachers called lecturers helps him. Professors and lecturers deliver lectures to a large number of students or study with small groups. All universities admit men and women, but within some universities there are colleges especially for students of one sex. Most of the universities provide hostels for their students.

All the universities and colleges are independent, self-governing institutions, although they receive substantial aid* from the state through the University Grants Committee. The local education authorities have no responsibility for universities. English universities greatly differ from each other. They differ in date of foundation, history, traditions, general organization, internal government, methods of teaching, ways of student's life, size, etc. On the whole, British universities are comparatively small. The approximate number is 7000-8000 students, most universities having 3000 and some even less than 1500 students.

The most ancient English universities are: Cambridge and Oxford. They date back to the 12-13th centuries and have always been universities for gentlemen. Other universities are called modern or provincial. They are located in large centers of industry. There are no tutorial* systems there. These universities rely on lectures. All universities charge fees* which are rather high.

Notes:

- * aid = assistance, help;
- * tutorials = the system of individual training;
- * to charge fees = to get money for education.

Exercise 1. Give Russian equivalents to the following word combinations:

fairly new, science faculty, at the head of, a staff of teachers, to admit men and women, within some universities, to provide hostels, an independent college, self-governing institution, substantial aid, the local education authorities, internal government, tutorial system, to charge fees.

Exercise 2. Answer the questions to the text.

1. What is London University composed of?
2. Does university have faculties or departments?
3. What faculties are there in English universities?
4. What do the departments include?
5. What do most universities provide for their students?
6. Are there many types of colleges in England?
7. What kinds of colleges are there in England?
8. In what do English Universities differ?
9. What is the number of students at British Universities?
10. How are other universities called?
11. What methods does university teaching combine?

Exercise 3. Compare the organization of VSMU and that of English Universities indicating the main differences and similarities in their structural units and organization of educational process.

Exercise 4. Read the following text and discuss it with your groupmates using as much information from the text as you can.

The oldest and most famous universities in England are Oxford and Cambridge. Oxford University was established in 1249. The choice of the small rural village of Oxford as a seat of learning was significant. Far removed (неподверженный) from foreign influence, Oxford was within comparatively easy reach of all parts of England. Like London it is international because people from many parts of the world come to study at one of the twenty seven men's colleges or at one of the five women's colleges that are the university. They join the university "family" that has more than 9000 members. The present facilities at Oxford include theology, law, English language and literature,

history, humanities (гуманитарные дисциплины), social studies, medicine, physical and chemical science, biological science.

The first college at Cambridge, Peterhouse, was founded in 1284, and now there are twenty-four colleges. A number of well-known scientists and writers, among them Newton, Darwin and Byron, were educated in Cambridge.

The organization system of the two universities differs from that of all other universities and colleges.

The teachers are commonly called “dons”. Part of the teaching is by means of lectures organized by the university. Apart from lectures teaching is carried out by tutorial system, for which these two universities have always been famous. This is a system of individual tuition (обучение) organized by the colleges. Each student goes to his tutor’s room once a week to read and discuss an essay which the student has prepared.

Oxford and Cambridge are rather far from London and other large cities. Therefore, the students have to live in the university hostel or in a private room, and the rent is very high. Besides, special fees are taken for books, for laboratory work, teaching aids, etc. Some students get scholarship but the number of these students is comparatively small.

PART V. RENDERING

Read the following information and render it into Russian. Use the vocabulary of section 1.

За время своего существования Витебский ордена Дружбы народов государственный медицинский университет подготовил свыше 17 тысяч врачей, около 8 тысяч провизоров и более 500 стоматологов. В рейтинге медвузов СССР он занимал 3 место после 1-го Московского и Ленинградского институтов.

11 октября 1934 года был ликвидирован заочный мединститут с отделениями в Бобруйске, Витебске, Гомеле и Могилеве, который просуществовал 2 года. 1 ноября 1934 года была образована больница–медвуз с очным стационарным обучением. Специальных помещений не было. Часть кафедр рассредоточилась по городу, а для клинических кафедр через год построили здание ОКБ (областная клиническая больница).

Помощь новому вузу оказывали ученые Ленинграда, Москвы, Минска, Смоленска, Ростова-на-Дону. Профессора и доценты приезжали на время, некоторые оставались на постоянную работу. Преподавали и сотрудники местного ветеринарного института. До войны дипломированными специалистами стали 808 человек. С начала войны вуз эвакуировали на восток. Сотрудники института работали в лечебных учреждениях, сражались в рядах Красной Армии. Витебский мединститут восстановили в 1946 году.

В период с 1951 по 1961 в вузе был открыт фармацевтический факультет, введен в строй главный корпус института на проспекте Фрунзе.

С 1961 по 1965 годы, резко возрос научный потенциал медицинского института. С 1965 по 1979 было открыто подготовительное отделение, начато строительство лабораторно-теоретического корпуса. Позже появились 6 новых кафедр, заочное отделение фармфакультета, факультет усовершенствования врачей, начали обучать иностранных студентов. В 1984 году вуз наградили орденом Дружбы народов.

Сегодня в университете 7 факультетов, 64 кафедры, где обучаются свыше 7 тысяч студентов. Свои знания молодым людям более 650 преподавателей, из них 59 докторов и 251 кандидат наук.

На всех кафедрах введена рейтинговая и трехэтапная система (3-stage ratio system) оценки знаний студентов (компьютерное тестирование, практические навыки (skills), устное собеседование). Используются современные образовательные технологии. Студенты готовятся к занятиям и экзаменам с помощью тестов на компьютере. Хорошо организован и досуг. В университете действуют 14 кружков по интересам и 15 спортивных секций. Ежегодный (annual) международный фестиваль «Студенческая осень» выявляет таланты. Университет верен традициям в деле подготовки высококвалифицированных врачей и провизоров.

PART VI. SPEAKING

Exercise 1. Read and roleplay the dialogues. Pay attention to the way of introducing people.

1)

- May I introduce myself? I'm Victor Panov.
- And I'm Ann Petrova. Are you from this university?
- Yes, I study at the Stomatological faculty. And you?
- I'm at the Pharmaceutical faculty. Do you find it difficult to study anatomy?
- Not very much, I think. Of course, it takes time to learn definite things, but then everything goes all right.

2)

- Oh, Nick, where are you hurrying? Meet my friend Alec.
- Hello, Alec.
- Hello, Nick.
- Pete, I'd like to be introduced to the girl who is near you.
- With pleasure. This is Ann. And these are Nick and Alec.
- Hello, boys.
- Hello, Ann.
- Going to the lecture, I suppose? Are you from our faculty too?

- Not quite so. Alec and I study at the Preuniversity training faculty. We hope to become students of your faculty next year.
- Good luck then.
- Thanks.

3)

- Alice, is the name of William Porter familiar to you?
- I don't think so.
- I want to introduce him to you. He is very clever, well educated and has good manners. William, this is my sister Alice. Alice, meet William.
- Hi, Alice!
- Hi, William! How are you?
- Never felt better in my life. Thanks. How are you?
- Fine, thank you.

4)

- Kate, this is Vlad.
- We've met before, haven't we?
- Sure. We played a game of tennis the other day.
- And you won the game.
- That's right.

Exercise 2. Look through the dialogues and say:

a) how many persons take part in the conversation; b) what questions they discuss; c) what expressions of introduction they use.

Write out the expressions of introduction and memorize them.

Exercise 3. Make up your own dialogues on the suggested situations. Use the phrases of introduction from the dialogues given above.

1. You meet your school friend with her new University friend. Have a talk with them. 2. You get acquainted with your friend's brother. 3. You meet a third-year student of your faculty and ask him to introduce you to his friends. Ask them about the University and their faculty.

Exercise 4. Discuss the following talking-points using the key words and expressions.

1. The organization of Vitebsk Medical Institute (on the basis of; medical faculty; permanent teaching staff; the scientists from; the first director.)
2. The Institute during and after the War (didn't function; the front; to be restored; joined teaching staff; to resume the work.)

3. The present day situation of the University (has expanded; clinical and scientific base; the center of pharmaceutical education; the training of foreign students; the change of status.)
4. The faculties of the University (7 faculties; pharmacists, stomatologists, physicians; the head of the faculty.)
5. The administrative staff (rector; pro-rectors; the head of the department; dean.)
6. Facilities for studies (spacious lecture halls, well-equipped laboratories, modern computer classes, a scientific research laboratory, a dental clinic, an educational-manufacturing pharmacy and a control analytical laboratory).
7. Every-day problems (hostel accommodations, recreational activities, to master the subjects.)

Exercise 5. *Compose a dialogue in which one is a freshman (первокурсник) wishing to know everything about the University and the other a graduate saying all he (she) knows about the University.*

Exercise 6. *Suppose the students of your group invited a veteran-professor of our University who witnessed (был свидетелем) the organization of it in 1934. Compose a roleplay: you are asking him about the history of our University and its present scientific work and he is answering your questions.*

Exercise 7. *Arrange a meeting at which the students of your group will speak about your University to a group of English-speaking students. (Distribute the roles).*

Exercise 8. *Get ready to speak on the topic “Vitebsk Medical University” using exercise 4 as an outline.*

SECTION 2

ORAL TOPIC: PHARMACEUTICAL EDUCATION

Grammar: 1. Indefinite Active. 2. Pronouns. 3. Degrees of comparison of adjectives and adverbs. Comparative constructions.

PART I. GRAMMAR PRACTICE

INDEFINITE (SIMPLE) TENSES ACTIVE

Table 1

	вопрос	утверждение	отрицание	
Will	I you live we <u>they</u> see he she	I you we <u>they</u> he she	I you will not we (won't) <u>they</u> live he see she	F U T U R E
Do Does	I you live we <u>they</u> see he she	I you we <u>they</u> he she	I you do not we (don't) <u>they</u> live he see he does not she (doesn't) live see	P R E S E N T
Did	I you live we <u>they</u> see he she	I you we <u>they</u> he she	I you did not we (didn't) <u>they</u> live he see she	P A S T

Time markers:

Present – usually, always, every day, as a rule, sometimes, often, seldom;

Past – yesterday, last week (month, year), three days ago, in April, on Saturday, in 2011, the day before yesterday;

Future – tomorrow, the day after tomorrow, tonight, next week (month, year),

in a day (week, month), in 2 hours.

“TO BE, TO HAVE” IN THE INDEFINITE (SIMPLE) TENSES

Study the table and do exercises given below.

Table 2

	Present	Past	Future
to be	I am he } she } is it } we } you } are they }	I he } she } was it } we } you } were they }	I shall be he } she } will be it } we shall be you } will be they }
to have	I have he } she } has it } we } you } have they }	I he } she } it } we you } they }	I shall have he } she } will have it } we shall have you } will have they }

Exercise 1. Practise the usage of the verbs “to be, to have” in the Present, Past and Future Indefinite. Make up your own sentences.

Model:	I am a student now. A year ago I was a schoolgirl (boy). In 5 years I will be a pharmacist.
---------------	---

Exercise 2. Use the verb “to be” in a proper form.

John ... an old friend of mine. We ... friends even when we ... children. We went to school together, played together after the lessons and everybody thought we ... brothers. Now we ... students of a medical school. John wants to become a dentist and I ... sure that he ... a good specialist because he works hard to master his profession. Tomorrow John ... twenty. Every year John's birthday ... a great occasion not only for his family but for all his friends. They will come to his party and I ...very glad to go there and say “Happy birthday!”

to my best friend.

Exercise 3. Fill in the gaps with *to be*, *to have* in the Present, Past and Future Indefinite.

1. Last year I ... a schoolgirl, but now I ... a student of a Medical University.
2. We ... good friends now, but not very long ago we ... only neighbours.
3. We ... lectures and seminars every day but Saturday and Sunday.
4. There ... 200 000 people in our town, but ten years ago there ... only 50 000.
5. They ... the exam in mathematics last week.
6. I ... my breakfast at 8 o' clock.
7. Usually I ... in time for my lesson, but yesterday I ... late.
8. She ... a laboratory class today.
9. I ... busy tomorrow.
10. They ... a meeting next week.
11. We ... an examination in Chemistry this term.
12. You ... an English class in 2 hours.

Exercise 4. Open the brackets and use the verbs in Present Indefinite.

1. Training of a pharmacist ... (include) many subjects common to the medical curriculum.
2. He ... (not/study) at the Pharmaceutical faculty.
3. Chemistry ... (be) an interesting subject.
4. What entrance exams ... (students/take) to enter the Pharmaceutical faculty?
5. How long ... (the study/last) at the Pharmaceutical faculty?
6. When ... (your classes/be over/usually)?
7. Our library ... (have) many books on medicine.
8. They ... (not/attend) classes regularly.
9. He (to do) research in organic and bioorganic chemistry.
10. I (not to think) that they (to work) hard enough to pass their exams successfully.

Exercise 5. Say what your friend (friends) usually does (do) at practical classes, lectures and seminars. Use the following word combinations:

At the English class:

to read the texts, to ask and answer the questions, to write word dictations, to learn new English words, to translate from Russian into English, to listen to the recordings, to repeat after the speaker, to imitate, to listen to the university teacher, to do tests, to fulfill grammar control works, to do written assignments.

At the lecture:

to listen to the lecturer, to take notes, to write down (to put down) smth., to ask questions.

At the seminar:

to make an oral presentation, to ask questions, to take part in the discussion, to clear up smth., to ask the university teacher (instructor) to explain smth., to fulfil different tasks.

Exercise 6. *Translate the passage into English adding to each sentence one of the given adverbs: usually, sometimes, always, every day, often, seldom.*

Я встаю в 7 часов утра. Мой завтрак состоит из чашки кофе и бутерброда. Я добираюсь до своего университета на автобусе. Около университета я встречаю своего друга, и мы вместе идем на занятия. Первая лекция начинается в 8.30. У нас одна-две лекции и один-два семинара. После занятий я иду в библиотеку. Я возвращаюсь домой около 6 часов вечера. По вечерам мне звонят мои друзья, и мы обсуждаем планы на завтра.

Exercise 7. *Find regular and irregular verbs. Write down their three forms:*

to become, to serve, to pass, to spend, to learn, to give, to master, to train, to deal, to receive, to treat, to acquaint, to live, to develop, to use, to take, to set, to go, to begin, to feel, to come, to enter, to speak, to know, to discuss.

Exercise 8. *Open the brackets and use the verbs in the Past Indefinite. Make these sentences negative and interrogative.*

1. My brother (to enter) the University last year.
2. Our vacation (to begin) in July.
3. We (to work) hard the whole term.
4. The teacher (to find) some mistakes in my test.
5. He (to come) to see me last week.
6. The students (to discuss) this problem with their tutor yesterday.
7. He (to take) three exams last term, but (to pass) only two.
8. We (to meet) at the University two years ago and (to become) good friends.
9. He (to give) me a good piece of advice.
10. We (to spend) a lot of time in the library.
11. I am afraid that he (not to pass) his exam in chemistry yesterday.
12. The students (to write) a composition last Monday.

Exercise 9. *Ask questions and give possible answers.*

1. Last week we went to ... (Where ...?)
2. Yesterday I met ... (Whom ...?)

3. I learned English at ... (Where ...?)
4. ... gave me a piece of advice. (Who ...?)
5. I heard ... with my own ears. (What ...?)
6. My brother came home yesterday at ... (When ...?)
7. I got to town by ... (How ...?)
8. He liked reading ... stories when he was a boy. (What kind of ...?)

Exercise 10. Ask your groupmates what they did/didn't do yesterday:

Model:	to see the film. Ann, did you see the film yesterday?
	a) - No, I didn't. I was busy.
	b) - Certainly, I did.

To get up early, to go to the University, to be in time for classes, to attend the lecture, to take exam in English, to have lunch at the University canteen, to come home after classes, to do homework, to watch TV.

Exercise 11. Open the brackets and use the verbs in the Future Indefinite using the phrases given below.

Note: Saying "will do" we usually decide to do it at the time of speaking without planning before. That is why the **Future Indefinite Tense** often goes with:

Probably	I'll probably come home late tonight.
(I) expect	We expect our friend will phone soon.
I'm (not) sure	I'm not sure you'll pass your exam.
I (don't) think	I don't think the exam will be difficult.

1. I (to play) computer games tomorrow.
2. You (to read) this book next week?
3. I (not to see) him tomorrow.
4. Where you (to go) next summer?
5. They (to become) pharmacists in 5 years.
6. We (to have) a lecture in 2 hours.
7. Why she (to come) home so late tomorrow?
8. We (to stay) at home the day after tomorrow.
9. What you (to do) in the evening?
10. In a year she (to be) a second-year student.
11. You (to get) a diploma of a pharmacist in five years.
12. We (to study) toxicological chemistry next year.

Exercise 12. Ask questions and give possible answers.

1. Premedical training of students will take ... years. (How many years ...?)
2. We shall study special subjects in ... years. (When ...?)

3. In chemistry classes the students will learn about ... (What ...)
4. We shall have practice ... (Where ...)
5. During the period of internship an intern will have... (What ...?)
6. ... will make experiments in the chemical laboratory next week. (Who...?)

Exercise 13. Practise the usage of the Present, Past and Future Indefinite. Do it according to the models.

Model 1:	I study at the University, and you? - I study at the University, too. My father studied at the Institute twenty years ago. And my son will study there in fifteen years.
-----------------	---

Model 2:	I play chess well, and you? - I don't play chess well. My friend plays chess well. He played chess well even in his childhood.
-----------------	---

1. I cook well, and you? 2. I always surf the Internet, and you? 3. I know English well, and you? 4. I work at chemistry every day, and you? 5. I attend all the lectures, and you? 6. She often comes here, and you? 7. I use computer in my work every day, and you?

Exercise 14. Put the verbs in brackets in the Present, Past or Future Indefinite.

1. My friend (to study) at the Pharmaceutical faculty of the Medical University.
2. As a rule students in Belarus (not to pay) for their education.
3. I (to take) my final exams in two months.
4. He (not to come) to the lecture yesterday, he (to be) ill.
5. My sister (to graduate) from the medical school next year.
6. We (to attend) lectures in physiology once a week.
7. I (not to see) my friend at the university yesterday.
8. Students (to take) examinations at the end of each term.
9. I (to buy) this drug at our chemist's a week ago.
10. They (to study) special subjects in the senior years.
11. Tomorrow they (to make) experiments with different chemical substances in the chemical laboratory.
12. Every year the scientific conference (to take) place at the university.

Exercise 15. Translate the sentences into English. Use the Indefinite Tenses.

1. Я окончил школу в 2012 году.
2. Сейчас я - студент медицинского университета.
3. Мой друг будет учиться в высшем учебном заведении нашего города.
4. Они учились на подготовительном отделении в прошлом году.
5. Абитуриенты сдают тестирование по химии, биологии и русскому или белорусскому языку.
6. На 1 курсе мы будем изучать фундаментальные дисциплины.
7. Эти студенты занимались научной

работой на 5 курсе. 8. Раз в неделю занятия по химии проходят в химической лаборатории. 9. Студенты фармацевтического факультета будут проходить практику в аптеках города. 10. Два года назад он защитил диссертацию. 11. Учеба в аспирантуре не является обязательной. 12. Мы будем изучать физические и лечебные свойства лекарственных веществ. 13. После окончания университета студенты будут работать провизорами, управляющими аптек, химиками - аналитиками.

PRONOUNS

Personal pronouns		Possessive pronouns	
Именительный падеж Кто? что?	Объектный падеж Кого? что? кому?	Притяжательные местоимения Чей? чья? чьё? чьи?	Абсолютная форма притяжательных местоимений
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	its
We	us	our	ours
They	them	their	theirs

Note: its ≠ it's (it is)

Exercise 16. Fill in the gaps with necessary pronouns.

1. ... am a student of the Medical School. 2. He often writes to ... parents. 3. Does ... help her brother? 4. I often see ... in the park with his dog. 5. She likes ... work very much. 6. Is Tom a friend of ...? – No, he is only my colleague. 7. We go to the country with some friends of ... every weekend. 8. The students usually have ... exams in January and in June. 9. These magazines are very interesting. Read ... at home. 10. Do you know these students? – Yes, ... are from our group. 11. Translate this text without a dictionary. ... is not very difficult. 12. Give ... your pen, please. Thank ... 13. We have lectures every day; we attend ... regularly. 14. We shall study constituents of drugs and ... composition.

Exercise 17. Replace the italicized words with the corresponding pronouns.

1. We carry out **experiments** in the laboratories. 2. We shall study **organic chemistry**. 3. **Some of the students** belong to the scientific society. 4. There are

13 students in **my group**. 5. **My sister** entered the university last year. 6. I don't see **my brother** often. 7. Mike helps **his friend** very much. 8. The boys ask **Mary** to sing.

Exercise 18. *Translate into English.*

1. Я вас не могу видеть. 2. У него нет тетради. 3. Его конспект остался дома. 4. Дайте мне свою ручку. 5. Я не могу дать вам свою ручку. 6. Они не дают нам свои словари. 8. Я хочу навестить своего друга в Минске. 9. Откройте свои книги. 10. Дайте ей ее конспект. 11. Дайте ему его телефон. 12. Дайте нам наши зачетки. 13. Дайте им их зачетки. 14. Его сестра – моя подруга. 15. Ее брат – их друг. 16. Дайте ему их тетради. 18. Дайте нам ваши телефоны. 19. Дайте им наши материалы. 20. Дайте ей его сумку.

DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

Положительная степень	Сравнительная степень	Превосходная степень
big short nice high clever large	bigger shorter nicer higher cleverer larger	the biggest the shortest the nicest the highest the cleverest the largest
good (well) bad (badly) many, much little far	better worse more less further	the best the worst the most the least the furthest
attentive practical difficult	more attentive more practical more difficult	the most attentive the most practical the most difficult

COMPARATIVE CONSTRUCTIONS

Для выражения сравнения существует также ряд конструкций

Конструкция	Значение	Перевод	Пример
As ... as	Равная степень качества	Такой же ... как	He is as cheerful as his brother.
Twice as ... as		В 2 раза больше	This classroom is

			twice as big as that one.
Not so (as)... as	Отрицание равенства степени качества	Не такой ... как	This classroom is not so small as that one.
More ... than	Сравнение степеней качества	Более ... чем	This task is more important than that task.
Less ... than	предметов	Менее ... чем	
The + сравнит. степень the + сравнит. степень the warmer ..., the better	Зависимость одного от другого	Чем + сравнит. степень, тем + сравнит. степень Чем теплее ..., тем лучше	The warmer the weather, the better I feel. (<i>Чем теплее погода, тем лучше я себя чувствую</i>)
Much } + сравн.ст. far much cheaper far more serious	Значительное превышение качества одного предмета над другим	гораздо (намного) дешевле гораздо серьезнее	Let's go by car. It's much cheaper . Her illness was far more serious than we at first thought.
a bit } + сравн.ст. a little a little warmer	Незначительное превышение	Немного (чутьку) теплее	It's a little warmer today than it was yesterday.

Older используется при сравнении по возрасту.

He is **older than** my brother.

Он **старше** моего брата.

Elder означает «старший в семье».

My **elder** brother is a doctor.

Мой **старший** брат – врач.

Further – дальше и дальнейший.

Farther – дальше.

Go a bit **further/ farther**.

Пройдите немного **дальше**.

My **further** investigations will deal with cell physiology.

Мои **дальнейшие** исследования будут связаны с клеткой.

Exercise 19. *Form comparative and superlative degrees:*

Old, young, large, wide, difficult, good, hot, bad, much, easy, early, well, many, big, interesting, dangerous, far, late.

Exercise 20. *Translate:*

1. The longer (is) the night, the shorter (is) the day. 2. The more we read, the more we know. 3. He can speak German twice as fast. 4. Your room is three times as large as mine. 5. We shall drive at a speed as great as 90 km per hour. 6. New streets are usually not so (as) narrow as old streets. 7. She does not know Moscow so (as) well as we do. 8. This boy is as tall as my brother. 9. The earlier you get up, the more you will do.

Exercise 21. *Use the adjectives in the brackets in comparative or positive degree.*

1. This problem is (complicated) than we at first thought. 2. The discovery which was made by the team of American researchers is (important) than it may seem. 3. The new building of the university is (big) than the old one. 4. You have made many mistakes. You must be (attentive). 5. Microbiology studies (simple) organisms such as bacteria, protozoa, and others. 6. Pharmacognosy is as (difficult) as botany. 7. Pharmacology is not so (easy) as you say. 8. The weather today is (bad) than yesterday. 9. It is necessary to work (much) to become a pharmacist.

Exercise 22. *Use the italicized adjectives in the superlative degree.*

1. I think that your theory is *logical*. It's ... I've heard so far. 2. Metabolism is very *important* for living organisms. It is one of ... life activities. 3. Your explanation is very *good*. It is ... which has been given for this phenomenon. 4. Professor K. is very *famous*. He is one of ... physiologists in the world. 5. The operation was *good*. It was one of ... of its kind. 6. Molecules are *tiny* units of which all substances are composed. They are ... of any substance which preserve the properties of this substance in chemical reactions. 7. The discovery of antibiotics was really *great*. It was one of ... in the history of medicine. 8. Show me, please, a *short* way to the station. This is ... way to the station.

Exercise 23. *Chose the proper forms of adjectives.*

1. My (oldest, eldest) brother is an engineer. I've got two brothers. They are (older, elder) than I am.
2. Oxford and Cambridge are the (oldest, eldest) universities in Great Britain.
3. If you need (farther, further) information ask the doctor on duty, please.

4. The university was situated much (farther, further) than we expected.
5. The state of the patient changed for the (worst, worse).
6. We have got (less, least) time than I thought.
7. I need (more, most) time to finish the work.

Exercise 24. Translate into English.

1. Какое здание самое высокое в вашем городе? 2. Она старше своей сестры. 3. Мне нужна комната поменьше. 4. Это самое сложное задание в контрольной работе. 5. Его ситуация более серьезная, чем мы думали. 6. Новое здание университета больше и лучше старого. 7. Он лучший студент в нашей группе. 8. Ваша лабораторная работа самая хорошая (плохая). 9. Дождливая погода хуже солнечной.

PART II. SPEECH PATTERNS

Using “shall” to ask someone’s opinion, to make an offer or a suggestion:

Shall I take a message?

Shall I open the window?

Shall we consult a dictionary?

If we accept, we respond saying:

Yes, please. Do please/Please do.

I think so./Why not?

If we do not accept, we respond saying:

No, you needn’t. Please, don’t.

Exercise 1. Make up short dialogues combining the following utterances or using your own ones:

Model:	<p>Shall I speak English? As you like.</p> <p>***</p> <p>Shall I answer the phone? Yes, please.</p> <p>***</p> <p>Shall we discuss the plan right now? No, you needn’t.</p>
---------------	---

- Shall we cancel the meeting this afternoon?
- Shall I hand in my paper in a month?
- Shall I fulfil my project by the end of the month?
- Shall we plan our campaign now?
- Shall I do it by myself?
- Shall I make a report?

Exercise 2. Translate from Russian into English.

- Принести книги? – Незачем.
- Послать письмо? – Пожалуйста, пошлите.
- Открыть окно? – Не открывайте, пожалуйста.
- Закрыть дверь? – Пожалуйста.
- Мне говорить по-английски? – Как хотите.
- Готовить это задание письменно? – Нет, не надо.

Study the following responses.

You have been most helpful.	Вы мне очень помогли.
You have been most polite.	Вы весьма любезны.
You have been most kind.	Вы очень добры.
You have been most curious.	Вы весьма любопытны.
You have been most careless.	Вы весьма небрежны.

Exercise 3. Translate from Russian into English.

- Вам помочь?
- Да, пожалуйста. Вы очень добры.

- Сходить в библиотеку за учебниками?
- Спасибо, не нужно. Вы и так мне очень помогли.

- Проводить (see off) Вас до вокзала?
- Пожалуй, да. Вы очень любезны.

- Мне Вас подвести? (give a lift)
- Нет, спасибо. Я живу недалеко (not far) отсюда.

PART III. VOCABULARY LEARNING

Exercise 1. Read the words, then match the suffixes and prefixes with their meanings from the list below:

a) native of *-an*, having the nature of *-al*;

b) later than or after something *post-*; before someone or something *pre-*.

Russian, postsecondary, posterior, prehistoric, premedical, pharmaceutical, Hungarian, medical, postoperative, American, toxicological, Belarusian, botanical, physiological, precedent, chemical, preliminary, Slovenian, preschool, practical, African, analytical, national, Armenian, post-graduate, post-war.

Exercise 2. Read and memorize the following words:

1.	abroad [ə'brɔ:d] <i>n.</i> – за границей;
2.	applicant ['æplɪkənt] <i>n.</i> – абитуриент; претендент, кандидат;
3.	assignment [ə'saɪnmənt] <i>n.</i> – задание;
4.	compulsory [kəm'pʌlsəri] <i>a.</i> – обязательный;
5.	conduct (classes, seminars, etc.) [kən'dʌkt] <i>v.</i> – проводить (занятия, семинары и т.п.);
6.	course [kɔ:s] <i>n.</i> – курс;
7.	credit-test ['kredit 'test] <i>n.</i> – зачет;
8.	curriculum [kə'rɪkjʊləm] <i>n.</i> – учебный план;
9.	essential ['esɪŋʃəl] <i>a.</i> – существенный;
10.	establishment [ɪs'tæblɪʃmənt] <i>n.</i> – учреждение;
11.	extra-mural ['ekstrə'mjuərəl] <i>a.</i> – заочный;
12.	fail (at) [feɪl] <i>v.</i> – терпеть неудачу; не иметь успеха; ~ in maths – провалить(ся) на экзамене по математике;
13.	graduate ['grædʒueɪt] <i>v.</i> – окончить (любое) высшее учебное заведение;
14.	internship [ɪn'tɜ:nʃɪp] <i>n.</i> – интернатура;
15.	master ['mɑ:stə] <i>n., v.</i> – магистр, овладевать;
16.	medicine ['medsɪn] <i>n.</i> – медицина, лекарство;
17.	miss [mɪs] <i>v.</i> – пропускать (занятия и т.п.);
18.	optional course ['ɒpʃənəl 'kɔ:s] – электив; необязательный курс;
19.	post-graduate ['pəʊst 'grædʒueɪt] <i>n.</i> – аспирант;
20.	property ['prɒpəti] <i>n.</i> – свойство;
21.	standard ['stændəd] <i>n.</i> – уровень, стандарт;
22.	enter ['entə] <i>v.</i> – поступать;
23.	last [lɑ:st] <i>v.</i> – длиться;
24.	thesis [θɪ:sɪs] <i>n.</i> – диссертация.

Exercise 3. Read the words of Greek and Latin origin. Translate them into Russian.

institution [ˌɪnstɪˈtjuːʃən], academy [əˈkædəmi], examination [ɪɡˌzæmɪˈneɪʃən], subject [ˈsʌbdʒɪkt], physiology [ˌfɪzɪˈɒlədʒɪ], chemistry [ˈkemɪstri], physics [ˈfɪzɪks], laboratory [ləˈbɒrətəri], qualified [ˈkwɒlɪfaɪd], specialize [ˈspeʃəlaɪz], perfumery [pəˈfjuːməri], cosmetic [kɒzˈmetɪk], assistant [əˈsɪstənt], faculty [ˈfækəlti], specialist [ˈspeʃəlist], problem [ˈprɒbləm], train [treɪn], professional [prəˈfeʃənəl], pharmacognosy [ˌfɑːməˈkɒgnəsi], pharmacokinetics [ˌfɑːməˈkɒkaɪˈnetɪks], organize [ˈɔːɡ(ə)naɪz], doctor [ˈdɒktə], professor [prəˈfesə], biology [baɪˈɒlədʒɪ], botany [ˈbɒtəni], pharmacology [ˌfɑːməˈkɒlədʒɪ], organic [ɔːˈɡæniːk], toxicological [ˌtɒksɪˈkɒlədʒɪkl], analytical [ˌænəˈlɪtɪk(əl)], special [ˈspeʃəl], technology [tekˈnɒlədʒɪ], pharmacy [ˈfɑːməsi], management [ˈmænɪdʒmənt], marketing [ˈmɑːkɪtɪŋ], department [dɪˈpɑːtmənt], period [ˈpɪəriəd], pathology [pəˈθɒlədʒɪ], mechanism [ˈmekənɪzəm], molecular [məʊˈlekjulə], radiation [ˌreɪdɪˈeɪʃən], clinic [ˈklɪnɪk].

Exercise 4. Match the words with the definitions.

1.	abroad	a) to continue for a particular length of time;
2.	property	b) to start working in a particular field or organization or to start studying at a school or university;
3.	postgraduate	c) the level that is considered acceptable, or the level that someone or something has achieved;
4.	to last	d) an organization or institution, especially a business, shop, etc.
5.	to enter	e) someone who is studying at a university to get a Master's Degree or a PhD (Doctor of Philosophy) Degree;
6.	internship	f) someone who has formally asked, usually in writing, for a job, university place, etc.
7.	course	g) a job that someone, who has almost finished training as a doctor, does in a hospital;
8.	establishment	h) a period of study in a particular subject, especially at university;
9.	applicant	i) in or to a foreign country.

Exercise 5. Find the synonyms.

1.	to acquire	a) task
2.	to complete	b) to edit
3.	participate	c) institution
4.	to master	d) a drugstore
5.	to do	e) to obtain a degree

6. to enter	f) annually
7. to found	g) to major
8. correspondence	h) to make
9. to work as	i) voluntary
10. to be engaged in	j) extramural
11. every year	k) to finish (graduate from)
12. to publish	l) to act as
13. to specialize	m) to establish
14. to get a degree	n) to get
15. assignment	o) to take part in
16. establishment	p) to be involved in
17. a chemist's shop	q) to be admitted to
18. optional	r) to learn

Exercise 6. *Translate the following word combinations.*

to acquire practical skills, to do research, to take exams, to pass credit-tests, to have practical classes, to defend a graduation thesis, to be engaged in social activities, scientific research work, after graduation, extra-mural department, to attend lectures (classes), to participate in seminars, to fail at exam(s), to fail in Chemistry (Biology), to conduct exams, to give advice, to master English.

Exercise 7. *Translate the following sentences into Russian indicating the words of the active vocabulary:*

1. The committee is assessing the standard of teaching in this school.
2. She often goes abroad on business.
3. People know many herbs with healing properties.
4. Each lesson lasts for 45 minutes.
5. To enter a university applicants take entrance tests.
6. He was one of 30 applicants for the manager's job.
7. The course of study at the Pharmaceutical faculty lasts for 5 years.
8. The course of compulsory education in Belarus makes 9 years.
9. People keep medicines out of the reach of children.
10. He studies Medicine at the University.
11. Postgraduate students do research for their theses.
12. Teachers help students in their research.
13. There is an extra-mural department at our university.
14. Languages are an essential part of a school curriculum.

PART IV. READING COMPREHENSION

Read and translate text 1.

Text 1

PHARMACEUTICAL EDUCATION IN BELARUS

In our country there are two institutions of higher medical education, which train pharmacists: Vitebsk Medical University and, since 2011, Belarusian Medical University in Minsk. The Pharmaceutical faculty of the VSMU was founded in 1959, and now it is the basis of Belarusian pharmaceutical education. Every year, more than 300 applicants enter both day-time and correspondence (extramural) department of the faculty.

To enter a Pharmaceutical faculty applicants take written entrance tests in chemistry, biology, and Russian or Belarusian languages. The course of study lasts for five years. During the first two years pharmacy students study general subjects, such as botany, physiology, general chemistry, physics, etc. During the third, fourth, and fifth years they have classes in special sciences, like pharmacology, pharmacognosy, pharmaceutical chemistry, etc. Six special chairs function at the faculty: pharmacognosy and botany chair, practical pharmacy chair, organization and economy of pharmacy chair, pharmaceutical technology chair, toxicological and analytical chemistry chair and pharmaceutical chemistry chair.

Since 1999 12 optional courses have been introduced in the curriculum which contains all the basic and practical subjects necessary for the training of highly skilled pharmacists.

The students also have practical classes in laboratories, where they study physical and chemical properties of medicines. They acquire practical skills in botany and pharmacognosy at a large Botanical Station. Pharmaceutical students have practical training at chemist's shops, where they learn to work as pharmacists. In the 5-th year the students defend a graduation thesis and take final state examinations consisting of a) test control, b) practical skills control, c) personal interview on theoretical problems.

80% of students are engaged in social activities and scientific research work. The students' scientific societies play an important role in the training of young specialists. Every year joint conferences of young scientists and members of students' scientific societies take place, collections of papers being published.

After graduation all pharmaceutical students have a period of internship, which lasts for one year. Here they specialize in the following pharmaceutical specialties: "pharmacy", "clinical pharmacy", "technology of pharmaceutical preparations", and "organization and economy of pharmacy".

At higher medical institutions of Belarus there is also postgraduate study

as a form of training scientific and teaching specialists. Postgraduate education is not compulsory. The students study and write a thesis to get the Master's Degree or the Candidate of Science Degree.

After completing the course of study at the Pharmaceutical faculty graduates can work as managers, assistants, dispensing pharmacists or chemists-analysts at chemist's shops, pharmaceutical plants or chemical laboratories.

Exercise 1. Fill in the gaps with the words and word combinations from the list.

The degree, take, specialize, higher medical institutions, completing, practical training, pharmaceutical plants, outlook, need, management, period of time, curriculum, influence.

1. In our country there are ..., which train pharmacists.
2. Pharmaceutical students have ...at chemist's shops.
3. Students ...in four pharmaceutical specialties.
4. Applicants ...written entrance tests in chemistry, biology and Russian or Belarusian.
5. Postgraduate students get the ...of Candidate of Science.
6. After ...the course of study graduates can work as managers, assistants or dispensing pharmacists.
7. The urgent ...for pharmaceutical specialists led to the organization of the faculty.
8. The faculty trains professionals for chemist's shops and
9. The ...at the faculty consists of general and special subjects.
10. For a relatively short ...all the necessary scientific and research facilities were created at the faculty.
11. The VSMU trains a new generation of pharmacists, with wide university ...and knowledge of clinical presentation and pathology of the human body.
12. They master the mechanisms of drug's ...on the body.
13. Senior students study ...and marketing of pharmacy.

Exercise 2. Fill in prepositions where necessary.

1. Organization and economy ... pharmacy is one of the subjects in the curriculum.
2. ... present there are six special chairs at the Pharmaceutical faculty.
3. The course of study lasts ... five years.
4. The curriculum at the faculty consists ... many subjects.
5. The faculty trains students ... different countries of the world.
6. The students master the mechanisms of drug influence ... the body.
7. During the third, fourth, and fifth years students have classes ... special sciences.
8. ... graduation all pharmaceutical students have a period of internship, which

lasts for one year.

9. Here students specialize ... several pharmaceutical specialties.
10. Half ... all the foreign students getting education in our country study medicine.
11. Nearly 300 applicants enter both day-time and correspondence department ... the faculty each year.
12. ... higher medical institutions of Belarus there is also postgraduate study as a form of training scientific and teaching specialists.

Exercise 3. Replace the underlined words with their synonyms:

various, broad, experts, continues, pharmacies, effect, prepares, medications, comprises, significant, views, learn, establishments, drugs, finishing, directors, instruct, qualities, drugstores, system, undergraduates, pharmacutists.

1. The need for specialists, who can solve the most important social problems of providing the people of Belarus with medicines, led to the organization of the Pharmaceutical faculty at our university.
2. The faculty trains professionals for chemist's shops and pharmaceutical plants as well as scientists of different branches.
3. The curriculum at the faculty consists of many subjects.
4. The course of study lasts for five years.
5. The VSMU trains a new generation of pharmacists, with wide university outlook and knowledge of clinical presentation (демонстрация случая) and pathologies of the human body.
6. The students master the mechanisms of drug influence on the body.
7. There is a wide network of medical institutions, which train pharmacists.
8. During the first two years students study general subjects.
9. Students study physical and medical properties of medicines.
10. After completing the course of study graduates work as managers, assistants, dispensing pharmacists.
11. Pharmaceutical students have practical training at chemist's shops.

Exercise 4. Match each word from column A with its opposite from column B.

A		B	
1. to create;	2. to complete;	a) untrained;	b) ordinary;
3. to organize;	4. to enter;	c) inferior;	d) to destroy;
5. qualified;	6. to last;	e) to miss;	f) to stop;
7. to last;	8. practical;	g) to disorganize;	h) nonessential;
9. outstanding;	10.abroad;	i) to begin;	j) to fail;
11.necessary;	12.to pass;	k) elective;	l) in our country;
13.to attend;	14.compulsory;	m) to leave;	n) theoretical;
15.primary;	16.to work.	o) to relax;	p) to cease.

Exercise 5. Give English equivalents to the next word combinations:

дневное отделение; заочное отделение; высшее медицинское образование; письменные вступительные тесты; курс обучения; общеобразовательные предметы; специальные предметы; токсикологическая и аналитическая химия; учебный план; высококвалифицированный специалист; практическая подготовка; физические и химические свойства; дипломная работа; элективный (факультативный) курс; государственные экзамены; научно-исследовательская работа; студенческое научное общество; сборник научных докладов; фармацевтические специальности; последипломное обучение; писать диссертацию; степень кандидата наук.

Exercise 6. Answer the following questions.

1. What higher medical institutions of our country train pharmacists?
2. What entrance tests do the applicants take?
3. Where do the students have practical training?
4. Where do the students have practical classes?
5. What is internship?
6. What pharmaceutical specialties do you know?
7. What does the final state examination consist of?
8. What is postgraduate study?
9. Where can graduates work after completing their study?

Exercise 7. Correct the statements below:

1. Applicants take oral exams to enter Pharmaceutical faculties.
2. Students have practical classes at chemist's shops.
3. Students study pharmacology and pharmacognosy during the second year of study.
4. Students specialize in pharmaceutical specialties during the last year of study.
5. In laboratories students study pharmacy, clinical pharmacy, and technology of pharmaceutical preparations.
6. Every student of pharmacy takes a postgraduate course.

Exercise 8. Read the text and say about: a) the semester system; b) the examination period; c) the subjects studied in the first and second years; d) practical training. Retell this text.

The University training course for full-time students lasts for 5 years. The semester system divides the academic year into two almost equal terms of approximately 18 weeks each. During a semester students must attend lectures and practical classes and prepare for them regularly, participate actively in

seminars, fulfil written assignments, do laboratory works. At the end of each semester students take examinations. The examinations period lasts approximately for 3 weeks.

The first two years of University studies are to give students a sound background for obtaining their professional knowledge. So, first- and second-year students take classes in a number of general and basic subjects. They also study social sciences and foreign languages. Later, usually beginning with the third year, students take classes in their special subjects and are engaged in practical training in the field of their specialization. Professional skills are acquired at the laboratories and the practical work at the chemists' of Vitebsk and other towns.

PHARMACEUTICAL EDUCATION IN GREAT BRITAIN

Exercise 1. *Read and memorize the words.*

1.	acquire [ə'kwaɪə] v. – приобретать, овладевать (каким-либо навыком);
2.	adopt [ə'dɒpt] n. – принимать;
3.	be engaged in smth. [ɪn'geɪdʒd] – заниматься чем-либо;
4.	dispense [dɪ'spens] v. – готовить и распределять (лекарства);
5.	experience [ɪk'spɪəriəns] n. – стаж, опыт работы;
6.	meet requirements – удовлетворять (соответствовать) требованиям;
7.	require [rɪ'kwaɪə] v. – нуждаться (в чем-либо), требовать (что-либо);
8.	technique [tek'nɪ:k] n. – метод, способ;
9.	sick [sɪk] n. – больной;
10.	ward [wɔ:d] n. – палата (больничная).

Exercise 2. *Match English word combinations with Russian equivalents.*

1. apprenticeship system	a) включать обучение в палатах у постели больного;
2. formal educational courses	b) заниматься бизнесом;
3. to embrace general education subjects	c) система обучения посредством ученичества;
4. advanced courses	d) нуждаться в лицензии;
5. to prepare for career	e) официально установленный курс обучения;
6. to involve training in hospital wards	f) курс повышенного типа для продолжающих обучение;
7. to administer medication	g) назначенный на должность правительством;

8.possible interaction of drugs	h) заключаться в знании многих областей науки;
9.expected side effects	i) назначать лекарственное средство;
10.to encompass a wide field of knowledge	j) подготавливать к карьере;
11.to be engaged in business	k) фармацевт, имеющий лицензию на практическую деятельность;
12.licensed pharmacist	l) включать (содержать) общеобразовательные предметы;
13.a board of pharmacy	m) возможное взаимодействие лекарств;
14.appointed by the government	n) фармацевтический Совет;
15.to require a license	o) предполагаемые побочные действия лекарств.

Read the text and do the tasks which follow it.

Text 2

PHARMACEUTICAL EDUCATION IN GREAT BRITAIN

The history of pharmaceutical education has closely followed that of medical education. As the training of the physician underwent changes from the apprenticeship system to formal educational courses, so did the training of the pharmacist. The first pharmaceutical colleges in Great Britain were founded at the beginning of the nineteenth century.

The course of instruction leading to a degree in pharmacy was extended from four to five years in 1960. The first and frequently the second year of training, embracing general education subjects, are often provided by a school of arts and sciences. Many institutions, in addition, offer graduate courses in pharmacy and cognate sciences* leading to the degrees of Master of Science* and Doctor of Philosophy in pharmacy, pharmacology, or related disciplines. These advanced courses are intended especially for those, who are preparing for careers in research, manufacturing, or teaching in the field of pharmacy.

Several schools of pharmacy have now adopted a six-year professional course leading to the degree of Doctor of Pharmacy. This professional training includes many subjects common to the medical curriculum and involves training in hospital wards. In this service a professionally trained pharmacist is expected to give advice to the physician in the techniques of administering medication and possible interaction of drugs in the patient, along with expected side effects. Since the treatment of the sick with drugs encompasses a wide field of knowledge in the biological and physical sciences, it is obvious that

understanding of these sciences is necessary for adequate pharmaceutical training. The basic five-year curriculum in British colleges of pharmacy embraces physics, chemistry, biology, bacteriology, physiology, pharmacology, and many other specialized courses such as dispensing pharmacy. As the pharmacist is engaged in business as well, special training is provided in merchandising, accounting, computer techniques, and pharmaceutical jurisprudence. All other countries requiring licenses to practice offer the same basic curriculum with minor variations.

Before one is permitted to practice pharmacy in Great Britain as well as in other countries, in which a license is required, an applicant must be qualified by graduation from a recognized college of pharmacy, meet specific requirements for experience, and pass an examination conducted by a board of pharmacy* appointed by the government. The passing of this board examination carries with it the legal right to practise pharmacy. The holder is then designated* a registered* or licensed pharmacist.

Notes:

- * cognate sciences – сходные науки;
- * Master of Science – Магистр наук;
- * is designated – называется (обозначается);
- * holder – обладатель степени (звания);
- * a board of pharmacy – экзаменационная комиссия по фармации;
- * a registered pharmacist – фармацевт, имя которого внесено в официальный список (реестр).

Exercise 3. Match each word from column A with its opposite from column B.

A		B	
1. closely;	2. obvious;	a) unofficial;	b) to deprive;
3. formal;	4. to permit;	c) to reduce;	d) unclear;
5. to provide;	6. to extend;	e) remotely;	f) general;
7. to qualify;	8. specific;	g) entrance;	h) to forbid;
9. graduation.		i) to disqualify.	

Exercise 4. Correct the statements below:

1. The history of pharmaceutical education is not connected with the history of medical education.
2. A four-year instruction course was adopted in 1960.
3. All pharmaceutical institutions offer courses leading to the degrees of Master of Science and Doctor of Philosophy.
4. The compulsory professional course in pharmacy is 6 years.
5. Different countries offer different curricula in pharmaceutical education.

6. Before one is permitted to practice pharmacy in Great Britain he must pass an examination conducted by a board of pharmacy appointed by his college.

Exercise 5. *Answer the following questions:*

1. What changes did the training of the pharmacist undergo?
2. When were the first pharmaceutical colleges founded in Great Britain?
3. When was the course of instruction extended?
4. Which years of training are provided by a school of arts and sciences?
5. What additional graduate courses do many institutions offer?
6. What professional training includes medical subjects and training in hospital wards?
7. What is the professionally trained pharmacist expected to do?
8. What sciences does the basic five-year curriculum embrace?
9. What curriculum do other countries offer?
10. What is required to be permitted to practice pharmacy in Great Britain?

Read the text and be ready for a comprehension check-up.

Text 3

THE DEVELOPMENT OF PHARMACY

Pharmacy is defined as the art and science of recognizing, identifying, collecting, selecting, preparing, storing, testing, compounding and dispensing all substances used in preventive or in curative medicine for treating people. The word “pharmacy” comes from the Greek word *pharmakon*, which in the modern language means “a drug”. To the Greeks it was associated with a god or higher being who had the power of affecting people with herbs, infusions, etc.

Pharmacy was born in old time when human being started to search for remedies* for treatment of the ailments*. First pharmacies in Europe appeared in 1100 in monasteries. Monks* prepared remedies and supplied them to all needy free of charge. At the same time first prescriptions* were created and they were started with the words “Good luck”. 100 years later first city pharmacies were opened in Venice. Specialists for those pharmacies were prepared in accordance to widely acceptable methods of those times: pupil – apprentice* – master. This preparation chain took 10-15 years (depending on the abilities of each person). The monks created schools and laboratories in monasteries. The earliest ever found Pharmacopoeia Articles* for different medicines were created by monasteries scientists. But Monk’s schools were unable to reach scientific opportunities proposed by popular universities in Oxford, Salamanca, Prague and other European cities. So, peak of prime of those universities fell on

the 13-th century.

Pharmacy, as an independent branch of medicine was born in Europe in 1240 when the Emperor of Holy Rome* separated pharmacy from medicine. However, there was no special pharmaceutical training at that time. The duty of a pharmacist was to prepare and sell medicines and to help the doctor. In Great Britain assistants to the physicians were called *apothecaries*.

In the 15-th century first appeared the term “*provisor*” (from Latin *foreseeing, predicting*), that explains the importance of the role of the pharmacists in treatment process. The doctor establishes diagnosis and the pharmacist foresees the tendency of the disease and with the aid of proper medicines corrects and predetermines its course and further development. First proper Pharmacopoeia was published in 1581 in Spain.

Much time went till pharmacy became a profession and creation of special medical establishments were found necessary. Hundreds of private schools were opened in Europe that often were headed or owned by the pharmacists.

In 1623 the apothecaries opened a manufacturing laboratory which produced galenical preparations. This was necessary, in their opinion, because the drugs sold were often adulterated*. The laboratory was a great success, and, by 1671, it developed into a real chemical plant. The apothecaries had the right to dispense medicines.

Practices of giving education to the pharmacists within Universities were first introduced in France and England at the beginning of the 19-th century. The education was oriented on gaining knowledge and practical skills in manufacture and use of the medicines. But later educational courses started to include more theoretical subjects. It was connected to the fact that during following decades pharmacies gradually lost manufacturing functions and were more concentrated on sales of medicines and advice to the patients.

In Russia, pharmacy as a branch of science started its development since the decree of Peter I* in the 18-th century. According to the decree pharmacists got special training at the hospital chemists’* and private chemists’. Some of them had practice at the chemists’ orchards (gardens). The pupils studied botany and had practice of pharmacy at the hospital chemists’. At the end of their study they had an examination for the title of a pharmacist and chemist-assistant.

Pharmacy is now made possible by organized pharmaceutical education, pharmaceutical research and pharmaceutical industry.

Notes:

- * remedy – лекарство, лекарственное средство;
- * ailment – недомогание, нездоровье, болезнь;
- * monk – монах;
- * prescription – рецепт;
- * apprentice – ученик;
- * Pharmacopoeia Article – фармакопейная статья;

- * adulterated – фальсифицированный, испорченный (примесями);
- * Holy Rome – Святой Рим;
- * Decree of Peter I – указ Петра I;
- * hospital chemists' – аптеки при больницах.

Exercise 1. *Discuss the text, answering the questions.*

1. What new facts have you found out about your future speciality? 2. When was pharmacy born? 3. How can you define “pharmacy” now? 4. Is pharmacy an ancient science? Prove it. 5. Who were the first “pharmacists”? 6. How were the pharmacists prepared at that time? 7. What did you learn about the word “provisor”? 8. When were the first educational establishments for pharmacists opened? 9. What was the education of pharmacist oriented on? 10. Why was it necessary to open a manufacturing laboratory? 11. What can you say about the development of pharmacy in Russia?

Exercise 2. *Look through the text and find the degrees of comparison of adjectives.*

Exercise 3. *Finish the sentences according to the text:*

1. First pharmacies in Europe 2. First prescriptions were created and 3. Monks prepared remedies and 4. The earliest Pharmacopoeia Articles 5. The duty of a pharmacist was 6. The doctor establishes diagnosis and the pharmacist 7. First proper Pharmacopoeia 8. In 1623 the apothecaries opened 9. Practices of giving education to the pharmacists within Universities 10. According to the decree pharmacists got special training

Exercise 4. *Read and say what statement corresponds to the main idea of the text.*

1. Pharmacy has developed independently of medicine since early time. 2. Pharmacy has developed independently since the act of the Emperor of Rome. 3. Pharmacy had developed independently of medicine till late seventeenth century. 4. Pharmacy developed independently of medicine because the Medical Act of 1540 permitted practice of medicine to apothecaries.

Exercise 5. *Look through the text again and note the differences of pharmacy development in Europe and Russia.*

PART V. RENDERING

Read the following information and render it into English.

ФАРМАЦЕВТИЧЕСКОЕ ОБРАЗОВАНИЕ В ИЗРАИЛЕ.

На фармацевтов в Израиле учат всего в двух местах: в Еврейском университете в Иерусалиме, который считается главным в стране, а также на факультете Беер-Шевского университета в Южном округе Израиля. Поступить в университет очень сложно, поступить на фармацевтический факультет – практически невозможно. Люди, закончившие школу, сдают экзамен на аттестат зрелости (school-leaving certificate). Помимо этого есть некоторые предметы (математика, физика, химия, биология и английский), которые можно изучать на повышенном уровне (advanced level). Также для поступления в израильский университет необходимо сдать единый (unified) экзамен – «психометрию». Она включает тест с вопросами общего характера из разных предметов школьной программы, тест по математике, английскому языку и грамматике иврита. Для того чтобы поступить на фармацевта, надо набрать 700 баллов по психометрии и иметь средний балл аттестата не менее 90-95, что является крайне жестким (stringent, severe) критерием отбора. Поэтому большинство израильтян едут учиться в Европу. Лидерами по обучению молодых специалистов являются Каунас в Литве и Будапешт в Венгрии. Как правило, на фармацевта учатся 3-4 года (первая степень, бакалавр). Уже с первой степенью по фармацевтике в Израиле можно работать фармацевтом, что довольно необычно, т.к. по другим специальностям надо отучиться как минимум на вторую степень магистра.

Большинство фармацевтов, получив степень бакалавра, сразу же идут учиться на вторую степень, подрабатывая на полставки (part-time job). Вторая степень выполняется в какой-либо лаборатории и связана с выполнением небольшой научной работы, вроде того, что у нас называется «писать диплом». Это занимает еще года два. По закону любой фармацевт обязан получить лицензию (get a licence) на работу в Израиле по специальности. Те, кто оканчивают университет в Израиле, сдают формальный экзамен. Те, кто учились за границей, имеют возможность пройти специальный полугодовой курс, организованный министерством здравоохранения. Курс включает занятия по анатомии, физиологии, органической химии, биохимии, технологии, а также английскому языку.

КАК СТАТЬ АПТЕКАРЕМ В КАНАДЕ.

Работу фармацевтов и продажу лекарств в Канаде контролирует Канадская фармацевтическая ассоциация. Большинство фармацевтов Канады (80%) работают в розничных (retail) аптеках. Около 15% фармацевтов работают в госпитальных аптеках, а остальные – в фармакологических ассоциациях, компаниях или консультационных фирмах. Как правило, для работы фармацевтом необходимо иметь диплом бакалавра фармацевтики одного из канадских университетов, пройти практику в интернатуре или поработать в качестве практиканта непосредственно в аптеке, а затем сдать национальный квалификационный экзамен. В Канаде фармацевтов готовят в 9 университетах. Программа обучения рассчитана на 4 года, после этого студенты в течение года проходят практику в аптеке, и далее следует 6 месяцев обучения в интернатуре. В некоторых провинциях диплома бакалавра для работы в аптеке вполне достаточно, и дальнейшее обучение уже не требуется.

PART VI. SPEAKING

Exercise 1. Read and reproduce the following situational dialogues.

- We've got a new philosophy lecturer this term.
- How do you like him?
- He makes an impression of a highly qualified teacher. Besides, he is very strict. And I think it's rather good.
- As for me, I prefer not very strict teachers.

- Excuse me, are you from the Pharmaceutical faculty?
- Yes, I am.
- And from what group?
- 12.
- Fine. I am to speak to your monitor*. Is he here?
- Yes, there he is standing. Let's come up to him.

* monitor – староста.

- What foreign language do you study?
- English. And I like it very much.
- Do you? Then you must be good at languages*. As for me, I have a lot of trouble with it. I'm afraid I have no abilities for languages* ...

- Sorry, but do you work at your English regularly?
- To tell the truth, I don't. Perhaps, I got a little too interested in sports.
- I see. It's not easy for you to keep up* both sports and studies. And what are you going to do then?
- I really don't know. Maybe, I have to change something in my daily routine.

* to be good at languages – хорошо знать языки;

* to have abilities for languages – иметь способности к языкам;

* to keep up – не прекращать.

- You wouldn't like to fail* in your physics exam tomorrow, would you?
- Of course, I wouldn't. Who would?
- But you haven't been working at all these days. Perhaps, you think you are clever enough to pass the exam without any efforts...
- No fear. I'm quite at home in physics*. I've been studying it properly during the term.

* to fail – провалиться (на экзамене);

* to be at home in physics – хорошо знать физику.

- Can you help me with these formulas? I'm so poor in chemistry* now...
- Are you? It's hard to believe. You were at the top of the class at school, as far as I remember.
- It was at school... And here I haven't got a single good mark in chemistry yet. You see, I've missed rather many classes*. Though it isn't my fault. I've been ill for nearly a month and now I can't keep up with* the group.
- I see. Certainly, I'll help you. Come to me any time you like.
- Thank you. See you tomorrow then, if you don't mind.
- Till tomorrow.

* to be poor in chemistry – (не знать) быть слабым в химии;

* to miss classes – пропустить занятия;

* to keep up with – «идти в ногу с», не отставать.

Have you written your term-paper?

- Certainly. I already handed it in* to the teacher a couple of days ago. And what about you?
- I only started it the day before yesterday. I didn't think the work would be so difficult. And now I see I won't manage it on time*.

- Well, it'll teach you a lesson*. You are in the habit of putting off* everything till the last moment.

* term-paper – семестровая работа;

* to hand in – сдавать;

* on time – вовремя;

* to teach a lesson – преподавать урок, проучить;

* to be in the habit of putting off – иметь привычку откладывать все.

- Are you going back to the hostel? What's happened? Classes are beginning in some 5 minutes. You may be late.
- I hope I won't. I've forgotten to take my notes and I'll need them at the seminar. I'm going to give a talk.
- Can't you speak without any notes?
- Oh, no. I don't feel very sure of myself* yet...
- Then hurry up. Good luck! Bye.
- Bye. See you later.

* feel very sure of myself – чувствовать себя уверенно.

Exercise 2. Agree or disagree to the statements given below. Use the following expressions: **Yes, you are right; No, you are not right; Sorry, you are wrong; Yes, indeed; Quite so; I don't agree with you.**

1. To enter a Pharmaceutical faculty applicants take oral examinations.
2. Pharmacy is a modern science.
3. Scientific research work helps the student to understand better some scientific problems.
4. Postgraduate education is compulsory.
5. It is necessary to write a thesis to get the Master's degree.
6. During the period of internship pharmaceutical graduates specialize in some pharmaceutical specialties.
7. Understanding of the biological and physical sciences is necessary for adequate pharmaceutical training.

Exercise 3. Discuss the following talking-points:

1. The conditions of taking entrance examinations to your University.
2. The course of study.
3. Practical training.
4. Postgraduate study.

Exercise 4. *Compare the British pharmaceutical education with that in our country.*

Exercise 5. *An acquaintance of yours is interested in your profession as, he is going to make a career in the same field. He tries to find out some information about it. Answer his questions.*

Exercise 6. *Make an oral presentation of pharmaceutical education in Great Britain to your groupmates.*

Exercise 7. *Get ready to speak on the topic “Pharmaceutical education in Belarus”. Use exercise 2 as an outline.*

REFERENCES

1. The World Book Dictionary: in 2 v./edited by Robert K. Barnhart. – U.S.: World Book, Inc., 1996. – 3586p.
2. Dudorova, E.S. A Practical Course of Conversational English. A textbook/ E.S. Dudorova – St.-Petersburg, 2005. – 341p.
3. Professor Avrachova, L. English for Pharmacists. Edited by Associate/ L.Avrachova – Kyiv Medicine, 2009. – 367p.

Учебное издание

Андреева Ирина Сергеевна, Афанасьева Елена Валерьевна

АНГЛИЙСКИЙ ЯЗЫК.

**Методические рекомендации
для студентов 1 курса фармацевтического факультета
(часть I)**

Под общей редакцией Р.В. Кадушко

Методические рекомендации

Редактор Р.В. Кадушко
Технический редактор И.А. Борисов
Компьютерная верстка М.М. Мироевская
Корректоры И.С. Андреева, Е.В. Афанасьева

Подписано в печать _____. Формат бумаги 64х84 1/16.
Бумага типографская №2. Гарнитура Таймс. Усл.печ.листов ____
Уч. -изд. л. _____ Тираж _____ экз. Заказ № _____
Издатель и полиграфическое исполнение УО «Витебский
государственный медицинский университет»
ЛП №02330/453 от 30.12.2013.

пр-т Фрунзе, 27, 210023, Витебск