

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«КУБАНСКИЙ ГОСУДАРСТВЕННЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ»
МИНИСТЕРСТВА ЗДРАВООХРАНЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФГБОУ ВО КУБГМУ МИНЗДРАВА РОССИИ



Кафедра лингвистики

Английский язык для медиков
Учебно-методическое пособие по иностранному языку
для самостоятельной работы обучающихся по направлениям среднего
профессионального образования

**Краснодар
2024**

УДК 61: 811. 124
ББК 81.461
У-91

Составители – сотрудники кафедры лингвистики ФГБОУ ВО КубГМУ Минздрава России:

Уварова И.В. – заведующий кафедрой, к.ф.н., доцент;
Сафронова Е.Е. – ассистент, к.ф.н.

Английский язык для медиков: учебно-методическое пособие по иностранному языку для самостоятельной работы обучающихся по направлениям среднего профессионального образования / ФГБОУ ВО КубГМУ Минздрава России; составители И.В. Уварова, Е.Е. Сафронова. Краснодар: КубГМУ, 2024. – 164 с. – Текст: электронный.

Рецензенты:

Литвинова Т.Н. – профессор кафедры фундаментальной и клинической биохимии ФГБОУ ВО КубГМУ Минздрава России, д.пед.н., профессор.
Ковелина Т.А. – заведующий кафедрой философии, психологии и педагогики ФГБОУ ВО КубГМУ Минздрава России, д.филос.н., профессор.

Учебно-методическое пособие составлено в соответствии с ФГОС СПО и примерной рабочей программой по специальности «Иностранный язык (английский)».

Учебно-методическое пособие предназначено для самостоятельной работы студентов, обучающихся по программам среднего профессионального образования, реализуемых на базе ФГБОУ ВО КубГМУ Минздрава России по направлениям 34.02.01 Сестринское дело, 31.02.03 Лабораторная диагностика, 31.02.06 Стоматология профилактическая, 33.02.01 Фармация, 31.02.01 Лечебное дело.

Рекомендовано к изданию ЦМС ФГБОУ ВО КубГМУ Минздрава России,
Протокол № ____ от _____ 2024 г.

УДК 61: 811. 124
ББК 81.461
У-91

Уварова И.В., Сафронова Е.Е.

Содержание

Предисловие.....	4
Введение.....	5
Unit 1. About myself.....	6
Unit 2. Why do we learn English?	13
Unit 3. I am a student. My working day.....	19
Unit 4. At the medical university.....	25
Unit 5. My future specialty.....	31
Unit 6. Chemistry and chemists.....	37
Unit 7. Major organ systems.....	45
Unit 8. History of paediatrics.....	52
Unit 9. Becoming a dentist.....	60
Unit 10. Pharmacy.....	67
Unit 11. Basics of laboratory diagnostics.....	78
Краткий грамматический справочник с упражнениями.....	89
1. Имя существительное.....	89
Упражнения.....	94
2. Артикль.....	97
Упражнения.....	99
3. Имя прилагательное.....	104
Упражнения.....	108
4. Местоимение.....	111
Упражнения.....	124
5. Времена глаголов.....	128
Упражнения.....	139
6. Модальные глаголы.....	144
Упражнения.....	149
7. Предлоги. Союзы.....	154
Упражнения.....	157
Список использованной литературы.....	162
Список рекомендованной литературы.....	163

Предисловие

Целью настоящего учебно-методического пособия является развитие англоязычной коммуникативной компетенции обучающихся до уровня, необходимого для успешной коммуникации в академической и профессиональной сферах. Данная цель обусловлена требованием ФГОС СПО к развитию универсальных компетенций обучающихся, таких как коммуникация, межкультурное взаимодействие, критическое мышление, а также общепрофессиональной компетенции в части представления результатов профессиональной деятельности. Данное учебно-методическое пособие нацелено на развитие способности обучающихся осуществлять коммуникацию в устной и письменной форме на английском языке, воспринимать межкультурное разнообразие общества в академическом и профессиональном контекстах, осуществлять поиск, критический анализ и синтез информации, а также представлять результаты учебной и профессиональной деятельности на английском языке в различных формах.

При подборе учебно-методических материалов учитывалась их профессионально-практическая значимость, поэтому они носят как обучающий, так и информативный характер. По каждой теме даются задания, предусматривающие многократное обращение к теоретическому материалу, что способствует его лучшему пониманию и закреплению навыков. Предложенные упражнения способствуют выработке у обучающихся активного поискового характера восприятия письменной речи, а также формирует внимание к языковым средствам текста.

Грамматические таблицы и парадигмы облегчают усвоение грамматического материала в полном объеме и способствуют сознательному освоению терминологии, формированию у слушателей профессиональной компетенции.

Наличие лексико-грамматических упражнений по каждой теме позволяет обучающимся самостоятельно оценить и проанализировать уровень усвоения материала.

Введение

Учебное пособие «Английский язык для медиков: учебно-методическое пособие по иностранному языку для самостоятельной работы обучающихся по направлениям среднего профессионального образования» составлено в соответствии с типовой программой ФГОС СПО по специальности «Иностранный язык (английский)» по направлениям подготовки 34.02.01 Сестринское дело, 31.02.03 Лабораторная диагностика, 31.02.06 Стоматология профилактическая, 33.02.01 Фармация, 31.02.01 Лечебное дело. Настоящее пособие составлено с целью обеспечить профессиональную направленность в обучении иностранному языку обучающихся направлений подготовки среднего профессионального образования, реализуемых на базе ФГБОУ ВО КубГМУ Минздрава России, подготовить их к чтению научной литературы по специальности, развить умения беспереводного чтения и понимания специальной литературы в рамках осуществления профессиональной деятельности.

Актуальность данного учебно-методического пособия обусловлена необходимостью активного владения иностранным языком, позволяющего использовать его в профессиональной и академической деятельности, качественного расширения области знаний, умений и навыков, востребованных при выполнении нового вида профессиональной деятельности.

Предлагаемое пособие представляет широкий спектр лексико-грамматических упражнений, позволяющий одновременно осуществлять подготовку обучающихся разных специальностей. Пособие состоит из одиннадцати разделов, каждый из которых помимо теоретического материала в достаточном объёме содержит иллюстративный материал, облегчающий работу обучающихся и отвечающий принципам наглядности, а также комплексы заданий и упражнений, направленных как на тренировку и запоминание новой лексики, так и на повторение изученной ранее грамматики.

Unit 1. About Myself

Active Vocabulary

1. academy	[ə'kadəmi,]	академия
2. medicine	[medsn]	медицина
3. specialist	['speʃəlɪst']	специалист
4. student	[stju:dnt']	студент
5. particular	[pə'tɪkjələ(r)]	особенный, частный
6. stomatologist	[stɒmə'tɒlədʒɪst]	стоматолог
7. additional	[ə'dɪʃənəl]	дополнительный

Ex. 1. Соотнесите картинки с пословицами и объясните их.



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

- To put the cart before the horse.
- The horse thinks one thing and its rider another.
- Desperate diseases need desperate cures.
- Anyone's cow may moo, but yours should keep quiet.
- To make a mountain out of a molehill.
- To be born with a silver spoon in one's mouth.

Ex. 2. Дополните предложения одним из слов или выражений, данных ниже.

- | | |
|--------------------------|-------------------------|
| • go for lunch | • pretty early |
| • relax after a busy day | • work in the library |
| • watch TV | • university canteen |
| • watch football | • check my e-mail inbox |

My daily routine starts _____, at 6 a.m. I get up and go outside to do some exercise or ride a bike. When I finish I go home, have a shower and get dressed. My clothes and my bag are always ready from the night before.

Then I generally make a cup of coffee, _____ and have a look at the news on the Internet. I eat my breakfast. Sometimes I oversleep and if so I skip my breakfast and rush to the university. I leave my home at half past 8, take a bus and normally get to the university at 8:50 as there are no traffic jams on my way. The lectures start at 9 in the morning, so I have some time to talk to my fellow-students. I like the atmosphere at my college: the teachers are cool and I meet my friends there. We _____ to our _____ at 2 o'clock. I usually finish my studies at about 4 p.m. Though sometimes we need to stay late to do some laboratory research or _____. Then I go home and make myself some dinner. I do my homework if I didn't manage to do that during my free periods at the university. I also try to read for a bit every evening.

The best part of my day is the evening when I eat my dinner, _____ play computer games or go out with my friends, _____ at a sports bar and just _____. I go to bed at about midnight. That's my typical day.

Ex. 3. Дополните предложения одним из слов или выражений, данных ниже.

- | | |
|----------------------|-----------------------|
| • take a gap | • another hobby |
| • local competitions | • learnt how to read |
| • volunteering job | • honestly speaking |
| • classic literature | • has the opportunity |
| • several times | • dancing |

I have lots of hobbies and _____. I can't choose one. I adore each of them: reading, writing, _____ and travelling. First of all, I am keen on reading. Since the time I _____ I remember myself reading every evening. I am a big fan of _____ and fiction. My favorite books are «Great Gatsby» and the Harry Potter series. I am also keen on writing. I practice every day and hope that I will write a book one day. I have won some _____ where my works were represented and I am really excited about it. _____ of mine is travelling. I have already visited 27 countries and I wish I could visit all of them. That is why I am planning to _____ year after school and do some _____ in some countries. Dancing is my passion. I can't live a day without doing some _____. I prefer modern dance especially contemporary. I have classes _____ a week, but I also go to the gym to keep fit. So no matter how many hobbies you may have. The point is to enjoy what you do. And I can say that I love everything that I do.

No matter what kind of hobby a person has, he always _____ of learning much from it. Learning new things can be the most exciting hobby.

Ex. 4. Подберите правильный перевод.

- | | |
|--|--|
| 1. Let me introduce you to Nick (Meet Nick). | a. Рад познакомиться с вами. |
| 2. Let me introduce myself. | b. Проходите и чувствуйте себя как дома. |
| 3. Pleased/glad/nice to meet you. | c. Откуда вы? |
| 4. Call me Alex. | d. Мы с ней коллеги. |
| 5. Long time no see! | e. Зовите меня Алекс. |
| 6. Come in and make yourself at home. | f. Мы уже знакомы. |
| 7. How are you? – Fine, thanks. And you? – Ok/not too bad (Not so good, really. Oh, up and down. Well, mustn't grumble). | g. Познакомьтесь, пожалуйста, с Ником. |
| 8. Where are you from? | h. Они хорошие/старые/близкие/закадычные друзья. |
| 9. They are good/old/close/bosom friends. | i. Я его немного знаю. |
| 10. She and I are colleagues. | j. Мы быстро подружились с нашими новыми соседями. |
| 11. You used to be great friends with him, didn't you? | k. Как вы поживаете? – Спасибо, хорошо, а вы? – Неплохо (Не очень хорошо. По-разному. Не могу пожаловаться). |
| 12. We are already acquainted. | l. Вы ведь были когда-то хорошими друзьями? |
| 13. We soon made friends with our new neighbours. | m. Сколько лет, сколько зим! |
| 14. I know him slightly. | n. Разрешите представиться. |

Ex. 5. Составьте диалог на одну из предложенных тем.

Case 1. Вы знакомитесь с новым соседом по комнате.

Case 2. Представьте вашего лучшего друга своим однокурсникам.

Ex. 6. А. Прочитайте, переведите и разыграйте диалог.

- Hello, what's your name?
- Oh, hello, my name is Tom.
- Nice to meet you, Tom. And my name is Jack.
- Good. How's it going?
- You know, Tom, I'm not fine now.
- Oh, why?
- Because tomorrow there will be a difficult exam in Anatomy.

- Ok. What year student are you?
- I'm a second-year student. And you?
- I am a third-year student.
- And what place do you come from?
- I am from Texas, Tom. And you?
- Colorado.
- Great, my parents live there!
- Cool. Sorry, Jack, I must go.
- Ok, see you later.
- Bye.



Ex. 6. В. Переведите некоторые клише из диалога.

1. Nice to meet you.
2. I'm a second-year student.
3. There will be a difficult exam in Anatomy.
4. I'm not fine now.

Ex. 7. Прежде чем прочитать текст, ответьте на вопросы.

1. Is it important for a student to have many friends?
2. Why do you want to be a dentist?
3. How do you spend your day off?

Ex. 8. Прочитайте текст.

I Am a Student

My name is Alexander Smirnov. I am from St. Petersburg. I am 17 years old. I was born on the 17th of September in St. Petersburg. Now I am a first-year student of the Higher State Educational Establishment of Russian Medical Stomatological Academy. I have been working hard during the whole year having extra lessons in Chemistry, Biology and, of course, Russian.

So, I am fond of medicine and I am going to be a dentist. Medical students must remember that it is not easy to be a good specialist. A good doctor must have not only deep knowledge of a particular field of medicine. He must love people and have a kind heart.

As for my family, it is neither big nor small. There are five persons in it. I have my father, mother, brother, and sister. My father's name is Ivan Petrovich. He is 42 years old. He is a stomatologist. He has a full-time job. My mother's name is Olga Ivanovna. She is a skilled doctor. She has a good reputation at the hospital. My brother's name is Oleg. He is 13 years old. He is doing very well at school. He studies French and German there. My elder sister Yelena is 25 years old. She is a designer by profession. She is married. She has a husband and a son.

I don't live with my family at this moment. I live in a students' hostel. Now my relatives live not far from Moscow. They have a flat of their own in a block of flats. I miss my parents because I love them very much.

My working day begins early because our classes start at half past 8. So, I get up at 7 o'clock. First of all, I make my bed, do my morning exercises and go to the bathroom where I brush my teeth and wash myself. As I am a medical student, I consider that physical exercises are «a good remedy» for the protection of my health against diseases. At about half past 7 I have breakfast, which usually consists of a cup of coffee or tea and a sandwich. During breakfast, I listen to the news or music on the radio. I live not far from the Academy. It takes me about 15 minutes to get there. I go on foot. My fellow students who live rather far must take a bus, or trolley bus. City traffic is awful in the morning!

As a rule, we have several practical classes and a lecture. We study many subjects such as Anatomy, Histology, Chemistry, Physics, Biology, History of Medicine, Latin, and English.

Our studies are rather difficult. The most difficult subject for me is Anatomy, but I work hard on it.



When the classes are over, I go home (to the hostel). I have dinner and rest a little. Then I read textbooks and additional medical literature, make abstracts, and do some exercises. When I have spare time I watch TV, listen to the music or visit my friends or they come to visit me. I have a lot of friends and we often spend free time together, especially on Sundays. At 11 o'clock I go to bed.

As I work hard, I do sleep well.

Medical students must remember that it is not easy to be a good specialist. A real specialist must love not only his profession, but also be kind to people who come to him for help.

Ex. 9. Ответьте на вопросы.

1. What is your name?
2. Where does your family live?
3. What are your parents?
4. Where do you live?
5. What are your favorite subjects at the university?
6. What is the most difficult subject for you?
7. Is the students' life interesting?
8. Do you like to study at the university?
9. What must medical students remember?
10. How do you spend your free time?

Ex. 10. Прочитайте и переведите текст.

My Daily Routine

Honestly speaking, I don't like to get up very early. But I have to wake up at 7:00 in the morning or even earlier. I have a great number of morning duties: first of all, I put on my sweatsuit and do some exercises. I like sport, so I need to be always in a good shape. If it is good weather, I go jogging outside. If the weather is rainy or too windy, or really cold, I stay at home and do warm up. Then I usually take a cold shower or a warm shower if it is breezy. I eat only nutrient-enriched food. For that reason, I always have fresh salad, porridge and tea with lemon. Sometimes I fry eggs with bacon (but not too often, as I have not too much time in the morning). For me, it is a big problem to choose what to wear. I have a huge wardrobe full of clothes. The choice of clothes depends on my mood. Sometimes I can wear one dress for 4 days, sometimes I need something special. Girls need a lot of time in the morning, so we want to look excellent all the time.

When I'm ready, I go to university. Classes start at 9:00 (10:00). I can't say that I'm a very good student, but I try to do my best. Study takes a great part of my day now. I have excellent tutors, which have a great impact on the formation of my personality. Here I have a lot of friends with whom we can chat, sometimes even during lectures. We are chatter-boxes. We have interesting excursions. I like travelling, so for me it is a really wonderful waste of time. At the university I have to go to a canteen. After studies I like to go for a walk with my friends or my boyfriend. I like nature, so we usually go to parks, eat ice cream or other sweets and talk about different events in our life. We like to take photos of ourselves and nature. Photography is my cup of tea. At home I have a great deal of various photos. Sometimes we visit coffee-houses to drink some coffee.

At 17:00 I usually go home. I need to make my homework. I like to study English. Sometimes it is difficult to learn all unknown words, but I try to remember them. I usually do homework with music. I can't imagine my life without music, so I listen to it everywhere.

Two times a week I go to the swimming pool. Water helps to relax. My grandad taught me to swim when I was in the countryside. I was at that time maybe 6 or 7 years old. So, swimming gives me strength to go ahead, to achieve something in life. In the evening I like to watch a marvelous film or read a book. Also, I like to cook, so I make different delicious dishes. But I do not eat much in the evening, I eat just an apple and some vegetables with chicken.

I usually go to bed at 00:00. This is my daily routine.

Ex. 11. Прочитайте и переведите текст.

Sport in Our Life

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities. Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volleyball, football, bodybuilding, etc.

All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields.

Sport is paid much attention to in our educational establishments. Gymnastics is a part of children's daily activities in the kindergartens. Physical culture is a compulsory subject at schools and colleges.

Professional sport is also paid much attention to in our country. In the city where I live, there are different sporting societies, clubs and complexes.

Practically, all kinds of sports are popular in our country, but football, gymnastics and tennis enjoy the greatest popularity.

As for me, I go in for table tennis (ping-pong). It requires mobility, liveliness and much energy. It keeps a person in a good form. I have been playing tennis for five years, but the more I play, the more I like it. I get a real joy taking part in competitions or simply playing with my friends. Sometimes, I go to tennis courts. Certainly, there is a great distance between my manner of playing and such favorites as Jim Courier, Stephan Edberg, Pete Sampras, Boris Becker, Per Korda, but I do my training with great pleasure and hope to play as well as our best players do.

Unit 2. Why Do We Learn English?

Active Vocabulary

1. realize	['rɪəlaɪz']	осознавать
2. language	[læŋɡwɪdʒ]	язык
3. technology	['tek'nɒlədʒɪ']	технология
4. scientific	[saɪən'tɪfɪk]	научный
5. exceed	[ɪk'si:d]	превышать
6. necessary	[nesəseri]	необходимый

Ex. 1. Дополните предложения одним из слов или словосочетаний из списка:

- learn foreign languages;
- without being afraid;
- different countries;
- English;
- 750 million speakers;
- start talking;
- original;
- language of computers.

“Do you speak _____?” – with this phrase the conversation begins between two people that speak different languages and want to find a common language.

It’s very good when you hear: “Yes, I do”, and _____. People of _____ and nations have to get along well with the progress in world trade and technology as well as with each other.

So it is very useful to _____. Knowledge of foreign languages helps us to develop friendship and understanding between people.

English is very popular now. It’s the _____, science, business, sport and politics. It’s spoken all over the world. It is the official language of the United Kingdom, Ireland, the United States of America, Canada, Australia. There are more than _____ of English in the world.

Speaking a foreign language you can read papers, magazines and _____ books by great writers, watch satellite TV programs.

If you like travelling you can go anywhere _____ that other people will not understand you. English is very important to find a good job.

Ex. 2. Дополните предложения одним из слов или выражений, данных ниже:

- official language; second language;
- absolutely necessary;
- magazines and newspapers;
- scientific literature;
- universal language;
- slow process;

- millions of people.

English is the language of progressive science and technology, trade and cultural relation, commerce and business. It's the _____ of international aviation, shipping and sports. It is also the major language of diplomacy.

Hundreds and hundreds of books, _____ are printed in English and read all over the world. 75% of the world's mail and 60% of the world's telephone calls are in English. Half of the world's _____ is written in English.

English is spoken by more than 350 million people. Geographically, is the most widespread language on the Earth, second only to Chinese in the number of people who speak it.

It is the _____ of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It's also spoken as a second language by the speakers in many parts of Asia and Africa. The number of _____ speakers may soon exceed the number of native speakers.

Besides, _____ study and use English as a foreign language. In our country, English is very popular: it is studied at schools, colleges and universities.

Learning a foreign language is not an easy thing. It is a long and _____ that takes a lot of time and patience. But to know English today is _____ for every educated person, for every good specialist.

I want to know foreign languages because I have always been interested in foreign countries, their culture and people.

Ex. 3. Подберите правильное значение обращения.

<i>Expression</i>	<i>We address to</i>
Sir	married woman
Madam	people of certain occupations
Doctor	single woman
Professor	used either with or without the surname, depending on how formal or informal one wishes to be
General/Colonel/Captain	audience
Ladies and Gentlemen	also used with or without the surname
Mr./Madam Chairman	a king or queen
Officer	a lord (peer) or a high court judge
Waiter/waitress/porter /nurse/	used by shop assistants, waiters, etc., to their female customers
Your Majesty	the chairman of a meeting
Your Highness	a magistrate (justice of the peace)
Your Lordship	a policeman
Your Honor	a prince or duke

Miss	alone only to medical practitioners
Mr	a man who is clearly older and/or more senior than oneself

Ex. 4. Составьте диалог на одну из предложенных тем.

Case 1. Вы просите своего друга помочь сделать домашнее задание по английскому языку.

Case 2. Вы просите своего преподавателя объяснить правило по английскому языку.

Ex. 5. Прочитайте, переведите диалог и составьте подобный.

Mike: Hi, Helen!

Helen: Hi, Mike!

M: What language are you studying?

H: English.

M: Do you like to study it?

H: Yes, really. I love to learn English!

M: Why do you love to learn English?

H: I like to study English, because I am very interested to know how to pronounce certain words in another language, translate texts into Russian and to tell others about it. The more I plan to become an interpreter and go abroad in the future, so my love to learn English is so strong!

Ex. 6. Переведите некоторые клише из диалога.

1. What language are you studying?

2. I love to learn English.

3. I am very interested to know how to pronounce certain words.

4. I plan to become a translator.

Ex. 7. Прочитайте текст.

Speaking English

More and more people realize that every educated person should know a foreign language. The most popular language now is English. English is a world language. It's the language of progressive science and technology, trade and cultural relation, commerce and business. It's the universal language of international aviation, shipping and sports. It is also the major language of diplomacy.

English is spoken by more than 350 million people. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic.

The number of second language speakers may soon exceed the number of native speakers. In Russia, English is very popular: it is taught at schools, colleges, universities, and sometimes even at nurse schools. There are also other languages

that are popular in the world. For example, over 1 billion people use Chinese, the first language in the number of people who speaks it; it means that out of one of every five people in whole world speaks Chinese. Another popular language is Arabic, which is the official language of several Asia's countries (Iran, Iraq, Syria, United Arab Emirates, and others).

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But to know languages today is absolutely necessary for everyone. I want to know foreign language because I have always been interested in foreign countries and their cultures. I think that who doesn't know a foreign language, doesn't know his own language.

Learning a foreign language is not an easy thing. To know languages today is absolutely necessary for everyone. I think that who doesn't know a foreign language, doesn't know his own language.

Ex. 8. Ответьте на вопросы.

1. What is the most popular language now?
2. How much percent of the world's telephone calls are in English?
3. In what countries is English the official language?
4. What language is also popular in the world?
5. Why is necessary for everyone to know foreign languages?
6. Why do you want to know foreign language?
7. Is English popular in Russia?

Ex. 9. Прочитайте и переведите текст.

English and Me

English belongs to the Teutonic or Germanic branch of the Indo-European family of the languages. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a provincial language of secondary importance with only 6 million native speakers. Nowadays, English has become the world's most important language in politics and science. In a number of speakers (400 million) it is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language by many people in India and Pakistan. The number of people knowing English as second language may soon exceed the number of native speakers, if it has not done so already. The working languages of the United nations are English and French. All documents are written only





in the working languages. Today English has become the language of international communication. At present no other language on the Earth is better suited to play the role of the world language. People who speak English fall into one of three groups: those who have learnt it as their native language, those who

have learnt it as a second language in a society which is mainly bilingual and those who are forced to use it for a practical purpose – professional or educational. Nowadays, when science and technology are progressing so fast, all kinds of specialists need English in their work. I am not confident in my English. I think it doesn't sound well. But I am a good learner. I always attend my English classes and work hard.

Ex. 10. Выполните письменный перевод текста.

English-Speaking Countries

There are several countries in the world where English is a native language. These countries are the United Kingdom, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. Although these countries are situated in different parts of the world, they all share the same language. As a second language, English is spoken in more than 60 countries. English is one of the most popular and widespread languages in the world. I'd like to tell you a little more about the main English-speaking countries. The United Kingdom consists of four countries: England, Wales, Scotland and Northern Ireland. The population of the UK is nearly sixty-three million people. The UK is a constitutional monarchy with a parliamentary system. London is considered to be the capital of the country. Although everyone in the UK speaks English, the accents and dialects slightly differ. Such languages as Scottish Gaelic, Irish, Welsh, and Cornish are still spoken in some parts of the UK. Another important English-speaking country is the USA. It is situated in the central part of North American continent. The population of the USA is more than 316 million people. The official language of the country is English. However, the USA is multinational country and people from certain communities can speak Chinese, Italian, Dutch, Spanish, Korean and many other languages. The USA consists of 50 states and a federal district. The capital of the country is Washington D.C. Americans use lots of slang words in their speech and have a distinctive accent. Australia and New Zealand are other English-speaking countries. They are former colonies of Great Britain. The population of Australia is more than twenty-three million people and of New Zealand – more than four million people. The official language in these countries is English. However, people there speak with a distinctive Australian

accent and use lots of new words. Canada has two official languages: French and English.

Ex. 11. Вставьте глагол have или has.

1. I _____ got a family.
2. I _____ father, mother, two sisters and a brother.
3. My parents _____ got many relatives.
4. My mother _____ three sisters and a brother.
5. My father _____ two cousins.
6. My grandparents _____ five grandchildren.
7. My aunt _____ a niece and a nephew.
8. My uncle _____ two children.
9. Henry _____ got a wife.
10. Eliza _____ a husband.

Ex. 12. Дайте краткий отрицательный ответ.

Образец: *Have you got a car? – No, I haven't.*

1. Is it a Russian book?
2. Have you got many English books?
3. Has your teacher got many books?
4. Has your mother got a son?
5. Have you got a knife?
6. Have you got any brothers or sisters?
7. Does Ann have a garden?
8. Have you got a watch?
9. Are you very busy today?
10. Is your brother 10?

Ex. 13. Составьте предложения, расположив слова в нужном порядке.

1. Has, Jack, pens, black, books, and, big.
2. Eight, some, the, lessons, at, children, o'clock, have.
3. A, I, big, have, family.
4. A, and, turtle, Mr. Smith, monkeys, two, has.
5. Got, what, has, Iris, animals?

Ex. 14. Поставьте предложения в отрицательную или вопросительную форму.

1. John usually has got a big dinner at 4 o'clock.
2. I have got four books in my bag.
3. The hare has got long ears.
4. The boy and the girl have got a very funny puppy.
5. Tom has got English lessons on Mondays and Fridays.

Unit 3. I Am a Student. My Working Day

Active Vocabulary

1. consider	[kən'sɪdə]	полагать, думать
2. protection	[prə'tekʃ(ə)n]	защита
3. deliver	[dɪ'lɪvə]	поставлять, доставлять
4. valuable	[væljuəb(ə)l]	ценный, важный
5. possibility	[pɒsɪ'bɪlɪtɪ]	возможность

Ex. 1. Соотнесите английские загадки с картинками.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- Up the hills and down the dales.
- Flying about the field gathering honey.
- Scours the field searching for lambs.
- Not a worry in the world, yet it's weeping.
- Sleeps in the daytime. Looks out at night.
- A room without windows, without doors but full of people inside.

Ex. 2. Дополните предложения одним из слов или выражений, данных ниже:

- | | |
|-----------------|-------------------------|
| • dream job; | • surround you; |
| • best in life; | • exciting; |
| • student; | • different activities. |

It's great to be a _____. Many colleges and universities offer great opportunities for studying and for social life.

There are a lot of reasons why student life is _____. First of all, students learn what they need for their future profession. They learn subjects, which they are interested in.

Secondly, being a student means not only studying. You have enough time for hobbies and _____.

Thirdly, student's social life is very interesting. You meet lots of new people, even from other countries.

For many people student years are the _____.

While you study, lots of things start changing: your thoughts, your ideas, people who _____.

You stop being a child. You realize that you've grown up. You start earning your first money. Lots of students nowadays work and study at the same time. Eventually you understand that it's great to have the job you like. Higher education may help a lot in getting your _____.

Ex. 3. Дополните предложения одним из слов или выражений, данных ниже:

- | | |
|--------------------------|-------------------------|
| • special attention; | • previous lecture; |
| • reach the nearest bus; | • university; |
| • working day; | • plenty of rest; |
| • usually start; | • change 10–15 minutes. |

I am a student of the first year of _____.

I would like to describe my working day.

My lectures _____ at 13:10. I get up at 8–9 o'clock in the afternoon.

I make my bed, go to the bathroom and get dressed. After breakfast, I usually revise the _____.

My trip takes about an hour. Therefore, I leave the house at 11:30.

I _____ stop to get to the university.

Our lectures last up to 18:00, but sometimes it can be later. The university studies are more interesting than school. I like all the things that we do. But I pay _____ to the course of history.

Lectures are about an hour. After the lectures, _____. After the second or the third lecture, I go to the canteen and buy a sandwich and juice.

When my lectures are over, I go home. At home, I have dinner with my parents, we usually discuss what had happened that day. After dinner, I do not get _____ and get ready for the next lecture. Before going to bed, I usually read a book or watch some comedy on the internet. At 23:00 I go to bed. So goes my _____.

Ex. 4. Подберите правильный перевод.

Рад вас видеть (снова)

Как давно мы не виделись!

Сколько лет, сколько зим!

Я вас не видел целую вечность!

Проходите и чувствуйте себя как дома!

It's been a long time!

I've no idea who he is

Come in and make yourself at home.

She and I are colleagues.

How are you getting on/How are things? – All right, thank you.

Как вы поживаете? – Спасибо, хорошо.	Do you know her? – Not really, I've
А вы? – Нормально (неплохо), спасибо.	just nodding acquaintance with her.
(Не очень хорошо/ По-разному/Не могу пожаловаться.)	
Как дела? – Спасибо, хорошо.	I know him slightly.
Они хорошие/старые/близкие/закадычные друзья.	Thanks for helping us out, Jack.
Мы с ней коллеги.	You're a real pal.
Спасибо, что помог нам, Джек. Ты – настоящий друг.	I haven't seen you for ages!
Мы уже знакомы.	They are good/old/close/bosom friends.
Я его немного знаю.	Long time no see!
	How are you? – Fine, thanks. And you? – OK. (Not too/so bad), thanks. (Not so good, really/Oh, up and down/Well, mustn't grumble.)
Понятия не имею, кто он такой.	We are already acquainted.
Ты знаешь ее? – Нет, просто шапочное знакомство.	(It's) nice/good to see you here (again).

Ex. 5. Составьте диалог на одну из предложенных тем.

Case 1. Вы встретили своего одноклассника на научной студенческой конференции.

Case 2. Вы и ваш однокурсник обсуждаете планы на выходные.

Ex. 6. А. Прочитайте, переведите диалог и составьте подобный.

A. Hello, Ira.

B. Hi, Lena.

A. Haven't seen you for ages. How's life?

B. Fine, thanks. And what about you?

A. I'm OK. What do you do, Ira?

B. I'm a second-year student of the Kursk State Medical University.

A. Oh, cool. I wonder when your working day begins.

B. The alarm-clock wakes me up at 6:30. But I'm not an early riser.

A. Neither am I. But still I try to follow a wise rule: Early to bed and early to rise makes a man healthy, wealthy and wise.

B. By the way, to be healthy I have a 15 minute run before breakfast every morning.

A. How long does it take you to go to the university?

B. It doesn't take me long to get there. But I'm afraid to be late for the first lecture so I never go on foot. I go there by bus.

A. As far as I know, students spend a lot of time at the university. What about you?

B. So do I. After classes I usually go to the library to read special literature and to get ready for the lectures and seminars. And what do you do during the intervals between the lectures?

- A. As a rule, I go to the students' canteen or to the nearest cafe to have lunch.
 B. I usually come back home at 3 p.m. And you?
 A. If I am busy with my social work, I come back home much later.
 B. The students day is very busy, isn't it?
 A. Of course, it is. And I always look forward to having a rest on weekends.
 B. So do I.

Ex. 6. В. Переведите некоторые клише из диалога.

1. Haven't seen you for ages.
2. I'm a second-year student.
3. I'm not an early riser.
4. It's very difficult for me.
5. Follow a wise rule.
6. Spend much time.
7. To get ready for the lectures.
8. Busy with my social work.
9. Look forward to have a rest.

Ex. 7. Прежде чем прочитать текст, ответьте на вопросы.

1. Is it difficult to be a student?
2. What is your favorite subject?
3. How do you think student life is boring or interesting?

Ex. 8. Прочитайте текст.

I Am a Medical Student

I am a first-year student of the Volgograd State Medical University. I am not a native of Volgograd, so I live in a hostel.

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained, and that is why I do not like to waste even a minute.

I get up early in the morning – at about 6 o'clock, do my morning exercises and have a cold rubdown. As I am a medical student, I consider that physical exercises are a good remedy for the protection of our health against diseases.

After breakfast, I get dressed and leave home. It takes me 30 minutes to get to the university by mini-bus.

Our classes usually begin at 8:30. We have several practical classes and a lecture or two every day. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

On Friday, we usually have a lecture in Physics. Our professor is not only a very good specialist in his field of science but also a qualified teacher. He delivers lectures in his own way and gives us many new and interesting facts about the application of physics in medicine. The professor shows us that at present deep knowledge of this subject will be valuable in our future work.

I also spend a lot of time in the dissecting room because I know that I shall need deep knowledge of Anatomy in the future. And only hard work in the dissecting room will give me the possibility to gain this knowledge. That's why, there are always many students in the dissecting room.

After classes I go home, have lunch and take a rest. I am often tired but I understand that every day which passes by gives me much valuable and necessary knowledge. I also work hard in laboratories and perform different laboratory works. Sometimes I go to the library where I read additional literature and some special medical articles. I work very hard because I want to be a good doctor.

Ex. 9. Ответьте на вопросы.

1. Where do you live now?
2. How early do you get up?
3. What do you usually do in the morning?
4. Are physical exercises useful for a person?
5. How long does it take you to get to the university?
6. How many classes a day do you have?
7. Which is your favorite lecture? Why?
8. What do you usually do when your classes are over?
9. Do you read additional literature? In what subjects?

Ex. 10. Прочитайте и переведите текст.

Student's Life

It's great to be a student. Many colleges and universities offer great opportunities for studying and for social life. Some students even choose to study abroad. There are several reasons why student life is exciting. First of all, students learn what they need for their future profession. It's even better if the student really enjoys the direction they chose. Secondly, being a student doesn't mean to work and study all the time. They get plenty of free time for their hobbies and favorite pastimes. Thirdly, students' social life is very interesting. When students decide to study in foreign colleges, it's also rather exciting. They get to meet lots of new people from other countries. They can practice and improve their language skills. To study at a college students usually have to pay additional fee. College life is amazing in many ways. First of all, there are many interesting lectures and training sessions. Secondly, students find all sorts of entertainment there. For example, the ones who like sport join the local sports teams. For many people college years are the best in life. Almost everyone has good memories of student life. It is even more interesting to be a student if you live in a dormitory. After the sessions they can play the guitar and sing songs. The ones who like dancing go to local discos. Others get together simply to chat and discuss the topics they've learned. Student life is never boring. It is always full of excitement and interesting experiences.

Ex. 11. Прочитайте и переведите текст.**Tatyana's Day**

Tatyana's Day, also known as Students Day, is commemorated in Russia every year on 25 January. The day is one of festivities and pleasant memories. This has been the case for more than 250 years, making it a very old and enjoyable tradition.

Tatyana's Day in Russia started many years ago in 1755. That was the day that Ivan Shuvalov's mistress, Empress Elizabeth of Russia, endorsed Shuvalov's petition to establish a university in Moscow. Shuvalov didn't choose January 25 by accident. For many years, January 25 (or January 12 on the Julian calendar) was observed as a Russian religious holiday and known as Tatyana's Day. The day commemorated the heroic actions of a Christian martyr named Tatiana. Shuvalov chose this day because it was the name day of his mother, Tatiana Rodionovna. Thus, it was his aim to honor his mother on this sacred Russian day.

It wasn't long before Moscow University was built, thus giving the day a link to students and education. Ever since, the day has been centered around young learners and the teachers who work so hard at providing an education for them. Many now know January 25 as «Student Day». However, in 1791 the Church of Tatyana the Martyr was opened on the Campus grounds. Thus, the original religious link to Student Day has never been lost and so most continue to call January 25 "Tatyana's Day".

Today Tatyana's Day in Russia is one of celebration and memories. On this day students from around the country remember their best, brightest, and most carefree years. Former classmates get nostalgic as they drink and eat together and often Deans and Principles join in on the fun.

Unit 4. At the Medical University

Active Vocabulary

1. to establish	[ɪs'tæblɪʃ]	основать
2. to train	[treɪn]	обучать, готовить
3. qualified	[kwɒlɪfaɪd]	квалифицированный
4. correspondence department	[kɒrɪ'spɒnd(ə)ns]	заочное отделение
5. prepharmaceutical	[ˌfɑ:mə'sju:tɪkəl]	фармацевтический
6. technology of making medicines	[tek'nɒlədʒɪ]	технология изготовления лекарств
7. department	[dɪpɑ:tmənt]	кафедра
8. staff	[stɑ:f]	служебный персонал
9. to carry on	[kæri on]	выполнять
10. academic work	[ækədɛmɪk wɜ:k]	учебная работа
11. extensive	[ɪk'stensɪv]	обширный, большой

Ex. 1. Найдите объяснения идиомам и переведите их.

<i>Idiom</i>	<i>Explanation</i>
1. to be a bookworm	a. to do smth. very successfully
2. to be a swot	b. to begin to study hard
3. with flying colours	c. to complete a lot of material in a class or course
4. to learn the ropes	d. to receive official recognition and credits after passing a course
5. to hit the books	e. someone who reads a lot
6. to cover a lot of ground	f. to know the most basic things about something
7. to get credit for (a course)	g. to work at a job to help pay for your college or university expenses
8. to know one's ABCs	h. a student who is laughed out for studying excessively
9. to work one's way through college	i. to be satisfactory and of an expected level
10. to make the grade	j. to learn how to do a job

Ex. 2. Переведите следующие предложения.

1. They called her a swot because she was always reading books.
2. He's always reading. He's a real bookworm.
3. She's new here and is still learning the ropes.
4. My final assignment did not make the grade and I had to do it again.

5. My brother worked his way through college at the local supermarket.
6. She got into the university of her choice, because she passed all her exams with flying colours.
7. I was able to get credit for the course which I took in the summer.
8. We covered a lot of ground during the first month of the science class.
9. After relaxing all weekend I hit the books on Sunday evening.
10. Bill can't do it. He doesn't even know the ABCs of the subject.



Ex. 3. Дополните предложения одним из слов, данных ниже:

- | | | |
|------------|--------------|--------------|
| • surround | • best | • earning |
| • realize | • reasons | • changing |
| • enough | • eventually | • profession |

Being a student is great. Many institutes and universities offer great opportunities for studying and for social life.

There are a lot of _____ why life of a student is exciting. First of all, students learn what they need for their future _____. They learn subjects, which they are interested in.

Secondly, being a student means not only studying. You have _____ time for hobbies and different activities.

Thirdly, student's social life is very interesting. You meet lots of new people, even from other countries.

For many people years spent at the institute or university are the _____ in their life.

While you study, lots of things start _____: your thoughts, your ideas, people who _____ you. You stop being a child. You _____ that you've grown up. You start _____ your first money. Lots of students nowadays work and study at the same time. _____ you understand that it's great to have the job you like. Higher education may help a lot in getting the job you are dreaming of in future years.

Useful phrases: Getting information

Ниже даны фразы, которые помогут вам узнать необходимую информацию или получить помощь. Используя их, вы можете вежливо обратиться, спросить и поблагодарить собеседника за помощь:

<i>Excuse me! Excuse me, sir! Excuse me, madam! Excuse me, miss!</i>	<i>Извините! Извините, сэр! Извините, мадам! Извините, мисс! (для привлечения внимания)</i>
<i>Could you tell me ...?</i>	<i>Не могли бы вы сказать мне ...?</i>
<i>How can I ...?</i>	<i>Как я могу ...?</i>
<i>Is there a ... near here, please?</i>	<i>Есть ли здесь поблизости ...?</i>
<i>Can you tell me if there is a ... near here?</i>	<i>Не могли бы вы сказать, есть ли здесь поблизости ...?</i>
<i>Excuse me, where is the nearest ...? Excuse me, do you know where the nearest ... is?</i>	<i>Извините, где здесь ближайший ...? Извините, вы не знаете, где здесь ближайший ...?</i>
<i>How long will it take to ...?</i>	<i>Как много времени займет ...?</i>
<i>Could you help me, please?</i>	<i>Не могли бы вы помочь?</i>
<i>I'd like to know ...</i>	<i>Я бы хотел узнать ...</i>
<i>Excuse me, can you help me?</i>	<i>Извините, вы можете мне помочь? Я ищущу ...</i>
<i>I'm looking for ...</i>	<i>Извините, это ...?</i>
<i>Excuse me, does this/is this ...?</i>	<i>Вы бы не могли дать мне информацию о ...?</i>
<i>Would you mind giving me some information about ...?</i>	<i>Извините, где находится ...?</i>
<i>Excuse me, where's the ..., please?</i>	<i>Большое спасибо!</i>
<i>Thanks a lot!</i>	<i>Вы мне очень помогли!</i>
<i>You've been very helpful!</i>	<i>Вы мне очень помогли!</i>
<i>You were a great help to me!</i>	

Ex. 4. Прочитайте диалоги и переведите их.

1. In the street.

A: Could you tell me the best way to get to Medical Institute?

B: Medical Institute? What street is it on?

A: Green Street.

B: You can get there by bus or subway. I think it would be better to take the subway.

A: Where is the subway entrance, please?

B: It is around the corner over there.

A: Which subway train do I take?

B: Take any train going downtown and get off at the next station. Then change to the train going to Green Street.

A: Thank you.

B: You are welcome.

2. In the building.

A: Excuse me, where's the exit, please?

B: Through the lobby and down the stairs.

A: Thank you.

3. At the dentist.

A: Excuse me. Can you help me? I'd like to make an appointment with a dentist. What time does he work?

B: You can come tomorrow at 11.

A: But I've got a terrible toothache. Can the doctor see me now?

B: OK. I think Dr. Smith is free now. He can see you.

A: And where is the doctor's room, please?

B: Go along the corridor, then turn to the left. The first door is the doctor's room.

A: Thanks! You were a great help to me!

4. In the street.

A: Excuse me, sir. Could you tell me the time, please?

B: It's ten to four.

A: Thanks a lot!

Ex. 5. Составьте и обыграйте подобные диалоги.

Ex. 6. Прежде чем читать текст, ответьте на следующие вопросы.

1. На каких специальностях могут обучаться студенты в нашем университете?
2. Какие предметы изучают студенты?
3. Где живут студенты из отдаленных городов?

Ex. 7. Прочитайте и переведите текст.

Kuban State Medical University

Krasnodar (before 1920 – Ekaterinodar) is a city in southwestern Russia, located on the right bank of the Kuban River, at a distance of 120 km from the Black Sea, 140 km from the Sea of Azov and 1300 km south of Moscow. Together with adjacent rural settlements, it forms the city of Krasnodar with the status of an urban district. A major economic and cultural center of the North Caucasus and the Southern Federal District, it is the center of the historical and geographical region of Kuban. Kuban State Medical University is a medical school in Russia. It is located in Krasnodar. Kuban State Medical University was founded by the government of the Russian Federation in 1920.

On 4 July 1920 the Kuban-Black Sea Revolutionary Committee issued a decree opening in Kuban a state university with three faculties: Medical, Natural Science and Socio-historic. It was opened in place of the prior Diocesan Women's School of Yekaterinodar (currently Krasnodar). In 1921 Kuban State University was reformed. The Medical Faculty became Kuban Medical Institute and the other two faculties were annexed to the Institute of People's Education, Polytechnic Institute and Pedagogic Institute. Kuban State University was reopened later in 1970 without the medical faculty.

In 1921 “Kubanski nauchni meditsinski vestnik”, a regular press scientific organ of South Russia, was created by the first rector of Kuban Medical Institute N.F. Melnikov-Razvedenkov. In 1930, the publication of the Journal was interrupted. Its publication was renewed from 1993.

In 1992, the Faculty of Higher Nurses Education was opened at Kuban Medical Institute, which became later in 1997 the Municipal Medical Institute of Higher Nurses Education and went out of the structure of Kuban Medical University.

In 1998, two more faculties were opened at Kuban Medical University: Faculty of Preventive Medicine and Pharmaceutical Faculty.

Training practices for students are organized on the basis of the Kuban State Medical University, including using a multidisciplinary accreditation and simulation center equipped with the most modern patient robots, in a simulated working environment. Medical university with a century-long history, which occupies one of the leading positions among profile universities of the country. Human resources make a big contribution to this. In 2023, the rating of the Southern Federal District was headed by the Kuban State Medical University.

Ex. 8. Найдите в тексте ответы на следующие вопросы.

1. When was the Institute established?
2. In what fields does the Institute train specialists nowadays?
3. What do you know about the process of training at the Institute?
4. How is the research work carried on in the Institute?
5. How do the students spend their vacations?

Ex. 9. Продолжите предложения.

1. For me being a student is
2. Successful students must
3. Successful students do not
4. I like to study in this institute because

Ex. 10. Переведите текст.

The School of Pharmacy: Bringing Health to the World

The School of Pharmacy is a pharmacy school located in London, United Kingdom. It was founded by the Royal Pharmaceutical Society of Great Britain in 1842 as the College of the Pharmaceutical Society and became a school of the University of London in 1926.

The School offers a number of Master's Degree programs including Drug Discovery, Drug Delivery, Pharmacognosy and Pharmacy Practice.

Pharmaceutical and Biological Chemistry is the largest Departments at the School, and the research conducted there is very wide-ranging. Much of this research is focused in cancer, natural products and phytomedicines, molecular neurosciences and biopharmaceutical analysis.

Pharmacology is one of the oldest departments in the UK. The Department has played a major role in the development of Pharmacology in the UK, and many pharmacologists who trained here are to be found in academics and in industries all over the world. The research focuses on the nervous system and a wide range of approaches are used to study normal brain function and the causes of many neurological and psychiatric diseases.

The Department of Pharmaceutics is home to a wide range of research activities such as in Materials Science and Processing and Clinical Pharmaceutical Science. This research is centred on the fundamental properties of materials and their adaptation to optimize processing and enhance drug delivery.

Unit 5. My Future Speciality

Active Vocabulary

1. noble	['nəʊbl]	благородный
2. cardiologist	[ˌkɑːdɪ'ɒlədʒɪst]	кардиолог
3. pediatrician	[piːdiə'trɪʃən]	педиатр
4. since	[sɪns]	с
5. childhood	['tʃaɪldhʊd]	детство
6. sound teeth	[saʊnd tiːθ]	здоровые зубы
7. usually	['juːʒʊəli]	обычно
8. dental auxiliary	['dɛntl ə:g'zɪljəri]	ассистент стоматолога
9. technician	[tek'nɪʃən]	техник
10. enter	['entə]	поступать
11. get acquainted	[get ə'kweɪntɪd]	знакомиться
12. specialized	['speʃəlaɪzd]	специализированный (специальный)
13. biology	[baɪ'ɒlədʒi]	биология
14. chemistry	['kɛmɪstri]	химия
15. require	[rɪ'kwaɪə]	требовать
16. precious	[preʃəs]	драгоценный
17. prescribe	[prɪs'kraɪb]	прописывать
18. neighbor	['neɪbə]	сосед

Ex. 1. Посмотрите на фото и скажите, какие профессии на них изображены. Что вы можете сказать о них?



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- an artist

- an actor
- a musician
- a doctor
- a policeman
- a dentist

Ex. 2. Дополните предложения одним из слов или выражений, данных в списке:

- | | |
|---------------|-------------------|
| • challenging | • besides |
| • decide | • career |
| • on | • path |
| • once | • vast |
| • taken | • range |
| • achieve | • to be underpaid |

1. Choosing a career is a difficult and _____ task. The decision _____ will influence your future life. The earlier you _____ what profession is interesting and rewarding for you, the more you can _____ during your lifetime.

2. _____, a young person's parents usually have their own ideas of what _____ to choose.

3. Modern society, with its hundreds of professions and jobs, presents a _____ of future job opportunities.

4. You can find a job you like, but there is always a risk _____.

Ex. 3. Дополните предложения одним из слов или выражений, данных ниже:

- | | |
|--------------|---------------|
| • seconds | • aim |
| • production | • health |
| • austrian | • the founder |
| • july | • group |
| • money | |

Miracle brush

In _____ 2017, a young _____ company Amabrush launched the fundraising for the _____ of an electric toothbrush, which, according to _____, removes plaque in just 10 _____. A _____ of engineers-biotechnologists has worked over the novelty. Their _____ was to create a simple device for oral _____, saving not only time, but also buyers _____.

Ex. 4. Подберите правильный перевод.

- | | |
|---|---|
| 1. Понимаешь? | a. You have a point there. |
| 2. Почему ты так уверен? | b. You are on the right track. |
| 3. Вы случайно об этом не знаете? | c. Are you getting the picture? |
| 4. Тут вы правы. / Тоже верно. | d. Do you think I don't know what's been going on behind my back? |
| 5. Я так не считаю. | e. Make yourself clear! |
| 6. Вы на правильном пути. Вы правильно мыслите. | f. Do you happen to know about it? |
| 7. Мне никогда не приходило в голову, что ... | g. How can you be sure? |
| 8. В чем заключается твоя идея? | h. Get it? |
| 9. Но, предположим, ..., что тогда? | i. So what? |
| 10. Что навело тебя на эту мысль? | j. What is your point? |
| 11. Думаешь, я не знаю, что творится у меня за спиной? | k. What makes you so sure? |
| 12. Ну и что? Ну и что из того? | l. You know better than that. |
| 13. Почему ты так уверен? | m. It never crossed my mind (that)... |
| 14. Выражайтесь яснее! | n. What gave you that idea? |
| 15. Ты понимаешь, (к чему идет дело / о чем идет разговор)? | o. I don't hold with that. |
| 16. А ты не так прост (как кажешься). | p. But supposing... what then? |

Ex. 5. Составьте диалог по следующим ситуациям.

Case 1. Ваш сосед по комнате убежден, что фармацевт – самая лучшая профессия. Приведите аргументы в пользу профессии стоматолога.

Case 2. Обсудите с соседом по парте преимущества и недостатки профессии стоматолога.

Ex. 6. Прочитайте, переведите диалог и составьте подобный.

Student: May I come in, sir?

Teacher: Yes, stand here. Why do you always come late?

Student: Sir, it is the tram which makes me late.

Teacher: What time do you usually leave home?

Student: I always leave it at quarter to eight.

Teacher: How far is your home from here?

Student: It is about three blocks from here.



Teacher: That is why you've never come in time. You leave your home very late.

Student: Sir, I take my breakfast at 7:30 a.m.

Teacher: And what time do you get up?

Student: It's about 7:15 a.m.

Teacher: And the morning exercises? Do you do them?

Student: Not often.

Teacher: My dear. It is a bad habit. Change your routine. Always get up early in the morning. Do some exercises and go for a morning walk.

Student: Sir, there is no park near our home.

Teacher: No problem. You can walk along the street in the morning time. Take breakfast at right time and then leave for college.

Student: You are right, sir. From tomorrow, I shall never be late.

Teacher: Good. One thing more keep in mind. Regularity and punctuality conquer the mountains.

Student: Thank you very much for your good advice. Can I sit now, sir?

Teacher: Oh yes, sure.

Ex. 7. Переведите некоторые клише из диалога.

1. It is a bad habit.
2. May I come in?
3. How far is your home from here?
4. I get up at about 7:00 a.m.
5. Change your routine.
6. You can walk along the street in the morning time.
7. I shall never be late.
8. Regularity and punctuality conquer the mountains.
9. Thank you very much for your good advice.

Ex. 8. Перед чтением текста ответьте на вопросы.

1. What do you know about your future speciality?
2. Why did you decide to become a dentist?
3. When did you chose your future speciality?

Ex. 9. Прочитайте текст.

My Future Speciality

There are many interesting professions; doctor is one of them. It is a necessary and noble profession. There are different types of doctors: cardiologists, pediatricians, dentists and many others.

My father is a dentist; he works in a dentistry clinic. Since my childhood, I've visited him and have watched him working. My father helps people to have beautiful smile and sound teeth. Usually he works with dental auxiliaries (dental assistants, dental technicians).

Some years ago, I decided to connect my life with medicine too. I want to be a dental technician. That's why I entered Pyatigorsk Medical and Pharmaceutical Institute. I hope my dream came true. Here I study a lot of interesting subjects and find out a great deal of amazing things and phenomena. I get acquainted with new people, take part in social events, competitions and help to arrange holidays. I need to read a lot of specialized literature and to study hard, especially in biology and chemistry.

This profession requires great responsibility because doctors deal with the most precious things people have – their lives and their health. Doctors not only operate people and prescribe medicine, but they must also listen to their patients, check them up and sometimes make quick and important decisions. A doctor has to be a kind and attentive person, because if patients trust their doctor it is easier to work. Sometimes working day continues even after a doctor comes home. Relatives, friends or neighbors often ask for medical advice, for example how to lower the kid's temperature, how to clean the teeth in a proper way.

My father tells me a lot of stories about doctors and their profession. He is a much-respected man and I am happy that I have such a good example in my family. I will do my best to become a good doctor just like my father.

Ex. 10. Ответьте на вопросы.

1. What types of doctors can you name?
2. Why the doctor's profession is noble?
3. Who is your father?
4. Who has influenced the choice of your speciality?
5. When did you decide to connect your life with medicine?
6. What subjects do you need to study hard?
7. What is the doctor's sphere of activity?
8. Why is necessary for the doctor to be kind and attentive?
9. Is it hard to be a doctor?

Ex. 11. Прочитайте и переведите текст.

Is Medicine the Right Career for You?

Ten people apply for every place at medical school. How can the interviewers choose those who will become the best doctors? People sometimes criticize medical schools for selecting the best students and ignoring qualities such as maturity, adaptability and common sense. But it is impossible to say which of all the students being interviewed will develop these qualities. How, then, should you decide if medicine is the right career for you?

Often, the most intelligent children at school are encouraged to study medicine. But the study of medicine does not demand great intellect. It demands a good memory, and the willpower to read many long and boring textbooks. It demands great physical strength, for you must sometimes stay awake all night and go for hours without food. It also demands humility, for you will make mistakes.

Salary, security and status are important to most people. But they are not themselves good reasons to study medicine. Love of science is a more honorable aim, but doctors who love only science will not find fulfillment in clinical medicine. A fascination with diseases is essential, but the student must also care about the people who suffer from those diseases. Ask yourself: does the human side of medicine attract or repel me?

In the past, doctors did not show their emotions. Patients could live or die, but the doctor remained unemotional. Nowadays, doctors know that their work often needs laughter, tears and anger as well as science. The good doctor can use his own emotions as part of the therapy. When a child dies in the hospital after a car accident, the parents' only comfort may be the sweat and the tears on the face of the doctor who tried to save him.

Good doctors can be extroverted or shy, ambitious or modest, radical or conventional, brilliant or mediocre. People with disabilities and/or diseases – including deafness, paraplegia, diabetes and cancer – have studied medicine. They can become particularly sensitive doctors. To be a good doctor, you will need a love of life and living things. If you can ignore a crying baby; if you have never looked forward to spring; if you find uneducated people dull; if you are happiest when you are alone – medicine is not the career for you.

Unit 6. Chemistry and Chemists

Active Vocabulary

1. to burn	[bʊːn]	гореть
2. substance	[sʌbstəns]	вещество
3. to combine	[kəmbaɪn]	сочетать
4. to formulate	[fɔːmjʊleɪt]	формулировать
5. conservation	[kɒnsə'veɪʃn]	консервация
6. research	[rɪsɜːtʃ]	исследование
7. filling the gaps	[gæp]	заполнение пустот
8. composition	[kɒmpəzɪʃn]	композиция
9. combustion	[kəmbʌstʃn]	сжигание
10. breakthrough	[breɪkθruː]	прорыв
11. concern	[kənsɜːn]	проблема, вопрос

Ex. 1. Прежде чем прочитайте текст, обсудите в группе следующие вопросы.

- What famous chemists do you know?
- What are they famous for?
- Where do the chemists work?
- What equipment do they use?
- What do they work for?

Ex. 2. Прочитайте и переведите текст.

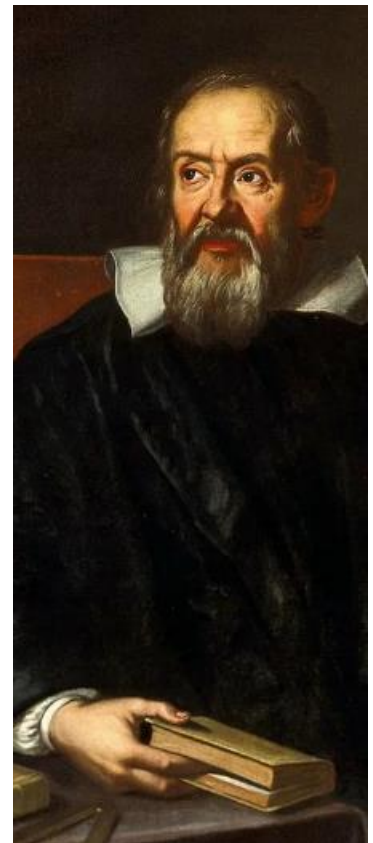
The Origin of Chemistry

Chemistry began with fire. Burning changes things and ancient man must have wondered what happened to the wood he burnt. So, the iron and glass were discovered.

About 350 years ago, Galileo Galilei (1564-1642) change scientists' attitudes towards science. He developed the scientific method used to obtain theories that explain how nature works. This method, which is still in use today, includes the following steps:

- Identification of the problem
- Formulation of a hypothesis based on collected and analyzed data.
- Testing of the hypothesis to check its validity.
- Development of a theory.

The Greek philosopher Leucippus (450-380 BC) founded the Atomist school. This school taught that the universe includes plurality and unity. Leucippus believed that every object was a combination of different small parts called



atoms. According to him, atoms were made from three particles. This theory is still valid today.

Atoms usually have vacant spaces in their outer orbits and can accept more electrons. For example, to form H_2O , the oxygen nucleus attracts the electrons of two hydrogen atoms. The hydrogen atoms have vacant spaces too, so they share their electrons and form the molecule. This sharing of electrons to form molecules is called chemical bond. Chemical bonds result from the force of attraction between the different charges. The protons in one nucleus attract electrons from another atom. This force of attraction is called electromagnetism. It makes the atoms and the molecules combine and also keeps them together. There are uncountable combinations of atoms. For example, 4 carbon atoms combine with 10 hydrogen atoms to make up a butane molecule. A glucose molecule is made from 6 carbon atoms, 12 hydrogen atoms and 6 oxygen atoms. Cellulose, the principle molecule in the plant cell walls and also in wood, paper, cotton and many other materials, is a chain that can include up to 12,000 glucose molecules. The different proportions and positions of the atoms produce the different forms of matter.

The origin of modern chemistry comes from the work of Antoine Lavoisier, a Frenchman, who was executed in 1794 during the French Revolution. He formulated the idea of the conservation of mass: substances can be changed but their quantity of mass remains the same always. Although he was the first who published his ideas but Lomonosov M.V. had come to this conclusions some years earlier.

In the 19th century British scientist John Dalton stated that all matter was made up of atoms of different elements and could not be broken down into smaller parts. A whole century had passed before Marie Curie did her work on radioactivity and Ernest Rutherford and Niels Bohr proved that Dalton was correct.

Dmitri Mendeleev took Dalton's theory of atomism and arranged the elements by their chemical properties and atomic weight. The classification of the elements was accurate, that Mendeleev was able to predict the properties of undiscovered ones to fill the gaps in the table. Mendeleev's table is one of the most useful and important generalizations of chemistry and all science.

These three developments give us the definition of chemistry. It is the science of the composition, structure and properties of substances and how they can be transformed.

Ex. 3. Дополните предложения, используя данные слова.

- | | |
|--------------|---------------|
| • properties | • combustion |
| • accurate | • broken down |
| • matter | • quantity |
| • concerned | • arranged |

1. Substances can be changed but their _____ of mass remains the same way.
2. _____ of medicinal plants have not been studied completely yet.
3. In the _____ of its chemical properties, they are not _____ yet.

4. Without oxygen there cannot be _____ .
5. Citizens and ecologists _____ about dangers to environment.
6. All the historical facts were _____ by the years.
7. In the result nuclear reaction atoms can be _____ into protons, electrons and neutrons.

Ex. 4. Заполните пропуски, используя данные слова. Слов больше, чем нужно!

- | | |
|--------------|---------------|
| • properties | • combustion |
| • accurate | • broken down |
| • matter | • quantity |
| • concerned | • arranged |

For example, two _____: hydrogen and oxygen. Hydrogen has the atomic number _____ and oxygen _____. Two molecules of hydrogen and one of oxygen = one _____. Water can change its _____ but is still H₂O. Some chemical processes appear complicated as they have different _____. Bonding in different quantities.

Ex. 5. Прочитайте и переведите текст, составьте план пересказа.

The Degree in Chemistry and Pharmaceutical Chemistry

You study Chemistry at University and probably have decided where you want to continue working. What career opportunities are available? There are two main areas where your knowledge of chemistry will be called upon: medicine and industry.

A lot of chemists work in medicine. The fact is that our hospitals and doctors couldn't work without chemists' support. Chemists carry out the research and develop new medicines, especially more work must be done on antibiotics. Bacteria develop resistance to the drugs and chemists constantly have to test how well these medicines work at new antibiotics to replace the old ones. Besides, there are many diseases which have no cure nowadays and chemists with biologists and doctors are looking for new methods of treatments for AIDS, HIV and cancer.

Chemists have career opportunities within hospitals too. They work in laboratories analyzing samples from patients, conducting blood, urine tests and others. Also, they measure how patients respond to treatment. One of the developing area is testing and recording of DNA samples.

Many of them are in different branches of industry, for example, in food industry creating chemicals to improve the quality of food we eat or the way how to keep it longer and fresh. Some of them deal with control of quality, testing the food to make sure that it meet the standards. Especially they pay much attention to the imported products.

Russia is a country of oil, gas and other natural resources, you know. So, many chemists are employed in oil refining industry. Oil pass through a chemical process which turns it into many different products. From oil, we can make not only petrol,

but also plastics, synthetic fibres, paint and gases for fuel. It is very good, but there are a lot of questions about wastes around this industry. Because of this, there is a special group of chemists who control the waste products of refining process. Chemists are working to filter harmful waste, preventing it from going into the atmosphere, water and soil.

Career opportunities for chemists also exist in education and law. If you have a degree of Chemistry, you can work as a teacher of chemistry at secondary school, college or University. Some chemists are prepared by Law Universities further to work at police. It is very important to do accurate biochemical tests in order to define for example, if you are guilty or not, who is a killer or a thief. They are very important helpers for policemen in uncovering of crimes.

Ex. 6. Ответьте на вопросы.

1. How do the chemists help to cure diseases?
2. Why do the doctors need chemists?
3. Why is there always more work to be done on antibiotics?
4. What is the major concern in the oil industry today?
5. How are chemists working to control food products?

Ex. 7. Установите соответствия.

- | | |
|-----------------------|-----------------------------|
| 1. cure | a. extract |
| 2. monitor | b. to be of the right level |
| 3. waste | c. to continue |
| 4. produce | d. to seek |
| 5. oil refining | e. to treat |
| 6. meet the standards | f. to observe |
| 7. carry out | g. to work out |
| 8. replace | h. to be harmful |
| 9. go on | i. to minimize |
| 10. looking for | j. purpose |
| 11. to take out | k. to substitute |
| 12. major concern | l. withdrawal |
| 13. to reduce | m. to make |
| 14. impact | n. to run down |

Ex. 8. Напишите краткое изложение на тему «Почему для меня важна химия?». Используйте примерный план:

- What do I like Chemistry for?
- What are the chemists interested in?
- What area of chemistry do I want to work?
- Chemistry studies...
- What happens when matter changes...
- Transformation – how new chemicals occur.

- Atomic structure – how materials are made and how they are different from each other.
- Elements of matter – what they are and what their properties, classification of Mendeleev.
- Developing new products, designing and organizing chemical processes in industry.
- Monitoring and improving production.

Ex. 9. Обсудите в группе следующие вопросы.

- Main branches of modern chemistry
- Recent inventions in the field of chemistry
- Are you sure that you would like to work as a chemist (pharmacist)?
- Could you say that Chemistry (Pharmacy) is one of the best available jobs for you? Give all the pros.

Ex. 10. Какой глагол использовать – “to make” или “to do”?

1. to (make / do) a suggestion
2. to (make / do) the dishes
3. to (make / do) sports
4. to (make / do) mistakes
5. to (make / do) new friends
6. to (make / do) a cup of tea
7. to (make / do) homework
8. to (make / do) a telephone call
9. to (make / do) your bed
10. to (make / do) shopping

Ex. 11. Прочитайте и переведите текст. Дайте определение выделенным словам.

Pharmaceutical and Other Branches of Chemistry

Pharmaceutical chemistry is the study of drugs, and it involves drug development. This includes drug discovery, delivery, absorption, metabolism, and other processes. There are elements of biomedical analysis, pharmacology, pharmacokinetics, and pharmacodynamics.

Pharmaceutical chemistry involves cures and remedies for disease, analytical techniques, pharmacology, metabolism, quality assurance, and drug chemistry. Pharmaceutical chemists take part in preclinical and clinical investigations. Pharmaceutical chemistry leads to careers in drug development, biotechnology, pharmaceutical companies, research facilities, and more.

Studying pharmaceutical chemistry allows students **to contribute** to life-saving remedies, **enhance** the speed of delivery of new medications, and help others. Pharmaceutical chemistry also includes other branches of study such as **pharmacokinetics**, **pharmacodynamics**, and drug metabolism. These are

important for learning the effects that drugs have on the body. The pharmaceutical chemistry is more involved in research aspects than the customer service and patient care responsibilities of a traditional pharmacist.

Traditionally, pharmaceutical scientists and Pharmaceutical chemists usually work in lab environments of Pharmaceutical industry where they discover, develop, test, **make samplings** and control the quality of new drug therapies that can save lives and improve quality of life. It is important that the product is suitable for **intended use** and for sale.

Besides, documentation is important and necessary at every step of the processes. If a new product does not **meet required specifications**, then the product is considered **contaminated**. Documentation enables **traceability**, but also allows a complete product **recall from** the market, if necessary. Control and **validation** are necessary to be sure that the manufacturing and testing equipment is functional. All operational methods and procedures must also be inspected for accuracy. Most companies do it **voluntarily** through internal audit procedures. All the processes work altogether and they are inseparable. For example, laboratory and manufacturing processes cannot be **regarded** separately. A **holistic approach** looks at all these environments to make sure that the entire process meets high industry standards. Standard operating procedures (SOPs) are written and used by companies to make it easier to follow GxP. These are a set of written instructions to maintain production and results. They are also a basis of every **good quality assurance** and quality control system.

Chemists in the laboratory must be worn protective clothing: eye bath, gas mask, hairnet, laboratory coat, latex gloves, overshoes, safety glasses, bins for toxic substances. Career ways include working in research facilities as large as the Russian Academy of Sciences, Institutes of Health, at pharmaceutical or biotechnology companies, in universities, or for agencies such as Medico-Biological Agency or Russian Agency for Health and Consumer Rights (“Rospotrebnadzor”).

You can get the basic knowledge on pharmaceutical chemistry in universities at chemistry department or in Medical Universities at Pharmaceutical faculties, but you can move up to the next level in your career only after graduating Pharmaceutical Chemistry and Pharmacognosy **residency** training during 2 years with instruction from top professors and interactive discussion.

This degree prepares students for a career in pharmaceutical innovation and drug discovery, or pharmaceutical regulation. Course topics include synthetic medicinal chemistry; drug biotransformation and molecular mechanisms of toxicity; natural medicine products, GDP and GMP systems in pharmaceutical industry, modern approaches of analysis and other aspects. Two years later pharmaceutical residents get a graduate certificate in pharmaceutical chemistry.

Analytical chemistry is a branch of chemistry. It is the study of the chemical components of natural and artificial materials. It tries to analyze chemicals in things. A simple example is how much active substance in one tablet. There are several methods, like **chromatography** and mass **spectrometry** to do this. **Flame tests** can be used for a basic analysis.

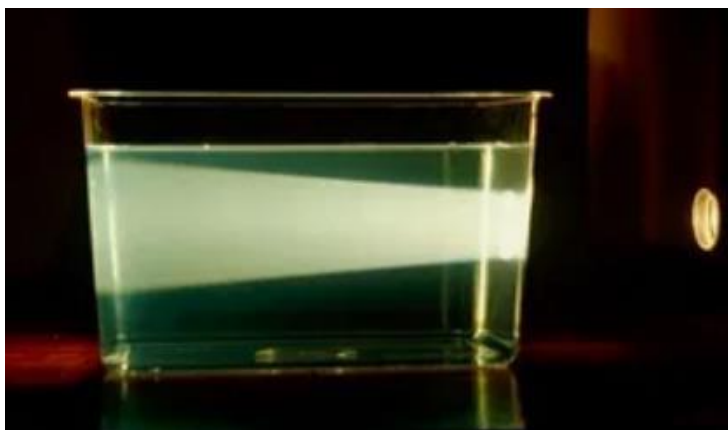
Qualitative analysis finds what chemical species are in the sample. **Quantitative analysis** finds out how much of a substance there are in a sample. Substances in a sample are often separated from each other using chromatography before the analysis. This is because a sample can contain many different substances.

Ex. 12. Прочитайте и переведите текст.

Physical and Colloidal Chemistry

Colloids are larger than most inorganic molecules and remain suspended indefinitely. They are large molecules, such as proteins, or groups of molecules. They have many properties, depending on their large specific surface. Colloid formation can be classified in two systems, namely reversible and irreversible. In an irreversible system, the products are so stable or removed so well that the original reactants cannot be reproduced. A reversible system is one in which the products can be made to react to reproduce the original reactants.

The word "Colloid" was derived from the Greek, "kolla" for glue, as some of the original organic colloidal solutions were glues. This term was first coined in 1862 to distinguish colloids from crystalloids such as sugar and salt. Colloids have been studied by scientists since the early 1800's. The early part of the 20th century



saw a number of major developments in both chemistry and physics, some of which had direct influences on the study of colloids. A number of methods for studying colloidal particles were developed, including diffusion, electrophoresis and scattering of visible light and X-rays. Due to colloidal particles being so small, their individual motion changes continually as a result of random collision with the molecules of the dispersion medium. This random, zig-zagging movement is called Brownian motion after the man who discovered it. This motion helps keep the particles in suspension. In the early 19th century, Michael Faraday showed that when you pass a strong beam of light through a colloidal solution, it is scattered. This method to study colloids was further developed by John Tyndall and became known as the "Tyndall effect".

There are two main ways of forming a colloid; reduction of larger particles to colloidal size or condensation of smaller particles, e.g. molecules, into colloidal particles. This latter generally makes use of chemical reactions such as hydrolysis or displacement. Laboratory and industrial methods make use of several techniques. A method of forming an aerosol is to tear away a liquid spray with a gas jet. The process can be helped by separating the liquid into droplets with electrostatic repulsions, done by applying a charge to the liquid.

Emulsions are usually prepared by vigorously shaking the two constituents together, often with the addition of an emulsifying agent, e.g. a surfactant such as soap, in order to stabilize the product formed.

Semi-solid colloids, known as gels, may be formed from the cooling of lyophilic sols that contain large linear molecules and have a much greater viscosity than the solvent.

Colloids are often purified by dialysis, a very slow process, where the aim is to remove a large part of any ionic material that may have accompanied their formation. A membrane is selected that will not allow colloid particles through but will let the solvent and ions permeate through. The method relies on diffusion, osmosis and ultrafiltration.

Colloidal particles are generally aggregates of numerous atoms or molecules. They pass through most filter papers, but can be detected by light-scattering, sedimentation and osmosis. A characteristic of colloids is absorption, as the finely divided colloidal particles have a large exposed surface area. The chemical and physical properties of inorganic colloids can be changed dramatically when their size is reduced to a number of nanometers.

Thixotropy is a property exhibited by certain gels. This is where a gel appears solid and maintains its own shape until it is subjected to some force or disturbance, such as shaking. It then tends to act as a sol, flowing freely. This behavior is reversible, and the sol will return to a gel if left undisturbed. Examples of thixotropic gels include certain paints, printing inks and clays.

The particles of a colloid selectively absorb ions and acquire an electric charge. The existence of an electric charge on the surfaces of the colloidal particles is a source of kinetic stability for colloids. All of the particles of a given colloid are repelled by one another as they all take on the same charge. The movement of colloidal particles through a fluid under the influence of an electric field is known as electrophoresis.

Ex. 13. Ответьте на вопросы по тексту.

1. What does the colloidal chemistry study?
2. What did types of dispersion systems classify?
3. Give examples of man-made colloids.
4. Give examples of natural colloids.
5. Describe the process of dialysis.
6. What are the ways of a colloid forming?
7. What does Pharmaceutical Chemistry deal with?
8. What does Qualitative analysis find?
9. What analysis finds out how much of a substance are there in a sample?
10. Can you give the definition of "hydrolysis"?

Unit 7. Major Organ Systems

Active Vocabulary

1. skeletal	['skelɪt(ə)l]	скелетный
2. muscular	[mʌskjʊlə]	мышечный
3. digestive	[daɪ'dʒestɪv]	пищеварительный
4. respiratory	[rɪ'spɪrət(ə)rɪ]	дыхательный
5. urinary	['juərɪn(ə)rɪ]	мочевой
6. endocrine	['endəukraɪn]	эндокринный
7. reproductive	[,rɪ:prə'dʌktɪv]	репродуктивный, половой
8. bone	[bəʊn]	кость
9. ligament	['lɪgəmənt]	связка
10. cartilage	['kɑ:tɪlɪdʒ]	хрящ
11. join	[dʒɔɪn]	соединять
12. structural	['strʌktʃ(ə)r(ə)l]	структурный
13. spinal	['spaɪn(ə)l]	спинной, позвоночный
14. cord	[kɔ:d]	столб
15. vessel	['ves(ə)l]	сосуд
16. pump	[pʌmp]	насос
17. stream	[stri:m]	ток, поток
18. alimentary	[,ælɪ'ment(ə)rɪ]	пищеварительный
19. gland	[glænd]	железа
20. to convey	[kən'veɪ]	передавать, переносить
21. kidney	['kɪdnɪ]	почка
22. ureter	[juə'ri:tə]	мочеточник
23. urinary bladder	['blædə]	мочевой пузырь
24. to be stored	[stɔ:d]	храниться, скапливаться
25. to discharge	[dɪs'tʃɑ:dʒ]	выводить из организма

Ex. 1. Определите части тела, изображенные на картинке, и расскажите, к какой системе органов они принадлежат. Объясните функции этих систем.

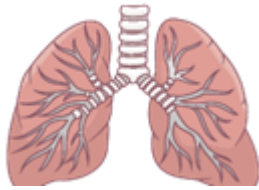


1. _____



2. _____

- ✓ Musculoskeletal system
- ✓ Cardiovascular system
- ✓ Nervous system
- ✓ Gastrointestinal system
- ✓ Respiratory system



3. _____



4. _____



5. _____

- Heart.
- Skeleton.
- Lungs.
- Brain.
- Stomach.

Ex. 2. Соотнесите названия систем органов с их функциями.

1 cardiovascular system	A Adds oxygen to the blood and removes carbon dioxide from blood.
2 muscular system	B Breaks down food into units that can be absorbed by the body.
3 endocrine system	C Controls cell function with electrical signals.
4 respiratory system	D Protects major organs, provides support for body movement.
5 nervous system	E Controls cell function with hormones.
6 digestive system	F Moves bones and maintains posture.
7 skeletal system	G Removes wastes, maintains body fluid volume, ph and electrolyte levels.
8 urinary system	H Transports nutrients, chemical messengers, gases and wastes in blood.

Ex. 3. Дополните предложения одним из слов или выражений, данных ниже:

- | | | | |
|-------------|------------|---------------|------------|
| • heart | • arteries | • chest | • pressure |
| • ventricle | • vessels | • heartbeats | • chamber |
| • death | • beating | • circulation | • wrist |

Heart

The _____ is simply a pump, which circulates blood throughout the body. Tubes called blood _____ carry it from the heart to all parts of the body and back again. This round trip is known as the _____. Vessels carrying blood away from the heart are known as _____ and those returning blood to the heart are known as veins.

The heart pumps blood around the body about 70 times a minute in adults. The _____ can be felt as the pulse where certain arteries lie just beneath the skin, and the most well-known place where this occurs is at the _____.

The heart lies in the _____ immediately behind the breastbone. It consists of two chambers, left and right, separated from each other by a wall. Each _____ is further divided into upper and lower compartments, which communicate with each by valves. Each upper compartment is called an atrium and each lower a _____. Note that there is no communication at all between the left and right sides of the heart.

Heart failure, or cardiac arrest, means that the heart has stopped _____. This, of course, means that no blood is being pumped around the body and _____ occurs in a few minutes. But as the heart is just a simple pump, it can be made to beat artificially by rhythmically applying pressure to the chest. The squeezes on the heart in the area of breastbone forces blood out of the heart into the circulation. When _____ on the chest has been relaxed, blood returns to the heart again.



Ex. 4. Подберите правильный перевод.

- | | |
|--|---|
| 1. What did you think of (... the movie)? | a. Я с тобой (согласен). |
| 2. Do you agree with (...the board's recommendations)? | b. Я не думаю, что это ответ на все. |
| 3. What is your opinion of ...? | c. Я не согласен. |
| 4. Do you agree with...? | d. Я позволю себе не согласиться. |
| 5. I thought it was boring. | e. Наши взгляды сходятся. |
| 6. I think you're right. | f. Вы согласны с (...в разделе рекомендации)? |
| 7. I don't think that's the answer at all. | g. Согласны ли вы с...? |
| 8. I believe so too. | h. Я не думаю, что... |
| 9. In my opinion... | i. Что вы думаете о (...фильм)? |
| 10. I'm with you. | j. По-моему... |
| 11. I beg to differ. | k. Мне это подходит. |
| 12. It works for me. | l. Я думал, что это скучно. |
| 13. I don't really think... | m. Хорошо, я сделаю это. |
| 14. OK, I'll do that. | n. Каково ваше мнение ...? |
| 15. I disagree. | o. Я думаю так же. |
| 16. Well, we see eye to eye on that. | p. Я думаю, вы правы. |

Ex. 5. Составьте диалог на одну из предложенных тем.

Case 1. Выскажите свое мнение. Спросите своего друга/подругу о планах на будущее.

Case 2. Выскажите свое мнение. Расскажите своему другу/подруге о вашем любимом предмете в институте.

Ex. 6. А. Прочитайте, переведите диалог и составьте подобный.

Alan: Brian, you've seen «Doctor House», haven't you?

Brian: Yes, that's right.

Alan: What is your opinion of this film?

Brian: Well, it was a bit disappointing. I don't think it was a particularly good film at all.

Alan: Oh, I beg to differ, Brian. I think it was great! It one of the best films I have ever seen. Don't you think so, Peter?

Peter: Yes, I agree up to a point. It was good. I enjoyed it, but to be honest, it wasn't as good as I thought it would be.

Brian: That's exactly how I felt. If you ask me, it was just a big publicity stunt from start to finish.

Alan: Oh, that's rubbish, Brian! You're the first person who hasn't enjoyed the film.

Brain: Perhaps. But you asked me for my opinion, and far as I'm concerned it was pretty boring.

Peter: I'm not so sure I'd agree with you there, Brain. I don't understand how you can say it was boring.

Alan: Neither, do I, it was full of excitement.

Ex. 6. В. Переведите некоторые клише из диалога.

1. it was a bit disappointing;
2. I beg to differ;
3. I think it was great;
4. it wasn't as good as I thought it would be;
5. that's exactly how I felt;
6. it was just a big publicity;
7. it was pretty boring;
8. I'd agree with you;
9. what is your opinion;
10. it was full of excitement;
11. that's rubbish.

Ex. 7. Прежде чем прочитать текст, ответьте на вопросы.

1. What systems does our body consist of?
2. Give your own definition of the term «human body».
3. Why do you think it's necessary for a dentist to know about body organ systems and their functions?

Ex. 8. Прочитайте текст.**Systems of the Body**

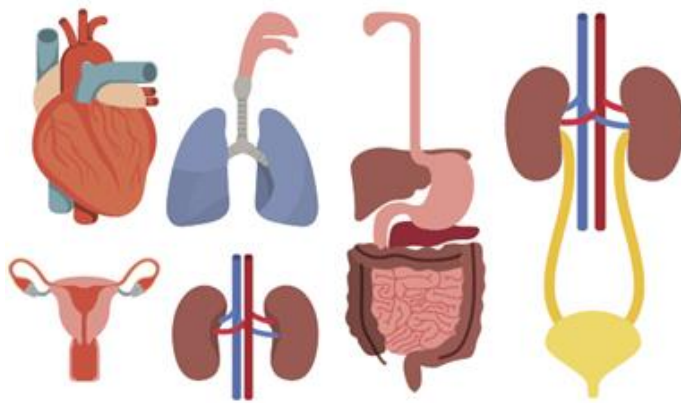
There are several main systems of the body: the skeletal, the muscular, the nervous, the digestive, the respiratory, the urinary, the endocrine and the reproductive systems.

The skeletal system consists of the bones of the body and ligaments and cartilages, which join them. The main function of the skeletal system is structural.

The muscular system consists of the skeletal muscles and their associated structures. The main function of this system is to move us about.

The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all the necessary means for receiving, processing, and communicating information.

The circulatory system consists of the heart and blood vessels and the blood, which is pumped through the blood vessels by the heart. Its function is mainly that of



transportation system: the nutrients, oxygen, special substances which are required by cells are carried by the blood stream; and the cellular wastes and sometimes other materials produced by the cells are carried away by the blood stream.

The digestive system consists of the alimentary canal and a number of associated glands.

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream and to remove carbon dioxide, which escapes from the blood into the lung spaces.

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored until it is discharged; and the urethra through which the urine is discharged.

The endocrine system consists of a number of glands throughout the body, which produce regulatory substances called hormones. The endocrine system serves to regulate a large number of activities

Ex. 9. Ответьте на вопросы.

1. What are the functions of the skeletal and muscular system?
2. What is carried by the blood stream?
3. What is the chief function of the blood?
4. What does the nervous system consist of?
5. What is the main function of the respiratory system?

6. What does the urinary system consist of?
7. How do the kidneys produce urine?
8. How is the urine discharged from the body?

Ex. 10. Прочитайте еще раз текст и заполните пропуски.

System	Organs
_____	mouth, pharynx, esophagus, stomach, intestines,
_____	liver, gallbladder, pancreas
_____	kidneys, ureters, urinary bladder, urethra
_____	nose, pharynx, larynx, trachea, bronchial tubes,
_____	lungs
_____	thyroid gland, adrenal glands, pancreas, thymus
_____	gland
_____	brain, spinal cord, nerves
_____	heart, blood vessels, lymphatic vessels
_____	muscles, bones and joints

Ex. 11. Прочитайте и переведите текст.

Respiration

Respiration means breathing. Its function is to provide the means whereby oxygen enters the blood and carbon dioxide leaves. This interchange of gases occurs in the lungs which are situated in the chest, one on each side of the heart.

The chest forms a protective cage for the heart and lungs. The bars of the cage are formed by the ribs – which are joined to the breastbone in front and spine behind. The spaces between the ribs are filled by the rib muscles. The floor of the cage is formed by the diaphragm, which is a sheet of muscle separating the chest from the abdomen.

In order to reach the lungs, the air we breathe enters the throat through the nose or mouth and passes into the larynx. Below the larynx the air passes along a tube called the trachea, which runs down the neck to the chest where it divides into two. These two branches are known as the right and left bronchi and they enter their respective lungs. Just as arteries divide up into smaller arteries and finally into thin – walled capillaries, so do the bronchi divide inside the lungs. Each bronchus divides into many smaller and smaller tubes until eventually ends up as a huge number of tiny air sacs, which comprise each lung. A network of capillaries originating from the pulmonary artery passes round each air sac.

Air breathed in through the nose passes via the throat, larynx, trachea, and bronchi to the air sacs of the lungs. This passage from nose to lungs is known as the airway.



In the lungs, oxygen from the air passes through the thin walls of each air sac and its surrounding capillary to reach the blood. In the same way carbon dioxide passes simultaneously out of the blood into the air sacs. This gaseous exchange for replenishing the blood with oxygen and eliminating the waste product, carbon dioxide, is the sole purpose of respiration.

Oxygen enters the blood by combining with hemoglobin in the red cells whereas carbon dioxide is carried by the plasma.

Ex. 12. Прочитайте и переведите текст.

Digestion

For life to continue, the body requires fuel in the form of oxygen and food. Respiration provides the oxygen. Our food, however, cannot be utilized by the body in the form in which it is eaten. It must be specially processed by the body before it can be of any use. This special processing is known as digestion. It is brought about by the action on the food of certain substances called enzymes which are made by the body and mixed with the food during its passage through the body.

The food we eat consists of protein, carbohydrate, and fat. It also contains small quantities of vitamins and minerals.

Proteins are found in meat, fish, eggs, milk, and cheese. They are broken down into amino acids during digestion. Protein is necessary for cell growth and repair.

Carbohydrates are found in sweet and starchy foods such as sugar, flour, and potatoes.

They are broken down into glucose during digestion. Carbohydrates provide body cells with the energy required to perform their functions.

Fats are found in meat, fish, dairy products and vegetable oils. The digestive process breaks them down to fatty acids. Fats provide energy and body fat, which is stored in a layer beneath the skin. It acts as a reserve source of energy when needed, and also as insulation which helps maintain body temperature in cold weather.

The body required water for the production of blood, digestive juices, urine and sweat. Many foods contain a large quantity of water, but it is still necessary to drink more than a liter of fluid daily.



Unit 8. History of Paediatrics

Active Vocabulary

1. to come into being	[kʌm]	возникнуть
2. to hamper	[hæmpəʳ]	препятствовать
3. a belief	[bɪli:f]	вера, убеждение
4. to show concern for smth/smb	[kənsɜ:ʳn]	проявлять интерес к чему-л
5. enormous	[ɪnɔ:ʳməs]	громадный
6. to emphasize	[ɛmfəsaɪz]	придавать особое значение
7. to single out essential symptoms	[ɪsɛnʃʳl]	выбирать основные симптомы
8. an associate	[əsoʊsiət]	сотрудник, коллега
9. to create favourable conditions	[feɪvərəbʳl]	создавать благоприятные условия
10. discipline	['disiplin]	предмет, дисциплина
11. a parturient	[pa: 'tjuəriənt]	роженица
12. pediatric	[pi:dɪ'ætrɪk]	педиатрический
13. welfare	[wɛlfəʳ]	благополучие
14. specificity	[spesi 'fɪsɪtɪ]	специфика

Ex. 1. Переведите следующие предложения.

1. Successes of pediatrics are associated with the names of such Soviet pediatricians as G. Speransky, A. Koltypin, V. Molchanov. 2. Many important problems of pediatrics have been studied in recent years. 3. The period of development of Russian scientific pediatrics began in the 19th century. 4. With the development of pediatrics as a science, research pediatric centres were organized. 5. The government creates favourable conditions for pediatric research. 6. Soviet pediatricians have greatly contributed to the development of world pediatrics. 7. Clinical history of the child patient is characterized by certain specific features.

Ex. 2. Подберите правильный перевод.

- | | |
|---|--|
| 1. pediatrics as an independent discipline | a. меры борьбы с детской смертностью и заболеваемостью |
| 2. to differ in size | b. ценный справочник |
| 3. death rate among children and parturient women | c. организация детского здравоохранения |
| 4. a historical outline | d. выдвинуть новый метод |
| 5. public figure | e. исторический очерк |
| 6. child care organization | f. отличаться размерами |
| 7. to set up the first children's hospital | g. общественный деятель |

8. anatomical and physiological distinctions of children as compared with adults	h. уровень смертности среди детей и рожениц
9. to set forth a new method	i. отвечать практическим требованиям
10. to work out anatomo-biological specificities of childhood, valuable reference	j. вносить значительный вклад во что-л.
11. a matter of state importance	k. учредить первую детскую больницу
12. measures for combating child mortality and morbidity	l. дело государственной важности
13. curative and prophylactic establishments	m. практическая направленность научного исследования
14. to make considerable contribution to something	n. разработать систему анатомо-биологических особенностей детей
15. to meet practical requirements	o. лечебные и профилактические учреждения
16. to bring up healthy children	p. снизить частоту заболеваемости среди детей педиатрия как самостоятельная дисциплина
17. to lower the incidence of diseases among children	q. воспитывать здоровых детей
18. practical orientation of the scientific research	г. анатомические и физиологические отличительные особенности детей в сравнении со взрослыми

Ex. 3. Подберите английские эквиваленты к словосочетаниям в скобках. Переведите предложения.

1. These students (проявляют интерес к проблемам) of neonatal pathology. 2. Every pediatrician must know well (физиологические особенности детей) as compared with adults. 3. It was only in the 19th century that pediatrics (возникла как независимая наука). 4. G. Speransky, one of N. Filatov's pupils is well-known for his (значительный вклад в детское здравоохранение). 5. M. Lomonosov suggested (меры по борьбе с огромной детской смертностью) in Russia. 6. The present-day textbooks (отвечают практическим требованиям) of training future pediatricians. 7. The Hospital for sick children (была учреждена) in London in 1852 by Dr. Charles West. 8. The organization known in England as the National Association (охраны материнства и детства) was founded on 1912.

Ex. 4. Переведите предложения, обращая особое внимание на словосочетания “to result in” и “to result from”:

1. Unfavourable conditions after birth are the cause of various diseases that result from impairment of certain organs. 2. Nervous symptoms often result in many general diseases that is why early diagnosis of affection of the nervous system is important. 3. Digestive trouble in young children may result, for example, in toxic dyspepsia. 4. Inadequate feeding in infancy can result in a decreased number of brain cells and functional impairment. 5. The state's concern for mother and child welfare has resulted in essential decrease of mortality and morbidity.

Ex. 5. Прочитайте текст.

The Landmarks of the Development of Russian Pediatrics

Pediatrics, as an independent discipline came into being in the 19th century. Before this time, there were practically no special hospitals for children. The development of pediatrics as a science had been for a long time hampered by the belief that infants and children were only small people, differing from adults only in their size. Besides, in prerevolutionary Russia the Tsarist government showed very little concern for the state of child welfare. Inadequate medical organization resulted in enormous death rate among children and parturient women.

Many outstanding Russian scientists and progressive public figures emphasized the extreme necessity of the improvement of child care organization in Russia. The first half of the 19th century may be considered the period of development of Russian scientific pediatrics. In 1834 the first children's hospital was set up in Petersburg. In 1836 S. Khotovitsky, professor of the Medico-Surgical Academy in Petersburg began reading a course in children's diseases. In 1847, his textbook "Pediatria" was published in which he stressed the anatomical and physiological distinctions of children as compared with adults.

The 80s and 90s of the 19th century were marked by a further progress in the development of Russian pediatrics. Its successes were associated with the name of N. Filatov who is considered the founder of Russian clinic pediatrics. In his outstanding work "Semeiotics and Diagnosis of Children's Diseases", N. Filatov set forth the method of making a correct diagnosis by singling out essential symptoms among others and of treating not the disease but the patient.

Another outstanding pediatrician who worked at the same time as N. Filatov was N. Gundobin who together with his associates worked out the problems of anatomobiological specificities of childhood. His book "Specific Features of Childhood" proved a valuable reference for both Russian and foreign pediatricians.

The Great October Socialist Revolution created favourable conditions for the development of pediatrics. Mother and child welfare was declared to be a matter of state importance. In 1917 a Mother and Child Welfare Department was organized. From the very first days, it began to introduce effective measures for combating infant and child mortality and morbidity in our country. Not only numerous curative and prophylactic establishments began to function but centres of scientific research in obstetrics and pediatrics were setup.

Soviet pediatricians have made considerable contributions to all branches of world pediatric science by their scientific investigations of a number of problems of child physiology and pathology. Such outstanding pediatricians as A. Kisel, A. Koltypin, V. Molchanov, D. Lebedyev, G. Speransky and others studied many important problems of pediatrics.

A specific feature of the pediatric research is its practical orientation. The purpose of theoretical works is to meet practical requirements in bringing up healthy children, future builders of communist society, and to lower the incidence of diseases among children.

The 26th Congress of the CPSU opened new prospects for the further development of complex studies in essential problems of pediatrics. These problems are to be investigated jointly both by pediatricians and specialists in microbiology, physiology, pharmacology, biology. Important successes have already been achieved in the field of biochemical genetics. For example, it has become possible to retrace and organize the processes in a living organism and change hereditary properties by introducing artificially created carriers of hereditary characters.

Achievements in biochemical genetics enable geneticists to work on the improvement of the methods of prenatal diagnosis. The method of amniocentesis provides a definite forecast, which is particularly important for families with a history of hereditary diseases.

Undoubtedly the results of this joint work will be of great importance for practical pediatrics.

Ex. 6. Ответьте на вопросы к тексту:

1. When did the development of pediatrics as a science begin?
2. What belief hampered the development of pediatrics as a science?
3. What was the state of child welfare in the pre-revolutionary Russia?
4. What did inadequate medical organization in the pre-revolutionary Russia result in?
5. What role did Russian scientists play in the improvement of child care organization?
6. Where was the first children's hospital in Russia set up?
7. When was the first children's hospital in Russia set up?
8. Who was the first professor to deliver the lectures in children's diseases?
9. Whom was the textbook "Pediatria" written by?
10. What aspect was stressed by Khotovitsky in "Pediatria"?
11. With whose name were further successes of the development of Russian and world pediatrics associated?
12. Who were other great Russian pediatricians?
13. When did the development of pediatrics become the matter of state importance?
14. What is the work of pediatric establishments aimed at?
15. What is the role of Soviet pediatricians and their scientific investigations?
16. What is a specific feature of pediatric research?

Ex. 7. Переведите следующие предложения:

1. This information must not be ignored. 2. It is clear that a child cannot be looked upon as being an adult with a lesser weight and size. 3. Medical students are advised to read the following journals: *Pediatrica*, *Mother and Child Welfare*, *Obstetrics and Gynecology*. 4. The infant was not given any medication at home. 5. They were offered to study the problem of pediatrics. 6. He was helped by his assistants. 7. I was asked to create favourable conditions for those coming. 8. You were shown a new children's hospital which had been set up not long ago. 9. We were informed that a new method of treatment had been set forth. 10. Some cases of influenza have been reported in a neonatal unit. 11. The infant was seen at the children's hospital regularly. 12. N. Filatov is regarded as the father of Russian pediatrics.

Ex. 8. Переведите следующие предложения с конструкциями в страдательном залоге:

1. A severe attack of influenza was followed by pneumonia. 2. The mother was addressed by the pediatrician with the request to tell about the child's development, previous illness and family diseases. 3. The pediatrician's questions were answered by the parents in detail. 4. The infant was affected by cold. 5. Complete clinical history and physical examination are followed by administration of a proper treatment. 8. Child mortality and morbidity are combated by both pediatricians and obstetricians.

Ex. 9. Переведите следующие предложения, обращая внимание на перевод безличных конструкций.

<i>It is expected that</i>	<i>Ожидают (ожидается), что</i>
<i>It is thought that</i>	<i>Считают (полагают), что</i>
<i>It is known that</i>	<i>Известно, что</i>
<i>It must be stressed that</i>	<i>Следует (нужно) подчеркнуть, что</i>
<i>It cannot be denied that</i>	<i>Нельзя отрицать, что</i>
<i>It should be remembered that</i>	<i>Следует помнить, что</i>
<i>It was considered possible</i>	<i>Сочли возможным</i>
<i>It must be born in mind</i>	<i>Следует помнить</i>
<i>It must be added that</i>	<i>Следует добавить</i>
<i>It must be remembered</i>	<i>Нужно помнить</i>

1. It must be stressed that the family history is taken with great detail. 2. It should be remembered that the information of the development of the baby in the first year of life is of importance. 3. It must be added that careful questioning will show whether diarrhea and cough were provoked by some definite cause. 4. It must be born in mind that the present age of parents, the state of their health, the health of the relatives are of significance for making the family history. 5. It is thought that the course of therapy must be repeated as needed. 6. Let it be stressed that the

journals *Pediatrica*, *Mother and Child Welfare* play an important part in training medical staff in the spirit of high principles necessary for everyday practical work.

Ex. 10. Прочитайте и переведите текст.

The study of the disease in infancy and childhood presents many and varied difficulties. Many affections in childhood differ from those of adult life, and there are also many diseases entirely peculiar to early life.

In the first place, the history of the pediatric patient is made up in much more complete detail than is usual with adult patients. Because of the inability of his or even a child to give an accurate account, the painful sensations of the child's history is mostly obtained from a parent. The first point of the history should be a brief statement of the present complaints and symptoms.

The child's previous history includes the information on growth the family background, fetal development and significant events of birth and neonatal life, explicit landmarks of development, school and social adaptation. Special care must be given, too, to discovering the date, nature, mode of onset and duration of all previous illnesses.

The exact data of onset and the sequence of the symptoms of the present illness are important and may require time and skill to be elicited. The nature of the pediatrician's questions varies, of course, with the case. The degree of persistence of fever is important. The state of the general nervous system should be reviewed to discover, for instance, the occurrence of restlessness, crying, sleeplessness, somnolence, coughing, convulsions or pain. In digestive disorders an account should be taken of the mode of onset and the nature of the food at the time; the history of vomiting or diarrhea and the number of daily occurrence of these; the character of vomitus or the stools; and the state of the appetite.

The family history should include the clinical history of other children of the family, the parents and often direct or indirect antecedents when the existence of a possible inheritance is involved. Among the matters which need to be investigated are the general health of the family and antecedents, occurrence in them of tuberculosis, nervous disorders, rheumatism, gout, insanity, alcoholism, the number of children living or dead and the causes of death.

Ex. 11. Составьте диалоги, используя следующие словосочетания:

1. Difference in obtaining the pediatric clinical history as compared with that of adults:

diseases entirely peculiar to early life; to obtain pediatric history; inability of the infant to do so; to provide pediatric history in greater detail than.

2. Difficulties of obtaining the clinical history of the pediatric patient:

to present varied difficulties; inability of infant to give an account of painful sensations; to obtain the child's history from a parent; to require time and skill.

3. The points of the clinical history of infants and children:

to present complaints, past clinical history, detailed account of, family history.

Ex. 12. Составьте предложения с данными вводными словами:

1. It is hoped that... 2. It cannot be denied that... 3. It is well understood that... 4. It must not be supposed that... 5. Let it be stressed that... 6. It has been thought that...

Ex. 13. Прочитайте и переведите текст:**Pediatrics and Its Tasks**

Pediatrics is the medicine of dependent and developing person, and the first task of the pediatrician is to understand the physical, mental and social development of children. We want to know more and more about how children grow and behave. It is not enough to become an expert in pediatrics, to acquire broad knowledge in this field.

Pediatrics requires also strength of character and a deep understanding of human relations. The pediatrician sees life beginning and he can do much to influence it, to fruide the mental and emotional development of the child. More than other physicians he can see parents as they really are and to recognize and advise on family problems as many of the emotional and psychiatric problems of adolescence and adult life may be due to disturbed childhood.

Pediatrics is concerned with prevention of disease, with the treatment of illness and the relief of distress. It is also concerned with research. Pediatric research must be applied not only to diseases, but to the society in which they occur; not only to discover new remedies, but also to determine more effective ways to bring professional services to children and their families.

Preventive and health measures carried out by the health service bodies and institutions are directed to the decrease of morbidity and mortality of children. The task of decreasing the morbidity of children with respiratory diseases still remains a vitally important one.

To intensify the work of resuscitation units, pediatric team ambulances are of particular necessity.

The matter of great concern of the government is the further improvement of medical health service rendered to the rural population. Special attention should be paid to curative and preventive care of mothers and children in rural areas, further development of the children's region hospitals, the setting up of district pediatric departments (units).

Ex. 14. Обсудите содержание текста, отвечая на вопросы:

1. What hampered the development of Pediatrics as an independent discipline at the beginning of the 19th century?
2. Why did Russian scientists stress the necessity of improving child welfare in Russia?
3. Who of the Russian pediatricians made considerable contribution to the development of Pediatrics?
4. What first outstanding works in the field of pediatrics were published?
5. What is the task of any pedi pediatrician?

6. What is pediatric research concerned with?
7. What does Pediatrics require of a child's doctor?
8. What scientific investigations are being carried out by the Soviet pediatricians?
9. What is the purpose of theoretical investigations in Pediatrics?

Unit 9. Becoming a Dentist

Active Vocabulary

1. specialized	['speʃəlaɪzd]	специализированный
2. professional	[prə'feʃənl]	профессионал
3. to diagnose	['daɪəgnəʊz]	диагностировать
4. variety	[və'raɪəti]	разнообразие
5. health issues	[helθ 'ɪʃu:]	вопросы здоровья
6. supplementary	[sʌplɪ'mentəri]	дополнительный
7. highly qualified	['haɪli 'kwɒlɪfaɪd]	высококвалифицированный
8. related	[rɪ'leɪtɪd]	связанный
9. curriculum	[kə'rɪkjʊləm]	программа
10. prerequisite	[pri:'rekwɪzɪt]	предварительный
11. requirements	[rɪ'kwaɪəmənts]	требования
12. muscles	[mʌslz]	мышцы
13. general dentistry	['dʒenərəl 'dentɪstri]	общая стоматология
14. occurring	[ə'kɜ:rɪŋ]	происходящий
15. orthodontics	[ɔ:θəʊ'dɒntɪks]	ортодонтия
16. maxillofacial	[mæksɪlə'feɪʃəl]	челюстно-лицевой
17. surgery	['sɜ:dʒəri]	хирургия
18. periodontal	[,pəriə'dɒnt(ə)l]	пародонтальный
19. endodontic therapy	[endə'dɒntɪk θerəpi]	лечение корневых каналов
20. hygienist	[haɪdʒi:nɪst]	гигиенисты
21. rigorous	['rɪɡərəs]	тщательный
22. prosthetics	[prɒs'thetɪks]	протезирование

Ex. 1. Соотнесите картинки с пословицами и объясните их.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- Fond of doctors, little health, Fond of lawyers, little wealth.
- The greatest wealth is health.
- Health is not valued till sickness comes.
- Medicine sometimes snatches away health, sometimes gives it.
- Eat well, drink in moderation, and sleep sound, in these three good health abound.
- Who wants to keep sane should live far from a doctor.

Ex. 2. Дополните предложения словами из списка:

- | | |
|-----------------------------|--------------|
| • dental crowns; | • material; |
| • bridges; | • missing; |
| • implants; | • aesthetic; |
| • the life-like appearance; | • to cover. |

1. Resin inlay – conservative and _____ restorations for posterior teeth.
2. _____ – used to replace teeth, where there are no teeth.
3. _____ – used to replace missing teeth.
4. Dentures – full or partial replacement of _____ teeth, also serve as cosmetic function for lip support and facial contour.
5. Bonding – a direct placement of a resin restorative _____ to reshape or rebuild the tooth. This work requires much artistic talent from a dentist to replicate _____ of a tooth.
6. Porcelain veneers – the most aesthetic restorative materials used _____ the facial surfaces of teeth.
7. _____ – can be of three types: full cast metal, porcelain fused to metal, ceramic. The type of the crown depends on several factors which are decided by the dentist.

Ex. 3. Прочтите текст и заполните пропуски в нем словами из списка:

- | | |
|-------------------|------------------|
| • to communicate; | • psychological; |
| • respect; | • unusual; |
| • dentist; | • patients; |
| • confident; | • emotional; |
| • love; | • techniques; |
| | • fear. |

The Portrait of an Ideal Dentist

The ideal _____ must:

- be reputable and experienced, determined, persistent, _____, purposeful and proactive;

- be able _____ with people: patients, colleagues and supervisors. It is very important to negotiate, to convey information and to hear the other's point of view;
- be punctual and responsible, appearance of the doctor must inspire _____ and trust;
- comply with the rules of medical ethics and deontology, to empathize with the patients and _____ their work;
- be able to quickly create a _____ portrait of the patient, to consider his individual characteristics and nuances of the inner world. It helps to recognize those who are not interested in treatment and so called "problem patients";
- be able to make decisions in _____ and emergency situations, to foresee the consequences of their actions and take responsibility for them, to solve conflict issues;
- attract _____, in a proper way offer dental clinic services;
- overcome their psychological barriers, be able to cope with _____ overload, stress, lack of time. You must be calm, balanced, emotionally stable and mentally secure and stable. Very helpful to be able to overcome conditions such as rejection by peers, unpopularity, doubts about the correctness of the chosen solutions;
- constantly improve themselves, improve the quality of treatment, develop new technologies and _____ to be aware of new trends in dentistry;
- be able to work in conditions of intense interpersonal interaction with people experiencing _____.

Ex. 4. Подберите правильный перевод.

Expression

Могу я вам чем-нибудь помочь?

Он очень помог.

Спасибо за помощь.

В трудную минуту он всегда приходил мне на помощь.

Где я могу получить срочную медицинскую помощь?

Она однажды оказала мне добрую услугу, и с тех пор мы большие друзья.

Его взяли на работу, чтобы он помогал менеджеру выполнять его обязанности.

Я помогу вам, если смогу.

Вы всегда можете обратиться к нему за помощью.

Translation

She once did me a good turn and we've been good friends ever since.

He didn't lift a finger to help me out.

They refused us help.

He was employed to assist the manager in his duties.

I'll help you if I can.

Can I be of any help?

She got one of her assistants to do the work.

Where can I get immediate medical care?

He was very helpful.

Вам нужна помощь?

Мы сможем сделать это без
посторонней помощи.

Он и пальцем не пошевелил, чтобы
помочь мне.

Она поручила одному из своих
помощников сделать эту работу.

Они отказали нам в помощи.

Thank you for your assistance.

He always came to my aid when things
were tough.

Do you need any help?

You can always turn to him for help.

We can do it without anybody's
assistance.

Ex. 5. Составьте диалоги по следующим ситуациям.

Case 1 Вы записываетесь на прием к стоматологу.

Case 2 Вы просите прохожего помочь найти стоматологическую клинику.

Ex. 6. Прочитайте, разыграйте и переведите диалог. Составьте подобный.

Doctor: How do you do, Mr. N.? What can I do for you?

Patient: I've got a bad tooth that aches all day and night.

Doctor: Let me have a look at it. Well, I'm afraid it's too late to have it filled, the
only thing I can do now is to extract it.

Patient (pretending to be calm): All right, Doctor, but not without an injection.

Doctor (filling a syringe and getting his instruments ready): Certainly, Mr. N., it
won't hurt at all, just keep your mouth wide open.

Doctor (gives Mr. N. an injection in the gum, waits a couple of minutes, gets hold
of the tooth and extracts it): It's all over. Was it so bad?

Patient (with a sigh of relief): Not at all, thank you very much.

Ex. 7. Переведите некоторые клише из диалога.

1. I've got a bad tooth.
2. Let me have a look at it.
3. To have it filled.
4. It won't hurt at all.
5. Keep your mouth wide open.
6. It's all over.

Ex. 8. Прежде чем прочитать текст, ответьте на вопросы.

1. When did you decide to become a dentist?
2. Who influenced the choice of your future profession?

Ex. 9. Прочитайте текст.

Becoming a Dentist

Dentists are specialized professionals who diagnose and provide treatments for a
variety of oral health issues. Their task is delivering safe and effective dental care to
patients. These professionals are required to complete a supplementary four years of

training in addition to undergraduate coursework, making them highly qualified for the role. Before reaching dental school, students must complete at least 90 hours of an undergraduate program, though many departments now require a full degree. While students may select to complete an unrelated curriculum, those who choose pre-dentistry or a science-related major will be ahead of the pack it comes time to meet prerequisite requirements.



The first two or three years of medical school are the pre-clinical years. The student learns anatomy (the bones, muscles and organs of the human body), physiology (how the body works), biochemistry (the chemical reactions occurring in the body's cells), pharmacology (the chemistry of drugs) and pathology (the study of diseases).

Dentists may work in general dentistry or concentrate their knowledge and skills in areas of orthodontics, oral and maxillofacial surgery, periodontal or endodontic therapy. Whether opening their own practice or working with a team of dentistry professionals, dentists also frequently oversee the work of others in the office including dental hygienists and assistants.

Dentists are required to complete rigorous education and live up to high standards, and for good reason: Whether administering local anesthetics, removing cavities from teeth, reviewing x-rays and deciding a course of action, or fitting patients with prosthetics, patients entrust dentists with their oral health and wellbeing. While the pressure can be great, dentists also enjoy the benefits of their hard and exacting work. When choosing the right career, it is important to understand what you can expect to make when you enter the profession. Those who choose to become dentists often do so not only because they want to help people, but because it is a career with a reputation for high salaries.

Ex. 10. Ответьте на вопросы.

1. What specialists are the dentists?
2. What care do they deliver to patients?
3. What is their task?
4. What do you know about the dentistry education?
5. What subjects do the dentistry students study?
6. Where do the dentists work?
7. What are the main benefits of dentist's work?
8. What is necessary to understand when choosing the right career?
9. Why people do often chose to become dentists?

Ex. 11. Прочитайте и переведите текст со словарем.

The Early Dentistry

With the demise of the Western Roman Empire about the year 475 A.D. (Christian Era), medicine in Europe declined into a torpor. Monasteries became the only places where medicine or surgery was still practiced. The only people who had any rudimentary knowledge of surgery were the barbers. They helped monks in their surgical ministrations. They stepped into the breach calling themselves barber-surgeons. They practiced simple dentistry including tooth extractions and cleaning of teeth. In the 1600s, a number of barber-surgeons restricted their activity and dropped the word «barber» simply calling themselves surgeons. By the early 1700s, dentistry was considered a lesser part of medicine. By the end of the 18th century, it began to emerge as an independent discipline. In the late 1750s, the term «dentist», derived from the French, started to be used in Britain to describe tooth operators. The 20th century saw an explosion of new materials, techniques and technology in dentistry thanks to great scientists.

Implantology did not start yesterday. We can trace the origin of mini-implants in Europe with the work of Dr. Chercheve in 1963. Chercheve, in his efforts to improve on earlier spiral designs, proposed several theories on the relationship of the metallic endosteal implant to its osseous environment. After that, it seemed that the use of mini-implants was limited to temporary situations as a stabilizer and support for prosthesis. Due to their short-term success, some dentists decided to test their limits by manufacturing implants with the same material as the standard implant and start using them for longer-term anchorage. However, their use spread slowly to stabilization of partials and in some cases, fixed teeth.

Упражнение 12. Прочитайте и переведите текст.

Dentists Career Concentrations in USA

The American Dental Association reported that one in five active dentists worked in a practice, research or administration area that is recognized as a specialty by the ADA in 2015. Dentists can specialize in a variety of different areas of the field, ranging from pediatric and periodontal to oral surgery and orthodontics.

General Dentists

These professionals serve as the backbone of the dentistry profession and the first port of call for any oral health issues. A general dentist's day-to-day work involves examining patients and diagnosing or treating problems surrounding teeth and gums. Common procedures they perform include repairing cavities, fitting caps and treating diseases related to nerve or pulp issues.

Orthodontists

Orthodontists are tasked with correcting misaligned teeth and jaws for their patients. These issues can affect a wide range of daily activities in their patients' lives and lead to problems with chewing, speech and articulation, and appearance.

Oral and Maxillofacial Surgeons

Oral and maxillofacial surgeons are most commonly associated with the extraction of wisdom teeth, but these medical professionals are also responsible for performing many other advanced dental procedures. In addition to removing impacted or compromised teeth, oral and maxillofacial surgeons are tasked with ensuring the health of other components of the mouth.

Unit 10. Pharmacy

Active Vocabulary

1. cutaneous	[kju: 'teɪniəs]	кожный
2. eliminate	[ɪlɪ'mineɪt]	устранять
3. generic name	[dʒɪnerɪk]	общее наименование
4. intramuscular	[,ɪntrə 'mʌskjʊlə]	внутримышечный
5. intravenous	[ɪntrəvɛɪ'nəs]	внутривенный
6. nausea	[nə:ziə]	тошнота
7. orally	[ɔ:rəli]	1) через рот; 2) устно
8. painkiller	[peɪnkɪlə]	болеутоляющее
9. rectal	[rektəl]	ректальный
10. relieve	[rɪli:v]	облегчение
11. side effect	[saɪd ɪfekt]	побочный эффект
12. sublingual	[sʌb 'lɪŋgwəl]	подъязычный
13. trade name	[treɪd]	торговое наименование
14. vomiting	['vɒmɪtɪŋ]	рвота

Ex. 1. Прочитайте и переведите текст.

What Is a Drug, a Medication, and a Medicine?

A drug is a substance, which may have medicinal, intoxicating, performance enhancing or other effects when taken or put into a human body and is not considered a food or exclusively a food.

What is considered a drug rather than a food varies between cultures. In pharmacology, a drug is "a chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being." Drugs may be prescribed for a limited duration, or on a regular basis for chronic disorders.

Drugs are usually distinguished from endogenous biochemicals by being introduced from outside the organism. For example, insulin is a hormone that is synthesized in the body; it is called a hormone when it is synthesized by the pancreas inside the



body, but if it is introduced into the body from outside, it is called a drug. Many natural substances, such as beers, wines, and psychoactive mushrooms, blur the line between food and recreational drugs, as when ingested they affect the functioning of both mind and body.

A pharmaceutical drug, also referred to as a medicine or medication, can be loosely defined as any chemical

substance - or product comprising such - intended for use in the medical diagnosis, cure, treatment, or prevention of disease.

A medication or medicine is a drug taken to cure and/or ameliorate any symptoms of an illness or medical condition, or may be used as preventive medicine that has future benefits but does not treat any existing or pre-existing diseases or symptoms.

Medication

A drug is a substance that changes body functions. It is used in the diagnosis, treatment and prevention of disease in humans. Traditionally, drugs were derived from natural plants, animals, and mineral sources.

Today, most are manufactured synthetically by pharmaceutical companies. A few, such as certain hormones and enzymes are produced by genetic engineering.

One of the most striking qualities of drugs is the diversity of their actions and effects on the body. Depending on their effect on the body, the drugs are divided into different categories, for example:

- analgesics (painkillers) relieve pain;
- anaesthetics reduce or eliminate pain;
- anticoagulants prevent coagulation and formation of blood clots;
- antiemetics relieve symptoms of nausea and prevent vomiting;
- antihistamines are used when treating allergies;
- antihypertensive drugs lower blood pressure;
- anti-inflammatory drugs counteract inflammation and swelling;
- anti-infective drugs kill or prevent the growth of infectious organisms;
- antineoplastics destroy cancer cells;
- diuretics promote excretion of water;
- sedatives/hypnotics induce relaxation, sleep;
- psychotropics affect the mind changing mental activity, state or behaviour; etc.

Drugs are introduced into the body by several routes. They may be taken by mouth (orally); given by injections into a vein (intravenously), into a muscle (intramuscularly), or beneath the skin (subcutaneously); placed under the tongue (sublingually); inserted in the rectum (rectally) or vagina (vaginally); instilled in the eye (by the ocular route); sprayed into the nose and absorbed through the nasal membranes (nasally); breathed into the lungs, usually through the mouth (by inhalation); applied to the skin (cutaneously). Each route has specific purposes, advantages, and disadvantages.



Most drugs have potential adverse effects or side effects, i.e., any secondary, undesirable effect. In addition there may be contraindications, or reasons not to use a particular drug for a specific individual based on that person's medical conditions, current medications, sensitivity, or family history.

Because drugs given in combination may interact, they produce a greater effect than either of the drugs acting alone. They may also react adversely with certain foods or substances, such as alcohol or tobacco. The real challenge for a physician is to take into account all these possibilities and to administer the most effective treatment for each patient.

Off-label use (нарушение инструкции по применению) is the practice of prescribing pharmaceuticals for an unapproved indication or in an unapproved age group, unapproved dose or unapproved form of administration. Off-label use of medications is very common. Some drugs are used more frequently off-label than for their original indications. Generic drugs generally have no sponsor as their indications and use expands, and incentives are limited to initiate new clinical trials to generate additional data for approval agencies to expand indications of proprietary drugs. Up to one-fifth of all drugs are prescribed off-label and amongst psychiatric drugs, off-label use rises to 31%.

In general, drugs are of vital importance today. Thus, Ann Halliday, a journalist, calls them one of the seven wonders of the modern world. She thinks that nothing has done more for the comfort and happiness of the mankind than the advance of medical knowledge! Humble penicillin has saved millions of lives. Smallpox and poliomyelitis are now virtually extinct. Illnesses such as diabetes, hypertension, and mental depression are effectively controlled with modern drugs. Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

Ex. 2. Соотнесите термины с определениями:

- | | |
|-------------------------|---|
| 1. side effect | a. written or signed order for a drug with directions for administration |
| 2. dosage | b. a person who helps in diagnosing or preventing or treating illness |
| 3. prescription | c. an amount of drug or medicine to be taken at one time or over a period |
| 4. overdose | d. an undesirable effect |
| 5. health care provider | e. an excessive and dangerous dose of a drug |
| 6. chemist | f. a person authorized to dispense medicinal drugs |

Ex. 3. Дополните предложения, используя данные слова.

- | | | |
|----------------|---------------|-------------|
| • side effects | • dose | • interacts |
| • pills | • druggist | • capsule |
| • chemist's | • suppository | • overdose |

1. The maximal _____ of paracetamol for an adult is 4 g daily.
2. A patient took a _____ which had a measured amount of medicine inside.
3. The majority of medicines may have _____ .
4. A _____ should be placed into the rectum and left to dissolve gradually.
5. Some women take _____ to avoid pregnancy.
6. She was admitted to hospital after taking an _____ of sleeping pills.
7. Perfume _____ with the skin's natural chemicals.
8. My friend is a _____, his job is to prepare and sell medicines.
9. You can buy medicine droppers, mustard plasters, thermometers, scales and other things at a _____.

Ex. 4. Соотнесите аббревиатуру и её значение:

- | | |
|-----------|---------------------|
| 1. cap | a. prescription |
| 2. elix | b. tablet |
| 3. MED(s) | c. suspension |
| 4. OTC | d. tincture |
| 5. Rx | e. ointment |
| 6. supp | f. elixir |
| 7. susp | g. infusion |
| 8. tab | h. over-the-counter |
| 9. tinc | i. suppository |
| 10. ung | j. medicine(s) |
| 11. infus | k. capsule |
| | l. medication(s) |

Ex. 5. Прочитайте и переведите текст

Drug Administration

Medicines and other chemicals, for both diagnostic and therapeutic reasons, and for purposes such as immunization or anaesthesia, can be administered in a wide variety of ways. The aim of therapeutic administration is for the active components of the medicine to reach the target site where it is intended to be effective. The technique and route used, such as an injection into a muscle, application of a cream to the skin, or ingestion of a pill, are influenced by both the formulation of the compound and the desired site and rapidity of action.

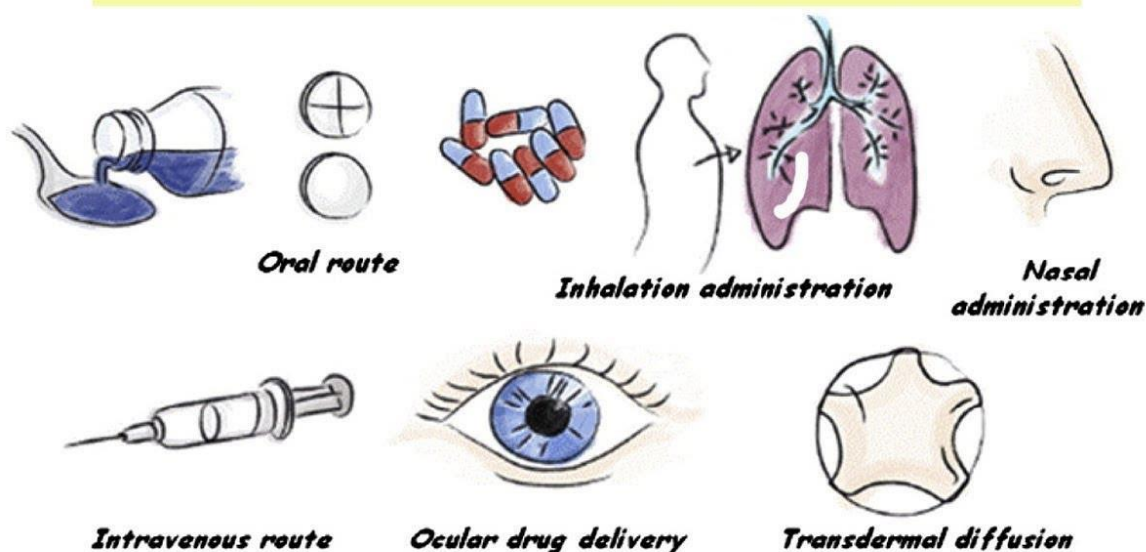
Injection and infusion

Injection is the act of introducing a substance into a body by means of some impulsive force, usually employing a syringe. The substance so injected is usually in a liquid form, and is employed to have a therapeutic effect either at the site of application or elsewhere in the body. Injected drugs usually act faster than those

taken by mouth – and some substances, such as insulin, need to be injected, because they would be destroyed in the gut.

Infusion usually into a vein, but also sometimes into a body cavity, differs from injection in being a continuous, slow introduction of material, usually under pressure of gravity (as in a blood or saline infusion, or transfusion), and sometimes by a slow, mechanically-driven syringe. Materials to aid diagnosis, such as radioactive chemicals, or radioopaque dyes which show up on X-ray, are injected or infused, most commonly into veins or arteries.

Routes of Drug Administration



Oral medication

Drugs to be given by mouth are produced in a wide array of formulations, including tablets, pills, and liquids. Aspirin, and also alcohol, are absorbed in the stomach, but most oral medications are designed to be absorbed in the small intestine, where nutrients are normally absorbed, and they are coated with a protective material so that they pass through the stomach intact.

Other routes

Some drugs are best absorbed through mucous membranes – such as the lining of the mouth, especially under the tongue – one of the best known being nitroglycerine for angina. Other sites for absorption can include the rectum, urethra, or nasal cavity. Ointments are preparations of a fatty or oily consistency, for the application of medicines to the skin or mucous membranes, and are intended either to exert a local effect – such as warming, cooling, pain relief, anti-infection; or to provide a protective barrier.

Few drugs penetrate readily through the layers of the skin. Absorption is determined by both the surface area over which an ointment is spread, and the solubility of the

ointment. Some chemicals, such as toxic substances in organic solvents, can be absorbed rapidly through the skin and cause poisoning.

Some drugs can be delivered by inhalation, in the form of vapours or aerosols. They can be absorbed rapidly into the circulation through the pulmonary epithelium – the lining of the lungs. This route is used particularly for the treatment of respiratory diseases, such as asthma, and for the administration of volatile anaesthetics.

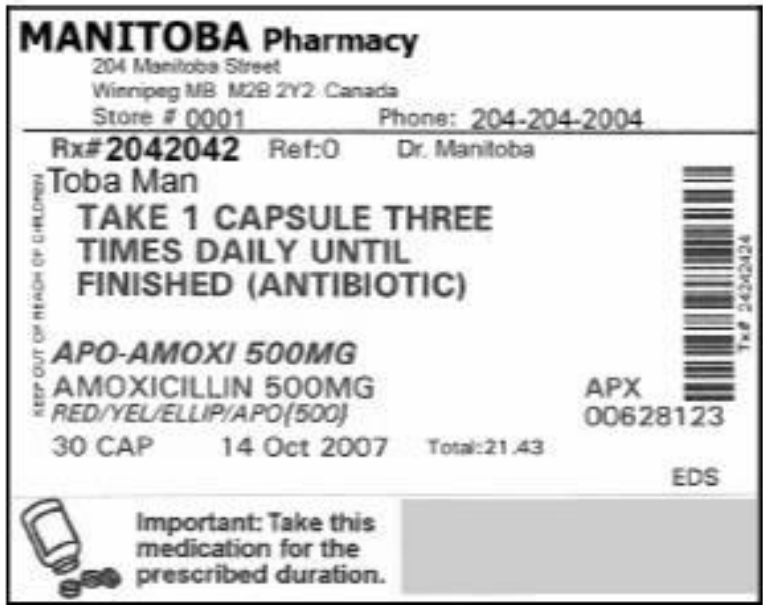
Ex. 6. Составьте словосочетания, используя слова из таблицы.

- | | | | |
|---------------|--------------------|---------------|---------------|
| • safe | • external | • counselling | • common |
| • fundamental | • injectable | • potent | • radioactive |
| • potential | • non-prescription | | |

1. _____ dosage
2. _____ preparation
3. _____ drug
4. _____ use
5. _____ area
6. _____ medicine
7. _____ drug interaction
8. _____ role
9. _____ material
10. _____ use

Ex. 7. Посмотрите на рецепт. Ответьте на вопросы.

1. What is the name of the pharmacy?
_____ Pharmacy
2. What is the address of the pharmacy?
204 Manitoba _____, Winnipeg MB M2B 2Y2, Canada
3. What is the store number of the pharmacy?
Store: _____0001
4. What is the phone number of the pharmacy?
Phone: _____
5. What is the prescription number?
Rx: # _____
6. What is the physician's name?
Dr. _____
7. What is the date that the prescription was filled?
_____14, 2007
8. What is the name of the person for whom the drug is prescribed?



- Toba _____
9. What is the brand name of this drug?
- APO-_____
10. What is the name of the medication or the main ingredient (generic name)? _____ is the generic _____ for the drug.
11. What is the strength of the medication? _____ mg
12. What do the letters APX mean?

- The _____ indicate the manufacture's/company's code.
13. What does the number listed below the company code represent?
- The _____ indicates the drug identification number (DIN).
14. How much is in the package?
_____ caps (capsules)
15. What are the directions or instructions for taking the medication?
_____ 1 capsule _____ times daily until _____ (antibiotic).
16. Are there any cautions or warnings on the label?
- Important: Take this medication for the _____.

Ex. 8. Прочитайте рецепт. Используя данную информацию, закончите диалог.

Generic name: Aspirin

Therapeutic classification: Analgesic

Indication: pain, heart attack, fever

Contraindication: blood disorder, liver or kidney impairment, hypersensitivity.

Pregnancy Category: D (potential benefits may warrant use of the drug in pregnant women despite potential risks.

Dosage: 325-650 mg 4-6 hourly. Max: 4g/day

The way of taking: It comes as a tablet to take by mouth, with food.

Warnings and Precautions: caution in patients with stomach pain, ulcers, anemia, kidney or liver diseases, allergy.

Avoid alcohol consumption.

It should not be given to children.

Side effects: nausea, vomiting, stomach pain, allergic reactions.

Storage condition: store it at room temperature.

At the Pharmacy

Customer: Can you help me? I need Aspirin.

Pharmacist: _____

C: I have a headache. What is the action of Aspirin? Can I get a relief?

Ph: _____

C: How should I take it?

Ph: _____

C: Can I take it with food?

Ph: _____

C: Can I drink alcohol?

Ph: _____

C: What is the dosage of the drug?

Ph: _____

C: Can it be taken by children and pregnant women?

Ph: _____

C: What are possible precautions?

Ph: _____

C: Should I expect any side effects?

Ph: _____

Ex. 9. Подберите подходящее определение к терминам:

- | | |
|-------------------|--|
| 1. sedative | a. relieving nausea |
| 2. antiemetic | b. an instrument for injecting fluid |
| 3. antineoplastic | c. a mixture of liquids |
| 4. psychotropic | d. a small glass container for liquid medicine |
| 5. syringe | e. causing relaxation |
| 6. ampule | f. agent that destroys cancer cells |
| 7. emulsion | g. acting on the mind |

Ex. 10. Составьте предложения, используя слова в правильном порядке.

1. day / needs / take / a / to / meals / two / twice / she / tablets / before.

2. Smith / what / is / for / Penicillin / necessary / dosage / of / Mr?

3. medicine / he / often / need / does / his / how?

4. each / drop / should / twice / put / one / into / eye / a / be / day.

Ex. 11. Прочитайте и переведите текст.

Drug Names

Drug nomenclature is the act of creating names for a drug or other pharmaceutical substance. Drugs may be called by either their generic or their trade names. A generic name is usually a simple version of the chemical name for the drug and is not capitalized (e.g., lidocaine hydrochloride). The trade name (brand name, proprietary name) is a registered trademark of the manufacturer and is written with an initial capital letter. The same drug may be marketed by different companies under different trade names. For the above mentioned drug these include Akten, Anestafoam, Lida Mantle, Lidocaine, Lidocream, Lidoderm, Topicaine, Xylocaine, etc.

So, drugs, in the majority of circumstances, have 3 names: the chemical name, the International Nonproprietary Name (INN, also known as the generic or nonproprietary name), and the brand name.

Sample of different drug names

Chemical Name	Generic Name	Brand Name
N-acetyl-p-aminophenol	Acetaminophen	Tylenol

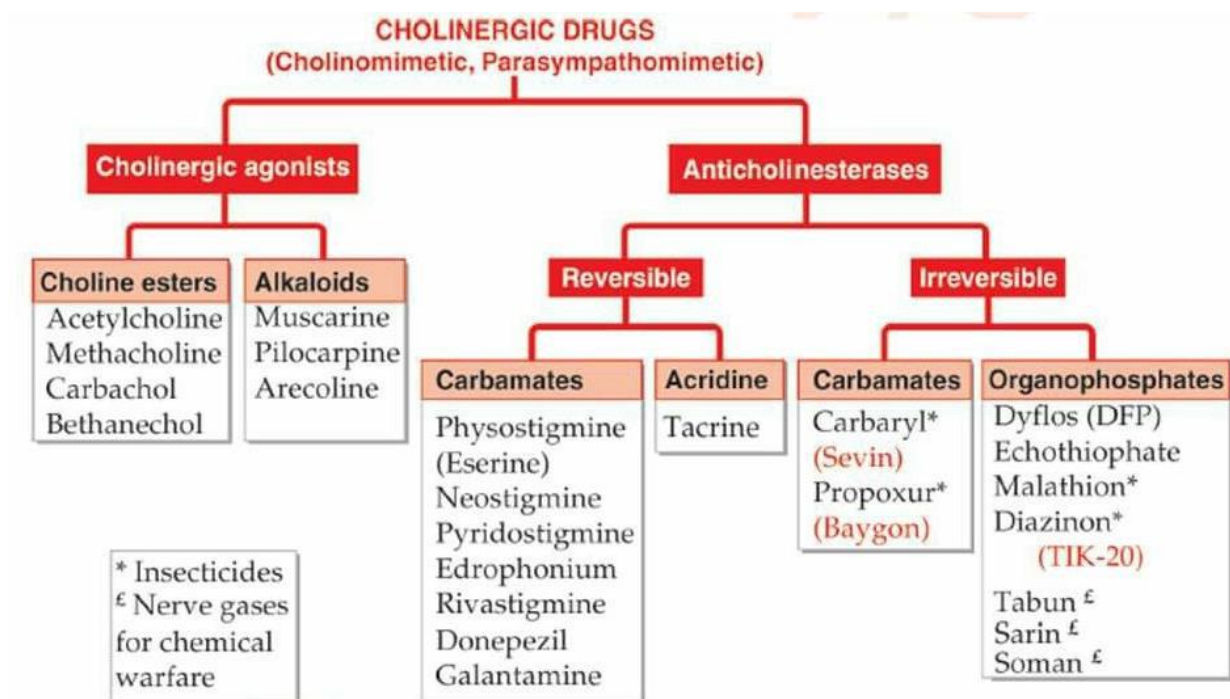
The chemical name is the scientific name, based on the molecular structure of the drug. These names are typically very long and too complex to be commonly used in referring to a drug.

Generic name is constructed out of affixes that classify the drugs into different categories and also separate drugs within categories. A marketed drug might also have a company code or compound code. Internationally, generic names, known as the International Nonproprietary Name, are issued by the World Health Organization (WHO) in several languages, including English. Generic names are used for a variety of reasons. They provide a clear and unique identifier for active chemical substances, appearing on all drug labels, advertising and other information about the substance. The prefixes and infixes have no pharmacological significance and are used to separate the drug from others in the same class. Suffixes or stems may be found in the middle or more often the end of the drug name, and normally suggest the action of the drug. Generic names often have suffixes that define what class the drug is.

Brand is the "name, term, design, symbol, or any other feature that identifies one seller's product distinct from those of other sellers". In pharmacy, the brand name (trade name) is a commercial name for a drug, normally the property of the drug manufacturer.

Drug classes

A drug class is a group of medications that may work in the same way, have a similar chemical structure, or are used to treat the same health condition. A drug may be classified by the chemical type of the active ingredient or by the way it is used to treat a particular condition. Each drug can be classified into one or more drug classes.



Drugs are classified according to their effect on particular body systems, their therapeutic uses, and their chemical characteristics. A class of drugs is a group of drugs that have similar characteristics; they may cure the same diseases, have similar chemical structures or work in the same way. Example: morphine can be classified as a central nervous system depressant and a narcotic or opioid analgesic.

The names of therapeutic classifications usually reflect the condition for which the drugs are used (e.g., antidepressants, antihypertensives).

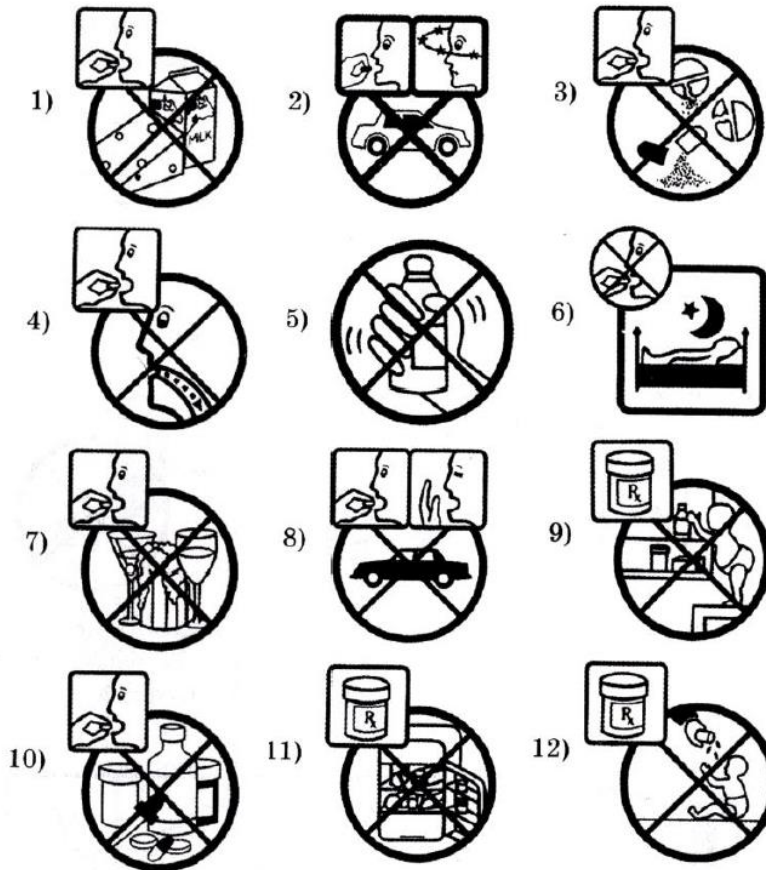
Sometimes, the names of many drug groups reflect their chemical characteristics rather than their therapeutic uses (e.g., adrenergics, benzodiazepines). Many drugs fit into multiple groups because they have wide-ranging effects on the human body. There are several cases where a drug can have multiple classes, either by indication, mechanism of action, or route of administration. Additionally, drugs can also be classified 3 different ways: – By body system – By the action of the agents – By the drug's mechanism of action.

It is important to keep in mind that the effects produced by any drug can vary significantly and is largely dependent on the dose and way that it is administered. Concurrent use of other drugs can enhance or block an effect and substance abusers often take more than one drug to boost the desired effects or counter unwanted side effects. This means that the risks involved with drug abuse cannot be accurately predicted because each user has his or her-own unique sensitivity to a drug.

Ex. 12. Соотнесите изображения и инструкции по приёму лекарственных препаратов.

- Do not swallow.
- Do not shake.
- Do not refrigerate.
- Do not take at bedtime.

- e. Do not give medicine to babies.
- f. Do not drink alcohol while taking this medicine.
- g. Do not take other medicines with this medicine.
- h. Do not take milk with or other dairy products.
- i. Do not store medicine where children can get it.
- j. Do not break or crush tablets or open capsules.
- k. Do not drive if this medicine makes you sleepy.
- l. If this medicine makes you dizzy, do not drive.



Unit 11. Basics of Laboratory Diagnostics

Active Vocabulary

1. relationship	[rɪleɪʃənʃɪp]	взаимоотношение, связь
2. countryside	[kʻntrɪsaɪd]	сельская местность, округ
3. endanger	[ɪndeɪndʻə]	подвергать опасности
4. shortage	[ʃɔ:tidʻ]	нехватка, недостаток
5. destruction	[dɪstrʻkʃən]	разрушение, уничтожение
6. hydraulic	[haɪdrɔ:lik]	гидравлический
7. disposal	[dɪspəʊz(ə)l]	избавление, удаление
8. disasters	[dɪzɑ:stə]	бедствие, несчастье
9. harmful	[hɑ:mɪ(u)l]	вредный, губительный

Ex. 1. По картинке определите вид экологической проблемы:



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- global warming;
- toxic pollution of atmosphere;
- radiation;
- climate change;
- acid rains;
- endangered species.

Ex. 2. Подберите к определениям слова, данные в списке:

- | | | |
|----------------------|-------------------------|-------------------------|
| • endangered species | • the greenhouse effect | • nuclear power station |
| • ozone | • extinct | • pollution |
| • rainforest | • smog | • atmosphere |
| • habitat | • nitrogen oxide | • biosphere |
| • acid rain | | |

1. Rain made acid by falling in polluted air.
_____.
 2. The mixture of gases, which surrounds a planet or a star.
_____.
 3. The part of the Earth, which contains all the living creatures.
_____.
 4. Polluted air consisting of a mixture of fog, smoke and sulphur dioxide.
_____.
 5. A rich woodland habitat, which occurs in regions of warm climate and high rainfall.
_____.
 6. The contamination of the environment by substances harmful to living creatures.
_____.
 7. A gas in the Earth's atmosphere produced in small quantities near the ground when sunlight shines on polluted air. It is more common very high up in the atmosphere.
_____.
 8. An electricity-generating station, which uses radioactive fuel to drive the generators.
_____.
 9. A mixture of gases in car exhausts which contribute to pollution and aid rains.
_____.
 10. The place, where a plant and animal naturally lives and grows.
_____.
 11. The process by which the Earth is heated when the atmosphere traps heat from the Sun.
_____.
 12. No longer in existence anywhere on the Earth.
_____.
- A species, which is in danger of becoming extinct.
_____.

Ex. 3. Дополните предложения одним из слов или выражений, данных ниже:

- | | | | |
|-------------|-----------|-------------|---------------|
| • throw | • protect | • water | • home |
| • sea | • plants | • wildlife | • environment |
| • pollution | | • chemicals | |

There are a lot of factories and (1) _____ in my city. They (2) _____ a lot of chemicals into the air and into the (3) _____. They poison water into the (4) _____. Fish can't live in it. (5) _____ is destroyed. We must (6) _____ nature as we can. The Earth is our (7) _____. Take care of it! We must protect our (8) _____. Plants and fish are dying because of (9) _____. Some of the (10) _____ are very dangerous.

Ex. 4. Подберите правильный перевод.

- | | |
|--|---|
| 1. Let me think a little | a. Это надо хорошенько обдумать. |
| 2. What are you thinking about? | b. Дайте мне собраться с мыслями. |
| 3. I've been thinking over what you said. You're absolutely right. | c. Я постараюсь продумать это. |
| 4. Think it over | d. О чем вы думаете? |
| 5. Consider your answer carefully | e. Дайте мне немного подумать. |
| 6. We were just deliberating the question | f. Я подумал над тем, что вы сказали. Вы абсолютно правы. |
| 7. I have one thought in mind | g. Продумай как следует свой ответ. |
| 8. Let me collect my thoughts | h. А что вы об этом думаете? |
| 9. That's not a bad idea | i. Это дало мне повод для размышления. |
| 10. I agreed after due consideration | j. Обдумайте это. |
| 11. It gave me cause for reflection | k. Мы как раз размышляли над этим вопросом. |
| 12. I can't think of a thing | l. У меня есть одна мысль. |
| 13. This matter requires careful thoughts | m. Это неплохая мысль. |
| 14. What are your feelings about the idea? | n. После некоторого размышления я согласился. |
| 15. I'll try to reason it out. | o. Как это пришло вам в голову? |

Ex. 5. Составьте диалог на одну из предложенных тем.

Case 1. Вы и ваш друг/подруга размышляете о том, как провести выходной день.

Case 2. Вы обсуждаете с преподавателем курсовую работу.

Ex. 6. Прочитайте, переведите диалог и составьте подобный.

Mike: Hello, Sue, how are you? Have you changed your mind to enter to the Pyatigorsk medical Institute?

Sue: No. I needed time to reflect on it and it is my final decision.

Mike: Who gave you that idea to be a dental technician?

Sue: I agreed after due consideration. I think this is a noble profession and I consider being a good specialist. I'm always interested in how to make a dental prosthesis, dental crowns and so on.

Mike: I see. I was going to enter Economics College, but then I changed my mind; now I want to be a dentist. I mediated on my future, and my dream is to have own dental clinic.

Sue: What a wonderful idea! I hope we will be colleagues in future. Well, I must hurry up, I have an appointment with my teacher, and she helps me to draw all kinds of teeth. On Friday I have an exam.

Mike: Nice to meet you, bye.

Sue: Good-bye and have a good day.

Ex. 7. Переведите некоторые клише из диалога:

- 1) changed your mind;
- 2) I needed time to reflect on;
- 3) final decision;
- 4) to give someone that idea;
- 5) I agreed after due consideration;
- 6) I am interested in;
- 7) dental prosthesis;
- 8) I mediated on my future;
- 9) what a wonderful idea;
- 10) to have an appointment;
- 11) to have a good day.

Ex. 8. Прочитайте текст.

Stages of Laboratory Examination

A patient's laboratory examination is usually divided into three stages: pre-analytic, analytic and post-analytic. Analytic stage takes place in laboratory; the other two stages require significant extra laboratory work.

It is important to understand that, as in any sphere of human activity, it is impossible to avoid some mistakes in clinical diagnostic laboratories. The aim of each laboratory is, using quality control system, to develop reliable set of tools, which allows to detect the mistakes and to make arrangements in order to minimize these mistakes.

Quality assurance is a complex of planned and systematically performed activities, necessary to be confident that diagnostic information in the authorized report corresponds to certain quality requirements.

Undoubtedly, it is a patient who is interested in high quality of laboratory attendance. Specialists in clinical laboratory diagnostics are interested in quality of their product as well. As any professional, they need to be confident that their work is well done. Quality of work as motivation is one of the components of professionalism. Another group of concerned persons are clinicians as main users of diagnostic information, including laboratory examination data. The part of laboratory indices in the whole flow of diagnostic information used by a clinician comprises 70-80%.

The question of laboratory tests standardization in general, and at this stage particularly, is rather acute. Laboratory examination starts with appointment of tests list, necessary for diagnosing and observing a patient's condition. One of the widespread reasons of mistakes is inadequate laboratory examination. A valuable

test will have no use if the analysis results are not used. There are following reasons of inadequate laboratory tests appointment:

- diagnostic test value;
- variability of reference values;
- use of negative results and assessment of tests complex (comparison of tests results);
- disease course;
- doubling of laboratory tests;
- sufficiency of diagnostic information.

A doctor should understand that laboratory tests, appointed to approve or eliminate the diagnosis, can be more harmful than useful.

It is evident, that there is no unified standard on pre-analytic stage performance and hardly it will ever appear (due to broad specificity of medical institutions and clinical diagnostic laboratories). There are differences in work organization of a centralized laboratory and a hospital laboratory. In this case each medical institution needs to develop and approve the standard of this stage of laboratory examination performance taking into consideration recognized international and national standards and recommendations.

Preparing the patient for laboratory tests is one of the most important components of pre-analytic stage. Certain actions should be obligatorily performed:

- a clinician should explain the necessity of laboratory examination to a patient;
- a nurse should inform a patient on how to get prepared for examination.

A laboratory part of pre-analytic stage starts from the moment of sample delivery and application to a laboratory. This part has following steps:

- organization of test performance and applications (registration of patient's tests);
- samples identification, centrifugation;
- conditions and terms of samples preservation if necessary;
- detection of influences (hemolysis, lipemia) and admixtures drugs metabolites, impurity);
- distribution of samples to laboratory departments (laboratory assistants), examination performance.

In the laboratory it is recommended to arrange the place where biological material will be collected. On receiving the material a receptionist checks correspondence of samples to applications, samples state, the date of sampling and delivering the material. Specialists in clinical laboratory diagnostics should determine and confirm criteria for refusal in material examination (for example, divergence of data in application and on a tube label, impossibility to read an application, the material was taken with the wrong anticoagulant or preservative, expiring of delivery terms, clots in whole blood with coagulant, etc.). After centrifugation the most common refusal criteria are: hemolysis, sample turbidity.

Various kinds of material are centrifugated and then used for laboratory tests. Assessment of centrifugation time is, first of all, a certain correspondence of time

and conditions of centrifugation to this or that kind of material (visual centrifugation control).

The basic control form of pre-analytic stage is periodic internal and external checkups. But this control form cannot be considered an effective one. The problem of control over that laboratory examination stage remains one of the major problems of modern laboratory medicine today.

In modern clinics and clinical diagnostic laboratories about 90-95% of blood and other biological samples are collected by vacuum systems.

Comparison of costs of open blood sampling (syringe blood sampling), secondary tubes for analyzers, syringes, needles, detergents, disinfectants, electricity, additional equipment for cleaning test tubes, glass breakage accounting, purchasing the necessary reagents (anticoagulants: EDTA, citrate, heparin) and wages for the personnel on the one hand, and the acquisition of advanced systems for the collection of biological material (blood, urine), on the other hand, shows that the economic costs are comparable. But we cannot ignore the factor of a significant risk reduction of personnel low blood of a patient is excluded, so medical personnel and patients are safe ration of contamination with hepatitis and HIV when using blood collection systems (while blood sampling the sterility is guaranteed, the contact with the as well as transportation of biological material). Without the introduction of vacuum or other systems for blood and body fluids collection into general practice we can't expect the improvement of the pre-analytic stage and quality of laboratory examination.

Ex. 9. Задайте десять специальных вопросов по содержанию текста.

Ex. 10. Прочитайте и переведите текст.

Biological Material Used In Laboratory Examinations

The most widespread materials for clinical biological examination are blood, urine and some other biological fluids. The blood is recommended to be collected in the morning (between 8 and 10 a.m.) before physical activity and other diagnostic procedures.

On a day before blood sampling meals can be normal, but alcohol should be excluded. Healthy date and ambulatory patients are forbidden to smoke (after 2 a.m.), eat and drink (a glass of water is allowed at 10 p.m.-5a.m.) Most blood tests require 8-12 hours' fasting, but to detect triacylglycerols there should be a 10-12-hour interval after a meal. Just prior to blood sampling a patient the should take a sit for 10-30 minutes (the procedure is performed with the hand placed at an angle of 45 degrees).

The blood of patients with a strict bed rest should be collected at 7-9 a.m., and a patient's hand should be placed horizontally. It should be noted that when people stay in a horizontal position for a few hours plasma volume in blood is 10-15% higher than that of a patient with normal motor activity. So, the concentration of sub-odd stances in the blood of a patient lying more than an hour is always lower than

of a patient after a walk. Body position influences the concentration of whole protein, albumin, creatinine, cholesterol, triacylglycerol, alkaline phosphatase activity, aspartate aminotransferase and other plasma components. Content of these substances and enzyme activity are considerably increased in an upright patient's position and decreased in a horizontal position. The maximum change is characteristic of the total protein level, enzyme activity (11%) and calcium content (3-4%).

When collecting the blood by venipuncture the time of vascular embarrassment with a tourniquet should be minimal. A patient shouldn't bend and straighten the finger as it induces local stasis, hypoxia and shifts in distribution of some substances (cholesterol, potassium, sodium, calcium, etc.) between blood corpuscles and its fluid part. If it is impossible to use a single-use syringe one should boil a reusable syringe in distilled water only, and it shouldn't be washed by isotonic sodium chloride solution. To avoid hemolysis blood should be collected by a dry syringe, dry needle, into a dry test tube, under sterile conditions.

If the blood is transferred from a syringe to a test tube this procedure should be performed slowly (to avoid blood foaming). In hemostasis system examination there is a number of additional requirements for blood sampling. So, it is recommended to use a wide lumen needle without a syringe (it is used for blood collecting in children, adults with hypotension or in terminal states; a syringe should be plastic or siliconized). Skin disinfection (skin area above the puncture site in the bend of elbow) should be performed by 70% ethyl alcohol.

As a needle passes through the skin tissue fluid and tissue fragments can be found in a needle lumen. These substances can significantly affect coagulation tests, so the first (after a tourniquet application and vein puncture) 0.5-1.0 ml of blood should not be used for a coagulogram. But this blood portion can be used for all the other biochemical tests. To exclude the influence of passive venous congestion on coagulation, it is recommended to loose a tourniquet for 2-3 seconds while venous blood collection. The blood should flow down the walls of a tube. If it is necessary to receive plasma, the corresponding coagulant (lithium citrate, sodium or potassium oxalate, etc.) should be put into a test tube beforehand to avoid blood from clotting. The blood is carefully mixed with anticoagulant (without foaming), a test tube is covered with a piece of polyfilm and left on a rack for 20-25 min. Intensive shaking causes erythrocytes hemolysis, which distorts the parameters of a coagulogram. That is why plasma with hemolysis signs for such kind of examination.

Types of biological materials, examined in clinical diagnostic laboratories

Venous whole blood	Is collected from the major veins (usually from the ulnar vein) into a test tube, containing anticoagulants (EDTA) for hematologic tests
Arterial whole blood	Is collected from the major arteries (usually femoral or subclavicular) into a test tube, containing anticoagulant. Arterial blood collection requires special care and should

	be performed by a doctor. Most often heparin is used as anticoagulant in that case. Usually arterial blood is used for acid-base balance analysis
Capillary whole blood	Is collected by heparinized capillaries for gasometric and morphologic tests as well as for glucose and electrolytes detection
Plasma	Is received after blood centrifugation and cellular elements separation. Depending on anticoagulant type heparinized, citrate plasma and plasma with EDTA is distinguished
Serum	It is plasma without fibrinogen. To obtain serum the blood is collected into a dry glass or plastic tube, containing coagulation activators. After blood clotting the blood should be centrifuged and serum should be removed from a blood clot
Urine for "clinical analysis"	Morning urine should be delivered to a laboratory as fast as possible
"24-hour urine"	Urine, collected during a day. The first urine portion is not considered, though all the other portions during the day are collected including a next morning portion

Changes of laboratory indices in various mistakes of pre-analytic stage

Index	Reason of the mistake
Albumin ↑	Prolonged tourniquet application in venipuncture
Bilirubin ↓	Prolonged exposure of a sample to light
Bicarbonate ↓	Uncovered tube with a sample
Calcium ↑	Prolonged tourniquet application in venipuncture
Cholesterol ↑	A patient did not fast 12-16 hours before a test
γ-glutamyltrans-ferase activity ↑	Alcohol, barbiturates or phenytoin intake
Glucose ↓	Fluorid or another glycolysis inhibitor is not added
Potassium ↑	Long blood storage
Complete protein ↑	Prolonged tourniquet application in venipuncture

Ex. 11. Прочитайте и переведите текст.

Methods of Clinical Laboratory Diagnostics

Among all the known methods of analysis in clinical laboratory diagnosis physicochemical methods are the basic ones. These are methods allowing the study of correlation between chemical, physical and physicochemical properties of biological material received from a patient. Depending on the properties of the examined system physicochemical methods are divided into:

- optical;

- electrochemical;
- chromatographic;
- kinetic.

In clinical diagnostic laboratories optical methods of analysis are used most often:

- 1) refractometry;
- 2) polarimetry;
- 3) photometry:

a. Absorptive:

- spectrophotometry;
- nephelometry;
- atomic absorption photometry;

b. Emissive:

- fluorimetry;
- flame photometry;
- atomic emission spectral analysis.

Optical quantitative analysis is based on a detection of changes in a light beam passing through an examined solution.

Absorption intensity (Absorptive photometry):

- glow of molecules and atoms of a substance (fluorimetry, flame photometry);
- the values of deviation of monochromatic light flux from the original direction of propagation (refractometry);
- change of the angle of plane-polarized light rotation (polarimetry).

The following kinds of optical instruments are used in the work of clinical diagnostic laboratories.

1. Photometers and spectrophotometers.
2. Densitometers (scanning of various sample fractures (proteins, lipoproteins, etc.).
3. Nephelometers and turbidimeters (detection of particles suspended in liquid volume according to light scattering intensity).
4. Fluorimeters (detection of concentration of complex organic substances (hormones, vitamins, etc.) by changing the fluorescence intensity).
5. Flame photometers (detection of light emission of metal ions in the flame).
6. Luminometers (measurement of the emitted light quantity).
7. Atomic absorptimeters (measurement of monochromatic light flux by atoms of a substance in incandescent gas).

In modern clinical diagnostic laboratories besides optical methods of analysis methods of fractionating of biological fluids and tissues components (chromatography and electrophoresis) are widely used as well as immunologic tests (immunoenzymatic, radioimmunological and immuno-luorescent tests).

Ex. 12. Сделайте следующие предложения отрицательными и вопросительными (общий вопрос).

Пример:

The children were playing in the garden at 4 o'clock yesterday.

*The children were not playing in the garden at 4 o'clock.
Were the children playing in the garden at 4 o'clock yesterday?*

1. She was looking for her dog the whole afternoon.
2. He was playing football from 9 till 11.
3. We were working all day long yesterday.
4. She was making tea at 5 o'clock yesterday.
5. Kate was drinking coffee when I came in.
6. When the sun rose, Alice was still writing a letter.
7. I was taking a walk in the park at 3 o'clock yesterday.

Ex. 13. Раскройте скобки, употребив глагол в форме Past Indefinite или Past Continuous.

1. I (sit) on the bench for half an hour and then (begin) reading a book.
2. You (see) him this morning? – Yes. He (stand) in the hall laughing.
3. He (come) in and (see) Nelly who (draw) a strange picture.
4. I (not understand) what Mr. Brown (do).
5. Jack and Jill (drive) along the road at this time.
6. She (set) the table at 6 o'clock yesterday.
7. The businessman (fly) to France yesterday.
8. I (not to hear) what he (say). I (type) at that moment.
9. When it (happen)? It (happen) when you (talk) to your secretary.
10. Last night I (read) in bed when suddenly I (hear) a cry.
11. Tom (take) a photograph of me while I (not look).
12. What (you do) at this time yesterday.
13. He (hurt) his foot while he (climb) a tree.
14. Ann (wait) for me when I (arrive).
15. ... (you/watch television when I (phone) you?

Ex. 14. Прочитайте текст. Переведите глаголы, стоящие в скобках, на английский язык и употребите их в Future Continuous Tense.

The Greenwood Boys

The Greenwood Boys are a band of popular singers. At present they are visiting all parts of the country. They _____ (прибывают) here tomorrow. They _____ (приедут) by train and most of the young people in the towns _____ (будут встречать) them at the station. Tomorrow evening they _____ (будут петь) at the Worker's club. The Greenwood Boys _____ (останутся) in the town for 5 days. During this time they will give five performances. As usual, the police will have a difficult time. They _____ (будут стараться) to keep order. It is always the same on those occasions.

Ex. 15. Поставьте глаголы в Future Continuous.

1. Don't phone her tomorrow at 6. She _____ (to learn) her part for the future play.
2. Tomorrow evening they _____ (to travel) to the USA by plane.
3. If you want to see us, come to my place at 6. We _____ (to wait) for you there.
4. No, I'll be busy at this time. I _____ (to cook) food for my party.
5. I know he _____ (to tell) us adventurous stories the whole lesson.
6. At 7 o'clock tomorrow Tom _____ (to watch) the football match on TV.
7. I'm sorry, I won't come to you I _____ (to translate) a very difficult article from Russian into English. Tomorrow we will be absolutely free. We _____ (not, work) the whole day. I hope you _____ (not, sleep) when I come. What _____ you _____ (to do).

Краткий грамматический справочник с упражнениями

1. Имя существительное

Смысловое определение английского существительного как части речи совпадает с аналогичным определением существительного в русском языке. Существительные в английском языке, в отличие от русского языка, не изменяются по родам и не имеют падежной системы, но изменяются по числам.

Множественное число имен существительных образуется:

1) прибавлением окончания -s к форме единственного числа:

Singular	Plural
student	students
bag	bags
place	places
boy	boys

Примечание: окончание множественного числа -s произносится [z] после гласных и звонких согласных, [s] — после глухих согласных:

2) прибавлением окончания -es к форме единственного числа существительных, оканчивающихся на x, ss, sh, ch, o:

Singular	Plural
box	boxes
glass	glasses
wish	wishes
branch	branches
hero	heroes

Примечание:

а) среди имен существительных, оканчивающихся на -o, есть исключения, приобретающие в форме множественного числа только -s: autos, kilos, memos, photos, pianos, radios, solos, sopranos, studios, videos, shampoos, tattoos, zoos;

б) есть несколько существительных, оканчивающихся на -o, которые могут принимать любое окончание из двух: или -s, или -es: mosquitoes/mosquitos, tornadoes/tornados, volcanoes/volcanos, zeroes/zeros:

3) путем замены конечной буквы -y (у существительных с предшествующей согласной) на -i и добавлением окончания -es:

Singular	Plural
country	countries
party	parties
city	cities
cherry	cherries
lady	ladies
melody	melodies
factory	factories
university	universities

4) а) путем замены буквы f буквой v и добавлением окончания -es или -s к существительным, оканчивающимся на -f или -fe;

б) ряд существительных, оканчивающихся на -f или -fe, образуют множественное число добавлением окончания -s, без замены f на v:

	Singular	Plural
a)	half	halves
	knife	knives
	life	lives
	leaf	leaves
	loaf	loaves
	scarf	scarves
	shelf	shelves
	wife	wives
	wolf	wolves
b)	belief	beliefs
	chief	chiefs
	cliff	cliffs
	handkerchief	handkerchiefs
	roof	roofs
	proof	proofs

5) среди существительных есть *исключения*, образующие форму множественного числа либо путем изменения корневой гласной, либо прибавлением окончания -en:

Singular	Plural
man	men
woman	women
child	children
ox	oxen
foot	feet
tooth	teeth
goose	geese

mouse	mice
-------	------

6) в сложных существительных форму множественного числа, как правило, принимает второе существительное. Если в сложном существительном первым словом являются слова *man* или *woman*, то форму множественного числа принимают оба существительных:

Singular	Plural
Englishman	Englishmen
fellow-student	fellow-students
peace-maker	peace-makers
school-girl	school-girls
baby-sitter	baby-sitters
forget-me-not	forget-me-nots
man-servant	men-servants
woman-writer	women-writers

7) в составных существительных (существительное + наречие или существительное + предложный оборот) форму множественного числа принимает основное существительное:

Singular	Plural
commander-in-chief	commanders-in-chief
editor-in-chief	editors-in-chief
passer-by	passers-by
man-of-war	men-of-war
sister-in-law	sisters-in-law

8) существительные, заимствованные из латинского и греческого языков, сохраняют форму множественного числа, которую они имеют в этих языках:

Singular	Plural
alumna (f), alumnus (m)	alumnae (f), alumni (m)
analysis	analyses
axis	axes
basis	bases
crisis	crises
thesis	theses
bacterium	bacteria
datum	data
medium	media
curriculum	curricula
stimulus	stimula

criterion	criteria
phenomenon	phenomena
formula	formulae
cactus	cacti
focus	foci
nucleus	nuclei
radius	radii
index	indices

Случаи несовпадения числа имен существительных в английском и русском языках:

1. Singular	Singular and Plural
advice	<i>совет</i> , советы
information	сообщение, сообщения
medicine	лекарство, лекарства
news	новость, новости
progress	успех, успехи
strength	сила, силы
scale	масштаб, масштабы
2. Singular	Plural
hair	волосы
fruit	фрукты
money	деньги
moustache	усы
vacation	каникулы
3. Singular and Plural	Singular
watch – watches	часы (наручные)
clock – clocks	часы (настольные, настенные)
gate – gates	ворота
sledge – sledges	сани
4. Plural	Singular and Plural
goods	товар, товары
pyjamas	пижама, пижамы
series	сериал, сериалы
5. Plural	Singular
arms	оружие
callipers	кронциркуль
6. Plural	Singular
clothes	одежда
contents	содержание
crossroads	перекресток
stairs	лестница
wages	зарплата

Примечания: 1. Некоторые существительные имеют одну форму как для единственного, так и для множественного числа: *means* – *средство, средства*; *aircraft* – *воздушный транспорт [самолет(ы), вертолет(ы)]*; *series* – *ряд, ряды*; *species* – *образец, образцы*; *sheep* – *овца, овцы*; *deer* – *олень, олени*; *swine* – *свинья, свиньи*.

Названия некоторых наук (с окончанием *-ics*), имея формальный признак множественного числа, согласуются с глаголом в единственном числе (*Mathematics, Linguistics, Physics, Statistics, Thermodynamics, etc.*):

1. Economics is his favourite subject.	Экономика – его любимый предмет.
2. Statistics is a course, which I really dread.	Статистика – предмет, которого я действительно боюсь.
3. Mathematics is not always an exact science.	Математика – не всегда точная наука.
4. Statistics is a branch of Mathematics.	Статистика – отрасль математики.

Примечание: существительное *people* – люди, имея форму единственного числа, употребляется только во множественном числе; со значением *народ* слово *people* употребляется как в единственном, так и во множественном числе:

1. Our people wants peace.	Наш народ хочет мира.
2. Our peoples want peace.	Наши народы хотят мира.

Упражнения по теме «Имя существительное»

Упр. 1. Поставьте следующие существительные во множественное число.

A table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

Упр. 2. Поставьте следующие существительные во множественное число.

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

Упр. 3. Поставьте следующие словосочетания во множественное число.

This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

Упр. 4. Поставьте следующие предложения во множественное число.

1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower. 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a train? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king. 17. That is not a queen. 18. That is not a bus. 19. This isn't a mountain. 20. That isn't a goose. 21. This isn't a mouse. 22. It is a sheep. 23. It is a cigarette. 24. It is a cat. 25. It is not a girl. 26. It isn't a bag. 27. It isn't a tree. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

Упр. 5. Поставьте следующие предложения во множественное число.

1. This man is an engineer. 2. That woman is my sister. 3. This child is my son. 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher. 8. That girl is my niece. She is a pupil. 9. This girl has a blue sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

Упр. 6. Поставьте следующие предложения во множественное число.

1. This room is very large. 2. There is a match in the box. 3. Does this lady have a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This is my friend's study.

Упр. 7. Поставьте следующие предложения во множественное число.

1. What is that child's name? 2. The cat has caught a mouse. 3. There was a lady, a gentleman, a boy and a girl in the room. 4. In the farmyard, we could see an ox, a sheep, a cow and a goose. 5. Is this worker an Englishman or a German? – He is a

Frenchman. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. The withered leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table.

Упр. 8. Поставьте следующие предложения во множественное число.

1. This is my stocking. 2. He has a new suit. 3. This metal is very hard. 4. That ship is a Russian one. 5. I heard her voice. 6. His dog does not like bread. 7. The plate was on the table. 8. This town is very large. 9. I was talking to her at the tram stop yesterday. 10. Is that girl your sister? 11. I shall give you my book. 12. This story will be a good one. 13. Is this a good match? 14. The boy put his book on the desk. 15. She took off her hat. 16. That house is new. 17. The young man put his hand in his pocket. 18. Is this student coming with us, too? 19. The woman did not say anything. 20. Does she speak English?

Упр. 9. Поставьте следующие предложения во множественное число.

1. This is a bird. 2. Is that also a bird? – No, it isn't. That is a cat. 3. Is that a good horse? – Yes, it is. 4. Is that cow big or small? – It is big. 5. This is an apple and that is a flower. 6. Where is the coin? It is in the box. 7. What colour is the box? – It is green. 8. What is it made of? – It is made of wood. 9. What is that man? – He is a clerk. 10. Is he in the office? – Yes, he is. 11. Is that woman a typist? – No, she isn't. – What is she? – She is a doctor. 12. Is his brother at home? – Yes, he is. 13. This house has a balcony looking out on the street. 14. The architecture of this building is quite modern. 15. This is a new district of St. Petersburg. 16. There is a shop, a cinema and a theatre in the new district. 17. He is a retired worker. 18. I am a doctor. 19. We hear the sounds of a child's voice. 20. She is a nice girl.

Упр. 10. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The room of my friend. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The poems of Pushkin. 6. The voice of this girl. 7. The new club of the workers. 8. The letter of Pete. 9. The car of my parents. 10. The life of this woman. 11. The handbags of these women. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large. 15. The name of this girl is Jane. 16. The work of these students is interesting.

Упр. 11. Переведите на английский язык, употребляя притяжательный падеж.

1. Он показал мне письмо своей сестры. 2. Она взяла коньки своего брата. 3. Дайте мне тетради ваших учеников. 4. Принесите вещи детей. 5. Вчера дети нашли птичье гнездо. 6. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель. 7. Чья это сумка? – Это сумка Тома. 8. Чьи

это словари? – Это словари студентов. 9. Вы видели книгу нашего учителя? 10. Мне нравится почерк этого мальчика. 11. Я слышу голос моей сестры. 12. Она открыла окно и услышала смех и крики детей. 13. Она поставила мокрые сапоги мальчиков к печке. 14. Это бабушкино кресло.

2. Артикль

Артикль – это служебная часть речи, придающая более общий или более конкретный смысл соответствующему существительному, к которому он относится.

Упоминая предмет впервые, мы употребляем перед ним неопределенный артикль *a (an)*. Упоминая этот же предмет вторично, мы ставим перед ним определенный артикль *the*:

This is a book. The book is interesting.

Артикль не употребляется, если перед существительным стоит притяжательное или указательное местоимение, другое существительное в притяжательном падеже, количественное числительное или отрицание "no".

Неопределенный артикль *a (an)* может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается. Определенный артикль *the* употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом.

Если перед существительным употребляется прилагательное, оно стоит между артиклем и существительным: *This is a book. This is a good book.*

Часто, даже упоминая предмет впервые, мы тем не менее употребляем перед ним определенный артикль:

а) если упоминаемый предмет является единственным в мире:

The sun is shining brightly.

б) если этот предмет является определенным по ситуации:

Put the book on the table.

Кроме того, существует огромное количество так называемых устойчивых словосочетаний, в которых артикль употребляется или отсутствует традиционно. Эти словосочетания нужно заучить наизусть.

Перед названиями месяцев и дней недели артикль не употребляется: *School begins in September. We rest on Sunday.*

Перед порядковыми числительными обычно употребляется определенный артикль: *Our classroom is on the second floor. Today is the tenth of May.*

Перед названиями наук, учебных предметов и языков артикль не употребляется: *He studies Chemistry. I speak English.* Если после названия языка стоит слово *language*, то употребляется определенный артикль: *Chinese is difficult. The Chinese language is difficult.*

Перед превосходной степенью прилагательных употребляется определенный артикль: *Asia is the largest continent. My brother is the best pupil in his class.*

Запомните правила употребления артикля с географическими названиями. Определенный артикль употребляется перед названиями рек, каналов, морей, заливов, проливов, океанов, архипелагов, горных цепей.

Артикль не употребляется перед названиями озер, гор, островов, континентов, городов, стран.

Исключения:

the United States of America

the United Kingdom of Great Britain and Northern Ireland

the Netherlands

the Ukraine

the Crimea

the Congo

Перед названиями университетов артикль не употребляется: I shall study at St. Petersburg University. My grandfather graduated from Oxford University.

Обратите внимание на употребление артикля со словом other (другой):

another – другой (неопределенный), какой-то другой, еще один (во множественном числе или перед неисчисляемым существительным – *other*)

the other – другой (определенный), тот другой, другой из двух.

Артикли, как правило, на русский язык не переводятся. Однако бывают случаи, когда артикль, как определенный, так и неопределенный, приобретает лексическое значение и требует перевода.

Определенный артикль *the*, развившийся из древнеанглийского указательного местоимения *that тот, этот*, переводится этим указательным местоимением.

1. This is not the book I have asked you for.	Это не та книга, о которой я вас просил.
2. The man waiting outside the house was dressed in black.	Тот мужчина, ожидавший у дома, был одет в черное.
3. The people we were waiting for were late.	Те люди, которых мы ждали, пришли поздно.
4. Who is the girl talking with your sister?	Кто (такая) эта девушка, разговаривающая с твоей сестрой?
5. He is the person I told you about.	Это тот человек, о котором я тебе говорил (а).

Неопределенный артикль *a (an)*, развившийся из древнеанглийского числительного *one один*, переводится на русский язык *один, какой-то, некоторый*:

1. A cup of coffee, please.	Одну чашку кофе, пожалуйста.
2. Take a tablet three times a day.	Принимайте по одной таблетке три раза в день.
3. Suddenly a student entered the laboratory.	Вдруг какой-то студент вошел в лабораторию.
4. A man was waiting outside the house.	Какой-то мужчина ждал у дома.

Упражнения по теме «Артикль»

Упр. 1. Вставьте артикль, где необходимо.

1. This is ... book. It is my ... book. 2. Is this your ... pencil? – No, it isn't my ... pencil, it is my sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? – No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

Упр. 2. Вставьте артикль, где необходимо.

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

Упр. 3. Вставьте артикль, где необходимо.

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning, I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

Упр. 4. Вставьте артикль, где необходимо.

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

Упр. 5. Вставьте артикль, где необходимо.

1. We have ... large ... family. 2. My granny often tells us ... long ... interesting ... stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ...

jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ... pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens. ... milk, too. ... cat likes ... milk. ... kittens like it.

Упр. 6. Вставьте артикль, где необходимо.

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

Упр. 7. Вставьте артикль, где необходимо.

1. There is ... thick red ... carpet in my ... room. ... carpet is on ... floor in ... front of ... sofa. 2. Where is ... table in your brother's ... room? - His ... table is near ... window. 3. I can see ... fine ... vase on ... shelf. Is it your ... vase? 4. We have no ... piano in our ... living-room. 5. My ... uncle is ... married. He has ... beautiful wife. They have ... son, but they have no ... daughter. 6. I can see ... nice ... coffee-table in ... middle of ... room to ... right of ... door. It is ... black and ... red. I like ... coffee-table. 7. Our ... TV-set is on ... little ... table in ... corner of ... room. 8. There is... beautiful picture in my father's ... study, ... picture is on ... wall to ... left of ... window.

Упр. 8. Вставьте артикль, где необходимо.

My aunt's flat is in ... new house. There is ... living-room, ... bedroom, ... study, ... bathroom and ... kitchen in ... flat. ... bedroom is ... large room with ... two windows. ... room is light as ... windows are large. There are ... white curtains on ... windows. There are ... two beds with ... large pillows on them. There are ... small tables near ... beds. There are ... lamps on them. To ... left of ... door there is ... dressing-table with ... looking-glass on it. There is ... low chair at ... dressing-table. There are ... several pictures on ... pale green walls. There is ... thick carpet on ... floor. ... carpet is dark green. ... room is very cosy.

Упр. 9. Вставьте артикль, где необходимо.

1. My brother is ... pupil. He goes to ... school. He goes to ... school in ... morning. He has five or six ... lessons every day. In ... afternoon he goes ... home. At ... home he does his ... homework. In ... evening he reads ... books. He usually goes to ... bed at ... half past ten. At ... night he sleeps. 2. My father goes to ... work in ... morning and comes ... home in ... evening. 3. I get up at ... half past seven in ... morning and go to ... bed at ... quarter to eleven in ... evening. 4. When does your mother leave ... home for ... work? – She leaves ... home for ... work at ... quarter past eight. 5. When do you leave ... home for ... school? – I leave ... home for ... school at... half past... eight.

Упр. 10. Вставьте артикль, где необходимо.

1. My friends live in ... small town. It is ... new town. ... streets in ... town are broad and straight. There are ... beautiful buildings in them. ... town is very green, and so ... air is fresh. There are ... beautiful parks and gardens in ... town. ... people like to go there after ... work. In ... evening you can hear ... sounds of ... music from ... parks. There are ... schools, ... libraries, ... hospital, ... theatre, ... cinemas, ... polyclinics and ... kindergartens in ... town. 2. This is ... classroom. ... classroom is large and light. 3. There is ... picture on ... wall. 4. What is ... date today? It is ... seventh of ... December. 5. ... third lesson today is ... lesson of English. 6. Pete, go to ... blackboard. 7. After school, I usually go ... home. 8. My father always comes from ... work late: at eight o'clock or at ... half past eight. But on ... Friday he comes ... home early: at half past four or at ... quarter to five. On ... Saturday and on ... Sunday he does not go to ... work.

Упр. 11. Вставьте артикль, где необходимо.

I go to ... school in ... morning, so I get up early. I usually get up at ... quarter past seven. I go to ... bathroom, turn on ... water and wash my face and hands. My father and mother also get up early in ... morning. My mother works at ... office. She is ... typist. My father is ... doctor. He works at ... polyclinic. We have ... breakfast in ... kitchen. We eat... porridge and ... eggs. We drink ... tea. My father and mother leave ... home for ... work at ... half past eight. My father goes to ... polyclinic, and my mother goes to ... office. I don't leave ... home with my parents: ... school where I learn is near our house. I leave ... home for ... school at ... quarter to nine. My granny stays at ... home and cooks ... dinner. I have ... lunch at ... school after ... third lesson. My father and mother have ... lunch at ... work. When we come ... home, we have ... dinner.

Упр. 12. Вставьте артикль, где необходимо.

1. When my grandfather was ... young man, he studied ... Physics. 2. Do you speak ... Spanish? 3. My uncle is ... great specialist in ... Biology. 4. ... Japanese is more difficult than ... French. 5. We listened to ... very interesting lecture on ... English literature yesterday. 6. Yesterday at ... lesson of ... Geography ... teacher told us ... very interesting things about ... famous travellers. 7. My father speaks ... English and ... French, but he does not speak ... German. 8. We had ... lesson of ... Mathematics yesterday. We wrote ... test-paper in ... Mathematics. ... teacher said: "I shall correct... test-papers in ... evening. Tomorrow you will know ... results".

Упр. 13. Вставьте артикль, где необходимо

1. Do you play ... piano? 2. There is ... big black piano in our living-room. It is at ... wall to ... left of ... door opposite ... sideboard. My mother likes to play ... piano. She often plays ... piano in ... evening. 3. ... boys like to play ... football. 4. What do you do in ... evening? - I often play ... chess with my grandfather. 5. Where are ... children? - Oh, they are out of ... doors. ... weather is fine today. They are playing ...

badminton in ... yard. 6. What ... games does your sister like to play? - She likes to play ... tennis. 7. Do you like to play ... guitar? 8. What ... colour is your guitar?

Упр. 14. Вставьте артикль, где необходимо.

1. ... Thames is ... short river. 2. ... Russia is washed by ... Arctic Ocean in ... north. 3. Kiev is to ... south of ... Moscow. 4. ... Europe is ... continent. 5. ... Moscow is ... capital of ... Russia. 6. Is ... Asia ... island or ... continent? 7. ... Black Sea is in ... south of our country. 8. ... White Sea is in ... north of our country, 9. This is ... map of ... world. What can you see on ... map? What ... colour are ... valleys on ... map? 10. Petrov is ... architect. He is ... experienced architect. He is in ... Far East. He has ... wife. His wife is ... typist. They have ... son and ... daughter. 11. ... Philippines are situated to ... Southeast of ... Asia.

Упр. 15. Вставьте артикль, где необходимо,

1. What do you do after ... breakfast? – After ... breakfast I go to ... school. 2. My granny likes to read ... book after ... lunch. 3. ... people usually have ... breakfast in ... morning. They have ... dinner in... afternoon. In ... evening ... people have ... supper. 4. There is a proverb: "After ... dinner sleep awhile, after ... supper walk ... mile. 5. Who cooks ... dinner in your family? 6. Yesterday lather told us ... very interesting story at ... breakfast. 7. What did you have for ... lunch at... school on ... Wednesday? – We had ... salad and ... tea. 8. My mother never has ... supper with ... family because she does not like to eat in ... evening. 9. When do you clean your teeth in ... morning: before ... breakfast or after ... breakfast?

Упр. 16. Вставьте артикль, где необходимо.

1. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia. 2. ... climate of ... northern part of ... Russia is severe. 3. This winter is ... true Russian winter with ... hard frosts. 4. It is warm in ... Crimea and ... Caucasus. 5. ... Washington is ... capital of ... United States of America. 6. I want to go to ... New York some day. 7. ... best way to know and understand ... people of ... other countries is to meet them in their own homes. 8. Is ... Australia ... island or ... continent? 9. ... Red Sea is between ... Africa and ... Asia. 10. There are six continents in ... world, 11. ... France is to ... north of ... Italy.

Упр. 17. Вставьте артикль, где необходимо.

Once there lived ... king. His name was Midas. He had ... little daughter. They lived in ... beautiful palace with ... wonderful garden around it. Now ... king was very fond of ... gold. He loved ... gold more than anything else in ... world. One day, when ... king was looking at his gold, ... young man appeared before him. "You are ... very rich man, Midas," said ... young man. "Yes," said ... king, "but I would like to be richer. I would like to have ... golden touch. I want everything that I touch to turn into ... gold." ... young man was ... magician, and he gave ... king ... golden touch which he wanted to have. ... king was very happy. He touched ... table, and ... table became gold. He went into ... garden. There were ... beautiful roses in ... garden. He

touched ... roses, and they also became gold. ... king's daughter, who loved ... roses very much, saw it and began to cry. "Don't cry, ... dear daughter," said ... king and touched his daughter's head. ... next moment ... girl turned into ... beautiful gold statue.

Упр. 18. Вставьте артикль, где необходимо.

Swift, ... famous English writer, was travelling one day on ... horseback with his servant. ... weather was bad, it was raining, and ... roads were muddy. In ... evening the two¹ men came to ... inn. Before going to ... bed Swift told his servant to clean his boots. But ... servant was lazy and did not do it. In ... morning Swift asked ... servant why he had not cleaned ... boots. "What's ... use cleaning ... boots now?" said ... servant. "... roads are muddy, and ... boots will soon be dirty again." "All right," said ... writer. "Let's go. We must continue ... journey." "But I haven't had ... breakfast," said ... displeased servant. "Well, what's ... use giving you ... breakfast now?" said Swift: "You will soon be hungry again."

Упр. 19. Вставьте артикль, где необходимо.

1. Is this ... interesting book? Is this ... very interesting book? Is this ... very interesting book you have spoken about so much? It is such ... interesting book. Is it ... same book you have recommended to us? 2. She is ... teacher. She is ... good teacher. She is ... teacher of our school. She is ... teacher of ... English. Here is ... teacher, ask her about ... question which interests you. 3. There is ... word in ... text which I cannot understand. There is... very difficult word, too, which I cannot pronounce. Here is ... word I was looking up in the dictionary. This word is ... adverb. 4. ... first men wore vegetarians. 5. Serfdom was abolished in ... Russia in ... 19th century. 6. Columbus, who discovered ... America, was ... native of ... Genoa, 7. ... Rome is ... ancient town. 8. ... Ireland, .., Scotland and ... Wales are parts of ... United Kingdom.

Упр. 20. Вставьте артикль, где необходимо.

Robert Burns, ... son of ... small farmer in Ayrshire, was born on ... 25th of ... January, 1759. His parents were poor, so that Burns could not get a good education. He worked hard as ... plough boy. He was fond of reading and always had ... ballad-book before him at ... dinner. After ... death of his father Robert and his brother and sisters took over ... farm together. Working in ... fields Burns wrote many wonderful songs. However, things became so bad on ... farm, that ... poet decided to go to ... Jamaica hoping to get ... job on ... plantation there. Luckily some friends helped Burns to publish ... book of poems. ... book was noticed and praised highly. In 1786 Burns went to ... Edinburgh, and his book of poems unlocked ... doors of ... rich Edinburgh houses to a peasant with such a wonderful talent. In 1788 he married Jean Armour and spent... peaceful and happy year. ... rest of his life-story is ... tale of ... poet's hardships. ... hard life ruined ... poet's health, and on ... 21st of ... July, 1796 he died at ... age of thirty-seven.

3. Имя прилагательное

Прилагательное может выступать в предложении в качестве:

1) определения (предшествует существительному в единственном и множественном числе):

1. It's a new dress.	Это новое платье.
2. It takes time to make new friends.	Нужно время, чтобы обрести новых друзей.
3. We have a good club.	У нас (есть) хороший клуб.
4. They are good swimmers	Они хорошие пловцы.
5. A car with poor brakes is dangerous.	Машина с плохими тормозами опасна.
6. I don't like loud music.	Я не люблю громкую музыку.
7. It was a very interesting performance.	Это было интересное, представление.

2) именной части сказуемого (следует за глаголом-связкой, может отделяться наречием):

1. She is busy today.	Она сегодня занята.
2. He is not very busy .	Он не очень занят
3. It's quite difficult .	Это довольно трудно.
4. Summer nights are quite short .	Летние ночи довольно короткие.
5. He is fluent in English.	Он бегло говорит по-английски.

В английском языке, также, как и в русском, некоторые прилагательные утратили свое значение признака предмета и обрели значение предметности. Перейдя в класс существительных, такие слова приобретают и свойства существительных (артикл, окончание -s во множественном числе). К этой группе принадлежат также названия некоторых национальностей (the Russians – *русские*, an American – *американец*, etc.).

Примечание: названия национальностей, оканчивающиеся на -ch, -sh, не принимают окончания во множественном числе, (the English – англичане, the Dutch – голландцы, etc.).

Субстантивированные прилагательные могут выступать в предложении, в функции:

- а) подлежащего (употребляются с определенным артиклем),
- б) именной части сказуемого,
- в) дополнения:

1. Good treatment helps the sick .	Хороший уход помогает больным.
2. The unemployed are losing hope.	Безработные теряют надежду.

3. The beautiful is not always the same as the good .	Красивое не всегда означает хорошее.
4. He is raising money for the blind .	Он собирает деньги для слепых.
5. Most of the elderly are women, because women tend to live longer, than men.	Большая часть пожилых людей – это женщины, потому что женщины имеют тенденцию жить дольше, чем мужчины.
6. The English are proud, independent people.	Англичане – гордые, независимые люди.
7. The change in the tax laws helped the wealthy more than us.	Изменения в законах о налогах помогли богатым больше, чем нам.
8. The poor are helped by government programmes.	Правительственные программы оказывают помощь бедным.
9. The rich live, while the poor die.	Богатые живут, в то время как бедные умирают.
10. The living are more important to us than the dead .	Живые (люди) намного важнее для нас, чем мертвые.

Прилагательные и некоторые наречия (в основном, наречия образа действия) имеют три степени сравнения: the Positive Degree (положительная степень), the Comparative Degree (сравнительная степень), the Superlative Degree (превосходная степень).

Односложные и часть двусложных прилагательных и наречий образуют сравнительную степень добавлением суффикса -er; превосходную степень – добавлением суффикса -est:

Positive Degree	Comparative Degree	Superlative Degree
small	smaller	smallest
large	larger	largest
big	bigger	biggest
easy	easier	easiest
soon	sooner	soonest

Примеры:

1. The article argued that walking is healthier than jogging.	Статья доказывала, что ходьба полезнее, чем бег трусцой.
2. The prices are getting higher and higher .	Цены становятся все выше и выше.
3. Is it cheaper to travel by car or by train?	Что дешевле – ехать на машине или поездом?

Многосложные и большинство двусложных прилагательных и производных наречий, оканчивающихся на -ly, образуют сравнительную степень добавлением *more*, превосходную степень – добавлением *most*:

Positive Degree	Comparative Degree	Superlative Degree
active	more active	most active
powerful	more powerful	most powerful
correctly	more correctly	most correctly

Примечание: ряд двусложных прилагательных образуют степени сравнения двумя способами:

- а) при помощи суффиксов -er / -est
- б) путем добавления *more* / *most*.

К этой группе относятся: *angry* (сердитый), *clever* (умный), *common* (общепринятый, обычный), *dirty* (грязный), *feeble* (слабый, хилый), *friendly* (дружелюбный), *funny* (забавный, смешной), *gentle* (мягкий, добрый), *narrow* (узкий), *polite* (вежливый), *quiet* (тихий, спокойный), *simple* (простой), *silly* (глупый), *stupid* (глупый) и др.

Следующие прилагательные и наречия представляют собой *исключения*, они образуют степени сравнения от разных корней:

Positive Degree	Comparative Degree	Superlative Degree
good/well	better	best
bad/badly	worse	worst
little	less	least
much/many	more	most

Примечания:

1) Некоторые прилагательные имеют две параллельные формы в сравнительной и превосходной степени, отличающиеся по своему значению:

Positive Degree	Comparative Degree	Superlative Degree	Значение
old	older	oldest	более старый, самый старый
	elder	eldest	старше, самый старший (о семье)
	later	latest	более поздний, самый поздний
late	latter	last	последний из двух упомянутых,

far	further	furthest	самый последний (прошлый) последующий, дальнейший (в порядке следования) более дальний (дальше), самый дальний
	farther	farthest	

Примеры:

1.	I saw him last week.	Я видел его на прошлой неделе.
2.	This was our last day at camp.	Это был наш последний день в лагере.
3.	Further information will be provided later .	Дальнейшая информация будет предоставлена позднее.
4.	Sooner or later you will understand me.	Раньше или позже вы поймете меня.
5.	See you later .	Увидимся позже (до встречи).

2) Прилагательное **most**, **most of** перед существительным и местоимением имеет значение *большинство*:

1.	Most people like music.	<i>Большинство</i> людей любят музыку.
2.	Most of them work and study.	<i>Большинство</i> из них работают и учатся.

3) Существительные, определяемые прилагательными в превосходной степени, употребляются обычно с определенным артиклем.

Упражнения по теме «Имя прилагательное»

Упр. 1. Образуйте сравнительную и превосходную степень следующих прилагательных.

Hot, long, short, clever, silly, great, red, black, white, thin, thick, fat, nice, warm, cold, merry, small, tall, high, weak, strong, heavy, light, green, dry, clean, dirty, wide, deep, brave.

Упр. 2. Переведите на английский язык.

Старый, старше, самый старый, самый старший, мой старший брат, мой старый друг, дальше, самый дальний, самый длинный, короче, счастливый, счастливее, самый счастливый, самый лучший, самый черный, длиннее, хуже, лучше, теплее, ее лучший друг, ее младший сын, его старший сын

Упр. 3. Переведите следующие предложения на английский язык.

1. а. Я знаю интересную историю. б. Он знает более интересную историю. в. Она знает самую интересную историю. 2. а. Это длинный путь. б. Это более длинный путь. в. Это самый длинный путь. 3. а. Ее работа очень важна. б. Его работа важнее. в. Моя работа самая важная. 4. а. Это плохая песня. б. Это еще более плохая песня. в. Это самая плохая песня. 5. а. Он хороший инженер. б. Он более хороший инженер. в. Он самый лучший инженер. 6. а. Он принес ей красивый цветок. б. Он принес ей более красивый цветок. в. Он принес ей самый красивый цветок. 7. а. Он рассказал нам о счастливом человеке. б. Он рассказал нам о более счастливом человеке. в. Он рассказал нам о самом счастливом человеке. 8. Это были самые счастливые дни в ее жизни. 9. Это очень легкая задача. Дайте мне более трудную задачу. 10. Летом дни длинные, а ночь короткие. 11. 22 июня – самый длинный день. 12. В июле дни короче. 13. В декабре дни сами короткие. 14. «Четверка» – хорошая отметка, но «пятерка» лучше. 15. «Пятерка» – самая лучшая отметка. 16. Самая плохая отметка – «двойка». 17. Твое платье, конечно, очень красивое, но мое платье красивее. 18. Мой папа – высокий мужчина. 19. Это более теплое пальто.

Упр. 4. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the straits of Gibraltar. 11. Russia is a very (large) country.

Упр. 5. Вставьте as ... as или so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

Упр. 6. Переведите следующие предложения на английский язык.

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как дедушка. 7. Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский музей такой же богатый, как Эрмитаж? 9. Державин не такой знаменитый, как Пушкин. 10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль.

Упр. 7. Переведите следующие предложения на английский язык.

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января, 10. Днепр короче Волги. 11. Эрмитаж богаче Русского музея.

Упр. 8. Переведите следующие предложения на русский язык.

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6. I need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

Упр. 9. Вставьте as ... as, so ... as или than.

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No. 2 is easier ... Exercise No. 3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

Упр. 10. Раскройте скобки, употребляя подходящую форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is

a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

Упр. 11. Раскройте скобки, употребляя подходящую форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

Упр. 12. Переведите следующие предложения на английский язык.

1. Здание Московского университета – самое высокое в столице. 2. Наш город не такой большой, как Киев, но он такой же красивый. 3. Невский проспект – одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? – Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец – очень занятой человек. 14. Крым – одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

4. Местоимение

Выделяют следующие разряды местоимений:

- ✓ *личные (personal)*: I, he, she, it, we, you, they;
- ✓ *притяжательные (possessive)*: my, his, her, its, our, your, their;
- ✓ *возвратно-усилительные (reflexive)*: myself, himself, herself, itself, ourselves, yourself (yourselves), themselves;
- ✓ *взаимные (reciprocal)*: each other, one another;
- ✓ *указательные (demonstrative)*: this (these), that (those), such, the same;
- ✓ *вопросительные (interrogative)*: who, whose, what, which;
- ✓ *определяющие (defining)*: each, every, everybody, everyone, everything, all, either, both, other, another;
- ✓ *неопределенные (indefinite)*: some, any, somebody, anybody, something, anything, someone, anyone, one;
- ✓ *отрицательные (negative)*: no, none, nobody, no one, nothing.

Поскольку в речи местоимения встречаются в разного рода комбинациях, то и мы для удобства рассмотрения объединим разряды местоимений тем или иным образом, т.е. не в порядке их перечисления.

Первые три из вышеназванных разрядов местоимений представлены в следующей таблице:

	Именительный падеж	Косвенный падеж	Притяжательный падеж	Абсолютный притяжательный	Возвратно-усилительные местоимения
1 л. ед.	I	me	my	mine	myself
2 л. ед.	you	you	your	yours	yourself
3 л. ед.	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
1 л. мн.	we	us	our	ours	ourselves
2 л. мн.	you	you	your	yours	yourselves
3 л. мн.	they	them	their	theirs	themselves

Притяжательные местоимения my, his, her, its, our, your, their всегда предшествуют существительному и выступают в функции определения.

Притяжательное местоимение, относящееся к существительному в функции определения, переводится либо местоимением *свой*, если подлежащее выражено соответствующим ему личным местоимением, или существительным, либо совсем не переводится:

1.	My work is very interesting.	Моя работа очень интересная.
2.	That's my bicycle over there.	Это мой велосипед стоит там.
3.	You were talking with your friend when I met you.	Вы разговаривали со своим другом, когда я вас встретил.

4. Put your hands in your pockets.	Поместите руки в карманы.
5. It's his task to explain us the procedure.	Это его задача объяснить нам данную процедуру.
6. John and his wife both play tennis.	И Джон, и его жена играют в теннис.
7. My friend has gone to her seminar.	Моя подруга пошла на семинар.

Притяжательные местоимения *mine, his, hers, its, ours, yours, theirs* употребляются самостоятельно без последующего существительного, заменяя предшествующее существительное, определяемое притяжательным местоимением:

1. He is reading his book, and I am reading mine (my book).	Он читает свою книгу, а я свою.
2. Your pen is bad. Take mine (my pen).	Ваше перо плохое. Возьмите мое (мое перо).
3. It wasn't their fault, it was mine .	Это была не их вина, а моя.
4. Laura is a friend of mine (= one of my friends).	Лаура – одна из моих подруг.
5. Is this car yours ?	Эта машина ваша?
6. His answer is good. Yours (your answer) is better.	Его ответ хороший. Ваш (ваш ответ) лучше.

Возвратные местоимения *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* употребляются с глаголами со значением возвратности действия, а также в значении *себя*:

1. Writing helps me to know myself better.	То, что я пишу, помогает мне лучше понимать себя.
2. I often ask myself about it.	Я часто спрашиваю себя об этом.
3. Look at yourself !	Посмотри на себя!
4. You shouldn't blame yourself for this accident.	Тебе не следует винить себя в (совершении) этой аварии.
5. You must be proud of yourself .	Вы должны гордиться собой.
6. Before he jumped out of the airplane, he wished himself good luck.	Прежде чем он выпрыгнул из самолета, он пожелал себе удачи.
7. He usually does his ironing himself .	Обычно он гладит (одежду) сам.

Возвратные местоимения часто используются со следующими глаголами: *to amuse* забавлять, развлекать, *to blame* обвинять, *to cut* резать, *to dry* вытирать, сушить, *to enjoy* наслаждаться, *to hurt* причинить вред/ боль, ушибить, поранить, *to introduce* представлять (знакомить) и др.

Сочетание глагола с возвратным местоимением часто переводится на русский язык возвратным глаголом:

1.	The pan was hot and I burnt myself .	Сковорода была горячей, и я обжегся.
2.	Enjoy yourself!	Развлекайся!
3.	Help yourselves!	Угощайтесь!
4.	He washes himself with cold water.	Он умывается холодной водой.
5.	He cut himself while cooking breakfast.	Он порезался, готовя завтрак.

Усилительные местоимения по форме полностью совпадают с возвратными. Они служат для усиления или выделения подлежащего или дополнения, являясь своеобразным приложением к ним. На русский язык они переводятся посредством слов *сам, сам по себе*:

1.	I did my work myself .	Я сделал свою работу сам.
2.	Solve your problems yourself	Решай свои проблемы сам!
3.	We decorated the room ourselves .	Мы сами украшали комнату.
4.	We ourselves are responsible for our actions.	Мы сами отвечаем за свои действия.
5.	Behave yourself!	Веди себя прилично!

Примечание: предлог *by* перед возвратным местоимением указывает, что действие осуществляется человеком без чьей-либо помощи:

1.	I like living by myself .	Мне нравится жить одному
2.	Don't worry, we can do it by ourselves .	Не беспокойся, мы можем сделать это сами.
3.	The old man lives by himself .	Старик живет сам по себе (= один).

Примечание: часто английские глаголы, выражающие действия со значением возвратности, употребляются без возвратных местоимений. Сюда относятся такие глаголы как *to wash* умываться, *to dress* одеваться, *to shave* бриться, *to feel* чувствовать себя и др.:

1.	He bathed and shaved with care.	Он искупался и тщательно побрился.
2.	I can dress in five minutes.	Я могу одеться за пять минут.
3.	She always dresses in black/ wears black.	Она всегда одевается в черное.

Примечание: исключениями являются следующие выражения:

Behave yourself! – Веди(те) себя прилично!

Wash / shave / dress yourself! – Умойся / побрейся / оденься!

К отрицательным местоимениям относятся: *no, neither (of), none (of)*:

1. I have no objections.	У меня нет возражений.
2. There is no excuse to rudeness.	Для грубости нет извинений.
3. Have you got any information about him? – I have none .	Есть ли у вас какие-либо сведения о нем? – Никаких.
4. None of the drivers has/ have turned up.	Никто из водителей не свернул.
5. Fortunately, none of the furniture got wet.	К счастью, ничто из мебели не пострадало.

Неопределённое местоимение *some* *несколько, некоторые, какие-то* предшествует существительному во множественном числе (преимущественно, это исчисляемые существительные) и, как правило, употребляется в утвердительных предложениях.

Примечание: местоимение *some* не всегда требует перевода на русский язык:

1. I have read some articles on this subject.	Я прочитал несколько статей по этому вопросу.
2. They asked me some questions.	Они задали мне несколько вопросов.
3. I need some blank cassettes.	Мне нужны несколько чистых кассет.
4. Some people like the sea, others prefer the mountains.	Одни (некоторые) люди любят море – другие предпочитают горы.
5. Mary bought some bananas.	Мэри купила бананы (несколько бананов).

Some в значении *какой-нибудь, немного* предшествует существительному в единственном числе (чаще это неисчисляемые существительные). Иногда *some* не нуждается в переводе на русский язык:

1. I have some time.	У меня есть немного времени.
2. I need some hard material.	Мне нужен какой-нибудь твердый материал.
3. I need some advice.	Мне нужен (какой-нибудь) совет.
4. Give me some water, please.	Дайте мне воды, пожалуйста.
5. For this job you need some experience with computers.	Для этой работы вам нужен опыт работы на компьютере.

Примечание: иногда *some* употребляется в вопросительных предложениях:

а) когда вопрос относится не к тому члену предложения, в состав которого входит *some*;

б) когда вы угощаете кого-то, ибо это выглядит вопросом только формально, а по сути вы что-нибудь предлагаете;

в) когда, задавая вопрос, вы ожидаете получить положительный ответ (в том числе, это могут быть производные от *some*):

1. Would you like some coffee?	Не хотите кофе?
2. Would you like some more beer?	Не желаете еще немного пива?
3. Could I have some brown rice, please?	Неочищенный рис, пожалуйста.

Местоимение *any*, как правило, употребляется в вопросительных предложениях и отрицательных предложениях после глагола в отрицательной форме:

1. Have you found any interesting articles in this magazine?	Вы нашли какие-нибудь интересные статьи в этом журнале?
2. No, I have not found any interesting articles in it.	Нет, я не нашел в нем никаких интересных статей.
3. Sorry, I haven't got any matches.	Извините, у меня совсем нет спичек.
4. She didn't give me any money.	Она не дала мне денег.
5. Could you give me some juice? – Sorry, we haven't got any .	Не могли бы вы дать мне сока? – Извините, сока нет (совсем).

Any в утвердительных предложениях имеет значение *любой, всякий, каждый*:

1. You can take any book you like.	Вы можете взять любую книгу.
2. Any information will be helpful.	Любые сведения будут полезны.
3. Any person can show you the way to the centre.	Любой (человек) может показать вам дорогу в центр.

Примечание: *any* употребляется в утвердительных предложениях, которые на самом деле имеют негативное значение – например, со словами *never никогда, without без, hardly едва, at all вовсе, вообще, совсем, to prevent (from) не давать, мешать*. В предложениях с *if* возможно применение и *some*, и *any*:

1. You <i>never</i> give me any help.	Ты никогда не помогаешь мне.
2. <i>Without</i> any word he left the room.	Не говоря ни слова, он вышел из комнаты.
3. We got there <i>without</i> any trouble.	Мы добрались туда без (каких-либо) хлопот.

4.	There's <i>hardly</i> any tea left.	Вряд ли осталось сколько-нибудь чая.
5.	The noise of the party <i>prevented</i> me <i>from</i> any sleep.	Шум вечеринки не давал (мешал) мне спать.

Местоимения *some*, *any*, *no*, *every* и сложные местоимения, в состав которых они входят:

some	any	no	every
В сочетании с <i>-body</i> и <i>-one</i> обозначают лица			
We see somebody (someone) at the window. Somebody (someone) is standing at the window.	Do you see anybody (anyone) at the window? I do not see anybody (anyone) at the window. Is anybody (anyone) standing at the window?	I see nobody (no one) at the window. Nobody (no one) is standing at the window.	We see everybody here. Do you see everybody here? I do not see everybody here. Everybody (everyone) is here.
В сочетании с <i>-thing</i> обозначают предметы			
We see something on the table. Something is wrong with the key.	Do you see anything on the table? We do not see anything on the table. Is anything wrong with the key?	I see nothing on the table. Nothing is wrong with the key.	I see everything . Do you see everything ? I do not see everything . Everything is ready.
В сочетании с <i>-where</i> обозначают место			
We saw this book somewhere .	Did you see this book anywhere ? We did not see this book anywhere .	We saw this book nowhere .	This song can be heard everywhere . Can this song be heard everywhere ? The song can't be heard everywhere .

Примечания:

1) Местоимение *every* употребляется, как правило, с существительными, имеющими форму единственного числа: *Every student knows it.* – *Каждый студент знает это.*

2) Местоимение everybody в значении *все*, хотя и согласуется с глаголом в единственном числе, переводится на русский язык формой множественного числа:

1. Everybody is present.	Все присутствуют.
2. Everybody needs friends.	Друзья нужны всем.
3. Everybody was late.	Все опоздали.

Местоимение it выполняет в предложении разнообразные функции, от которых и зависит его перевод.

It как личное местоимение может выполнять функцию подлежащего и дополнения (как прямого, так и косвенного):

- а) в качестве подлежащего it переводится *он, она, оно*;
- б) в качестве прямого дополнения – *его, ее*;
- в) в качестве косвенного дополнения – русским личным местоимением в соответствующем падеже:

1. I have read this book. It is interesting.	Я прочел эту книгу. Она интересная.
2. The book is interesting, read it . I want to speak with you about it .	Эта книга интересная, прочтите ее. Я хочу поговорить с вами о ней (о книге).
3. Do you like the table? I bought it yesterday.	Тебе нравится этот стол? Я купила его (стол) вчера.
4. I tried to lift the box, it is very heavy.	Я пытался поднять коробку, она очень тяжелая.
5. Read this article, it can be helpful for your essay.	Прочти эту статью, она может быть полезна для твоего эссе.

It может выступать в значении *указательного местоимения*. В таких случаях it переводится словом *это*:

1. It is our new laboratory.	Это наша новая лаборатория.
2. What is this? – It is a hammer.	Что это? – Это молоток.
3. It was a 5-kilometre run.	Это был пятикилометровый пробег.

Местоимение it вводится в качестве *формального подлежащего* в безличных предложениях для обеспечения их структурной законченности и на русский язык не переводится. Такие предложения соответствуют русским безличным или неопределенным предложениям. В этой функции it употребляется:

- а) при описании явлений или состояния природы/человека, при обозначении времени, расстояния:

1. It is dark here.	Здесь темно.
2. It's great!	Великолепно!
3. It's a pity, that you can't come today.	Жаль, что вы не можете прийти сегодня.

б) с глаголами *to snow, to rain, to freeze, to thunder*:

1. It was snowing when I went out.	Шел снег, когда я вышел на улицу.
2. When I left the office, it was snowing heavily.	Когда я вышел из офиса, шел сильный снег.
3. It's raining, take the umbrella.	Идет дождь, возьми зонт.

в) с глаголами *to seem, казаться, to appear казаться, to happen случаться, получаться, to occur приходить в голову* в составе сложноподчиненного предложения:

1. It seems (that) he works much.	Кажется (похоже), он много работает.
2. It happened so, that we failed to meet when he arrived here.	Случилось так, что нам не удалось встретиться, когда он приезжал сюда.
3. It appears not to suit you.	Похоже, это вам не подходит.
4. It occurred to me, that we should go there more often.	Я подумал, что нам следует ходить туда почаще.

It употребляется в качестве формального подлежащего в предложениях, где подлежащее выражено инфинитивом, герундием или придаточным предложением.

1. It is high time to begin the experiment.	Сейчас как раз время начать этот эксперимент.
2. It's so nice to be with you.	Так хорошо быть с тобой.
3. It's no use trying to explain her anything.	Бесполезно пытаться объяснять ей что-либо.
4. It is difficult to understand what she is talking about.	Трудно понять, о чем она говорит.
5. It's unusual to see Peter with a girl.	Необычно видеть Петра с девушкой.

Разновидностью употребления *it* в значении формального подлежащего является использование его в эмфатических предложениях для выделения различных членов предложения (так называемое усилительно-выделительное *it*). Такие предложения обычно переводятся на русский язык простым распространенным предложением с добавлением слов *именно, только*:

1. It was this book that I wanted to read.	Именно эту книгу я хотел прочесть.
2. It is Peter whom I want to send to the library.	Я хочу послать в библиотеку именно Питера.
3. It was him who told me the truth.	Именно он сказал мне правду.

После глаголов to believe, to consider, to find, to think, to make (в значении «заставлять») и др. *it* употребляется в функции формального дополнения. Прямое дополнение при этом обычно выражено инфинитивом или придаточным предложением. В таких случаях *it* на русский язык не переводится.

1. We <i>believe it</i> possible to take part in this discussion.	Мы считаем возможным принять участие в этом обсуждении.
2. George <i>made it</i> clear that he disagreed.	Джордж дал понять, что он не согласен.
3. I <i>find it</i> difficult to talk to you about anything serious.	Я считаю трудным говорить с вами о чем-либо серьезном.
4. I <i>thought it</i> peculiar that she hadn't written.	Мне показалось необычным, что она не написала.

Предложения с выражением, обозначающим время, затрачиваемое на свершение какого-либо действия, также начинаются с формального *it*:

1. It takes me 20 minutes to get to my work.	Мне нужно 20 минут, чтобы добраться до работы.
2. It takes her a couple of hours to write a letter.	Ей требуется пара часов, чтобы написать письмо.
3. How much time does it take you to cook breakfast?	Сколько времени тебе требуется, чтобы приготовить завтрак?

В качестве указательного местоимения *that* (*those*) переводится *тот, та, то, те* или *этот, эта, это, эти*:

1. That house was built in 1955.	Тот дом был построен в 1955 году.
2. I met him that very day.	Я встретил его в тот самый день.
3. Do you know the people who live in that house?	Ты знаешь людей, которые живут в этом доме?
4. Have you eaten those apples (which) we bought yesterday?	Ты съел те яблоки, которые мы вчера купили?
5. Those days are reminding me a lot.	Те дни напоминают мне о многом.

That в функции подлежащего или дополнения переводится *это*:

1. That is clear to me.	Это мне ясно.
2. We know that .	Мы знаем это.
3. That was a wonderful day.	Это был замечательный день.

That в функции относительного местоимения, присоединяющего определительные придаточные предложения, заменяет which, who, whom и переводится *который, которая, которое, которые*:

1. The girl that is reading the time-table is our student.	Девушка, которая читает расписание, наша студентка.
2. I have a class that begins at 8 a.m.	У меня (есть) занятие, которое начинается в 8.00.
3. The man that answered the phone was polite.	Человек, который ответил по телефону, был вежливым.

В качестве союза, присоединяющего дополнительные придаточные предложения, that переводится *что*:

1. He said that he would finish his experiments in a month.	Он сказал, что закончит свои опыты через месяц.
2. I was sure that she would help you.	Я был уверен, что она поможет тебе.
3. It worried me a bit that she didn't phone.	Меня немного беспокоило, что она не позвонила.

В качестве союза, присоединяющего придаточные предложения подлежащие и сказуемые, that переводится *то, что*:

1. That he declined to take part in our conference surprised everybody.	То, что он отказался принять участие в нашей конференции, удивило всех.
2. The fact is that I can't find this book anywhere.	Дело в том, что я нигде не могу найти эту книгу.
3. The only thing that matters is that you're safe.	Единственное, что значит, это то, что ты находишься в безопасности.

В качестве союза, вводящего обстоятельственное придаточное предложение:

а) цели; обычно в сочетании с so или in order переводится *для того чтобы* или *чтобы*:

1. He published the results of his experiment so (in order) that everyone might use them.	Он опубликовал результаты своего исследования для того, чтобы все могли ими воспользоваться.
2. I'm going to make an early start so that I don't (or won't) get stuck in the traffic.	Я собираюсь рано отправиться в путь, чтобы не застрять в дорожной «пробке».
3. He came in quietly so that he shouldn't wake his wife.	Он вошел тихо, чтобы не разбудить жену.

That как заместитель ранее упомянутого существительного либо переводится этим существительным, либо совсем не переводится. Чтобы не повторять предшествующее существительное во множественном числе, употребляется местоимение *those (te)*. Обычно за этим местоимением следует дополнение с предлогом *of*:

1. The efficiency of the new engine is much higher than that of the old one.	Коэффициент полезного действия нового двигателя гораздо выше, чем (КПД) старого.
2. Heat capacity of alcohol is less than that of mercury.	Теплоемкость спирта меньше, чем (теплоемкость) ртути.

Примечание: словосочетание *that is* вводит приложение и переводится *то есть*: *What do you know about the physics of the atomic nucleus, **that is** about nuclear physics?* – *Что вы знаете о физике атомного ядра, т.е. о ядерной физике?*

Местоимение *this (these)*, помимо своей обычной функции указательного местоимения, может служить для замены ранее упомянутого существительного или целой группы слов (во избежание их повтора в одном и том же предложении). В таких случаях *this (these)* переводится либо ранее упомянутым существительным, либо местоимением, заменяющим это существительное:

1. Our era began with the discovery of the electric current. This was originally derived from the study of nerve physiology, but was developed on a physical basis.	Наш век начался с открытия электрического тока. Это открытие было сделано в результате изучения физиологии нервов, но получило свое развитие на основе физики.
2. All bodies consist of molecules and these of atoms.	Все тела состоят из молекул, а те (т.е., молекулы) состоят из атомов.

One может иметь следующие значения и функции:

1. One в качестве неопределенно-личного местоимения обычно употребляется в функции *подлежащего*. В этом случае one на русский язык не переводится:

1. One does not know how to act in such circumstances.	Не знаешь, как и действовать в таких случаях.
2. One should be careful.	Нужно быть осторожным.
3. One must know one's duties.	Нужно знать свои обязанности.
4. One can't mention other people to the press.	Не следует называть (упомянуть) других людей представителям прессы.
5. One simply doesn't drink red wine with fish.	Никто просто не пьет красное вино с рыбой.

2. One может употребляться для замены ранее упомянутого существительного в единственном числе. Для замены существительного во множественном числе употребляется ones. В этой функции one (ones) переводится либо существительным, которое оно заменяет, либо совсем не переводится:

1. You may take my dictionary. – Thank you, I have got one .	Вы можете взять мой словарь. – Благодарю вас, у меня есть (словарь).
2. I need a new umbrella. I really must buy one .	Мне нужен новый зонт. Я действительно должен его купить.
3. Which way is the escalator? – I think, there is one over there.	Где находится эскалатор? – Я думаю, эскалатор вон там.
4. We've got some biscuits. Would you like one ?	У нас есть печенье. Хотите?
5. The apples are delicious. Would you like one ?	Яблоки очень вкусные. Хочешь?

Примечание: слово one заменяет только имена существительные конкретные. Имя существительное вещественное или отвлеченное, определяемое прилагательным, не заменяется словом one, а повторяется или опускается: *There is a close connection between thermal conduction and electrical (conduction).* – *Существует тесная связь между тепловой проводимостью и электрической проводимостью.*

3. One может также употребляться после местоимений *this, that, another, the other* для замены существительного в единственном числе, а после местоимения *which* – для замены существительного как в единственном, так и во множественном числе:

- | | | |
|----|--|--|
| 1. | I have read this book, give me another one . | Я читал эту книгу, дайте мне другую. |
| 2. | I shall show you some books and you will tell me <i>which ones</i> you would like to read. | Я покажу вам несколько книг, и вы скажете мне, какие вы хотели бы прочитать. |

4. One в притяжательном падеже переводится местоимением *свой*: *One should never forget **one's** promise.* – *Никогда не следует забывать своего обещания.*

Упражнения по теме «Местоимения»

Упр. 1. Вставьте *some, any* или *no*.

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? – Yes, there are 5. Are there ... maps on the walls? – No, there aren't 6. Are there ... pens on the desk? – Yes, there are.... 8. Are there ... sweets in your bag? – Yes, there are 9. Have you got ... English books at home? – Yes, I have 10. There are ... beautiful pictures in the magazine. Look at them. 11. There is ... ink in my pen: I cannot write.

Упр. 2. Вставьте *something, anything, nothing* или *everything*.

1. ... is all right, the patient is much better today! 2. Is there ... interesting in the program of the concert? 3. I could see ... : it was quite dark. 4. Give me ... to drink. 5. I didn't take any money with me so I couldn't buy 6. My new eyeglasses are very good, I can see ... now. 7. I saw ... near the wood that looked like a tent.

Упр. 3. Вставьте *something, anything, nothing* или *everything*.

1. Give me ... to read, please. - With pleasure, 2. I don't know ... about your town. Tell me .., about it. 3. Please give me ... warm: it is cold here. 4. I understand ... now. Thank you for your explanation. 5. There is ... white in the box. 'What is it? 6. Is there ... that you want to tell me? 7. Where is the book? - It is on the table. - No, there is ... there.

Упр. 4. Вставьте *somebody, anybody, nobody* или *everybody*.

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

Упр. 5. Заполните пропуски, вставив одно из слов, данных в скобках.

1. We haven't ... black stockings (no, any). 2 They have ... red boots, Kate (any, no). 3. I don't want... today, thank you (nothing, anything). 4. "I haven't got ... clean exercise-books, Mother," said the boy (any, no). 5. "We shall not buy ... in this shop, children," said the mother (nothing, anything). 6. Didn't you buy ... potatoes yesterday (any, no)? 7.1 didn't see ... in the street when I went out (anybody, nobody). 8. We did not play ... games in the yard because it was raining all day long (no, any). 9. There is ... at home (anybody, nobody). 10. How much did you pay for these boots? – I didn't pay ... (nothing, anything). They are a present from my

grandmother. 11. Have you lost ... (anything, nothing)? – No, nobody here has lost ... (nothing, anything).

Упр. 6. Поставьте следующие предложения в отрицательную и вопросительную форму.

1. They have done something. 2. He has given them some money. 3. You have brought something for us. 4. I have taken some English books from you. 5. She was reading something. 6. He has written a letter to somebody. 7. Somebody by the name of Petrov lives on the third floor. 8. They have some English books. 9. There are some tall trees in front of their house. 10. Peter has something in his box. 11. There are some parks in this town. 12. There are some good book shops in our district.

Упр. 7. Переведите на английский язык.

1. В столовой есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. Там есть кто-то. 5. Там никого нет. 6. В библиотеке есть кто-нибудь? 7. За занавеской есть что-нибудь? – Нет, там ничего нет. 8. В сумке что-то есть. 9. В доме есть кто-нибудь? – Да, там есть кто-то. 10. Под столом есть что-нибудь? – Да, там что-то есть. 11. Там ничего нет. 12. В кабинете врача есть кто-нибудь? – Нет, там никого нет. 13. В нашей библиотеке есть кое-какие книги на английском языке. 14. В вашей библиотеке есть какие-нибудь книги Джека Лондона? 15. Мой дядя хочет мне что-то сказать. 16. На другой день мой брат знал всех. 17. Если вы захотите что-нибудь поесть, идите в вагон-ресторан. 18. Расскажите нам всё о вашем путешествии.

Упр. 8. Вставьте *some, any, no* или их производные.

1. Here are ... books by English writers. Take ... book you like. 2. There are ... boys in the garden because they are at school. 3. I can see ... on the snow, but I don't know what it is. 4. Are there ... desks in the classroom? - Yes, there are many. 5. There are ... books on this desk, but there are.... exercise-books. 6. Did he say ... about it? - No, he said 7. What shall I do now, Mom? I, have done my homework. - You can do ... you like. 8. There was ... in the street because it was Very late. 9. ... wants to see him. 10. Is there ... here who knows this man? 11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer. 12. Can ... tell me how to get to the Public Library? - Yes, take ... bus that goes from here towards the railway station and get off at the third stop. 13. Please bring me ... apples, Mary. 14. That is a very easy question – ... can answer it.

Упр. 9. Вставьте *somewhere, anywhere, nowhere* или *everywhere*.

1. I put my dictionary ... yesterday and now I can't find it – Of course, that is because you leave your books 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses I always put them ... and then look for them

for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Упр. 10. Переведите на английский язык.

1. На столе лежит что-то круглое. Что это такое? 2. Никто об этом ничего не знает. 3. В городе много парков. Везде деревья и цветы. 4. В той комнате кто-то есть. 5. Анна живет где-то в этом районе. 6. Я никого не знаю в этом городе. 7. Дай мне, пожалуйста, что-нибудь поесть. 8. Кто-нибудь знает адрес нашего учителя? 9. Все в порядке. 10. Кто-нибудь хочет посмотреть телевизор? 11. Мы слышали эту песню повсюду. 12. Он где-то в саду.

Упр. 11. Вставьте одно из следующих слов:

a) some, any, no.

1. There were ... of my friends there. 2. Well, anyway, there is ... need to hurry, now that we have missed the train. 3. Have you ever seen ... of these pictures before? 4. There is ... water in the kettle: they have drunk it all. 5. There were ... fir-trees in that forest, but many pines. 6. We could not buy cherries, so we bought ... plums instead.

b) somebody, anybody, nobody.

1. I saw ... I knew at the lecture. 2. I dare say that there may be ... at the lecture that I know, but what does that matter? 3. Do you really think that ... visits this place? 4. I have never seen ... lace their boots like that.

c) somewhere, anywhere, nowhere.

1. I haven't seen him 2. I know the place is ... about here, but exactly where, I don't know. 3. Did you go ... yesterday? – No, I went ... , I stayed at home the whole day.

Упр. 12. Вставьте *some, any, no, every* или их производные.

1. Can I have ... milk? - Yes, you can have 2. Will you have ... tea? 3. Give me ... books, please. I have ... to read at home. 4. Put ... sugar in her tea: she does not like sweet tea. 5. Is ... the matter with you? Has ... offended you? I see by your face that ... has happened. 6. We did not see ... in the hall. 7. ... was present at the lesson yesterday. 8. He is busy. He has ... time to go to the cinema with us. 9. Do you need ... books to prepare for your report? 10. Have you ... questions? Ask me ... you like, I shall try to answer ... question. 11. ... liked that play: it was very dull. 12. If ... is ready, we shall begin our experiment.

Упр. 14. Вставьте *some, any, no* или их производные.

1. Have you ... relations? – No, I haven't ... , I have ... relations. 2. Has she ... nephews or nieces? – She has ... nephews. 3. She has ... sisters, she has only brothers. 4. Do you know ... about Chinese art? 5. They have ... cousins in Minsk. 6. Have you ... brothers? – No, I haven't ... , I have ... brothers. 7. I have ... good friends. 8. We did not know ... about his problems: he told us 9. Have you got ... interesting books?

10. Have you ... friends in America? 11. He has ... English books in this bookcase. 12. Did you meet ... on your way to school? 13. Have you got ... pencils in your bag? 14. Do we have ... chalk on the blackboard? 15. How could I know that he was ill? ... told me 16. She has ... mistakes in her test.

Упр. 15. Вставьте одно из следующих слов: *some, the, a* или оставьте пропуски незаполненными.

1. We use ... pencils or ... pens when we write. 2. He was reading ... book when I came into ... room. 3. Give me ... water to drink, please. 4. At what time will ... meeting begin? 5. Do you find ... English difficult? 6. I got ... letter from my brother yesterday. 7. I had ... bread and ... butter and ... egg for ... breakfast this morning. 8. Here is ... book that you left on my table yesterday. 9. ... men saw ... boat on ... river. 10. Can you give me ... match? 11. I get ... long letters from my mother, but only ... postcards from my brother. 12. The waitress put ... salad into each plate. 13. When did ... lesson begin? 14. Children must go to ... school. 15. Pass me ... piece of ... bread, please. 16. Do you like ... cucumbers? 17. We bought ... cucumbers at ... market.

Упр. 18. Вставьте одно из следующих слов: *some, any, no, the, a* или оставьте пропуски незаполненными.

1. ... cats like ... milk. 2. They stopped in ... front of ... house where Tom lived. 3. I showed him ... way to ... station. 4. What is ... name of ... street in which you live? 5. I want to say ... words to your sister. 6. ... tea in this glass is cold. 7. ... sun was high in ... sky. 8. Oh, there are ... apples in ... vase: ... children have eaten all of them. Please put ... apples into ... vase. 9. Yesterday we had ... fish for dinner. 10. He gave me ... coffee. 11. I drank ... cup of ... coffee after ... dinner. 12. She bought ... new books yesterday. 13. Where are ..., books which you brought from ... library yesterday? 14. Did you buy ... apples when you were at ... shop? 15. We could not skate because there was ... snow on ... ice. 16. ... house must have ... windows. 17. Most people like ... music. 18. There was ... meat on Nick's plate and ... fish on Tom's, 19. We saw ... houses in the distance.

5. Времена глаголов

Группа времен Indefinite представляет действие как факт и служит для выражения отдельных или повторных действий в настоящем, прошедшем и будущем времени.

The Present Indefinite Tense

Affirmative Form	Interrogative Form	Negative Form
I ask	do I ask?	I do not ask
you ask	do you ask?	you do not ask
he asks	does he ask?	he does not ask
she asks	does she ask?	she does not ask
it asks	does it ask?	it does not ask
we ask	do we ask?	we do not ask
you ask	do you ask?	you do not ask
they ask	do they ask?	they do not ask

Present Indefinite выражает обычное, повторное действие в настоящем времени и переводится глаголом несовершенного вида в настоящем времени. Часто уточняется *обстоятельствами* типа *always всегда, usually обычно, never никогда, often часто, seldom редко, sometimes иногда, every каждый (day, week, month, year), etc.:*

1. I work at a factory.	Я работаю на заводе.
2. He often goes to the library.	Он часто ходит в библиотеку.
3. Spring follows winter.	Весна следует за зимой.
4. Lions eat meat.	Львы питаются мясом.
5. I get up at 7 o'clock every morning.	Каждое утро я встаю в 7.
6. He is never angry with me.	Он никогда не сердится на меня.
7. If water boils, it changes into steam.	Если вода кипит, она превращается в пар.

Present Indefinite употребляется для выражения будущего действия в обстоятельственных *придаточных* предложениях *времени и условия* после союзов *when когда, after после, before прежде чем, до того как, till до тех пор пока, until до тех пор пока не, as soon as как только, as long as до тех пор пока, if если, unless если не, provided при условии что*. В этих случаях глагол придаточного предложения, стоящий в настоящем времени, переводится на русский язык будущим временем:

1. We shall work till it gets dark.	Мы будем работать, пока не стемнеет.
2. Ring me up <i>when</i> you come home.	Позвоните мне, когда придете домой.

3. If you see him, give him my regards.	Если вы увидите его, передайте привет от меня.
4. If I have enough money next year, I will go to Japan.	Если у меня будет достаточно денег в следующем году, я поеду в Японию.
5. If I have some spare time next weekend, we'll go fishing.	Если у меня будет свободное время в следующие выходные, мы поедем ловить рыбу.
6. I'll complain to the manager, if you don't give me a different room	Я пожалуюсь менеджеру, если вы не дадите мне другой номер.
7. I'll be happy when I'm back at home.	Я буду счастлив, когда вернусь домой.

Past Indefinite выражает обычное, однократное или многократное действие в прошлом, которое уточняется обстоятельствами типа *yesterday* *вчера*, *last* (week, month, year, etc.), *ago* *тому назад* и т.п., датой или придаточным предложением с глагольным сказуемым в прошедшем времени:

The Past Indefinite Tense

Affirmative Form	Interrogative Form	Negative Form
I asked	did I ask?	I did not ask
you asked	did you ask?	you did not ask
he asked	did he ask?	he did not ask
she asked	did she ask?	she did not ask
it asked	did it ask?	it did not ask
we asked	did we ask?	we did not ask
you asked	did you ask?	you did not ask
they asked	did they ask?	they did not ask

1. We met him at the meeting <i>yesterday</i> .	Мы встретили его на собрании вчера.
2. We often met our friends <i>last summer</i> .	Прошлым летом мы часто встречали своих друзей.
3. I was in a hurry <i>when you met me</i> .	Я спешил, когда вы меня встретили.
4. I arrived here <i>10 years ago</i> .	Я приехал сюда 10 лет назад.
5. What did you do <i>last evening</i> ?	Что ты делал вчера вечером?
6. He entered the University <i>last year</i> .	Он поступил в университет в прошлом году.
7. She left without saying goodbye.	Она ушла, не попрощавшись.

Past Indefinite выражает ряд последовательных действий в прошлом:

1. The students entered the laboratory, turned on the light, put the tools on the tables and began to work.	Студенты вошли в лабораторию, включили свет, положили инструменты на столы и начали работать.
2. I quickly dressed and left the flat.	Я быстро оделся и вышел из квартиры.
3. He came in , sat down and turned on the television.	Он вошел, сел и включил телевизор.
4. The bottle rolled off the table and smashed , when it hit the floor.	Бутылка покатила со стола и разбилась, когда ударила о пол.
5. When I entered there, I could see that they didn't expect me.	Когда я вошел туда, то понял, что они не ждали меня.
6. He walked into the bar and ordered a champaign.	Он вошел в бар и заказал бокал шампанского.
7. She was surprised and didn't know what to do.	Она была удивлена и не знала, что делать.

Past Indefinite переводится глаголом совершенного или несовершенного вида в прошедшем времени.

The Future Indefinite Tense

Affirmative Form	Interrogative Form	Negative Form
I shall ask	shall I ask?	I shall not ask
you will ask	will you ask?	you will not ask
he will ask	will he ask?	he will not ask
she will ask	will she ask?	she will not ask
it will ask	will it ask?	it will not ask
we shall ask	shall we ask?	we shall not ask
you will ask	will you ask?	you will not ask
they will ask	will they ask?	they will not ask

Future Indefinite выражает однократное или многократное действие в будущем. Может уточняться обстоятельствами типа: *tomorrow завтра*, *tonight сегодня вечером*, *soon скоро*, *next следующий (week, month, year)*, *later позже*, *in a week (month, year) через неделю (месяц, год)*, датой или придаточным предложением:

1. They will work at the factory <i>next year</i> .	В будущем году они будут работать на заводе.
2. She will come back <i>in an hour</i> or so, you can wait for her here.	Она вернется примерно через час, вы можете подождать ее здесь.
3. I will call you a bit <i>later</i> .	Я позвоню вам немного позже.
4. Will you come to see me <i>tomorrow</i> ?	Вы придете навестить меня завтра?

5. It **will happen** quite soon.

Это произойдет довольно скоро.

Примечания:

1) В технической литературе Future Indefinite часто употребляется безотносительно к будущему времени и переводится на русский язык настоящим временем: *The valve **will open** and **close** at regular intervals.* – Клапан регулярно открывается и закрывается.

2) В придаточных предложениях времени и условия Future Indefinite заменяется на Present Indefinite.

3) В разговорном английском форма shall практически не употребляется, форма will используется для всех лиц.

Группа времен Continuous представляет действие как процесс и служит для выражения продолжающегося, незаконченного действия, происходящего в какой-либо момент в настоящем, прошедшем или будущем времени. Форма Continuous образуется из вспомогательного глагола to be в соответствующем времени и Participle I (причастия I) смыслового глагола.

The Present Continuous Tense

Affirmative Form	Interrogative Form	Negative Form
I am asking	am I asking?	I am not asking
you are asking	are you asking?	you are not asking
he is asking	is he asking?	he is not asking
she is asking	is she asking?	she is not asking
it is asking	is it asking?	it is not asking
we are asking	are we asking?	we are not asking
you are asking	are you asking?	you are not asking
they are asking	are they asking?	they are not asking

Present Continuous выражает длительное, непрерывное действие, совершающееся в момент речи или в течение некоторого отрезка времени в настоящем. Переводится несовершенным видом глагола в настоящем времени, иногда с добавлением слов *сейчас, в данный момент*:

1. Could you give me the book? Sorry, but I'm reading it.	Не мог бы ты дать мне эту книгу? Извини, но я ее (сейчас) читаю.
2. I'm wearing a long blue dress.	Я сегодня одета в длинное синее платье.
3. I'm looking for a sweater.	Я ищу (выбираю) свитер.
4. It is getting late.	Становится поздно.
5. She is looking out the window.	Она смотрит в окно.
6. The water is boiling . I'll make coffee.	Вода кипит. Я приготовлю кофе.
7. What are you doing ?	Что ты делаешь (сейчас)?

Present Continuous употребляется в значении будущего продолженного времени в *придаточных предложениях времени и условия* после союзов *when когда, after после того как, before до того как/прежде чем, while в то время как, пока* и т.п.:

1. We shall watch you while you are making this experiment.	Мы будем наблюдать за вами, когда вы будете делать этот опыт.
2. I'll be happy when I'm sitting at home again, drinking a pint of beer and watching TV.	Я буду счастлив, когда буду вновь сидеть дома за пинтой пива и смотреть телевизор.

Present Continuous употребляется с глаголами движения типа *to go, to start, to leave, to come* для выражения ближайшего будущего:

1. We are leaving for Leningrad.	Мы уезжаем в Ленинград.
2. I'm meeting Jane later today.	Я встречаюсь с Джейн позже сегодня.
3. I am buying that used car tomorrow morning!	Я покупаю этот подержанный автомобиль завтра утром!
4. I'm staying at home tonight.	Я останусь дома сегодня вечером.
5. Ann is flying to Chicago next week.	Энн летит в Чикаго на следующей неделе.
6. Sam is leaving at noon tomorrow.	Сэм уезжает завтра в полдень.
7. What are you doing tomorrow afternoon?	Что вы будете делать завтра днем?

The Past Continuous Tense

Affirmative Form	Interrogative Form	Negative Form
I was asking	was I asking?	I was not asking
you were asking	were you asking?	you were not asking
he was asking	was he asking?	he was not asking
she was asking	was she asking?	she was not asking
it was asking	was it asking?	it was not asking
we were asking	were we asking?	we were asking
you were asking	were you asking?	you were not asking
they were asking	were they asking?	they were not asking

Past Continuous выражает непрерывное незаконченное действие:

а) совершавшееся в определенный момент в прошлом, который в предложении может обозначаться либо точным указанием момента времени (at ... o'clock, from ... to ..., at that moment, etc), либо *другим однократным действием*, выраженным глаголом в Past Indefinite:

1. We were driving to the Institute <i>at 4 o'clock</i> .	Мы ехали (на машине) в институт в 4 часа.
2. Sally was having breakfast <i>when someone knocked on the door</i> .	Сэлли завтракала, когда кто-то постучал в дверь.
3. We were talking about money.	Мы говорили о деньгах.
4. <i>This time yesterday</i> I was sleeping .	Вчера в это время я спал.
5. What were you doing yesterday from 7 to 10?	Что вы делали вчера с 7 до 10?

б) протекавшее одновременно с другим длящимся действием:

1. My friend was putting down the new words, while I was writing the exercise.	Мой друг записывал новые слова, в то время как я писал упражнение.
2. While I was doing my homework, my sister was watching TV.	Пока я делал домашнюю работу, сестра смотрела телевизор.
3. While everyone was talking and laughing , Martha was crying quietly in the kitchen.	В то время как все болтали и смеялись, Марта тихонько плакала на кухне.
4. It was raining hard and the traffic was creeping along the High Street.	Шел сильный дождь, и транспорт едва двигался по Хай Стрит.

Past Continuous переводится глаголом несовершенного вида в прошедшем времени.

The Future Continuous Tense

<i>Affirmative Form</i>	<i>Interrogative Form</i>	<i>Negative Form</i>
I shall be asking	shall I be asking?	I shall not be asking
you will be asking	will you be asking?	you will not be asking
he will be asking	will he be asking?	he will not be asking
she will be asking	will she be asking?	she will not be asking
it will be asking	will it be asking?	it will not be asking
we shall be asking	shall we be asking?	we shall not be asking
you will be asking	will you be asking?	you will not be asking
they will be asking	will they be asking?	they will not be asking

Future Continuous выражает непрерывное незаконченное действие, которое будет совершаться в определенный момент или в определенный отрезок времени в будущем. Момент в будущем может быть обозначен обстоятельством типа *this time tomorrow, tomorrow at... o'clock, tomorrow from... to...* и т. п. или *придаточным предложением времени*.

1. I shall be working <i>at that time</i> and shall be unable to meet you.	Я буду работать в это время и не смогу вас встретить.
---	---

2. She will be working till you come.	Она будет работать до вашего прихода.
3. This time next week I'll be lying on the beach in Corfu.	В это время на следующей неделе я буду лежать на пляже в Корфу.
4. Next time you see me I won't be wearing glasses.	В следующий раз, когда ты увидишь меня, на мне не будет очков.
5. What will you be doing this time tomorrow?	Что ты будешь делать завтра в это время?

Примечание: глаголы, которые не представляют действие как процесс, не употребляются в форме Continuous. *Основные* из них: to accept (допускать, соглашаться), to belong (принадлежать), to contain (содержать), to consist of (состоять из), to depend on (зависеть от), to deserve (заслуживать), to hope (надеяться), to hear (слышать), to know (знать), to like (нравиться), to mind (возражать), to please (нравиться, радовать), to possess (владеть), to prefer (предпочитать), to resemble (напоминать), to recognize (узнавать), to result (иметь результатом), to see (видеть), to understand (понимать):

1. I understand what you are saying.	Я понимаю то, что вы говорите.
2. I see your drawing and I like it.	Я вижу ваш чертеж, и он мне нравится.
3. I don't even accept , that it can be true.	Я даже не допускаю, что это может быть правдой.
4. What does this box contain ?	Что содержится (находится) в этой коробке?
5. She doesn't depend on anybody.	Она ни от кого не зависит.
6. I hope , it is here.	Надеюсь, это здесь.
7. I recognized him at once.	Я узнал его сразу же.

Группа времен Perfect выражает совершенное действие, законченное к какому-то моменту в настоящем, прошедшем или будущем времени. Форма Perfect образуется при помощи вспомогательного глагола have в соответствующем времени и Participle II смыслового глагола.

The Present Perfect Tense

Affirmative Form	Interrogative Form	Negative Form
I have asked	have I asked?	I have not asked
you have asked	have you asked?	you have not asked
he has asked	has he asked?	he has not asked
she has asked	has she asked?	she has not asked
it has asked	has it asked?	it has not asked
we have asked	have we asked?	we have not asked
you have asked	have you asked?	you have not asked

they have asked	have they asked?	they have not asked
-----------------	------------------	---------------------

Present Perfect выражает действие, завершившееся к данному моменту, т.е. к моменту речи. Этот момент:

а) может быть совсем не обозначен:

1. I have read this book.	Я (про)читал эту книгу.
2. He has been to France.	Он был (бывал) во Франции.
3. Who has called ?	Кто звонил?
4. Have you seen him?	Ты видел его?
5. They have returned to the city.	Они вернулись в город.
6. It has reminded me about my childhood.	Это напомнило мне о детстве.
7. I must have left my wallet at the restaurant.	Я, должно быть, оставил кошелек в ресторане.

б) может быть выражен наречиями неопределенного времени *already* уже, *lately* недавно, *for the last time* за последнее время, *ever* когда-либо, *never* никогда, *just* только что, *still* все еще, *recently* недавно, *yet* еще (нет).

1. I have never met him.	Я никогда не встречал его.
2. He has already told me about it.	Он уже сказал мне об этом.
3. I have just finished my work.	Я только что закончила работу.
4. They haven't signed the agreement yet.	Они еще не подписали договор.
5. Have you ever had pets before?	У вас раньше были домашние животные?
6. The mail still hasn't come .	Почта все еще не пришла.
7. The weather has been nice lately.	Последнее время стоит хорошая погода.

в) может быть выражен наречием *today*, а также наречными сочетаниями типа *this week* (year, month):

1. He has called me twice <i>this week</i> .	Он звонил мне дважды на этой неделе.
2. I have read many books <i>this month</i> .	В этом месяце я прочитал много книг.
3. I have seen a few films <i>this month</i> .	Я посмотрел несколько фильмов в этом месяце.
4. He has entered the University <i>this year</i> .	Он поступил в университет в этом году.
5. <i>Today</i> he has passed a very difficult exam.	Сегодня он сдал очень трудный экзамен.

6.	I haven't met him <i>today</i> .	Я не встречал его сегодня.
7.	I have received a letter <i>today</i> .	Я получил сегодня письмо.

Present Perfect переводится глаголом совершенного или несовершенного вида в прошедшем времени, часто с добавлением соответствующих наречий.

Present Perfect выражает действие, которое началось в прошлом и не закончилось к данному моменту в настоящем. В таких случаях начальный момент обозначается словом *since* (предлог, союз, наречие):

1.	I have not met him <i>since</i> he returned from Leningrad.	Я не встречал его, с тех пор как он вернулся из Ленинграда.
2.	She has not been to Moscow <i>since</i> 1952.	Она не была в Москве с 1952 года.
3.	I have been here <i>since</i> 7 o'clock.	Я здесь с 7 часов.
4.	I have met many people <i>since</i> I came here last June.	Я встретил много людей с тех пор, как приехал сюда в июне прошлого года.
5.	I have liked detective stories <i>since</i> I was a boy.	Я с детства люблю (читать) детективы.
6.	I have known him <i>since</i> my childhood.	Я знаю его с детства.
7.	He has missed a lot of classes <i>since</i> the beginning of the semester.	Он пропустил много занятий с начала семестра.

Present Perfect употребляется в обстоятельственных придаточных предложениях времени и условия после союзов *as soon as* как только, *after* после того как, *before* до того как, *прежде чем*, *by* к (какому-то моменту), *till* до тех пор пока, *when* когда вместо Future Perfect и переводится глаголом совершенного вида будущего времени:

1.	We shall go to the club <i>when</i> you have finished your work.	Мы пойдем в клуб, когда вы закончите работу.
2.	<i>When</i> you've read my book, could you give it back to me?	Когда ты прочитаешь мою книгу, не мог бы ты вернуть мне ее?
3.	<i>As soon as</i> I've finished it, I'll give it to you.	Как только я закончу ее (читать), я отдам ее тебе.
4.	I'm going to sit here <i>until</i> I've learnt all the irregular verbs.	Я собираюсь сидеть здесь до тех пор, пока не выучу все неправильные глаголы.
5.	<i>By the time</i> you've washed your hands, the meal will be on the table.	К тому времени, когда ты вымоешь руки, обед будет на столе.

Present Perfect иногда употребляется вместо Present Perfect Continuous и переводится глаголом настоящего времени:

1. I have worked (have been working) at this plant <i>for</i> 5 years.	Я работаю на этом заводе уже 5 лет.
2. I have been here <i>for</i> ten minutes.	Я здесь нахожусь десять минут.
3. They have lived here <i>for</i> two years.	Они живут здесь два года.
4. How long have you lived here?	Как долго вы живете здесь?
5. Rita and Philip have been married <i>for</i> seven years.	Рита и Филипп женаты в течение семи лет.
6. We have been here <i>for</i> two weeks.	Мы находимся здесь две недели.
7. I haven't seen you for ages!	Сто лет тебя не видел!

The Past Perfect Tense

Affirmative Form	Interrogative Form	Negative Form
I had asked	had I asked?	I had not asked
you had asked	had you asked?	you had not asked
he had asked	had he asked?	he had not asked
she had asked	had she asked?	she had not asked
it had asked	had it asked?	it had not asked
we had asked	had we asked?	we had not asked
you had asked	had you asked?	you had not asked
they had asked	had they asked?	they had not asked

Past Perfect выражает действие, завершенное до какого-либо определенного момента или действия в прошлом, который может быть обозначен либо обстоятельственными словами с предлогом *by*, либо придаточным обстоятельственным предложением времени с глаголом в Past Indefinite:

1. <i>By the 1st of September</i> I had passed all my examinations.	К 1 сентября я сдал все экзамены.
2. I had studied at school <i>before</i> I entered the Institute.	Я учился в школе, прежде чем поступил в институт.
3. <i>Until yesterday</i> I had never heard about it.	До вчерашнего дня я никогда не слышал об этом.
4. <i>After</i> the guests had left , I went to bed.	После того как гости ушли, я пошел спать.
5. He wasn't exactly a stranger – I had met him once <i>before</i> .	Он был не совсем незнакомцем – я уже когда-то встречал его.
6. He worked on the farm as his father had done before him.	Он работал на ферме, как и его отец (работал) до него.
7. When she had seen all the photographs, she went home.	Когда она посмотрела все фотографии, то пошла домой.

Past Perfect переводится глаголом совершенного или несовершенного вида в прошедшем времени, часто с добавлением наречий *уже, еще не* и т. д.:

1. We had not translated all the text <i>when the bell rang.</i>	Мы еще не перевели весь текст, когда прозвенел звонок.
2. <i>By the time</i> we got home, the programme we wanted to watch had ended.	К тому времени, когда мы добрались домой, программа, которую мы хотели посмотреть, уже закончилась.
3. <i>By the time</i> we got home, mother had already left.	К тому времени, когда мы добрались домой, мама уже ушла.

The Future Perfect Tense

Affirmative Form	Interrogative Form	Negative Form
I shall have asked	shall I have asked?	I shall not have asked
you will have asked	will you have asked?	you will not have asked
he will have asked	will he have asked?	he will not have asked
she will have asked	will she have asked?	she will not have asked
it will have asked	will it have asked?	it will not have asked
we shall have asked	shall we have asked?	we shall not have asked
you will have asked	will you have asked?	you will not have asked
they will have asked	will they have asked?	they will not have asked

Future Perfect выражает действие, которое будет завершено до определенного момента или действия в будущем. Этот момент обычно уточняется обстоятельственными словами с предлогом *by* или придаточным предложением времени с глаголом в настоящем времени и переводится глаголом совершенного вида в будущем времени:

1. <i>By the 1st of July</i> I shall have passed all my examinations.	К 1 июля я уже сдам все экзамены.
2. I shall have finished my work <i>when you come.</i>	Я (уже) закончу работу, когда вы придете.
3. I'll have finished work <i>by 5 o'clock</i> tonight.	Я закончу работу к 5 сегодня вечером.
4. I'll have been here for a year in January.	К январю будет уже год, как я (живу) здесь.
5. <i>By the next time</i> I see you, I will have graduated from the University.	К следующему разу, когда я увижу вас, я уже закончу университет.
6. I will have finished my homework <i>by the time</i> I go out on a date tonight.	Я закончу домашнюю работу к тому времени, когда пойду сегодня вечером на свидание.
7. <i>By the autumn</i> he will have constructed the house.	К осени он построит дом.

Упражнения по теме «Времена глаголов»

Упр. 1. Вставьте глагол *to be* в *Present Simple*.

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

Упр. 2. Переведите на английский язык, употребляя глагол *to be* в *Present Simple*.

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент? – Нет, я врач, 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? – Нет, она на работе. 10. Ваш двоюродный брат дома? – Нет, он в школе. Он ученик. 12. Ваша сестра учительница? – Нет, она студентка. 12. Твой папа на работе? – Нет, он дома. 13. Твоя сестра медсестра? – Да. – Она дома? – Нет, она на работе. 14. Мой дедушка ученый. 15. Моя мама не учительница. Она врач.

Упр. 3. Переведите на английский язык, употребляя глагол *to be* в *Present* или *Past Simple*.

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

Упр. 4. Вставьте глагол *to be* в *Present*, *Past* или *Future Simple*.

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I ... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? – She ... in the kitchen. 12. Where ... you yesterday? – I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? – Yes, she ... 15. ... you... at school tomorrow? – Yes, I 16. When my granny... young, she ... an actress. 17. My friend K. ... in Moscow

now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? – They ... in my bag.

Упр. 5. Переведите на английский язык, употребляя глаголы в *Present Continuous*.

1. Я читаю. 2. Он не пишет. 3. Мы не работаем. 4. Вы читаете? 5. Он спит? 6. Коля и Миша играют в футбол. 7. Катя играет на рояле. 8. Она не поет. 9. Моя сестра спит. 10. Папа пьет чай? 11. Твои родители пьют чай? 12. Я не сплю. 13. Она сидит за столом. 14. Мы делаем упражнение. 15. Мы не купаемся. 16. Они играют во дворе? 17. Нина и Аня моют пол. 18. Коля помогает маме. 19. Ты помогаешь папе? 20. Моя сестра читает интересную книгу. 21. Они идут в школу. 21. Вы идете в школу? 22. Он работает? 23. Твоя бабушка идет в магазин? 24. Он покупает конфеты. 25. Что делает твоя сестра? 26. Где играют дети? 27. Почему ты смеешься? 28. Куда они идут? 29. Что несут эти мальчики?

Упр. 6. Переведите на английский язык, употребляя глаголы в *Present Simple*.

1. Я работаю. 2. Мы работаем. 3. Они не работают. 4. Вы работаете? – Да. 5. Он работает? – Нет. Он учится. 6. Мой брат не учится. Он работает. 7. Моя сестра не читает книг. 8. Наша бабушка любит спать на диване. 9. Вы любите отдыхать в кресле? 10. Мы едим и пьем в кухне. 11. Мой брат не любит читать газеты. 12. Мы спим в спальне. 13. Мой брат спит на диване в жилой комнате. 14. Моя сестра одевается перед зеркалом. 15. Мой дядя пишет книги. 16. Мы пишем упражнения в школе.

Упр. 7. Раскройте скобки, употребляя глаголы в нужном времени.

1. If you (to translate) this article into Russian, I shall use it in my report. 2. If she (to be) in St. Petersburg now, she will meet you at the railway station. 3. If you (not to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. 5. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum. 6. What will you be doing when he (to come) to your place? 7. Don't forget to pay for your dinner before you (to leave) the canteen. 8. I shall be able to translate this article if you (to give) me a dictionary. 9. You will have to work hard at home if you (to miss) the lesson. 10. Where will you go when you (to come) to London? 11. The child won't be healthy if you (not to give) him much fruit. 12. I shan't have dinner before mother (to come) home.

Упр. 8. Раскройте скобки, употребляя глаголы в *Present* или *Past Simple*,

1. My friend (to know) Spanish very well. 2. Who (to ring) you up an hour ago? 3. He (to live) on the third floor. 4. It (to take) you long to find his house yesterday? 5. When your lessons (to be) over on Monday? 6. I (to have) dinner with my family yesterday. 7. Her friends (to be) ready at five o'clock. 8. One of her brothers (to make) a tour of Europe last summer. 9. Queen Elizabeth II (to be) born in 1926. She

(to become) Queen of England in 1952. 10. You always (to get) up at seven o'clock?
– No, sometimes I (to get) up at half past seven.

Упр. 9. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Continuous*, *Present Simple*, *Past Simple* или *Future Simple*.

1. He (to spend) last summer in the country. 2. He (not to spend) last summer in the country. 3. He (to spend) last summer in the country? 4. Where he (to spend) last summer? 5. She (to help) mother yesterday. 6. She (not to help) mother yesterday. 7. She (to help) mother yesterday? 8. How she (to help) mother yesterday? 9. Kate (to cook) dinner every day. 10. Kate (to cook) dinner tomorrow. 11. Kate (to cook) dinner now. 12. Kate (to cook) dinner yesterday. 13. I (not to eat) ice-cream every day. 14. I (not to eat) ice-cream now, 15. I (not to eat) ice-cream tomorrow. 16. I (not to eat) ice-cream yesterday. 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?

Упр. 10. Раскройте скобки, употребляя глаголы в требуемой форме, так чтобы получить *Present Continuous* или *Present Perfect*.

1. What are you (to talk) about? 2. We have just (to talk) about it. 3. He has just (to say) something about it. 4. She is (to tell) them some interesting story. 5. He has (to tell) us nothing about it, 6. She has (to tell) them some stories about dogs. 7. We have (to have) two lessons today. 8. They are (to have) a meeting. 9. She has not (to speak) yet. 10. They have (to ask) me several questions. 11. He has already (to learn) the rule. 12. I am (to write) an exercise. 13. What is he (to do)? - He is (to read) a newspaper. 14. Have you (to | read) any stories by Jack London? 15. What are you (to do) here? - I am (to write) a letter to my friends. 16. Who has (to write) this article? 17. What language are you (to study)? 18. We have already (to learn) a lot of English words. 19. What is she (to teach) them? 20. Who has (to teach) you to do it? 21. He has just (to do) something for us. 22. Have you (to find) the book? 23. What are you (to look) for?

Упр. 11. Раскройте скобки, употребляя глаголы в *Present Perfect*, *Present Continuous*, *Present Simple* или *Past Simple*.

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergei (to be)? – He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? – I (to read) "Jane Eyre" by Charlotte Bronte. 6. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? – Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? – Yes, I... - When you (to hear) it? – I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? – No, I (to

write) it already. I (to work) at my report. – And when you (to write) your composition? – I (to finish) it two days ago. 12. I say, Tom, let's have dinner. – No, thank you, I already (to have) dinner. 13. What the weather (to be) like? It still (to rain)? – No, it (to stop) raining.

Упр. 12. Переведите на английский язык, употребляя глаголы в *Present Continuous* или в *Present Perfect Continuous*.

1. а) Они все еще спорят. б) Они спорят уже два часа. 2. а) Она еще спит. б) Она спит уже два часа. 3. а) Он еще делает уроки. б) Он делает уроки уже три часа. 4. а) Мальчики все еще играют в футбол. б) Они играют в футбол уже сорок минут. 5. а) Девочки еще переодеваются. б) Они переодеваются уже полчаса. 6. а) Она все еще изучает испанский язык. б) Она уже два года изучает испанский язык. 7. а) Они все еще живут на даче. б) Они уже четыре месяца живут на даче. 8. а) Она все еще разговаривает по телефону. б) Она разговаривает по телефону уже двадцать минут. 9. а) Мой брат все еще решает эту трудную задачу. б) Он решает эту задачу уже полчаса. 10. а) Она все еще пишет письмо бабушке. б) Она уже целый час пишет это письмо. И. а) Они все еще ловят рыбу. б) Они ловят рыбу уже пять часов. 12. а) Дедушка и бабушка все еще играют в лото. б) Они играют в лото уже два часа. 13. а) Артисты все еще репетируют эту сцену. б) Они репетируют эту сцену уже три часа. 14. а) Дети все еще бегают во дворе. б) Они уже три часа бегают во дворе. 15. а) Он все еще пишет свою новую книгу. б) Он пишет свою новую книгу уже два года. 16. а) Он все еще учит монолог Гамлета. б) Он учит монолог Гамлета уже два дня. 17. а) Мы все еще ремонтируем нашу квартиру. б) Мы ремонтируем нашу квартиру уже полмесяца.

Упр. 13. Переведите на английский язык, употребляя глаголы в *Present Simple*, *Present Continuous*, *Present Perfect*, или *Present Perfect Continuous*.

1. Я уже три дня об этом думаю. 2. Моя сестра пьет кофе с молоком. А я всегда предпочитал черный кофе. 3. Мы очень рады вас видеть. Мы вас ждали целый месяц. 4. Вы все еще читаете эту книгу? Сколько времени вы ее уже читаете? 5. Моя сестра занимается музыкой уже пять лет. 6. Я ищу тебя весь вечер. Где ты был все это время? 7. Они пишут сочинение уже два часа. 8. Мы знаем друг друга уже четыре года. 9. Я всегда хотел изучать английский язык. 10. Где Нина? - Она уже "два часа дома. 11. Где дети? - Они все еще играют во дворе. 12. Мой брат уже три года инженер. 13. Мой друг знает английский с детства. 14. Я уже полчаса наблюдаю за тобой. 15. Ваш брат еще болен? – Нет, он уже поправился. Он уже три дня занимается физикой. Он хочет получить отличную оценку на экзамене. 16. Мне уже давно хочется прочесть эту книгу. 17. Я уже двадцать минут пытаюсь найти мою старую тетрадь. 18. Они уже десять лет живут в Нью Йорке. 19. Моя тетя – артистка. Она всегда любила театр. 20. Ваш папа уже вернулся с севера? – Да, он уже две недели дома.

Упр. 14. Раскройте скобки, употребляя глаголы в *Future Simple* или *Future-in-the Past Simple*.

1. I know we (not to be) late. 2. I knew we (not to be) late. 3. I want to know whether he (to be) at home. 4. I wanted to know whether he (to be) at 'home. 5. "When you (to be) ready?" he asked. 6. He asked when I (to be) ready. 7. I can't say whether Bob (to do) the work perfectly, but he (to do) his best. 8. He asked me whether he (to see) Olga there. 9. Are you sure that we (to have) time to do that? 10. I was afraid he (to say): "I don't think I (to be) able to come." 11. I did not know what he (to speak) about.

Упр. 15. Переведите на английский язык, обращая внимание на время глагола в главном предложении,

1. Я знаю, что он скоро придет. 2. Я знал, что он скоро придет. 3. Я думаю, что она будет спать в это время. 4. Я думал, что она будет спать в это время. 5. Она думает, что сделает всю работу к пяти часам. 6. Она думала, что сделает всю работу к пяти часам. 7. Она боялась, что ее друг не придет. 8. Они написали, что скоро приедут. 9. Я был уверен, что встречу его на станции. 10. Я думаю, что папа скоро напишет нам письмо, 11. Вам сказали, что в декабре мы будем писать контрольную работу? 12. Он понял, что никогда ее не забудет. 13. Я полагаю, что они вспомнят о нас. 14. Он говорит, что знает этого человека. 15. Она боялась, что ее сын весь вечер будет сидеть перед телевизором. 16. Я был уверен, что к десяти часам он уже выучит стихотворение. 17. Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом. Я боялся, что приду слишком поздно.

6. Модальные глаголы

Смысловые глаголы имеют самостоятельное лексическое значение и выполняют функции *простого глагольного сказуемого*:

1. He studies English.	Он учит английский.
2. She wrote a letter.	Она написала письмо.
3. You have a good sense of humour.	У вас хорошее чувство юмора.
4. The book is on the table.	Книга находится на столе.
5. They drove to the station.	Они ехали на станцию.

Вспомогательные глаголы *to be, to have, to do, shall (should), will (would)* не имеют самостоятельного значения; выражают лицо, число, время, залог и служат для образования сложных глагольных форм.

1. She is writing.	Она пишет.
2. Do they know French?	Они знают французский?
3. You will see us tomorrow.	Вы увидите нас завтра.
4. She was invited to the concert.	Ее пригласили в концерт.
5. I said I should come.	Я сказал, что приду.

Глаголы-связки *to be, to become, to get, to grow, to turn, to look* не имеют самостоятельного значения. В сочетании с предикативным членом (существительным, прилагательным, причастием, наречием) образуют *составное именное сказуемое*.

1. We are students.	Мы студенты.
2. He became a teacher.	Он стал учителем.
3. They got tired.	Они устали.
4. You look happy.	У вас счастливый вид.

Глаголы, имеющие неполное лексическое значение:

to begin начинать, to finish заканчивать, to continue продолжать, to like любить, нравиться, to want хотеть, to avoid избегать, to intend намереваться, to hope надеяться, to promise обещать, to try пытаться, etc. в сочетании с инфинитивом или герундием образуют *составное глагольное сказуемое*:

1. He started swimming at 7 sharp.	Он начал плавать ровно в 7.
2. I intend to visit the Petrovs.	Я собираюсь навестить Петровых.
3. She promised to ring me up.	Она обещала позвонить мне.
4. I like reading.	Я люблю читать.
5. I want to show the city to you.	Я хочу показать вам этот город.

Модальные глаголы (Modal Verbs) *can* – мочь, уметь, иметь возможность, *may* – мочь, иметь разрешение, *must* – быть должным, выражают не действие или состояние, а *отношение говорящего* к действию или состоянию. Они выражают значение *возможности*, необходимости, вероятности, желательности действия, обозначенного смысловым глаголом, с которым они образуют *составное глагольное сказуемое*.

Present		
<i>can</i>	<i>may</i>	<i>must</i>
Past		
<i>could</i>	<i>might</i>	–
Future		
–	–	–

Особенностью модальных глаголов является то, что они:

а) не имеют полного самостоятельного значения и употребляются в сочетании с инфинитивом смыслового глагола (*без частицы to*);

б) не имеют неличных форм (инфинитива, причастия, герундия);

в) не имеют окончания -s в 3-м лице ед. числа настоящего времени;

г) не имеют формы прошедшего времени, кроме *can* (*could*), *may* (*might*), и аналитических форм (будущего времени, продолженного вида, перфектных форм и форм страдательного залога);

д) образуют вопросительную и отрицательную формы без вспомогательного глагола.

Примечание: **Can** с отрицанием **not** пишется слитно – **cannot**:

1. He can help you.	Он может вам помочь.
2. Can you give me a hand?	Ты можешь мне помочь? (разг.)
3. He cannot drive a car.	Он не может (не умеет) водить машину.
4. I can't get used to driving on the left.	Я не могу привыкнуть к вождению машины с левой стороны.
5. Peter might phone. If he does, could you ask him to ring later?	Может позвонить Питер. Если он позвонит, не мог бы ты попросить, чтобы он позвонил попозже?
6. War could break out any day.	Война могла разразиться в любой день.
7. The dress was too expensive. I couldn't afford it.	Платье было слишком дорогим. Я не могла себе позволить его (купить).
8. You must get a passport before you go abroad next month.	Вы должны получить паспорт, прежде чем поедете за границу в следующем месяце.

9. You must let me have time to consider your proposal.	Вы должны дать мне время, чтобы обдумать ваше предложение.
10. You mustn't leave.	Вы не должны уходить.
11. I may come tomorrow, if I have time.	Я, возможно, приду завтра, если у меня будет время.
12. May I take your dictionary?	Можно взять ваш словарь?

Синонимы модальных глаголов *имеют* не только *самостоятельное лексическое значение*, но и *восполняют недостающие временные формы модальных глаголов*.

Can – to be able (unable)	May – to be allowed, to be permitted	Must – to be to, to have to, to have got to
Present		
He is able to run 10 km. We are able to solve this equation. I am unable to do it.	They are allowed to use a dictionary. Students are not permitted to enter this room.	The lecture is to begin at 10 a.m. We have to take part in this work. They have got to check up their calculations.
Past		
He was able to run 10 km. We were able to solve this equation. She was unable to do it.	They were allowed (permitted) to use a dictionary. We were not allowed (permitted) to enter this room. She was not allowed (permitted) to take examinations in advance.	The lecture was to begin at 10 a.m. We had to take part in this work. She had to check up her calculations.
Future		
We think that he will be able to run 10 km. We shall be able to solve this equation.	They will be allowed (permitted) to use a dictionary. She will not be allowed (permitted) to take exams in advance.	We shall have to take part in this work. She will have to check up her calculations.

Для выражения долженствования употребляются также глаголы *should, ought, need, shall*.

Should, ought и need употребляются для всех лиц единственного и множественного числа и придают высказыванию следующие оттенки:

1) *совет, указание, рекомендацию*:

1. You should stop smoking.	Вам следует бросить курить.
2. You shouldn't be so pessimistic.	Вам не следует быть столь пессимистичным.
3. She ought to look after her children better.	Ей следует лучше присматривать за детьми.
4. You ought to be ashamed of yourself.	Вам должно быть стыдно (Как вам не стыдно?)

2) предположение, относящееся к настоящему или будущему времени.

Примечание: модальные глаголы *must*, *may* и *might* также имеют это значение:

1. She should be somewhere here.	Она должна быть где-то здесь.
2. He should/ought to be here soon.	Он скоро должен быть здесь.
3. It shouldn't/oughtn't be difficult to get there	Должно быть, добираться туда не трудно.

В качестве модального может выступать глагол *would*, который употребляется в следующих функциях:

а) для выражения повторяющегося действия в прошлом:

1. We would spend hours in the halls of the Hermitage.	Мы (бывало) проводили много часов в залах Эрмитажа.
2. He would repeat the test several times.	Он обычно повторял испытание несколько раз.
3. When I was a child, my father would read me a story at night before bed	Когда я был ребенком, отец, бывало, читал мне (рассказы) перед сном.

Примечание: В этом значении *would* часто заменяется глаголом *used (to)*. Как правило, при переводе на русский язык требуется добавление одного из следующих обстоятельств: *когда-то, раньше, бывало*:

1. He used to repeat the test several times.	Он, бывало, повторял тест несколько раз.
2. We used to spend hours in the halls of the Hermitage.	Раньше мы часами бродили по залам Эрмитажа.
3. People used to believe the world was flat.	Когда-то люди верили, что мир плоский.

б) для выражения упорного нежелания (обычно они обозначают действия в прошлом):

1. I asked him to do it, but he wouldn't .	Я попросил его сделать это, но он ни за что не хотел.
2. The key wouldn't turn in the keyhole until I oiled it.	Ключ никак не поворачивался в замке, пока я не смазал его.
3. He was angry, because I wouldn't lend him any money.	Он сердился, потому что я упорно не желал давать ему деньги в долг.

в) для описания *свойств или характеристики материала* (так же, как will). Часто встречается в технической литературе (переводится на русский глаголами настоящего времени):

1. The metal would rust in wet air.	Металл ржавеет под действием влажного воздуха.
2. The roof is rotten... It would crash upon them all.	Кровля гнилая... Она обрушится на них.

г) в вопросительных предложениях для выражения *просьбы*:

1. Would you tell me the way to the Hermitage?	Скажите, пожалуйста, как пройти к Эрмитажу?
2. What would you do if you had a free year?	Что бы вы делали, если бы у вас был свободный год?
3. Would you mind my smoking?	Вы не возражаете, если я закурю?

Упражнения по теме «Модальные глаголы»

Упр. 1. Переведите на русский язык.

1. Mike can run very fast. 2. They can understand French. 3. Kate can speak English well. 4. My brother can come and help you in the garden. 5. Can you speak Spanish? 6. Can your brother help me with mathematics? 7. His little sister can walk already. 8. The children cannot carry this box: it is too heavy. 9. My friend cannot come in time. 10. This old woman cannot sleep at night. 11. His sister can cook very well. 12. I can sing, but I cannot dance.

Упр. 2. Переведите на английский язык, употребляя модальный глагол *can (could)*.

1. Я умею говорить по-английски. 2. Мой папа не умеет говорить по-немецки. 3. Ты умеешь говорить по-французски? 4. Моя сестра не умеет кататься на коньках. 5. Ты можешь переплыть эту реку? 6. Я не могу выпить это молоко. 7. Она не может вас понять. 8. Ты умел плавать в прошлом году? 9. В прошлом году я не умел кататься на лыжах, а сейчас умею. 10. Вы не можете мне сказать, как доехать до вокзала? 11. Не могли ли бы вы мне помочь? 12. Я не могу перевести это предложение. 13. Никто не мог мне помочь. 14. Где тут можно купить хлеб? 15. Твоя бабушка умела танцевать, когда была молодая? – Да, она и сейчас умеет.

Упр. 3. Переведите на английский язык, употребляя выражение *to be able to*.

1. Ты сможешь сделать эту работу завтра? 2. Я думаю, она не сумеет решить эту задачу. 3. Завтра я буду свободен и смогу помочь тебе. 4. Мы сможем поехать в Нью-Йорк в будущем году? 5. Ты сможешь починить мой магнитофон? 6. Вчера я не смог повидать директора, так как он был на конференции, но сегодня после работы я смогу это сделать.

Упр. 4. Замените модальный глагол *can (could)* выражением *to be able to*, где это необходимо.

1. I can give you my book for a couple of days (after I have read it). 2. He can ski (for ten years). 3. We knew that she could swim (since a child). 4. You cannot take part in this serious sport competition (until you have mastered good skills). 5. I could not solve the problem (before he explained it to me). 6. They can (never) appreciate your kindness. 7. I was sure you could translate that article (after you had translated so many texts on physics). 8. You can go to the country (when you have passed your last examination). 9. We can pass to the next exercise (when we have done this one).

Упр. 5. Переведите на русский язык.

1. May I go to the post-office with Mike? 2. May I take Pete's bag? 3. Don't give the vase to the child: he may break it. 4. May we take notes with a pencil? 5. You may not cross the street when the light is red. 6. May I shut the door? 7. May I invite Nick

to our house? 8. You may go now. 9. If you have done your homework, you may go for a walk. 10. Don't go to the wood alone: you may lose your way. 11. It stopped raining, and mother told us that we might go out. 12. May children play with scissors?

Упр. 6. Переведите на английский язык, употребляя модальный глагол *may*,

1. Можно мне войти? 2. Можно, я пойду гулять? 3. Если твоя работа готова, можешь идти домой. 4. Учитель сказал, что мы можем идти домой. 5. Доктор говорит, что я уже могу купаться. 6. Папа сказал, что мы можем идти в кино одни. 7. Я думал, что мне можно смотреть телевизор. 8. Если ты не наденешь пальто, ты можешь заболеть. 9. Не уходи из дома: мама может скоро прийти, а у нее нет ключа. 10. Будь осторожен: ты можешь упасть. 11. Не трогай собаку: она может укусить тебя. 12. Мы, может быть, поедем за город в воскресенье. 13. Он может забыть об этом. 14. Скоро может пойти дождь.

Упр. 7. Переведите на английский язык, употребляя выражение *to be allowed to*.

1. Мне разрешают пользоваться папиным магнитофоном. 2. Дети уже большие. Им разрешают ходить в школу одним. 3. Ему не разрешают купаться в этой реке. 4. Вчера ей позволили прийти домой в десять часов. 5. Нам не позволяют разговаривать на уроках. 6. Тебе позволили взять эту книгу? 7. Я думаю, мне не разрешат поехать с тобой за город. 8. Тебе разрешат пойти гулять, когда ты сделаешь уроки. 9. Тебе разрешали ходить на озеро, когда ты был маленький? 10. Когда мне разрешат есть мороженое?

Упр. 8. Вставьте модальный глагол *may (might)* или выражение *to be allowed to*. Вставляйте *to be allowed to* только в тех случаях, где *may (might)* употребить нельзя.

1. ... I bring my sister to the party? 2. He asked if he ... bring his sister to the party. 3. After they had finished their homework, the children ... watch TV. 4. He ... join the sports section as soon as he is through with his medical examination. 5. Becky's mother said that everybody ... take part in the picnic. 6. He ... go home if he likes. 7. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 8. The doctor says I am much better. I ... get up for a few hours every day.

Упр. 9. Вставьте модальные глаголы *may* или *can*.

1. I ... finish the work tomorrow if no one bothers me any more. 2. ... we come and see you next Sunday at three o'clock in the afternoon? 3. What time is it? - It ... be about six o'clock, but I am not sure. 4. Only a person who knows the language very well ... answer such a question. 5. ... I come in? 6. Let me look at your exercises. I ... be able to help you. 7. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in

for fifteen minutes if I like, so I am going to learn to swim. 8. Libraries are quite free, and any one who likes ... get books there. 9. I ... come and see you tomorrow if I have time. 10. Take your raincoat with you: it ... rain today. 11. Do you think you ... do that?

Упр. 10. Вставьте модальные глаголы *may* или *can*.

1. You ... come in when you have taken off your boots. 2. Be careful: you ... spill the milk if you carry it like that. 3. Most children ... slide on the ice very well. 4. I don't think I ... be here by eleven o'clock tomorrow, but I ... be. 5. ... you see anything in this inky darkness? 6. You ... go when you have finished your compositions. 7. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had. 8. When ... you come and see me? – Let me see: I ... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about three o'clock. Will that be all right?

Упр. 11. Вставьте модальные глаголы *may (might)* или *can (could)*.

1. ... I use your pen? 2. ... I find a pen on that table? 3. You ... read this book: you know the language well enough. 4. You ... take this book: I don't need it. 5. ... I help you? 6. ... I ask you to help me? 7. ... you help me? 8. I ... not imagine her speaking in public: I knew that she was so shy. 9. Something was wrong with the car: he ... not start it. 10. A fool ... ask more questions than a wise man ... answer. 11. She asked me if she ... use my telephone. 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.

Упр. 12. Переведите на английский язык, употребляя модальный глагол *must*.

1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5. Вы должны быть осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, очень трудно решать такие задачи. 10. Я должен сегодня повидать моего друга.

Упр. 13. Переведите на русский язык.

1. I had to do a lot of homework yesterday. 2. She had to stay at home because she did not feel well. 3. Pete had to stay at home because it was very cold. 4. Mike had to write this exercise at school because he had not done it at home. 5. They had to call the doctor because the grandmother was ill. 6. Why did you have to stay at home yesterday? – Because my parents were not at home and I had to look after my little sister. 7. I have not written the composition. I shall have to write it on Sunday. 8.

We did not have to buy biscuits because granny had baked a delicious pie. 9. Will you have to get up early tomorrow?

Упр. 14. Переведите на английский язык, употребляя модальные глаголы *must, may* или *can*.

1. Он сейчас должен быть в своем кабинете. Вы можете поговорить с ним. 2. Можно войти? – Пожалуйста. 3. Вы должны прочитать этот текст. 4. Может ли он выполнить это задание? 5. Можно мне взять вашу книгу? 6. На уроке английского языка вы должны говорить только по-английски. 7. Мы должны сегодня сдать тетради? 8. Можно мне задать вам вопрос? – Пожалуйста. 9. Я не могу пойти с вами в кино, так как я очень занят. 10. Можно здесь курить? – Пожалуйста.

Упр. 15. Заполните пропуски модальными глаголами *can, may* или *must*.

1. What ... we see on this map? 2. ... you speak Spanish? – No, unfortunately I... 3. At what time ... you come to school? 4. ... I come in? 5. You ... not smoke here. 6. ... take your book? – I am afraid not: I need it. 7. He ... not speak English yet. 8. I have very little time: I ... go. 9. They ... not go to the park today because they are busy. 10. You ... read this text: it is easy enough.

Упр. 16. Переведите на русский язык.

1. My sister cannot write this letter: she is very busy. 2. My sister need not write this letter: I shall phone them. 3. She cannot buy bread. 4. She need not buy bread. 5. You cannot read so many books. 6. You need not read so many books. 7. Nick cannot go to school today. 8. Nick need not go to school today. 9. They cannot translate this article. 10. They need not translate this article. 11. They could not write the composition. 12. They need not have written the composition. 13. I could not go to the library. 14. I need not have gone to the library. 15. He could not stay there for the night. 16. He need not have stayed there for the night. 17. We could not do all this work. 18. We need not have done all this work. 19. She could not cook such a big dinner. 20. She need not have cooked such a big dinner.

Упр. 17. Переведите на английский язык, употребляя модальный глагол *need*.

1. Мне нужно тебе помогать? – Нет, спасибо, все сделаю сам. 2. Вы можете не ходить туда. 3. Ему незачем беспокоиться о ней. 4. Я могу и не спрашивать его: он сам мне все расскажет. 5. Вам не обязательно звонить мне: я не забуду о своем обещании. 6. Надо ли ей покупать такую массу продуктов? 7. Она может не ходить в библиотеку: я дам ей книгу. 8. Вы могли и не брать зонт: я уверен, что дождя не будет.

Упр. 18. Перефразируйте следующие предложения, употребляя модальный глагол *may*.

1. Perhaps he is at home, but I am not sure he is. 2. It is possible that we studied at the same school, but I don't remember her. 3. Perhaps she was proud of her knowledge, but she never showed it to her classmates. 4. Perhaps there was a chance for him to win the match. 5. Perhaps Peter was as capable as the old workers, but he was given no chance to show his skill. 6. It is possible that your brother has never heard about this singer. 7. Perhaps she tried to enter the university, but failed. 8. It is possible that you asked the wrong people, that's why you didn't get the right answer. 9. Perhaps our friends will arrive here tomorrow. 10. Perhaps they will come home very soon: be ready. 11. Perhaps the question was too difficult for her. 12. Try this delicious drink: perhaps you will like it. 13. Why didn't Nick ring us up? – It is possible that he forgot about it.

Упр. 19. Переведите на английский язык, употребляя подходящие по смыслу модальные глаголы (*can, can't, may, must, needn't, shouldn't*).

1. Она, должно быть, дома сейчас. 2. Она, должно быть, была дома вчера. 3. Мы, может быть, придем к вам завтра. 4. Они, может быть, приходили к нам вчера, но нас не было дома. 5. Он, должно быть, видел этот памятник, когда был в вашем городе. 6. Он, может быть, видел этот памятник, когда был в вашем городе. 7. Не может быть, что он знает эту картину. 8. Не может быть, что он видел эту картину. 9. Ты можешь пойти туда: я не возражаю. 10. Ты можешь пойти туда: это совсем близко. 11. Ты не можешь пойти туда: ты не знаешь адреса. 12. Ты можешь не ходить туда: я могу им позвонить. 13. Ты не должен идти туда: они очень плохие люди. 14. Ты мог и не ходить туда вчера. 15. Тебе следует пойти туда: они тебя ждут. 16. Тебе следовало пойти туда вчера. 17. Тебе не следовало ходить туда вчера.

Упр. 20. Переведите на английский язык, употребляя подходящие по смыслу модальные глаголы и выражения (*can, can't, may, must, to have to, to be able to*).

1. Я должна купить торт сегодня. 2. Мой брат не умеет говорить по-английски. 3. Моя сестра умеет говорить по-немецки. 4. Можно, я посмотрю вашу фотографию? 5. Вы можете показать мне свою фотографию? 6. Не может быть, что сорок лет: он выглядит гораздо моложе. 7. Не может быть, что он забыл прийти. Он, должно быть, был очень занят. 8. Мы, может быть, доедем за город, если будет хорошая погода. 9. Если сестра не купит мне кофе, мне придется идти в магазин самой. 10. Я не могу найти свои часы. – Может быть, вы оставили их на работе. – Нет, я не могла оставить их на работе: я никогда не снимаю их с руки. 11. Вы сможете поговорить с ним завтра? 12. Я, должно быть, заблудилась. Вы не можете мне сказать, как пройти к Эрмитажу? 13. Мне пришлось прочесть массу книг, когда я готовилась к докладу. 14. Я не мог вспомнить последние строчки сонета, и мне пришлось специально звонить своему другу.

7. Предлоги. Союзы.

При слабо развитой системе падежных окончаний в современном английском языке предлоги играют исключительно важную роль для выражения грамматических отношений. К таким предлогам относятся of, to, by, with. Как правило, в этих случаях они на русский язык не переводятся.

1. Who will you come with ?	С кем ты придешь? (<i>твор. п.</i>)
2. I'm going to the shop.	Я собираюсь в магазин. (<i>вин. п.</i>)
3. I'm thinking of you.	Я думаю о тебе. (<i>предл. п.</i>)
4. My table is in the middle of the room.	Мой стол в середине комнаты. (<i>род. п.</i>)
5. The teacher explained the new rule to the pupils.	Преподаватель объяснил ученикам новое правило. (<i>дат. п.</i>)
6. The article was translated by our student.	Эта статья была переведена нашим студентом. (<i>твор. п.</i>)
7. He sharpened his pencil with a pen-knife.	Он отточил карандаш перочинным ножом. (<i>твор. п.</i>)

По своей форме предлоги делятся на:

а) *простые*: in, at, on, by, to;

б) *составные*: within *внутри*; outside *вне*; by means of *посредством*, in spite of *несмотря на*; due to *благодаря*; according to *в соответствии с*; instead of *вместо*, in front of *перед*; in case of *в случае*; owing to *благодаря* и т. д.

Предлоги употребляются для обозначения:

<i>места</i> :	in, on, at, by, near, under, above, below, before, in front of, etc.
<i>направления</i> :	to, into, from, out of, through, across, etc.
<i>времени</i> :	at, in, on, till, about, for, within, etc.
<i>инструментальности</i> :	by, with
<i>причинности</i> :	due to, because of, owing to, etc.
<i>совместности</i> :	with, together with, along with

Основные лексические значения некоторых предлогов:

Prepositions	English	Russian
about	This article is about new engines.	Эта статья о новых двигателях.
о, около, по, вокруг	I shall come at about 5 o'clock.	Я приду около 5 часов.
	He was walking about the room.	Он ходил по комнате.
	The shaft turns about its axis.	Вал вращается вокруг (относительно) своей оси.

after после, за, о	He finishes his work after 5. I came here after him. I was going after him. He asked after you.	Он заканчивает работу после пяти. Я пришел сюда после него. Я шел за ним. Он спрашивал о вас.
at на, в, за, у	We are sitting at the table. We are at the lesson. We are at the concert. We are sitting at the window. He works at a plant. He studies at an Institute. I get up at 8 o'clock.	Мы сидим за столом. Мы на уроке. Мы на концерте. Мы сидим у окна. Он работает на заводе. Он учится в институте. Я встаю в 8 часов.
before до, перед	He was here before you. The car stopped before the house.	Он был здесь до вас. Машина остановилась перед домом.
beyond за, вне	The sun disappeared beyond the forest. It is beyond any doubt.	Солнце скрылось за лесом. Это вне всяких сомнений.
by у, к, на	He is standing by the window. I'll come by six. He went by train.	Он стоит у окна. Я приду к шести. Он поехал поездом.
for для, в	I have brought this book for you. I shall be working here for two hours.	Я принес эту книгу для вас. Я буду работать здесь в течение двух часов.
from из, с, у	He arrived from Kiev. He arrived from the Far East. I have taken this book from the library. Take the book from him. He works here from two till five o'clock.	Он приехал из Киева. Он приехал с Дальнего Востока. Я взял эту книгу из библиотеки. Возьмите у него эту книгу. Он работает здесь с двух до пяти часов.
in в, через, во, на	I shall be in Leningrad soon. We shall finish our work in half an hour. Come in time! In winter we often skate.	Я скоро буду в Ленинграде. Мы окончим нашу работу через полчаса. Приходите вовремя! Зимой мы часто катаемся на коньках.
of о, из	He spoke of his work. Tables are made of wood.	Он говорил о своей работе. Стол делают из дерева.
on на, в, по	The book is on the table. Come on Monday. This is a book on chemistry.	Книга на столе. Приходите в понедельник. Это книга по химии.

	Studies begin on the 1st of September.	Занятия начинаются первого сентября.
over через, над, по	The boy jumped over the bench. The lamp is over the table. He travelled all over the country.	Мальчик перескочил через скамейку. Лампа над столом. Он путешествовал по всей стране.
to в, с, к	Let's go to the library. I'll speak to him. Come to the blackboard.	Пойдем в библиотеку. Я поговорю с ним. Подойдите к доске.
with с (о) with за	He works with me. With the exception of some details the facts were alike.	Он работает со мной. За исключением некоторых подробностей факты были одинаковы.
Within через, в	I hope to finish my article within two days. The pressure in the boiler changes within definite limits. It is within my power.	Я надеюсь окончить статью через два дня. Давление в котле изменяется в определенных пределах. Это в моих силах.

Упражнения по теме «Предлоги. Союзы»

Упр. 1. Вставьте предлоги *on*, *in* или *into*.

1. Where is the book? – It is ... the table. 2. Where is the tea? – It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? – She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table. 19. He put his hand ... his pocket, took out a letter and dropped it ... the mail-box which hung ... the wall of the house. Then he got ... his car and drove off.

Упр. 2. Переведите на английский язык, употребляя предлоги *on*, *in*, *at*, *to*, *into*.

1. Идите к доске. 2. Напишите число на доске. 3. Повесьте картину на доску. 4. Она налила в вазу воды и поставила в нее цветы. Потом она пошла к окну и поставила вазу на подоконник. 5. Учитель стоит у доски. Он пишет на доске предложение. Ученики сидят за партами. Они пишут это предложение в своих тетрадях. 6. Ник вошел в кухню и сел за стол. Мама стояла у плиты. Она подошла к столу, поставила на стол чашку и налила в чашку чаю. 7. Мы собрали в лесу много грибов. 8. Маша открыла дверь и вошла в дом. В доме никого не было. Медведи были в лесу. В комнате Маша увидела стол. Она подошла к столу. На столе она увидела три тарелки. 9. Катя была в комнате. Она стояла у книжного шкафа. 10. На полу лежал толстый ковер. Дети сели на ковер и начали играть. 11. Где мальчики? – Они играют во дворе. 12. Сейчас зима. На земле лежит снег. На реке лед. 13. Она подошла к доске, взяла мел и начала писать на доске. 14. Масло на столе. Поставь его в холодильник. А теперь садись за стол. В этом стакане сок. Выпей его и поставь стакан на полку. 15. Где твоя ручка? – Она в моем кармане. 16. Положи в карман платок. 17. Он прыгнул в реку и быстро поплыл к острову.

Упр. 3. Переведите на английский язык, употребляя предлоги *to* или *into*.

1. Иди в парк. 2. Войди в парк. 3. Она пошла в кухню. 4. Она вошла в кухню. 5. Не ходите в магазин. 6. Не входите в магазин. 7. Она побежала во двор. 8. Она вбежала во двор. 9. Я пошел в сад. 10. Я вошел в сад. 11. Мы пошли в лес. 12. Мы вошли в лес. 13. Идите в класс. 14. Войдите в класс.

Упр. 4. Вставьте предлоги *in* или *to*.

1. We did not want to stay ... town on such a hot day, so we went ... the country. 2. It is very late: Go ... bed at once. 3. Where is your little sister? – She is ... bed. Mother always puts her ... bed at eight o'clock. 4. In summer my mother does not go ... work and I don't go ... school. We live ... the country. My father goes ... work every day, so he stays ... town. But sometimes he comes ... the country after work and goes back ... town early in the morning, when I am still ... bed. 5. In winter I usually go ... bed at ten o'clock because I learn ... school and have to get up early. But in

Упр. 5. Переведите на английский язык, употребляя предлоги *on, in, at, to, into*.

1. Мой друг живет на севере. 2. Мы провели лето на юге. 3. В городе было очень жарко, и мы решили поехать за город. После завтрака мы поехали на вокзал. На вокзале было много народу. Люди стояли на платформе и ждали поезда. За городом было чудесно. Сначала мы пошли в лес. В лесу было прохладно. Потом мы подошли к реке. Мы плавали в реке, а бабушка сидела у реки на траве. Вечером мы поехали в город. 4. Летом они всегда ездят на юг. 5. Мой папа работает на заводе, а мама в библиотеке. Мой старший брат учится в институте, а я учусь в школе. Утром папа идет на завод, мама идет в библиотеку, мой брат идет в институт, а я иду в школу. Наша бабушка обычно ходит в магазин утром. В магазине она покупает продукты. 6. Владивосток расположен на Дальнем Востоке. 7. Вчера мы были в театре. 8. Позавчера мы были в парке. 9. Завтра мы пойдем в кино или в музей. 10. Где твой брат? – Он в комнате, стоит у окна. 11. Где твоя сестра? – Она в школе. 12. Где ребенок? – Он в постели. Мама уложила его в постель полчаса назад. 13. Где твой папа? – Он на работе. 14. Где твой дедушка? – Он в парке. 15. Где Коля? – Он на стадионе.

Упр. 6. Вставьте предлоги *at* или *on*.

1. I get up ... seven o'clock or ... a quarter past seven. 2. ... Sunday I usually get up ... nine o'clock or half past nine. But last Sunday I slept very long and got up only ... noon. 3. Lev Tolstoy liked to get up... sunrise. 4. Our lessons are usually over ... twenty minutes to two. 5. They returned from the wood... sunset. 6. I began writing my composition ... seven o'clock and finished only ... midnight. 7. My birthday is ... the ninth of July. 8. The school [year begins ... the first of September. 9. ... the twenty-fifth of December people celebrate Christmas. 10.... Wednesday I usually have a lot of homework.

Упр. 7. Переведите на английский язык, употребляя предлоги *at, on, in, to*.

В прошлом месяце моя тетя не ходила на работу. Она вставала в десять часов и ложилась спать в полночь. Она часто ходила в театр и в кино. Но в этом месяце она встает на восходе солнца, потому что она опять ходит на работу. Она работает в институте. Учебный год в институте начинается в сентябре, а

кончается в мае. В январе и в июне студенты сдают экзамены. Тетя ходит на работу во вторник, в среду, в четверг и в субботу. В понедельник она всегда работает в библиотеке. В пятницу она обычно ездит за город. Она встает в семь часов и едет на вокзал. За городом она проводит целый день и возвращается в город на закате. На будущей неделе моя тетя поедет в Лондон, а в будущем году – в Нью-Йорк.

Упр. 8. Переведите на английский язык.

1. На прошлой неделе мы ходили в Русский музей. 2. Летом солнце встает рано утром, а садится поздно вечером. 3. Прошлым летом мы ездили на юг. Когда мы были на юге, мы ходили к морю каждый день. Мы вставали на рассвете и купались в море. В полдень мы обедали и отдыхали. Вечером мы ходили в парк. На закате мы часто ходили к морю и возвращались домой в половине одиннадцатого или в одиннадцать. 4. В будущем году мы поедem на Дальний Восток. 5. На будущей неделе я пойду в театр. 6. Диккенс родился в 1812 году. 7. Четвертого июня мы поедem за город. 8. Я люблю ходить в парк осенью. 9. На этой неделе мы будем встречать наших друзей в аэропорту. Самолет прибывает в семь часов вечера. Я думаю, что мы ляжем спать только в полночь. 10. Прошлой зимой он часто ходил на каток в воскресенье.

Упр. 9. Переведите на английский язык следующие словосочетания.

В пять часов, к пяти часам, с пяти часов, в полдень, к полудню, с полудня, к полуночи, к полуночи, в полночь, с прошлого года, в прошлом году, в этом году, к 2005 году, к двадцатому февраля, двадцатого февраля, с утра, к ночи, ночью, к первому ноября, в ноябре, с лета, во вторник, к пятнице, в половине третьего, к завтрашнему дню, на восходе солнца, к весне, весной, прошлой весной, с прошлой весны, к зиме, в будущем году, к будущему году, со вчерашнего дня.

Упр. 10. Переведите на английский язык.

1 Мы не были в Москве с 2014 года. 2. Он не писал нам с прошлого года. 3. Я не видел его со вчерашнего дня. 4. Она не ела с самого утра. 5. Мы не играли в футбол с лета. 6. Я не слышал эту песню с прошлой зимы. 7. Она не была в театре с прошлого месяца. 8. Мы не разговаривали об этом с прошлой недели. 9. Ты не подходила к роялю с понедельника. 10. Сейчас уже вечер, а ты с трех часов ничего не сделал.

Упр. 11. Переведите на английский язык.

1. Он придет через час. 2. Подождите пожалуйста, я вернусь через несколько минут. 3. Мы окончим школу через несколько лет. 4. Через два или три года все изменится. 5. В прошлое воскресенье мы встали на рассвете и к семи часам были готовы идти. В десять минут восьмого мы отправились. Мы пошли на автобусную остановку. На остановке было мало народу: в воскресенье люди

не любят вставать на рассвете. Автобус подошел к остановке через десять минут. Мы поехали на вокзал. Через полчаса мы были на вокзале. На платформе мы встретили своих друзей. Через час мы были уже за городом. Мы пошли в лес. Было жарко, но когда мы вошли в лес, стало прохладно. Мы провели за городом весь день и вернулись в город на закате. 6. Я не был в Эстонии с 1997 года. Будущим летом я поеду туда. Я проведу там все лето и вернусь в Санкт-Петербург к первому сентября.

Упр. 12. Вставьте предлоги *to* или *of*.

1. He bought a book ... English poems and gave it... his sister. 2. I wrote ... him asking to send me a box ... chocolates. 3. The roof ... the house is very old. 4. There is a monument ... Pushkin in the Square ... Arts. 5. One wheel ... my car must be changed. 6. He was standing outside the door ... his house and explaining ... the mechanic what was wrong with his car. 7. He gave her a big bunch ... flowers. 8. I sent a letter ... my friend. 9. The streets ... St. Petersburg are straight. 10. Many pages ... this book are torn. 11. The young scientist was trying to prove ... the professor the necessity ... the experiment. 12. London is the capital ... Great Britain. 13. The embankments ... the Neva are faced with granite. 14. It is clear ... me that you don't know your lesson. 15. He was devoted ... his friend. 16. I explained ... the teacher that by the end ... the lesson I had not finished the translation ... the text and that's why I had not handed it ... him. The surprise ... the teacher was great. My explanation seemed strange ... the teacher.

Упр. 13. Вставьте предлоги *with* или *by*.

1. The boy cut his finger ... a knife. 2. The boat was carried ... the waves into the open sea. 3. The teacher was pleased ... our work. 4. America was discovered ... Columbus. 5. "Hamlet" was written ... Shakespeare. 6. We eat soup ... a spoon. 7. He was killed ... a knife. 8. He was killed ... the robbers. 9. He was knocked down ... a big stick. 10. He was knocked down ... a car. 11. He was taken to hospital... an ambulance. 12. He was treated... very effective drugs. 13. He was cured ... a very skilful doctor. 14. He wrote his letter ... a pencil. 15. He was scolded ... his mother.

Упр. 14. Вставьте предлоги, где необходимо.

1. My mother is afraid ... rats. 2. "What do you complain ...?" asked the doctor. 3. Don't enter ... the room. 4. What are you laughing ... ? 5. They did not want to listen ... me. 6. Wait ... me. I'll be back ... a few minutes. 7. Yesterday the teacher spoke ... us about the architecture ... St. Petersburg. 8. My grandmother often complains ... headache. 9. I am sorry, I cannot speak ... you now, the professor is waiting ... me. I must go ... the institute and explain ... him some details ... our work. Come ... the evening, I shall listen ... you very attentively and answer ... all your questions. 10. ... nine o'clock the lecturer entered ... the hall, walked up ... the table, put his bag ... it, looked ... everybody and began his lecture. The lecture, as all the lectures ... this professor, was very interesting, and the students listened ... him with great attention. 11. Turn ... the corner ... the house and look ... the flowers grown ... my mother:

aren't they beautiful? 12. He was an excellent pupil, and the teachers never complained ... him. 13. She complained ... feeling bad and could not answer ... the questions ... the teacher. 14. We tried to speak ... him, but he did not want to listen ... us. He did not even look ... us and did not answer ... our questions. 15. Your brother complains ... you. He says you always laugh ... him, never speak ... him and never answer ... his questions. 16. When I entered ... the room, everybody looked ... me with surprise: they had not waited ... me. 17. At the end ... the street she turned ... the corner, walked ... the bus-stop and began waiting ... the bus.

Упр. 15. Переведите на английский язык, обращая внимание на способы перевода предлогов *через* и *по*.

1. Он перешел дорогу и вошел в кафе. 2. Она ходила по комнате. 3. Они плавали по южным морям. 4. Иди по этой дорожке через поле и через лес, и через два-три часа ты подойдешь к реке. 5. Они бродили по городу с рассвета до заката, говорили с многими людьми, смотрели на прекрасные дворцы и памятники. Вечером они вернулись в гостиницу, усталые но довольные. 6. Том Сойер перепрыгнул через забор и побежал по улице. Через несколько секунд он повернул за угол и исчез. 7. Пройдите по этому коридору, заверните за угол в конце коридора и войдите в первую комнату. 8. Через пять минут все сидели за столом и слушали бабушку. 9. Он смотрел на лодки, плывущие по реке. 10. В прошлом году мы путешествовали по Европе. 11. Он шел по улице и смотрел на лица прохожих. 12. Собака подбежала к реке, прыгнула в воду, переплыла реку и вбежала в лес.

Список использованной литературы

Основная:

1. Безкоровайная, Г.Т. Planet of English: учебный английского языка для учреждений СПО / Г.Т. Безкоровайная, Н.И. Соколова, Е.А. Койранская, Г.В. Лаврик. – 4-е изд., стер. – М.: Издательский центр «Академия», 2017. – 256 с.: ил.
2. Брель, Н.М. Английский язык. Базовый курс (СПО) / Н.М. Брель, Н.А. Пославская. – М.: КноРус, 2023. – 274 с.
3. Голицынский, Ю.Б. Грамматика: Сборник упражнений / Ю.Б. Голицынский; [9-е изд., испр.]. – Санкт-Петербург: КАРО, 2022. – 576 с.

Дополнительная:

1. Дроздова, Т.Ю. English Grammar: Reference and Practice. Version 2.0. / Т.Ю. Дроздова, В.Г. Маилова, А.И. Берестова. – СПб.: Антология, 2014. – 432 с.
2. Ерофеева, О.В. Английский язык для студентов специальности «Фармация»: учебное пособие / О.В. Ерофеева, А.А. Каримова. – Екатеринбург: УГМУ, 2021. – 110 с.
3. Лелевич, С.В. Клиническая лабораторная диагностика для иностранных студентов (на английском языке): учебное пособие для вузов / С.В. Лелевич, В.В. Воробьев, Т.Н. Гриневич; под ред. С.В. Лелевича. – Санкт-Петербург: Лань, 2023 г. – 88 с.: ил. – Текст: непосредственный.
4. Старцева, Э.А. Английский язык. Грамматика с упражнениями: учебное пособие / Э.А. Старцева, В.С. Старцев. – Москва: Издательско-торговая корпорация «Дашков и Ко», 2024. – 340 с.

Список рекомендованной литературы

1. Английский язык для студентов медицинских специальностей: учебное пособие: в 2 частях / А.А. Абрамова, Н.А. Дмитриенко, С.Л. Васильева [и др.]. – Томск: СибГМУ, 2024 – Часть 1 – 2024. – 154 с. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/411974> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
2. Золина, Н.А. Английский язык для студентов медицинских колледжей: учебник / Н. А. Золина. – Санкт-Петербург: Лань, 2020. – 380 с. – ISBN 978-5-8114-4011-5. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/133918> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
3. Игнатушенко, В.П. Английский язык. Communication with patients. English for nurses / В.П. Игнатушенко. – 3-е изд., стер. – Санкт-Петербург: Лань, 2023. – 52 с. – ISBN 978-5-507-47187-4. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/339023> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
4. Малецкая, О.П. Английский язык в профессиональной сфере для студентов средних медицинских учебных заведений. Анатомия. Первая помощь. Патология. Сестринский уход / О.П. Малецкая. – 2-е изд., стер. – Санкт-Петербург: Лань, 2024. – 136 с. – ISBN 978-5-507-47307-6. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/359834> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
5. Малецкая, О.П. Английский язык для студентов медицинских колледжей / О.П. Малецкая, И.М. Селевина. – 4-е изд., стер. – Санкт-Петербург: Лань, 2023. – 136 с. – ISBN 978-5-507-47152-2. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/332687> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
6. Попаз, М.С. Английский язык для студентов медицинских колледжей / М.С. Попаз. – 4-е изд., стер. – Санкт-Петербург: Лань, 2023. – 80 с. – ISBN 978-5-507-47938-2. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/333296> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
7. Попаз, М.С. Английский язык для студентов медицинских колледжей: учебно-методическое пособие / М. С. Попаз. – Санкт-Петербург: Лань, 2022. – 80 с. – ISBN 978-5-8114-3353-7. – Текст: электронный // Лань: электронно-библиотечная система. – URL: <https://e.lanbook.com/book/206030> (дата обращения: 15.06.2024). – Режим доступа: для авториз. пользователей.
8. Рудова, Ю.В. Английский для менеджеров в сфере здравоохранения: учебное пособие / Ю.В. Рудова, В.В. Жура, О.С. Выстропова. – Волгоград: ВолгГМУ, 2023. – 204 с. – ISBN 978-5-9652-0833-3. – Текст: электронный //

Лань: электронно-библиотечная система. – URL:
<https://e.lanbook.com/book/338270> (дата обращения: 15.06.2024). – Режим
доступа: для авториз. пользователей.