

**THE MINISTRY OF HEALTHCARE
OF THE REPUBLIC OF UZBEKISTAN
TASHKENT PHARMACEUTICAL INSTITUTE
UZBEK LANGUAGE AND LITERATURE DEPARTMENT**



**TEACHING-METHODICAL COMPLEX ON THE SUBJECT
“FOREIGN LANGUAGE IN MEDICINE”
FOR THE 1ST YEAR STUDENTS OF ALL DIRECTIONS
INDUSTRIAL PHARMACY FACULTY**

Knowledge domain: 900 000 - Healthcare and Social Provision

Educational domains: 910 000 – Healthcare

Educational direction: 60910800 – Industrial pharmacy (by types)
60910900 - Pharmaceutical Biotechnology
60911000 - Standardization of medicines,
certification and quality management

TASHKENT-2021

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CONTENTS

I.	TEACHING MATERIALS	10
II.	SELF-STUDY THEMES	151
III.	GLOSSARY.....	152
IV.	APPENDIX.....	164
	a) Module programme... ..	164
	b) Handouts.....	191
	c) Tests.....	195
	d) Assessment criteria	231
	LIST OF USED LITERATURE.....	241

Confirmed on Chair meeting

Record №1 _____

LESSON PLAN
on Foreign language in medicine for the 1st year students of
Industrial Pharmacy faculty

№	Theme names	Hours	Max. ball	Duration
1	Lesson 1. Socializing S: Hobbies and Interests (EforP M1, p.8) L: Conversations about people meeting visitors. R: Small Talks. W: A formal and informal greetings. Gr: Present Simple	2	-	
2	Lesson 2. Welcoming a friend (EforP M1, p.20) S: My Working Day L: Bond Street. R: Watch the video. Gr: Present Tenses (revision)	2	100	
3	Chemical Lab S: Our Chemical lab, My First Experiment (TB, p.52, 62). Gr: Prepositions of Place. W: Description of chemical lab at the institute.	2	100	
4	Lesson 3. Making contact (EforP M1, p.26) S: Chemistry (TB,	2	100	

	p.72). Gr: Modal verbs and their Equivalents. L: Real life behavior and on-line behavior.			
5	Review Listening, Speaking	2	100	
6	Lesson 4. Talking about future plans (EforP M1, p.32) S: My Future Plans L: Dialogue Gr: Prepositions of Time	2	100	
7	Lesson 5. Eating out (EforP M1, p.39) S: British Menu. R: Invitation to the Restaurant. W: Description of different dishes. Gr: Articles.	2	100	
8	Revision. S: Anecdotes. R: Uzbek Dishes W: Summary. Gr: Revision.	2	100	
9	Unit 2. Being a Student. Lesson 1. How to be a successful Student (EforP M1, p.48). S: How to be a successful Student. L: A teacher gives students advice. R: 10 Habits of Successful Students. Gr: Modals: ability, permission, advice.	2	100	
10	Lesson 1. How to be a		100	

	<p>successful Student (EforP M1, p.48). S: My Day Off. R: A day in the Life of a First Year Pharmacy Student. Gr: The Passive Voice.</p>	2		
11	<p>Lesson 2. University Life. S: The Tashkent Pharmaceutical Institute. (EforP M1, p.60). R: Hydrogen (TB, p. 96). Gr: The Passive Voice (statement, negative, question). W: Description of the Pharmaceutical Institute.</p>	2	100	
12	<p>Lesson 2. University Life. (EforP M1, p.62) S: My Institute. Gr: Perfect Tenses. R: The Lesson on University. W: Oxygen (TB, p.104) L:University.</p>	2	100	
13	<p>Review Listening, Speaking. W: Nitrogen (TB, p. 109)</p>	2	100	
14	<p>Lesson 3. My Future Specialty (EforP M1, p.67). S: My Future Profession is a Pharmacist. R: Top 10 Qualities. W: Water (TB, p.115)</p>	2	100	

	Gr: There is/are.			
15	Lesson 4. People who I admire in the Field (EforP M1, p.76). S: Famous People who were Pharmacists. R: Text (EforP M1, p.78). W: Alexander Fleming (EforP M1, p.80). Gr: Past Simple.	2	100	
16	Avicenna. S: Avicenna (TB, p.123) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.	2	100	
17	Mendeleev. S: Mendeleev (TB, p.88) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.	2	100	
18	Mid-term	2	100	
19	Unit 3. Networking. Lesson 1. (EforP M1, p.92). S: The Common Forms of Drugs (TB, p.209). L: English Listening on Social networking. R: Social network. Gr: Used to + bare infinitive.	2	100	
20	Lesson 2. (EforP M1, p.99). S: Solid Forms of	2	100	

	<p>Drugs (TB, p.221). L: English Listening. R: Identify types of letters. W: Formal and informal letters. Gr: Past Perfect Simple.</p>			
21	<p>Lesson 3. Creating online contacts. (EforP M1, p.107). S: Semisolid Medicinal Forms (TB, p.231). Gr: Imperative Mood. L: English Conversation. R: Instant Messaging Conversation.</p>	2	100	
22	<p>Lesson 4. (EforP M1, p.116). S: Liquid Medicinal Forms (TB, p. 242). R: Know more about Blog and Blogging. Gr: The Gerund.</p>	2	100	
23	<p>Review Listening, Speaking</p>	2	100	
24	<p>At the Chemist's shop.(TB, p.252). S: My Future Profession is a Pharmacist. R: The English Prescription (TB, p.258).</p>	2	100	
25	<p>Antibiotics (TB, p.266). S: The UK. R: Amphotericin B (DA, p.10). W: Great scientists-</p>	2	100	

	pharmacists. L: Shopping.			
26	S: London. L: Interview. R: Cardiac Glycosides (TB, p. 276). Ketocanazole (DA, p. 14).	2	100	
27	S: The USA. L: Oriental Contributions and Discoveries. R: Chemical Elements of Living Matter (TB, p.282). W: Report writing.	2	100	
28	S: Washington. R: Accretropin (DA, p.24). L: What is Networking?	2	100	
29	Mid-term	2	100	
30	S: Higher Educational Establishments of GB. R: Vitamins (TB, p.287). L: Job Satisfaction. Benzamycin (DA, p.26)	2	100	
31	S: Higher Educational System of Uzbekistan. R: Vitamin B1 (TB, p.291). L: Earning academic degrees. Dostinex Tablets (DA, p.29)	2	100	
32	S: Public Health		100	

	Service in Uzbekistan. R: Classification of Plants (TB, p.298). L: The Art of Public Speech. W: Rubric writing.	2		
33	S: The Pharmaceutical Industry of Uzbekistan. R: Duexis (DA, p.30). W: Essay. L: Interview with a Freelance. W: Letter of Certificate.	2	100	
34	Review. S: The Pharmaceutical Industry of the UK. R: Aspirin (TB, p.302). W: Summary.	2	100	
35	Revision.	2	100	
36	Final lesson. Review.	2	100	
	Jami	90	36	

Chief of the Chair:

A. E. Abdullayeva

TEACHING MATERIAL

LESSON 1

Socializing

S: Hobbies and Interests (EforP M1, p.8)

L: Conversations about people meeting visitors.

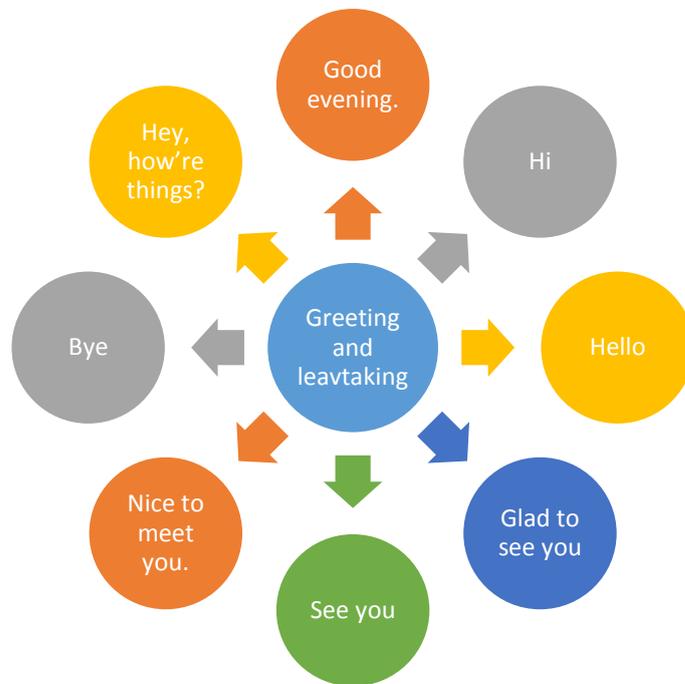
R: Small Talks.

W: A formal and informal greetings.

Gr: Present Simple

Work in pairs and discuss the following questions.

1. What do you do when you first meet a person?
2. What words and word combinations used in greetings do you know?



Getting acquainted, small talks

1. Read the text about formal and informal greetings and compare them

How greetings are used

“Hello” is used as a greeting in formal and informal situations. In British English, the variants “Hallo” and “Hullo” are also used.

“Hi” is an informal greeting with the same meaning as “Hello”. “Hey” (an interjection for attracting attention) is sometimes used very informally in the meeting “Hello”.

“Good morning and Good afternoon” are generally used as greetings.

“Good day” and “Good evening” may be used at meeting or parting.

“Good night” is used for saying goodbye at night time, especially before going to sleep.

“How are you?” is a very common greeting and a question asking about a person’s health and well-being; it is used in formal and informal situations. Typical responses: Fine, thank you. Fine, thanks. Very well, thank you.

“How are you doing?” is a little more informal than “How are you?” and is used in the same way. “How are you doing?” is very common.

“How do you do?” is formal greeting used when people are getting acquainted, mostly in formal introductions. It is not a real question and doesn’t require an answer.

2. Look at the pictures and choose greetings for formal and informal meetings.



<i>Formal</i>	<i>Informal</i>	<i>Both</i>

Present Simple

Affirmative form	Question form	Negative form
<ul style="list-style-type: none"> I/you/we/they play He/She/it plays 	<ul style="list-style-type: none"> Do I/you/we/they play...? Does he/she/it play...? 	<ul style="list-style-type: none"> I/you/we/they do not play He/she/it does not play
Use	Example	Signal words
Present habits	Joanna goes to dance lessons every Saturday	✓ <u>Adverbs:</u> always, usually, often, sometimes, rarely, never
Permanent situation	Does Dan work at the cinema?	✓ <u>Phrases:</u>
States	I like the new James Bond film.	every year/month /week/day each year/month /week/day once/twice a week/month/etc.

Check your grammar:

Complete using the correct present simple form of the verbs in brackets.

You may have to use some negative and question forms.

- I (like) _____ lemonade very much.
- The girls always (listen) _____ to pop music.
- Janet never (wear) _____ jeans.
- ____ you _____ English? (speak)

5. _____ she _____ bathroom every Sunday? (clean)
6. Billy _____ _____ in the supermarket. (work)
7. Mr Smith (teach) _____ Spanish and French.
8. You (do) _____ your homework after institute.
9. We (have)_____ a nice garden.
- 10.Simon (have) _____ two rabbits and five goldfish.
- 11.My father never (make) _____ breakfast.
- 12.She _____ _____ Italian. (speak)
- 13.I always (hurry) _____ to the bus stop.
- 14.Pete and his sister (read)_____ a lot of English books.
- 15.It often (rain) _____ in autumn.



16. **Unit 1.Listening 1.Track1**

Listen three conversations about people meeting visitors and complete the chart.¹

	Conversation 1	Conversation 2	Conversation 3
1 Have the speakers met before?			
2. Is the conversation formal or informal?			
3. Where are they meeting?			
4. What problems did the visitors have during the journey?			

5. What are they doing first?			
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4. Listen track 1 again, complete the sentences from the dialogues.

1. You _____ be Raj.
2. It is great to _____ meet you in _____ after all our phone calls and emails.
3. I _____ you have not been _____ long.
4. It is a _____ to meet you.
5. How was your _____?
6. Hi, Paul, good to _____ you _____.
7. Sorry to keep you _____.
8. Can I _____ you with your _____?
9. Would you _____ taking this?

Small talks

5. Read the article and discuss in groups what small talk topics are common in your country.

How do you start a conversation with new people you meet at some event? How do you decide what things to talk about? Or you just wait until some of them walk right up to you? For many people, beginning a small talk is actually a huge problem. Some of my friends cannot even accustom to the idea of talking with a person they do not know close.

Weather

Dwelling on weather is one of the most common small talk topics for almost any event in Great Britain. According to studies 38% of Brits had small talks about the weather during their last 6 hours of the day. *“I love this weather, what do you think?”*

Cinema and art

All people have hobbies, but I would not recommend asking about the free time of your colleagues whom you met a few days ago. Many introverts regard this too personal and strictly separate their private life from the working environment. Of course, in a couple of months of knowing each other, you can feel freer but still mind personal space.

In any case, you should always think of what you are going to say before words slip out of your mouth.

Parties, concerts, other public or professional events

Even if you couldn't go to the last corporate party, you can always ask your colleagues to share their impressions. Again, good small talk topics would be about food, some activities, funny incidents, jokes, and after party time. On the other hand, if you can't stay home at your weekends and usually visit different free entry events, this is another source to exploit. Avoid awkward questions about something too personal and give your tips on how to make free time unforgettable and pleasant spending less than one cocktail costs. People like such true-to-life stories and are always eager to add something from their own experience.

Sport and your physical activities

If you aren't fond of sports, then think of your gym trainer who makes you physically suffer from burning those trifling calories. You shouldn't necessarily be a Yankees fan to have something to say about the sport. Discuss your physical activities like yoga or even meditation practice. Even if you have no idea what happens on yoga classes or even meditation practice.²

Proverbs

“Easy come, easy go”

“East or West, home in best”

“Silence is golden”

“Bad news has wings”



6. *The weather is one of the most popular small-talk topics. It is a topic everybody can talk about. Put the words below into the right categories.*

Cloudy/ cold / damp/ drizzling/ freezing/ grey/ hazy/ humid/ mild/ overcast/ pouring/ rainy/ roasting/ sunny/ warm.

Words describing temperature	Words describing the sky	Words to do with water

Hobbies and interests

<p><i>Asking about free-time activities</i></p> <p>So, what do you like doing in your free time?</p> <p>Do you have any hobbies?</p> <p>Do you do any sports?</p> <p>What do you do to keep fit?</p> <p><i>Talking about free-time activities</i></p> <p>I love(don't) like/hate cooking/watching TV.</p> <p>I often go to the gym/ do yoga after work/at the weekend.</p> <p>I like going to the theatre but I hardly ever have time.</p> <p>I try to play football/squash at least once a week.</p>	<p>Try to avoid these common mistake:</p> <p>I like looking television. ❌</p> <p>I like watching television.</p> <p>I hate making fitness. ❌</p> <p>I hate going to the gym.</p> <p>I often go in the cinema. ❌</p> <p>I often go to the cinema.</p> <p>I like it to read books in English. ❌</p> <p>I like reading books in English.</p>
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7. How well do you know the other people in your group?

Ask each other questions and fill in the names of someone who:

- 1) Has a hobby he/ she does at least once a week. _____
- 2) Enjoys playing a team sport with friends or colleagues. _____
- 3) Likes going shopping during the lunch break. _____
- 4) Has become good friends with a business contact. _____

8. Complete the sentences with the correct form of do, go, or play.

1. Are there any nice places to _____ running around there?
2. My daughter and I enjoy _____ chess.
3. _____ you ever _____ taichi? I really enjoy it.

4. How often _____ you _____ to the gym?
5. I _____ the piano since I was a child.
6. Last summer we _____ wind surfing almost every day.
7. I used to _____ aerobics when I was younger.
8. I wish I had time to _____ more sport.

9. Match (1-5) with (a-e) to make questions from the dialogue. Then match them with the answers (A-E).

1. Is Anja still	a. doing these days?	A. She is working as a designer for a bicycle manufacturer.
2. That`s near	b. doesn`t she?	B. It is not too far.
3. Do you know	c. What she`s doing there?	C. That`s right.
4. How`s he	d. With the company, by the way?	D. He`s doing fine.
5. She enjoys sailing	e. You, isn`t it?	E. She`s not actually.

9. Work with a partner to make a dialogue.

Student A and student B are waiting for a lecture to begin and are chatting until the other students arrive.

Student A	Student B
Greet B and ask how he /she is.	Respond. Ask A how he/she is.
Respond. Say something about the weather.	Respond. Ask about your partner`s hobbies.
Respond. Ask about your partner B`s hobbies.	Respond. Ask about a friend you both know.
Respond. (a lecture begins.)	Agree.

Adjectives

- A **positive adjective** is a normal adjective that's used to describe, not compare. For example: "This is *good* soup" and "I am *funny*."

- A **comparative adjective** is an adjective that's used to compare two things (and is often followed by the word *than*). For example: "This soup is *better* than that salad" or "I am *funnier* than her."

Adjective with one or two syllables forms by adding "**-er**"

Adjective with three or more syllables forms by adding the word "**more**"

For example: loud-louder, big-bigger, small-smaller, thin-thinner

beautiful- more beautiful, difficult- more difficult, interesting- more interesting

- A **superlative adjective** is an adjective that's used to compare three or more things, or to state that something is the *most*. For example: "This is the *best* soup in the whole world" or "I am the *funniest* out of all the other bloggers."

Adjective with one or two syllables forms by adding "**-est**"

Adjective with three or more syllables forms by adding the word "**most**"

For example: loud- the loudest, big-the biggest, small-the smallest, thin-the thinner, beautiful- the most beautiful, difficult- the most difficult, interesting-the most interesting

- **Irregular adjectives: bad- worse-the worst, good(well)-better- the best, far-further (farther)- the furthest(the farthest), old(people in a family)- elder- the eldest, old(general use)-older- the oldest**

• **LESSON 2**

Welcoming a friend (EforP M1, p.20)

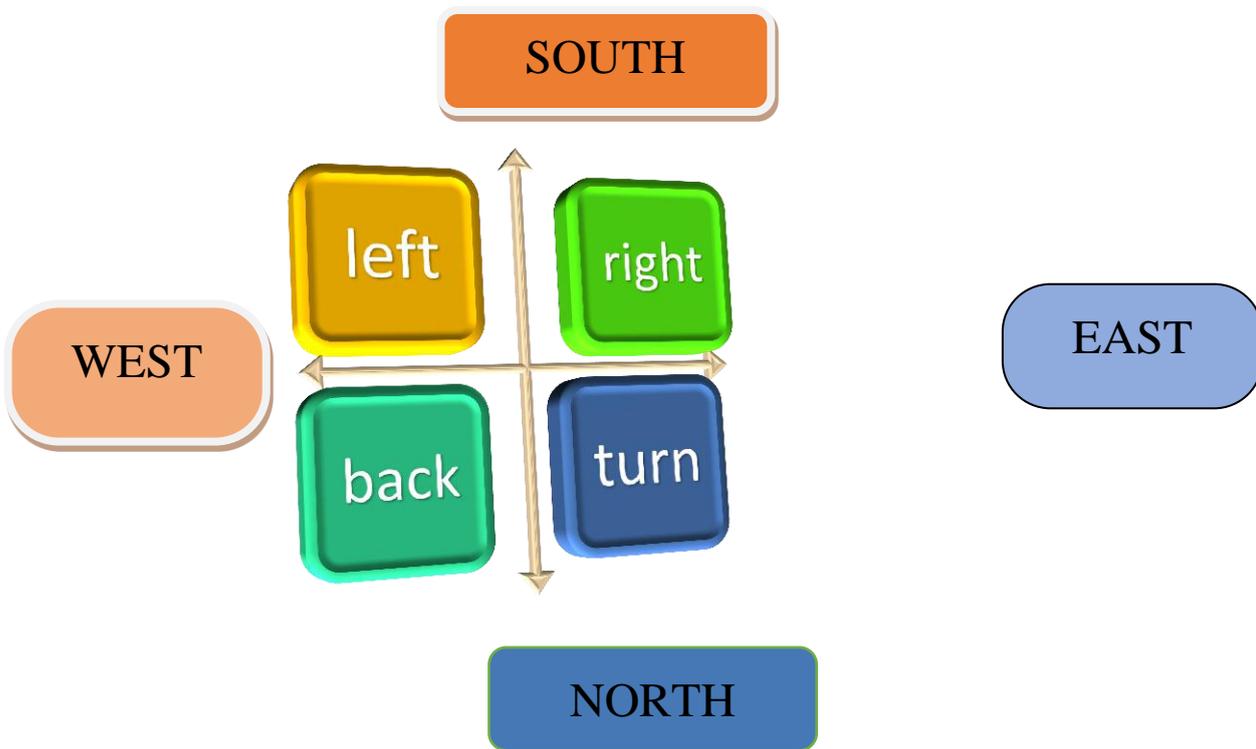
S: My Working Day

L: Bond Street.

R: Watch the video.

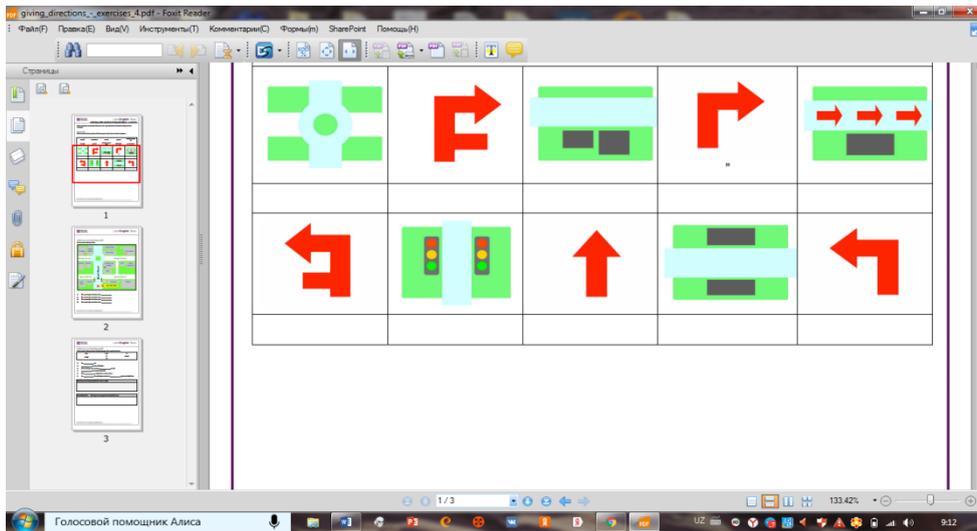
Gr: Present Tenses (revision)

- What is direction?
- Can you give direction?
- Do you know necessary words for giving directions?
- Can you use appropriate phrases?



14. Do this exercise before you listen. Write the correct word in the boxes below the picture.³

turn left	round about	next to
turn right	opposite	take the second left
traffic lights	go straight on	take the second right
	go past	



*Unit 1 listening 2 Check your understanding: gap fill. Do the exercise while you listen.*⁴



- A. The speaker gives directions to the _____
- B. The speaker gives directions to the _____
- C. The speaker gives directions to the _____

D. The speaker gives directions to the _____

15. Do this exercise while you listen. Complete the gaps with a word from the box.

<i>take</i>		<i>past</i>	<i>on</i>
	<i>straight</i>		<i>At</i>
<i>second</i>		<i>Go</i>	

1. Go _____ on.
2. _____ past the traffic lights.
3. It's the building next to the library _____ the left.
4. _____ the roundabout turn left.
5. Then _____ the first left on to Green Street.
6. Go _____ the traffic lights and take the _____ right on to King's Road.

16. Write the words in the correct order to make sentences and questions.

1. ? | OK | you | Are
2. school. | I'm | new | this | at
3. your | ? | name | What's
4. do | you | it? | spell | How
5. birthday | November. | My | in | is
6. you | in? | class | What | are
7. lost. | am | I
8. yet. | know | don't | I
9. live | ? | Where | you | do |
10. are | How | ? | you | old |
11. your | ? | specialty | is | What |
12. The | is | sun | brightly | shining |



*Unit 1 listening 3. Watch the video and check your understanding: true or false
Circle **True** or **False** for these sentences.*

1. It's Makayla's first day at a new school. **True / False**
2. Makayla knows a lot of people at the school. **True / False**
3. Gemma is friendly and helpful. **True / False**
4. Makayla is 18. **True / False**
5. Gemma and Makayla are both in Year 11. **True / False**
6. Gemma will help Makayla find her teacher. **True / False**

17. Write numbers (1–7) to put the conversation in order.

1. I need to go to the library. Do you know where it is?
2. Where do you need to go?
3. Yes, I do. I'm going to the library now. Let's go together.
4. No problem. Come with me.
5. Hi, how are you?
6. Really? OK, great! Thank you!
7. Hello. I'm OK, thanks ... but I'm lost.

18. Check your understanding: gap fill Complete the sentences with a word from the box.

in	am	don't	spell	year	birthday
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LESSON 3

Chemical Lab

S: Our Chemical lab, My First Experiment
(TB, p.52, 62).

Gr: Prepositions of Place.

W: Description of chemical lab at the institute.

OUR CHEMICAL LAB

The students of our Institute study Chemistry. They study different branches of Chemistry, such as organic, inorganic, analytical and other branches of Chemistry.

Every week the students attend lecture and have their practical classes on Chemistry.

The 1st-year-students study inorganic Chemistry. They have their practical classes in a chemical lab, which is equipped with special apparatus. The lab is a large and light room. It is on the first floor.

There are two benches in it. There are shelves and racks above the benches. On the shelves, you can see some glassware. You can see funnels, beakers and flasks of different forms on the shelves. There are also bottles with liquids and solids on the shelves. On the benches, there are burners, crucibles and scales. There are also test-tube stands and filter-stands there.

There is a sink with running water in every chemical lab.

On the wall, you can see the Periodic Table.

Each student has his or her own place in the lab.

There is a ventilating hood for escaping disagreeable odour and harmful vapours.

During practical classes, the students make many interesting experiments. They obtain pure oxygen, hydrogen and other elements and study their properties. They often dissolve and mix substances and obtain solutions and mixtures. Before a reaction, they weigh substances on the scales.

During the reaction, the students observe it and record the yield.

MY FIRST EXPERIMENT

Last week our group conducted a very interesting experiment on Chemistry. We obtained pure hydrogen at our last lesson. For conducting an experiment, we needed different apparatus. We used various glassware or dish such as test tubes, bottles, flasks, funnels, beakers, glasses, rods and tubes. Before the reaction, the students weigh substances on the scales. We needed some metals and acids.

We put some metallic zinc into the round-bottom flask and began to add some drops of hydrochloric acid. Then we put a burning match at the top of the flask. We saw a blue flame that was a fact, that we obtained pure hydrogen or inflammable air.

We observed the reaction and recorded the yield.

At the end of the reaction, we washed all dishes and put them on proper places.

LESSON 4

Making contact (EforP M1, p.26)

S: Chemistry (TB, p.72).

Gr: Modal verbs and their Equivalents.

L: Real life behavior and on-line behavior. Look at the picture and tell

CHEMISTRY

Chemistry is a science of substances, their structure, their properties and the reactions, that change them into the other substances.

Chemistry is a great and complex subject.

Substances may exist in any of the three states. They may exist as solids, liquids and gases. Sulphur, iron, silver are solids at an ordinary temperature, bromine and mercury are liquids in the same conditions and oxygen and hydrogen are gases. But solid substances may become liquids if we heat them to a proper temperature. Liquids turn into gases at very high temperatures.

Elements and compounds. All substances can be divided into two great classes, namely elements and compounds.

An element is an undecomposable substance, all compound are substances, which consist of two or more different substances, so they can be decomposed into two or more simple substances. Compounds are decomposable substances. Water can be decomposed into oxygen and hydrogen.

Elements may be metallic and non-metallic. Nitrogen and carbon are non-metals, but lead and tin are metals.

MODAL VERBS

PUT THE MODAL VERBS WHERE NECESSARY.

1. Ted's flight from Amsterdam took more than 11 hours. He _____ be exhausted after such a long flight. 2. The book is optional. My professor said we could read it if we needed extra credit. But we _____ read it if we don't want to. 3. Susan _____ hear the speaker because the crowd was cheering so loudly. 4. The television isn't working. It _____ damaged during the move. 5. Kate: _____ hold your breath for more than a minute? Jack: No, I can't. 6. You _____ be rich to be a success. Some of the most successful people I know haven't got a penny to their name. 7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book _____ be wrong! 8. You _____ do the job if you didn't speak Japanese fluently. 9. You _____ worry so much. It doesn't do you any good. Either you get the job, or you don't. If you don't, just apply for another one. Eventually, you will find work. 10. You _____ be kidding! That can't be true.

MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

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. 13. Can't you wait till tomorrow morning? - I can wait, but my toothache can't. 14. Can I borrow your pencil for a moment? 15. Her grandmother can knit very well. 16. I can answer the questions. They are very easy. 17. This trip is too expensive for me. I can't afford it. 18. She can type. She can speak well on the telephone. She hopes she can find the job she's looking for. 19. Could you come to my place next Friday? - I'm sorry. I can't.

MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. May I invite Nick to our house? 2. You may go now. 3. If you have done your homework, you may go for a walk. 4. Don't go to the wood alone: you may lose your way. 5. May I go to the post office with Mike? 6. May I take Pete's bag? 7. Don't give the vase to the child: he may break it. 8. May we take notes with a pencil? 9. You may not cross the street when the light is red. 10. May I shut the door? 11. It stopped raining, and mother told us that we might go out. 12. May

children play with scissors? 13. They may travel by sea. It may be cheaper, but it takes a long time. 14. It may be true. 15. May I come and see you? 16. Where have you been, may I ask?

THE EQUIVALENTS OF THE MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

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. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 8. I am sorry I couldn't come yesterday. I had to work late. 9. I have not written the composition. I shall have to write it on Sunday. 10. We did not have to buy biscuits because our granny had baked a delicious pie. 11. Will you have to get up early tomorrow? 12. Why do you have to get up early tomorrow? 13. I had to go to the hospital to visit my aunt. 14. What did you have to learn by heart? - At school, I had to learn a beautiful poem "Leisure" by William Henry Davies. 15. I have to see him.

MODAL VERBS AND THEIR EQUIVALENTS

PUT THE SENTENCES IN THE PAST TENSE USING THE EQUIVALENTS OF THE MODAL VERBS.

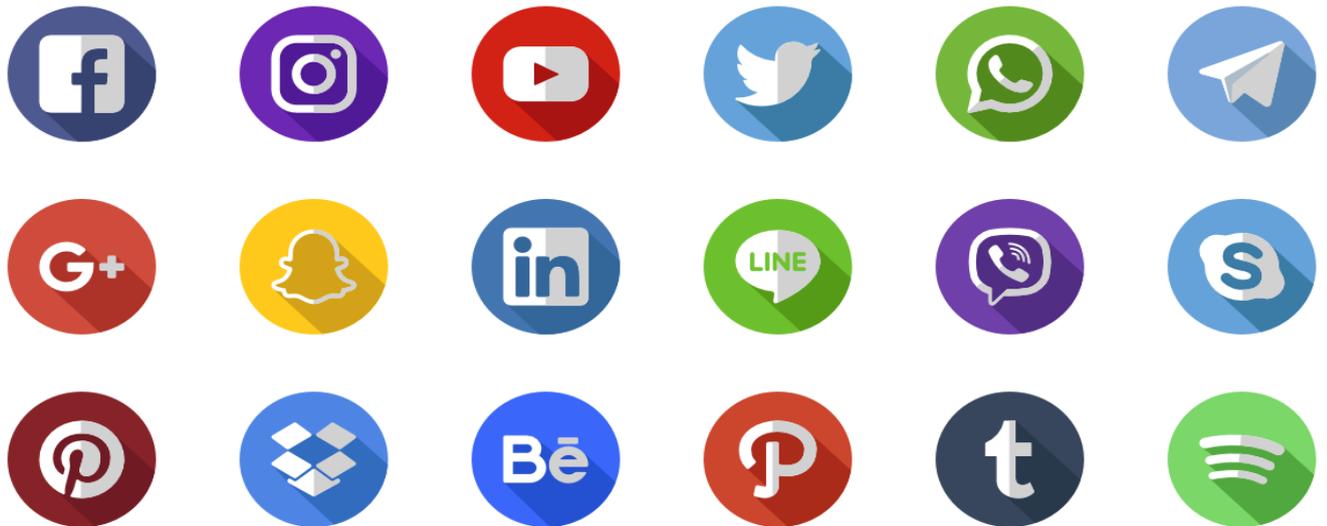
1. It is quite clear to everybody in the family that he must start getting ready for his exam instead of wasting time. 2. It is impossible to do anything in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting. 6. We can't wait for them any longer; we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out. 8. I doubt if I can finish the work in time, but I must do it.

MODAL VERBS AND THEIR EQUIVALENTS

PUT THE EQUIVALENTS INSTEAD OF THE MODAL VERBS.

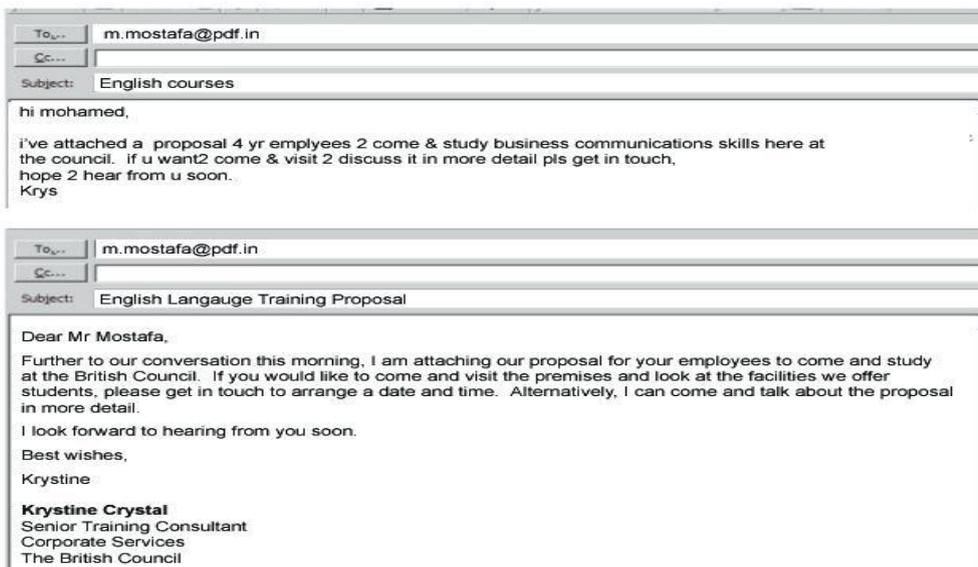
1. You must listen to the tape recording of this text several times. 2. You must take your exam in English. 3. She can translate this article without a dictionary. 4. We

can't meet them at the station. 5. The doctor must examine the child. 6. He must work systematically if he wants to know French well. 7. This child must spend more time in the open air. 8. I can't recite this poem. 9. You must take part in this work. 10. He can't join the party because he is busy. 11. I can settle my own problems.



Social media icons | 30 icons

20. Emails are often used to make online contact. Look at the emails below. Which emails are the most formal?



50a Chandos Road
London
NW2 4LU
United Kingdom

19 January, 2018

Dear Meie,

It's been a while since I've heard from you. How have you been? I was thrilled to see the photos of your holiday with Bas on Facebook – did you enjoy your time away? I'm writing to you with some good news: Amir and I are going to move in together!

We have been looking at two-bedroom flats near West Hampstead, in the same area where we live now. It turns out that, despite London's extortionate prices, the average rent is quite affordable with our two incomes combined.

This will be the first time I have moved in with a partner, but at least we've had a few months of practice during my break from full-time work.

Have you considered moving in with Bas before? If so, where would you be looking to rent?

I can't wait to hear from you. Send my regards to Bas as well!

Lots of love,
Lola



- Greeting → Hi John!
- Opener → Hope all's well!
- Transition → I just wanted to quickly ping to let you know that I ran the proposal by the team and it looks good on our ends! We can kick off as early as 7/1!
- Closing → Just let me know if that works on your end!
- Sign-off → Thanks!
Henry

Henry Blue

Co-Founder & CEO
<http://getspoken.com>



21. Look at the emails again and match from a to e with numbers 1-6⁵.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

- 1) An announcement to the staff of a new regulation
- 2) A message to a colleague
- 3) A message to a customer about a change in plans
- 4) A request for confirmation of an order
- 5) A hotel reservation
- 6) An enquiry to supplier

22. Find examples of formal and informal phrases in the emails above to complete the table.

	More formal	Informal
Salutations and closes	Dear Mr. Braithwaite	Hey Gray!
Phrases and vocabulary	inform	Just a note to tell you...
Abbreviations, etc.		☺

23. Complete the emails below with words from above. Be careful of the register.

Dear Mr. Bass

I am writing to _____ about your range of less exclusive products. Our company has diversified recently and, in addition to the professional equipment we have previously purchased, we now _____ products for the hobby golfer.

Could we _____ a meeting to see one of your sales reps who can _____ us about our products? The week of 19 August would be _____ for us.

As I will be out of the office from 2 to 6 August, please _____ my assistant, Sylvie Jouet, directly.

Best regards

Simon Pilgrim

Hi Sylvie

Just a quick note to say we are very _____ for the delivery delay.

I'm afraid we'll have to _____ the delivery date for 10 days because of the truck driver's strike. When exactly do you _____ the goods? If it is very urgent I'll _____ the manager of the forwards whether we can _____ a special delivery somehow.

I'll _____ asap, but please tell me know the latest date for the goods.

Despite this, have a nice day!

Regards

Jean

24. Find ten spelling mistakes in the first email. Then correct the second email. How many mistakes can you find? (Look out for punctuation too.)

Hi Charlotta	Deer Mahrendra
Jsut a quick note to tell you that the info fort he new product has finally arrived.	we are still waiting for the above oerder but have received no email to explain the reson for the deley.
Ill get in tuch with you next week to update you on tomorrow#s metting in Romania. Can you put of the product mailing until I'm back?	Please can you kontakt the forwarders find out what has happened and inform us imidiatly.
See you soon.	we look forward to hearing from you very soon
Regards	kind regards
Tibor	Mila



25. Write a formal letter to pharmaceutical company and informal letter to your friend abroad.

26. Match the vocabulary used in formal emails(1-10) with the less formal vocabulary below.

To answer, to ask, to get in touch with, help, to need, ok,
to put off, to be sorry, to set up, to tell

- | | |
|-----------------------|------------------------|
| 1. Convenient = _____ | 6. To contact = _____ |
| 2. Assistance = _____ | 7. To postpone = _____ |
| 3. To inform = _____ | 8. To arrange = _____ |
| 4. To reply = _____ | 9. To enquire = _____ |
| 5. To regret = _____ | 10. To require = _____ |

LESSON 5

Review

Listening, Speaking

LESSON 6

Talking about future plans (EforP M1, p.32)

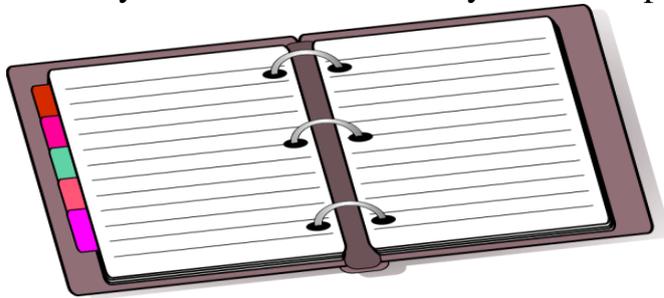
S: My Future Plans

L: Dialogue

Gr: Prepositions of Time

Look at the picture and tell

- What is it?
- Do you use diary?
- Why/why not do you use diary?
- Would you like to make notes your future plans in diary?



Unit 1 Listening 4 *Mr. Syms and Ms. Janiak are talking about their plans. Listen and complete Ms. Janiak`s diary.*

Ms. Janiak`s dairy



27. *Listen again and complete the sentences from the dialogue.*

- 1) It`s _____ now. We`ll be _____ in five minutes.
- 2) I thought you might like to _____ your hotel first and _____ your things.
- 3) Then we _____ a spot of lunch. There`s nice Italian place _____ you hotel.
- 4) After that we _____ to the office.
- 5) We _____ with the sales team at two, as you know.
- 6) At four we _____ the production plant.
- 7) That _____ an hour.
- 8) Then perhaps you _____ a taxi back to your hotel and _____ for a bit.
- 9) I _____ again at seven for dinner.
- 10) It _____ really good. We _____ to this fantastic French restaurant.
- 11) At four we _____ the production plant.
- 12) That _____ an hour.
- 13) Then perhaps you _____ a taxi back to your hotel and _____ for a bit.
- 14) I _____ again at seven for dinner.
- 15) It _____ really good. We _____ to this fantastic French restaurant.



We use different verb forms to talk about our plans for the future – depending on what kind of plan it is.

will

We use **will** to talk about plans decided at the moment of speaking.

-
- *I forgot to phone my mum. I'll do it after dinner.* He decides to phone his mum when she is speaking – she didn't have a plan.
- *I can't decide what to wear tonight. I know. I'll wear my black dress.*
- *There's no milk in the fridge. I'll buy some when I go to the shops.*

going to

We use **going to** to talk about plans decided *before* the moment of speaking.

- *I'm going to phone my mum after dinner. I told her I'd call at 8 o'clock.* He decided to phone his mum before he speaks – he already had a plan.
- *I'm going to wear my black dress tonight. I need to pick it up from the cleaners.*
- *I know there's no milk. I'm going to get some. It's on my shopping list.*

present continuous

We can also use the **present continuous** to talk about future plans. We usually use it when the plan is an 'arrangement' – more than one person is involved and we know the time and place.

- *I'm meeting Jane at 8 o'clock on Saturday.*
- *We're having a party next Saturday. Would you like to come?*
- *Are you doing anything interesting this weekend?* We often use the present continuous to ask about people's future plans.

Talking about plans

There are many ways to talk about future plans in English, and often you can say the same thing in different ways. Here are some ways to talk about plans:

- using modals verbs such as *can, could, might, should, etc.*

I thought you might like to check into your hotel first.

Then we can go to the office.

That should only take an hour.

- using the present tense:
We have the meeting with the sales team at two. It is the big company dinner tonight.
- using *will*:
I'll pick you up again at about seven for dinner.

28. Work with a partner to make a dialogue. Student A: you are the student of pharmacy direction. You are dropping B off at his/her hotel. Person B: you are a foreigner.

Student A	Student B
Tell B about the hotel (check in, how much time to relax).	Respond. Ask about plans for later.
Tell B about plans for the afternoon.	Respond. Ask about plans for the evening.
Tell B about plans for the evening.	Respond.
Ask B about his/her plans for tomorrow.	Tell A about your plans for tomorrow.

29. Circle the correct word or phrase

1. Oscar says he **is doing/ will do** the washing –up after dinner.

2. What are you going to do / do you do this evening.
3. Shall you tell/ Will you tell Rupert I'm sorry about yesterday?
4. My dad will grow/ is going to grow a beard, but my mum doesn't like the idea.
5. I have to revise tonight because we are having/ will have an exam tomorrow.
6. I am remembering/ will remember this day for the rest of my life!
7. Do you go/ Are you going to Australia next Christmas?
8. I'm sure you are passing/ will pass your driving test. Don't worry!

30. *Choose the correct answers*

1. "Have you made plans for the summer?"

"Yes, to Spain."

- a) We'll go b) We're going c) We go

2. "We're moving house tomorrow"

"Really? You with the furniture."

- a) I help b) I'm helping c) I'll help

3. "Do you need this paintbrush?"

"Ah, yes. It to me, please?"

- a) Do you pass b) Will you pass c) are you passing

4. "What do you want to be when you grow up, Stevie?"

"..... a scientist. That's what I want to do, anyway."

- a) I be b) I'm going to be c) I'm being

Prepositions of time

In	On	at
<p>Months: in January / in April</p> <p>Seasons: in spring / in winter</p> <p>Years: in 1984 / in 2015</p> <p>Centuries: in the 20th century</p> <p>Times of day: in the morning / in the evening</p> <p>Longer periods of time: in the past / in the 1990s / in the holidays</p>	<p>Days of the week: on Monday</p> <p>Days + parts of days: on Tuesday afternoon / on Saturday mornings</p> <p>Dates: on November 22nd</p> <p>Special days: on my birthday / on New Year's Eve</p>	<p>Clock times: at 7.30 a.m. / at 5 o'clock</p> <p>Festivals: at Christmas / at Easter</p> <p>Exceptions: at night / at the weekend</p>

31. Check your grammar: gap fill-prepositions of time. Write the preposition to fill the gap.

1. I finish school early _____ Wednesdays.
2. Do you work _____ the summer holidays?
3. I only ever see my cousins _____ Christmas.
4. What do you do _____ the weekend?
6. My exam is _____ 7th June.
8. I have my guitar lesson _____ Friday afternoon.

Pay attention to the time prepositions!

Vocabulary connectedwithtime

To be on time- to arrive at the correct time and not be late

Examples:

The trains here are never on time. They're always late.

We're leaving at 10.00 sharp. So be sure you're on time.

To be in time (for something)-to arrive early enough (for something)

Examples:

I don't use an alarm clock but I always wake up in time for the 7 o'clock news on the radio.

Sorry, I won't be home in time for dinner, I have to work late at the office.

To kill time-to do something to make time appear to pass more quickly

Examples:

The film doesn't start for another 2 hours, so we'll have to kill time for a bit.

On my way back from Australia I had a lot of time to kill at Singapore Airport - the shopping was great!

in (next to) no time-very soon, very quickly

Example:

On my bike I can get to the Sports Centre in next to on time. It takes longer by car because of the traffic.

32. Learn by heard prepositions given above and use it in your conversation with your partner.

LESSON 7

Eating out (EforP M1, p.39)

S: British Menu.

R: Invitation to the Restaurant.

W: Description of different dishes.

Gr: Articles.

Which of the places below would you take the following guests for dinner?

Discuss with a partner.

1. A group of British pharmacists
2. An important Indian customer
3. Colleagues from America
4. A group of government officials from Italy
5. Colleagues from Uzbekistan

The collage features four distinct restaurant menus:

- British Menu:** A menu with sections for Breakfasts, Appetisers, Meat Favourites, The Daps, Salads, and Reubens.
- American Diner:** A menu with sections for Breakfast, House Specials, Pancakes, French Toast, Texas French Toast, Breakfast Sandwiches on Hard Roll, and Kids Breakfast Menu.
- Italian Menu:** A menu with a central image of Italian food and a list of menu items with prices.
- Annapurna:** A menu with sections for Lunch (Veg Executive Thali), Breakfast, and Non-Veg Executive Thali.



Unit 1 Listening 5 *Bruno and Carlo are entertaining Anna at a local restaurant. Listen to the conversation and answer the questions below.*

- ✓ Have the hosts been to the restaurant before?
- ✓ Why is Ann hungry?
- ✓ What do we discover about Bruno`s wife?
- ✓ Who is driving?
- ✓ What do they plan to do later?

33. *Complete the table with their order.*

	Starter	Main course	Drink
Ann			
Bruno			
Carlo			



34.  Match the two halves to make sentences from the dialogue. Listen again if necessary.

1) This looks	a) are we having, Carlo?
2) I hope	b) to drink?
3) I'm absolutely	c) followed by the pasta.
4) I'm afraid they don't have	d) recommend?
5) How many courses	e) catch the waiter's attention.
6) What do you	f) menus in English here.
7) It comes with asparagus	g) you like it.
8) I'll have the soup	h) starving.
9) What would you like	i) a really nice place.
10) Let's see if we can	j) and small potatoes roasted in the oven.

❖ **IDIOMS**

“Better late than never”

“Time is money”

“Have the time of your life”

LESSON 8

Eating out (EforP M1, p.39)

S: Anecdotes.

R: Uzbek Dishes

W: Summary.

Gr: Revision.

35. Look at the description of different dishes below. Can you guess what each dish is?

1. So this is a Swiss specialty. You get a pot with melted cheese and then you dip pieces of bread into the cheese and eat them. It's great at parties or when you have a group of people.

2. This is a typical Italian dish. It's made with flat sheets of pasta with tomato sauce in between. It also has a white sauce and may be some cheese on top.

3. This is an Indian specialty popular in the West especially in the UK. You have meat or vegetables in a spicy sauce. Often the sauce is made with cream. It's served with rice.

Chinese
Italian
Swiss

Russian
Ukrainian
Uzbek

French
Indian
Japanese

36. Look at the figures given in the exercise 35 again. Think of three dishes and explain them to your partner. Can they guess what they are?

Explaining a menu
<p>This is a local speciality.</p> <p>It`s typical of/a speciality of our region.</p> <p>It`s a spicy/ savory/sweet dish.</p> <p>It is a kind of pasta/meat/dumpling.</p> <p>It`s made with meat/fish/vegetables.</p> <p>It`s a bit like spaghetti/pudding/rice/pizza.</p> <p>It`s light/dark/wheat beer.</p> <p>It`s juice mixed with mineral water.</p>

37. Sort the words into the correct categories in the table below.

Parts of the meal	Types of meat	Types of vegetables	Side dishes	Ways of cooking	Words for describing food

--	--	--	--	--	--

➤ **Articles**

a / an (<i>indefinite article</i>)	
Use: singular countable nouns (not specific)	Example: I need to get a new coat.
Use: instead of when the next word begins with a vowel sound	Example: I don't have enough money for an expensive dress.
<p>!!! Whether we use a or an with a word depends on the sound, not the spelling. Be careful with following words and phrases</p> <ul style="list-style-type: none"> • An honest person • An hour • A euro • A uniform 	

the (<i>definite article</i>)	
Use: singular countable nouns(specific)	Example: Let`s go to the new

plural countable nouns(specific)	shopping center. Where are the books I ordered?
uncountable nouns(specific)	I gave the shop assistant the money and then left
no article (zero article)	
Use: plural countable nouns(general)	Example: Prices have gone up a lot recently.
uncountable nouns(general)	Fresh fruit is really good for you.



38. Complete using *a, an or the*

1. We had _____ really good science lesson at school today.
2. I found _____ unusually insect on the wall outside our house.
3. It`s your birthday next week. Are you going to have _____ party?
4. We waited for hours, but we finally saw _____ Queen.
5. Why don`t we listen to _____ radio?
6. Did you exchange _____ euro, didn`t you?
7. Mum went to _____ bank, but she didn`t take her bag.

special rules	
Use	Examples
<i>Places</i>	the: seas (the Atlantic), rivers (the Amazon), areas (the Antarctic), some countries (the USA), public buildings (the theatre), the Earth, the world, the sky, the moon, the sun, the sea, the environment

	no article: towns and cities (Moscow), most countries (France), continents (Europe), streets (Baker Street), planets (Mars)
<i>Activities</i>	a/an: have a job, work as a... the: on the radio, the media, play the piano no article: go to work, on TV, go shopping, play tennis, listen music, go to work, go to school, be at school, be at university, school subjects(math)
<i>Time</i>	the: in the morning/afternoon/evening, on the 20 th march, in the 1950s no article: days (Thursday), month(May), years(2019), at night
<i>People</i>	the: the King, the Prime Minister, the army, the navy, the police, the Germans, the English no articles: become king, he`s English

39. Write an article in each gap where necessary. If an article is not necessary, put a dash (-)

I had (1) _____ really bad day on (2) _____ Tuesday. I bought (3) _____ new game on CD-ROM for my computer, but (4) _____ game didn't work properly. I took it back to (5) _____ shop on (6) _____ North Street, but (7) _____ manager blamed me! He pointed to (8) _____ scratch on (9) _____ CD-ROM and said I'd done it. I couldn't believe it! I had to buy (10) _____ new one!

40. Make a dialogue with your friend about eating out and take it into video.

- Do you like eating out
- How often do you go out with your friends or family
- Which restaurant in your country could you suggest for tourists
- Is it expensive eating out frequently in your country
- How often do you have dinner with your family



LESSON 9

Unit 2. Being a Student.

Lesson 1. How to be a successful Student (EforP M1, p.48).

S: How to be a successful Student.

L: A teacher gives students advice.

R: 10 Habits of Successful Students.

Gr: Modals: ability, permission, advice.

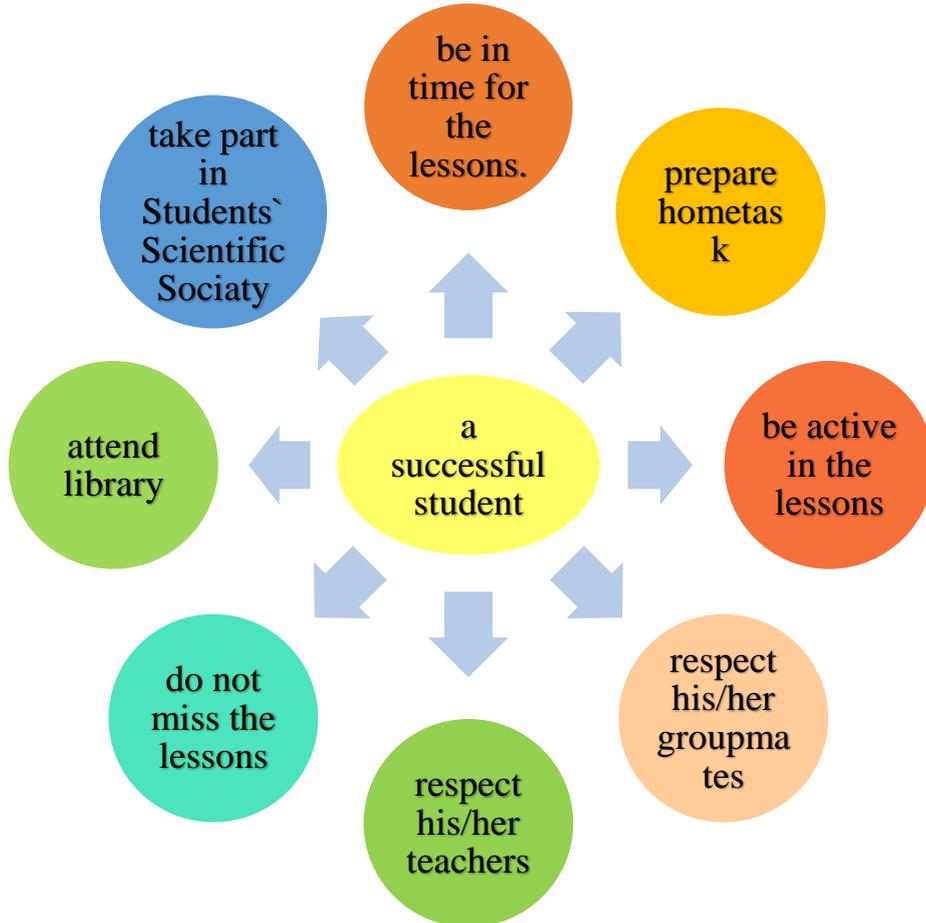
“Being a student”

How to be a successful student

Lead in

Work in group and discuss the questions below.

1. What will you do to be a successful student?
2. Who is a successful student in your group?



41. Read the article about 10 habits of successful students and choose the main three of them which are suitable with your student's life



1. Get Organized. Making a plan for what you're going to do and when you're

going to do it will make sure you're always ahead of the curve - literally.

2. Don't multitask. Studies have shown that multitasking is physically impossible.

3. Divide it up. Studying isn't fun to begin with, and forcing yourself through a study marathon will only make it worse.

4. Sleep. Don't underestimate the importance of those eight hours of zzz's every night! Getting a good night's rest will improve your working memory.

5. Set a schedule. Do you work better right after school or after you've eaten dinner? Find an appropriate schedule and stick to it.

6. Take notes. Taking notes will not only keep you more engaged during class, but will also help you narrow down what you need to study when exam time rolls around. It's much easier to reread your notes than to reread your entire textbook!

7. Study. This one might be obvious, but did you know that there's a right and a wrong way to study? Review your material several days ahead of time, in small chunks, and in different manners (for example, write flashcards one day and take practice tests the next).

8. Manage your study space. Find a place that will maximize your productivity. Look for places away from the television and other distractions. Whether it's your local library or just the desk in your bedroom, set aside a study space.

9. Find a study group. Sitting down with a group of people who are learning the same things as you is a great way to go over confusing class material or prepare for a big test. After all, teaching someone else is the best way to learn.

10. Ask questions. You're in school to learn, so don't be afraid to do just that! Asking for help - from a teacher, a tutor or your friends - is a surefire way to make sure you truly understand the material.



LearnEnglish Teens - Listening skills practice - B1 - Advice for exams.mp3

Unit 2 Listening 1 *Listen to the teacher giving students advice for exams and do the exercises to practice and improve your listening skills.*

Preparation before listening: matching

42. Match the vocabulary with the correct definition and write a–h next to the

numbers 1–8.

1..... advice	a. very worried
2..... last but not least	b. be attracted to doing something
3..... be tempted to	c. a good or full amount of
4..... anxious	d. the act of doing something again
5..... plenty of	e. an opinion or recommendation about what someone should do
6..... repetition	f. a short walk around your small section of the city
7..... a stroll around the block	g. to put something over something so that you can't see it
8..... to cover something up	h. an expression used before the last thing in a list, to say that it is equally as important

43. 1. Check your understanding: multiple choice

Circle the best answer to these questions.

1. The teacher wants the students to ...
 - a. take notes after she has finished speaking.
 - b. take notes while she is speaking.
 - c. forget about taking notes.
2. The teacher suggests eating ...
 - a. sugary snacks.
 - b. only apples.
 - c. fruit and cereals.
3. The teacher suggests finding a study place with a lot of ...
 - a. light.

b. space.

c. books.

4. If students feel stressed they should ...

a. go to bed.

b. go out for a walk.

c. drink some water.

5. Students are advised to ...

a. select the important things to learn.

b. read through everything once.

c. make notes about every topic.

6. The teacher understands that repeating things can be ...

a. difficult.

b. uninteresting.

c. tiring.

7. Students can do past exam papers ...

a. in the library only.

b. at home if they take photocopies.

c. in the after-school study group.

8. The teacher recommends a break of five minutes every ...

a. hour.

b. two hours.

c. thirty minutes.

9. It's important to ...

a. eat regularly.

b. sleep when you feel tired.

c. keep hydrated.

10. The teacher is sure that the students will ...

- a. pass their exams.
- b. fail their exams.
- c. do their best.

44. *Check your understanding: grouping*

Write the words in the correct group.

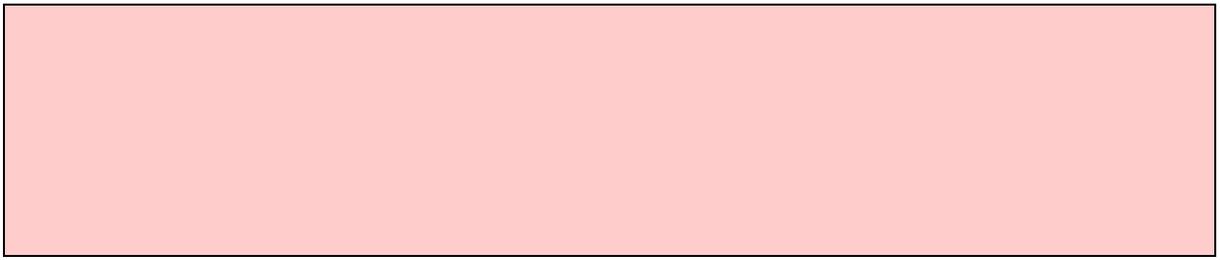
a. Getverycomfortable	b. Read your notes again and again.	c. Try to learn everything.	d. Eat sugary food while you are studying
e. Focus on the details.	f. Takeregularbreaks.	g. Start by choosing the important things tostudy.	h. Photocopy past exam papers.

Do	Don` t

45. **Discussion:**

1. *Does any of this advice surprise you?*
2. *Have you got any good advice to share about studying for exams?*

Vocabulary Box Write any new words you have learnt in this lesson.



Modals: ability, permission, advice

Introduction to modals

statement	negative	statement	negative
Can	can't/cannot	could	couldn't/could not
May	may not	might	mightn't/might not
Will	won't/will not	would	wouldn't/would not
Shall	shan't/shall not	should	shouldn't/should not
Must	mustn't/must not		

- I can speak English and French
- Can you understand what he's saying?
- You may send the fax when you want
- Students must be in time for the lessons

We use the modal verbs *might*, *may* and *could* + an infinitive form without *to* when we think it is possible that something is true. We use *must* when we are sure it is true and *can't* when we are sure it isn't true.

We use *must* if we think something is true and *can't* if we think something isn't true.

Check your grammar: error correction

46. *Correct and write these sentences on the line below.*

1. It may be him. He's about that height.

2. You could to be right. Let's check on the internet.

3. It's six o'clock. She must have leave work by now.

4. That can't being them. Their car's yellow.

5. Joe might be to play football at the moment.

6. That virus may of come from an app.

7. This writing is terrible. That can be an 'e', but I'm not sure.

8. I don't believe it! You can't had failed your exam!

47. *Rewrite the sentences using should or ought to and the words in brackets.*

You may have to use some negative form.

1. "I need to earn more money." (a, get, job, you)

"You should/ ought to get a new job"

2. "Brenda is angry about what I said". (are, say, sorry, you, you)

“ _____ ”

3. "Tom doesn't understand his homework". (about, ask, it, he, his, teacher)

“ _____ ”

4. "I'd like to learn to play the piano". (having, lessons, start, you)

“ _____ ”

5. "Tina is often tired at work". (at, late, night, she, TV, watch)

“ _____ ”

6. "I don't seem to have much energy at the moment". (exercise, get, some, you)

“ _____ ”

Proverbs

"Action speak louder than words"

"A good beginning makes a good ending"

"An apple a day keeps the doctor away"

LESSON 10

How to be a successful Student (EforP M1, p.48).

S: My Day Off.

R: A day in the Life of a First Year Pharmacy Student.

Gr: The Passive Voice.

48. Read the text below and compare Zehraa's life with yours. Discuss it with your partner

A Day in the Life of a First Year Pharmacy Student

Zehraa is a Year 1 student on the [Pharmacy](#) course at Manchester. Here, she takes us through a typical day on the course.



My alarm goes off for my morning (before sunrise) prayer, and I head back to sleep 15 minutes later.

7:30am – 9:00am

My alarm goes off for the second time. Just got ready and finished eating breakfast and it is time to walk to Stopford Building for my Extemporaneous Dispensing Practical.

9:00am – 12:00pm

No matter how tired I am, this is my favorite part of the day. I head to my station where I will be extemporaneously preparing eight copper sulphate suppositories! In this practical session, every student is expected to demonstrate professionalism in their attitudes and dispensing practice. By the end of this three-hour practical, we are required to manufacture the suppositories using the standardized method, fill a product record sheet and get our final product checked by a member of staff.

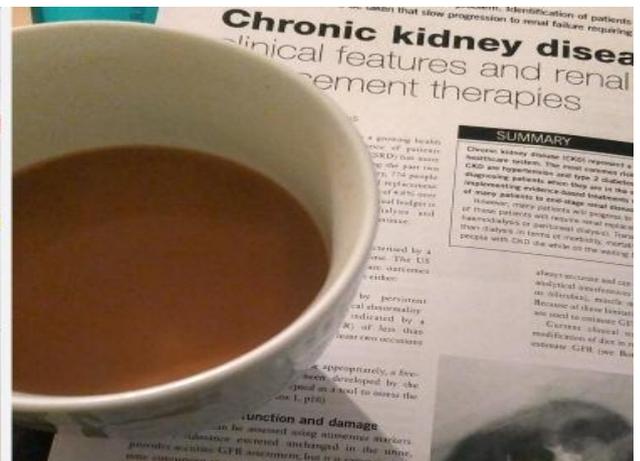
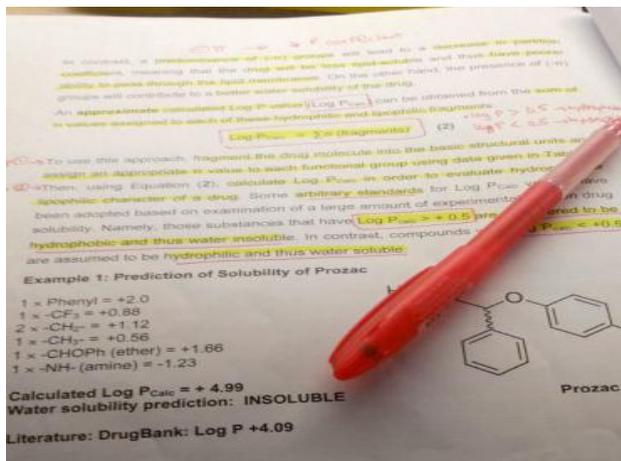
12:00pm – 1:00pm

It's lunch time. I grab a bite of my homemade hummus and fatuous salad, and before you know it, I am already running to my chemistry professor [Dr. Sally Freeman's](#) office to ask questions about the ionization state of prednisone in the stomach at pH of 2, and in the blood at physiological pH of 7.4. This is for a paper I am writing regarding treatment options for non-Hodgkin's Lymphoma.



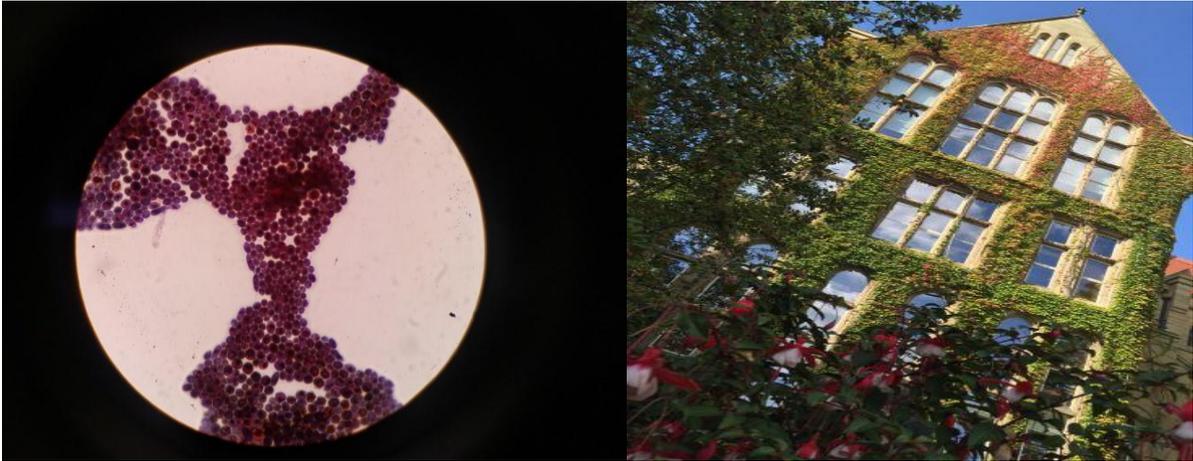
1:00pm – 2:00pm

I meet a friend for coffee before rushing to a lecture, which is conveniently located in the same building. Today, one of my favorite professors, [Dr. Jason Hall](#), will be lecturing on drug misuse and how pharmacists can help drug misusers.



2:00pm – 4:00pm

The last slot for my university schedule is an exciting one! [Dr. David Allison](#) seems to be extremely passionate about the study of microbiology. He explains the steps for the laboratory practical very well. I examine culture plates from the last practical, when I inoculated three test organisms at various temperatures, pH, salt concentrations, and oxygen requirements. I also determined whether erythromycin, nalidixic acid and penicillin were sensitive or resistant to the three test organisms.



4:00pm – 7:00pm

At home, I catch up on my midday and late afternoon prayer. I look at my calendar and remember I have a night shift as University Student Ambassador at the Manchester Calling Campaign. I re-energise with a nice meal!

7:00pm – 9:00pm

I walk back to the campus and head to my work station. This is a fantastic opportunity because it provides potential international offer holders with a chance to have a high quality conversation with a current international student. As soon as I sit down, I call a potential applicant to allow them to ask me any questions they may have about living and studying in Manchester. During these informal calls, I spend a good chunk of my time sharing my experiences. Thousands of calls are made each year by my team, and I find it such a rewarding experience!

9:00pm – 11:00pm

9pm signals the end of my shift, and I treat myself with an ice cream before reaching my flat. Once I arrive home, I pray after sunset and before midnight. Before I head to sleep, I call my parents, fiancé and siblings to check how they are. I think it is now safe to say goodnight!

The typical experience at pharmacy school differs on a day-to-day basis. Some days

are easier, while other days are harder. So far, pharmacy school has been my greatest challenge in life!

49. *Check your understanding: give your answers with T/F*

1. In the practical session, all students try to demonstrate professionalism in their attitudes. _____
2. Zehraa invite her chemistry professor Dr. Sally to make lunch before leaving the building. _____
3. Zehraa and her friend have a cup of coffee in the cafeteria which is located out of the building. _____
4. She keeps in touch with a current international students from 7 p.m to 9 p.m _____
5. Students of pharmacy course have different days with the greatest challenge in their life. _____

50. *Make discussion about your student`s life and describe your working place in your laboratory. Take it into video and show it to your group mates*



❖ IDIOMS

“Jump to conclusions”

“Get the hang of something”

“ I can` t get my head (a)round it!”

“Bring someone up to speed on something”

LESSON 11

University Life.

S: The Tashkent Pharmaceutical Institute. (EforP M1, p.60).

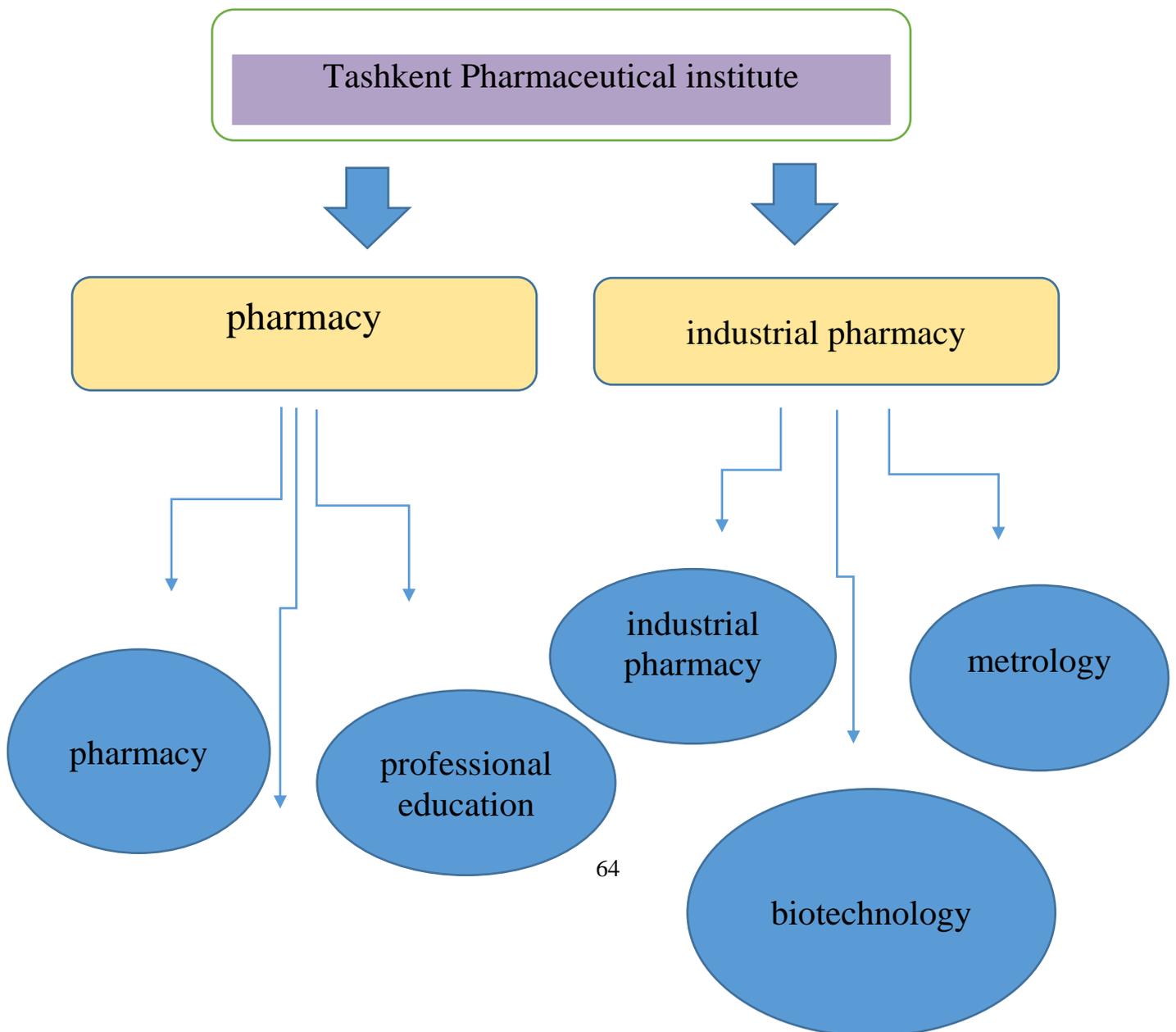
R: Hydrogen (TB, p. 96).

Gr: The Passive Voice (statement, negative, question).

W: Description of the Pharmaceutical Institute.

Work in group and discuss about your institute

- Identify the directions and key subjects of your institute?
- Give short information about your specialty



pharmaceutical
affairs

Tashkent Pharmaceutical Institute



The Tashkent Pharmaceutical Institute was founded in 1937 and now it is situated in Oibek Street. The institute has two departments: pharmacy and industrial pharmacy. So, it trains pharmacists and biotechnologists for Uzbekistan. Now the institute has good training facilities. The chemical laboratories are equipped with modern apparatus. The students may prepare their lessons in the reading hall of the institute library. There are hostel, canteen and stadium in the territory of the institute. The key subjects are pharmacognosy, technology of medicinal forms and galenic preparations. Various branches of chemistry and foreign languages are also studied at the institute. The fourth and fifth year students spent their practical training at the chemist` shops and pharmaceutical factories. The academic year is divided into two terms. At the end of each term the students take test and examinations. Those who get excellent marks are paid a high scholarship. Some students take part in the Students Scientific Society, which is held once in a year.

Answer to the questions:

1. When was The Tashkent Pharmaceutical Institute founded?
2. How many departments has the institute?

3. What are the key subjects?
4. Where do the students hold their practical classes?
5. What Society do the students take part in?

51. Discuss with your partner about a top of modern universities all over the World

Fill the table

Names of the Universities	Directions

PASSIVE VOICE

Instruction for Passive Voice

The passive (present simple, past simple, will)		
be in the right form + past participle		
Statement	Negative	question
Everyone is invited!	Some people aren't (are not) invited.	Is everyone invited?
Active		Passive
Present simple	They always invite Grandma.	Grandma is always invited
Past simple	They invited Uncle Adrian.	Uncle Adrian was invited.
Will	They will/will not invite the neighbours.	The neighbours will/ will not be invited.
Use	Example	

When we don't know who does something	My sister's bike was stolen yesterday
When we don't want or need to say who does something	Was Simon invited?

Check your grammar:

52. Complete using the correct passive form of the verbs in brackets.

1. When people _____ (arrest), they _____ (take) to the police station.
2. Milk _____ usually (keep) in the fridge.
3. _____ we (tell) what's in the next week's test.
4. How did people communicate over long distance before the phone _____ (invent)?
5. _____ you (allow) to come to the party next Saturday?
6. You _____ (give) your exam results next Monday.

- ✓ Many accidents **are caused** by careless driving
- ✓ How **is** this word **pronounced**?
- ✓ This picture **was drawn** with pencil
- ✓ My room **will be cleaned** tomorrow

❖ **IDIOMS**

All's well that ends well: a successful outcome is worth the effort.

-“I have completed writing my book after all painful work. All's well that ends well”

Be bent on something: have a strong desire to do something.

-I told Harry not to drive his car in such bad weather, but he `was bent on` leaving right away

Come near: almost do something.

-I was so angry last night I `came near` telling George what I thought of him

HYDROGEN

Symbol H., Atomic weight 1.008. Density 1.

Cavendish in 1766 first ascertained the true nature of this gas, to which he gave the name of inflammable air.

It is the first element of the Periodic Table. Its principal properties are lightness and inflammability. Hydrogen is the lightest substance known. It is fourteen and a half times lighter than air and sixteen times lighter than oxygen. Under normal conditions, hydrogen is a colourless, odourless and invisible gas. It doesn't support combustion in the ordinary manner like air. Hydrogen burning in the air forms water in the combination with oxygen.

Occurrence. Hydrogen occurs in a state of combination in nature, though it sometimes exists in the Free State mixed with other gases. Hydrogen is the most abundant element in nature. This substance occurs on the Earth, in the Sun and stars. Its principal compound is water, H_2O , of which it forms one-ninth part by weight. As water, hydrogen is everywhere. Hydrogen is a comprising part of vegetable and animal bodies. Most organic compounds, such as sugar, starch, wax, fat,, etc. contain it as a constituent. Hydrogen is a part of all acids and hydrocarbons.

Preparation. The usual method of preparing hydrogen is by the action of dilute sulphuric or hydrochloric acid on metallic zink.

It can also be made from water: a) by electrolysis; b) by the action of sodium or potassium; c) by the action of red-hot iron on steam.

LESSON 12

University Life. (EforP M1, p.62)

S: My Institute.

Gr: Perfect Tenses.

R: The Lesson on University.

W: Oxygen (TB, p.104)

THE LESSON ON UNIVERSITY

READ!

University is one of the happiest times of our life, if you go to university, that is. I totally loved my university days. I also loved my university. I had three great years of being a student. It was the first time I lived alone, without my parents. I had to cook, wash and clean for myself. I loved it. I had complete freedom. I also loved the studying. It was much more interesting than studying at school. It was nice to just wander along to a lecture, do the reading and then do the assignments. I really felt like I was learning something. I also loved the social life at university. It's almost 24/7. There are always parties and things to do. You have to get the right balance between studying and partying.



university.mp3

Unit 2. Listening 2 Do the given exercises below via listening tract

53. While listening fill in the gaps

University is one of _____ of our life, if you go to university, that is. I totally loved my university days. I also loved my university. I had three _____ being a student. It was the first time I lived alone, without

my parents. I had to cook, wash and _____. I loved it. I had complete freedom. I also _____. It was much more interesting than studying at school. It was nice to just _____ a lecture, do the reading and then do the assignments. I really felt like I was learning something. I also loved _____ university. It's almost 24/7. There _____ and things to do. You have to get _____ between studying and partying.

54. *Correct the spelling*

University is one of the sphiepta times of our life, if you go to university, that is. I attlylo loved my university days. I also loved my university. I had three great years of being a student. It was the first time I lived ealno, without my parents. I had to cook, wash and clean for myself. I loved it. I had lmptceeo freedom. I also loved the studying. It was much more interesting than studying at school. It was nice to just drenwa along to a lrteceu, do the reading and then do the assignments. I really felt like I was arglenin something. I also loved the social life at university. It's almost 24/7. There are always tiserpa and things to do. You have to get the right aelnbac between uygdnits and partying.

55. *Unjumble the words*

University times happiest the of one is our of life, if you go to university, that is. loved I my totally universitydays. I also loved my university. I had three great years of being a student. lived I time first the was It alone, without my parents. I had to cook, wash and clean for myself. I loved it. I had complete freedom. I also loved the studying. interesting studying was more than It much at school. was just

to It to along lecture nice wander a, do assignments reading then the the and do. I really felt like I was learning something. I also loved the social life at university. It's almost 24/7. There are always parties and things to do. get right You to the balance have between studying and partying.

56. Student university survey

Write five GOOD questions about university in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down the answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q 1			
Q 2			
Q 3			
Q 4			
Q 5			

57. Write at least 100 words about your university. Show your partner your paper. Correct each other's work.

COLLOCATION EXAMPLES:

Here are a number of common collocations in English:

to make the bed	I need to make the bed every day
to do homework	My son does his homework after dinner
to take a risk	Some people don't take enough risks in life
to give someone advice	The teacher gave us some advice on taking tests
to feel free	Please feel free to take a seat and enjoy the show
to come prepared	Make sure to come prepared for the test tomorrow
to save time	You'll save time if you turn off your smartphone and concentrate on the lesson
to make progress	Don't worry! You're making progress on your study

58. *Make an interesting video which related to students' life and about your university, its directions, faculties and canteen*



LESSON 13

Review

Listening, Speaking.

W: Nitrogen (TB, p. 109)

NITROGEN

Symbol N. Atomic Weight 14.008.

Occurrence. Nitrogen occurs in the free state in air, of which it forms four-fifth by volume. Nitrogen exists in the state of combination in nitre or saltpetre, potassium nitrate, KNO_3 . It forms an essential constituent of the bodies of all animals and plants.

Properties of Nitrogen. Nitrogen is a colourless, transparent, tasteless and inodorous gas. It neither supports combustion, nor burns. Nitrogen does not only combine with oxygen readily, but it does not combine with any other element easily except at a very high temperature. Even such compounds which it forms are unstable and easily decomposed.

Nitrogen is slightly soluble in water, 1000 parts of water are able to dissolve 28 parts of the gas. By great cold and great pressure nitrogen is reduced to the liquid and even to the solid state. It has no action upon litmus paper, and since this fact indicates that it is **neither acid nor alkaline**. We must call nitrogen a neutral substance.

Preparation. Nitrogen can be prepared by burning phosphorus in a closed volume of air. Oxygen is entirely removed. After white fumes of phosphorus pentoxide (P_2O_5) have disappeared, the colorless gas remaining is nearly pure nitrogen.

LESSON 14

My Future Specialty (EforP M1, p.67).

S: My Future Profession is a Pharmacist.

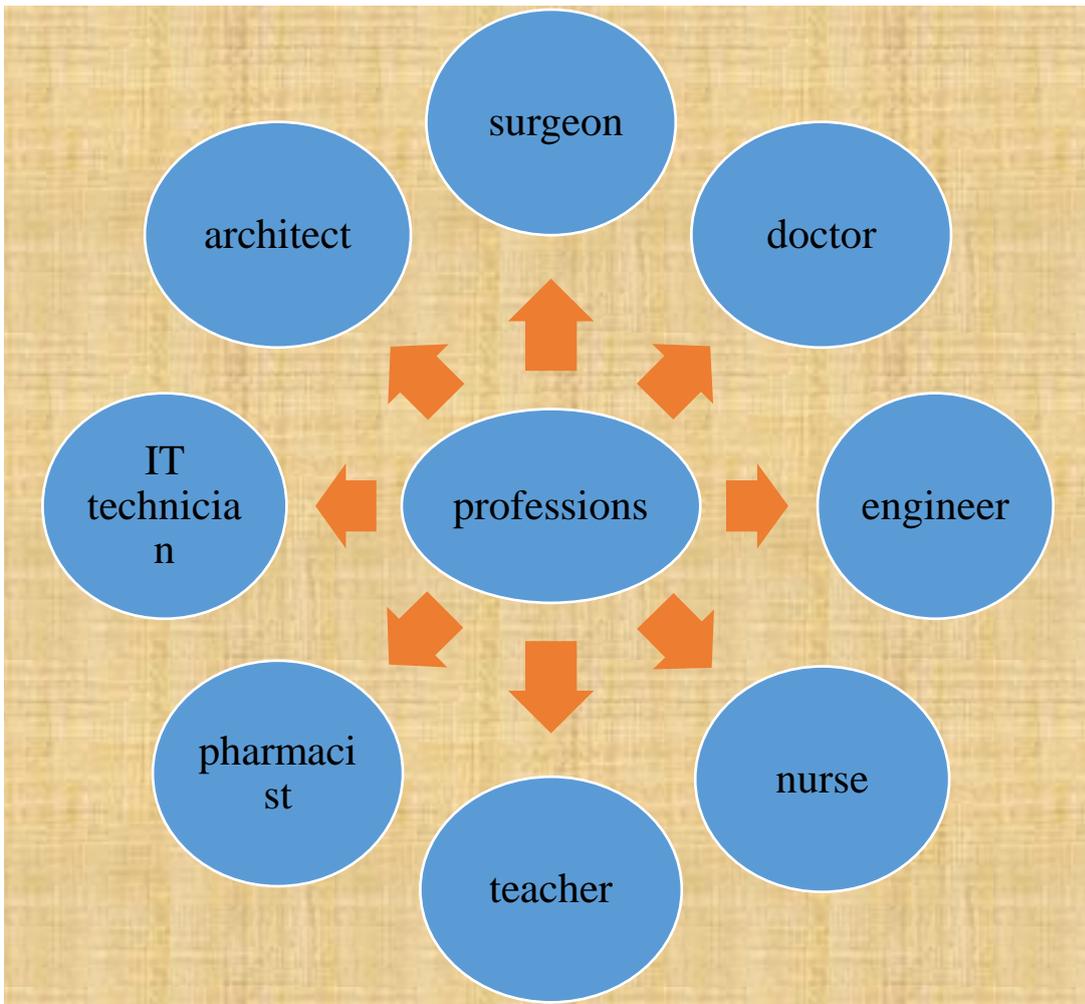
R: Top 10 Qualities.

W: Water (TB, p.115)

Gr: There is/are.

Work in group and discuss the questions below.

3. What kind of professions do you know?
4. What qualities should pharmacist have?



59. Read the text and select out main skills for pharmacists



Top 10 Qualities of a Great Pharmacist

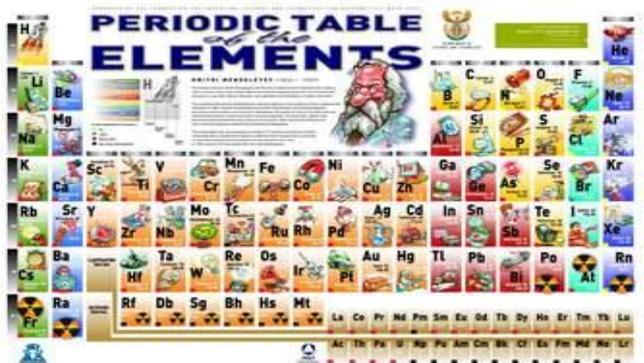
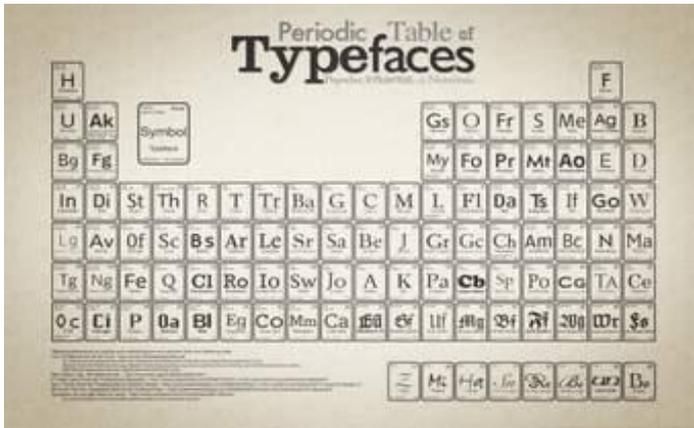
1. **Communication Skills:** A great pharmacist should have excellent communication skills and be able to speak on a professional level with peers and doctors, as well as in laymen's terms to patients. A great pharmacist is also able to communicate with people despite possible language barriers and other

factors of diversity.

2. **Interpersonal Skills:** A great pharmacist should have excellent interpersonal skills, as they deal with doctors, patients, and other staff on a daily basis.
3. **Leadership Skills:** A great pharmacist has strong leadership skills and is able to supervise the work of technicians and assistants. They take charge when problems arise and can handle the stress of any difficult situation.
4. **Analytical Skills:** A great pharmacist has sharp analytical skills and can easily reach conclusions based on information presented by patients and doctors, as well as from new research.
5. **A Good Memory:** A great pharmacist has an excellent memory and is able to easily recall hundreds of drugs, side effects, and interactions.
6. **Conscientiousness:** A great pharmacist pays close attention to detail and is conscious of everything they do on the job. They understand that every aspect of their work can seriously affect a patient's health.
7. **Counseling Skills:** A great pharmacist is able to counsel patients on how their prescribed drugs work and what to expect while taking them. They act as educators to the public on how medications help the body.
8. **Scientific Aptitude:** A great pharmacist has a solid background in science, including chemistry, biology, and biochemistry. They are able to employ skills learned in these classes in their everyday work and are also able to learn new scientific concepts easily.
9. **Interest in Continuing Education:** A great pharmacist pursues continuing education opportunities not only because it is a requirement to maintain licensure, but also because they are interested in new research and developments in the industry. They keep up with research journals and other relevant news.

10. **Computer Skills:** A great pharmacist has excellent computer skills and can use software programs to take new orders, find drug information, and manage inventory, among other tasks.

60. *Work pair, share your point about “how to be a good pharmacist” and “what abilities pharmacist should have” with your partner (discussion)*





Read the text and make definitions to the bold words:

P1 Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your **requirements** are from a career. This involves taking a realistic view of your **strengths and weaknesses**. You may think for example, that you would like a job, which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your **strong point**. On the other hand, you should remember that training would equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary **to achieve** your longer term objectives.

P2 Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirement. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is **leisure time** of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal

to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and **initiate changes**?

P3As for me, I have made up my mind to be a pharmacist. As my parents are pharmacists they have made a great influence on my choice and I can say that this profession runs the family. My choice of this occupation did not come as a sudden flash. I think that nowadays this profession is of great need and importance to our country. It is my aim to be a highly **qualified specialist** and to serve the interests of my country. To be a well-prepared pharmacist I should have some **important qualities**: great capability persistence, knowledge of science and have course and knowledge of foreign languages. I think that my facilities combined with the knowledge would be quiet enough to succeed in my work.

61. Read all paragraphs and choose the best title to each one. There is one extra heading.

- A. Identify who you are!
- B. People should have a precise purpose before choosing career.
- C. Initial choice of children is often changed by their parents.
- D. Most of the parents affect and control decisions of their children

62. Read the text again and find out if the sentences are True /False or Not given

1. Very many people start looking for a particular occupation before planning their career.
2. You must keep in your mind that teaching wouldn't lead you to your goals.
3. Especially you are able to answer to a lot of questions
4. I have already make my mind to become an engineer
5. It was my dream to be a good specialist and to serve my country.

6. Because of my parents' jobs I decide to be a doctor.

63. Do this exercise in written form and orally in your group

Discuss with your partner the following questions and write your answers:

What were your plans before entering higher institution?
Have you always dreamt entering institute (university)?
Why have chosen this Institute?

WATER

Water is a compound substance which consists of two elements - hydrogen and oxygen.

Water is widely distributed in nature in its three states of aggregation - steam or aqueous vapour, liquid water, and solid ice or snow.

At ordinary temperature pure water is a tasteless, odourless and colourless liquid. Water boils at 100° under 760 mm pressure.

Liquid water freezes at 0°C into crystalline ice.

About three quarters of the earth's surface is covered with liquid water. In vapour form, water is also an important constituent of the earth's atmosphere. In combined form, water also occurs in animals and vegetable tissues. It constitutes some 70 per cent of the human body and over 90 per cent of some vegetables.

Water for drinking and domestic purposes is generally supplied by rivers, lakes, wells and springs. Such waters commonly contain salts of calcium, iron, magnesium, potassium and sodium, organic matters from falling leaves and twigs; and traces of carbon dioxide, oxygen, nitrogen, ammonia, and other gases from the atmosphere. There is also a variety of suspended matter in natural water such as fine particles of clay, sand, microscopic organisms including bacteria and fragments of vegetation.

Waters having appreciable amounts of dissolved salts are always more acceptable for drinking than those free from solids. But good drinking water must be free from toxic salts, disease producing organisms.

There is / There are

<i>Affirmative</i>	
There is (There`s) a book on the table.	
There are (There`re) three students in the room.	
<i>Question</i>	<i>Short answers</i>
Is there a book on the table?	Yes, there is / No, there is not
Are there three students in the room?	Yes, there are / No, there are not
<i>Negative</i>	
There is not a book on the table.	
There are not three students in the room.	

We use there is/ there are to say something exists.

There is a mistake in this exercise.

There are 109 elements in the Periodic Table.

64. Complete the sentence with *is* or *are*.

- a. There _____ 25 students in the class.
- b. There _____ a hospital in the city center.
- c. There _____ a big supermarket near my house.
- d. There _____ two teachers in the room.
- e. There _____ 12 songs on this CD.
- f. There _____ a good film on TV tonight.
- g. There _____ his friends.
- h. There _____ your mobile phone.
- i. There _____ a computer and a TV in my room.
- j. There _____ seven books in my bag.
- k. There _____ no homework today.

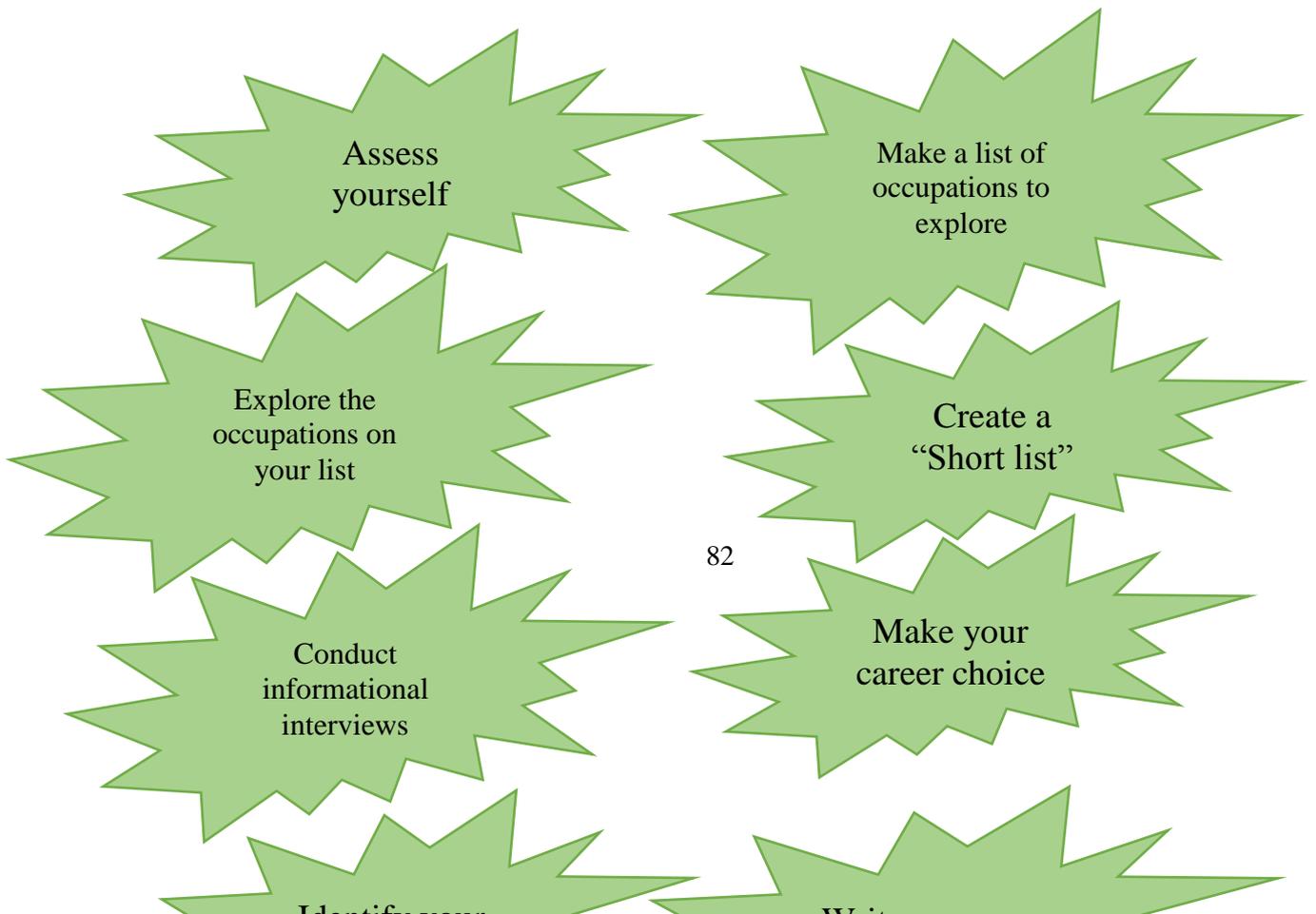
65. Complete the gaps with *there is* or *there are*.

- a. _____ twelve stars on the European flag.
- b. _____ any gravity in space.

- c. _____ a Rome in every continent of the world.
- d. _____ any deserts in Europe.
- e. _____ over 40.000 characters in Chinese writing.
- f. In Las Vegas casinos _____ any clocks.
- g. In over 90 % of plane crashes _____ a survivor.
- h. In an average bar of chocolate _____ eight insect legs!



How to Make a Career Choice When You Are Undecided



shopassistant	teacher	dentist	cleaner	tourguide	doctor	pilot	nurse
							



A2_work.mp3

Unit2, Listening 3 Listen to five different people talking about their jobs and do the exercises to practice and improve your listening skills.

66. Do this exercise before you listen. Write the correct word in the boxes below the picture.

Check your understanding: gap fill

67. Do this exercise while you listen. Complete the gaps with a word from the box.

Pilottour - guidedentistshop - assistantnurse

1. Speaker A works as a _____.
2. Speaker B works as a _____.
3. Speaker C works as a _____.
4. Speaker D works as a _____.
5. Speaker E works as a _____.

Check your understanding: multiple choice

68. Do this exercise while you listen. Circle the best answer for these questions.

1. Does speaker A enjoy his job?	Yes. Sometimes.
----------------------------------	--------------------

	No.
2. When does speaker A work?	When he is at university. Weekends. Summerholidays
3. When does speaker B work?	Weekdays. Weekends and holidays. Summer holidays.
4. What does speaker B say tourists love doing?	Visiting universities. Taking a boat trip. Swimmingintheriver.
5. Does speaker C like his job?	Yes. Sometimes. No.
6. What does speaker D say is difficult about being a pilot?	Travelling to many countries. Learning many languages. Flying planes in bad weather
7. What does speaker D say is the best thing about his job?	Visiting different places. Meeting different people. Thedifferentweather.
8. What does speaker E not like about her job?	The doctors. The sick people. Theuniform.

LESSON 15

People who I admire in the Field (EforP M1, p.76).

S: Famous People who were Pharmacists.

R: Text (EforP M1, p.78).

W: Alexander Fleming (EforP M1, p.80).

Gr: Past Simple.

Work in group and discuss about outstanding people.

➤ Famous pharmacists, their inventions and unique jobs



Famous People Who Were Pharmacists

- Charles Alderton, inventor of Dr. Pepper
- Caleb Bradham, inventor of Pepsi-Cola
- Luke Howard, “the father of meteorology”
- Hubert Humphrey, US Vice-President 1965–69
- David Jack, leader of research that developed major asthma drugs
- John Pemberton, inventor of Coca-Cola
- Friedrich Sertürner, discovered morphine in 1804
- Joseph Swan, inventor of the incandescent light bulb

Read!

69. Look up the translation of words in bold and write definitions

Pharmacists typically work in **retail** pharmacies, hospitals, and clinics. One can **assume** that being a pharmacist is a regular job, and it can be **stereo-typed** as a boring profession. Well, allow me to **enlighten** you, the field of pharmacy goes far and wide, there are hundreds of different **types of work settings** and practices throughout the world. Pharmacists are very creative scientists, they can work in the most usual and unusual places! Pharmacists are famous for inventions that have changed lives and inspired the world. Let's step outside of the "pill-box" and take a look at the **creativity, innovation, and accomplishments** of pharmacists! Throughout history pharmacists were originally chemists, at times they followed formulas, while others researched for new things. Often, during research we look for one thing and end up finding something entirely different, even far more important or innovative than the **original goal**. One great example, is when Alexander Fleming discovered Penicillin. Before he discovered penicillin, Flemming was already well-known for excellence in medical and chemical research. He witnessed many soldiers losing lives from **wound infections** during World War I, and was determined to find medicines with antiseptic properties. During his research Fleming discovered Penicillin totally accidentally. Alexander Flemming stated, "When I woke up just after dawn on September 28, 1928, I certainly didn't plan to revolutionize all medicine by discovering the world's first antibiotic, or **bacteria killer**, but I suppose that was exactly what I did." (1) It became one of the most widely used **antibiotics** in the world!

Retail - _____

Assume - _____

stereo-typed - _____

enlighten - _____
 types of work settings - _____
 creativity - _____
 innovation - _____
 accomplishments - _____
 original goal - _____
 wound infections - _____
 bacteria killer - _____
 antibiotics - _____

PAST SIMPLE

Instruction for Past Simple

Affirmative form	Question form	Negative form
I/you/we/they played He/She/it	I/you/we/they Did play...? He/She/it	I/you/we/they did not play He/She/it
Use	Example	Signal words
We use the past simple to talk about finished states, events and actions in the past	Last year we studied the lives of the ancient Greeks in History. Then in the summer we visited Athens and saw the Acropolis. It was very interesting.	✓ <u>Adverbs:</u> Yesterday, always The day before yesterday ✓ <u>Phrases:</u> Last year/month /week/day Previous year/month /week/day
Regular verbs is formed using the	wish-wished, date-dated, carry-carried, fit-fitted, fill-	Once upon a time In January/2001/etc An hour/ a week/ a

ending -ed	filled, close-closed, study-studied, tap-tapped	year ago
Irregular verbs have irregular past forms	go-went, have-had, take-took, put-put, come-came, give-gave, buy-bought, win-won, speak-spoke (See the List of irregular verbs)	

Check your grammar:

70. Complete using the correct past simple form of the verbs in brackets. You may have to use some negative and question forms.

1. I (drink) _____ lemonade yesterday.
2. The girls (listen) _____ to pop music.
3. Janet (wear) _____ jeans last day.
4. _____ you _____ English when you were 14? (speak)
5. _____ she _____ bathroom last Sunday? (clean)
6. Billy _____ _____ in the supermarket two years ago. (work)
7. Mr Smith (teach) _____ Spanish and French in the past.
8. You (do) _____ your homework after lunch.
9. We (have) _____ a nice garden in 2011.
10. Simon (not have) _____ two rabbits and five goldfish last week.
11. My father (make) _____ breakfast and went to work.
12. She _____ _____ Italian before. (not speak)
13. I (not meet) _____ him at the bus stop.
14. Pete and his sister (read) _____ a lot of English books when they studied at school.

LESSON 16

Avicenna (TB, p.123)

R: A Person to admire (EforP M1, p.81).

W: Summary.

Gr: Revision.

AVICENNA

Avicenna is the greatest philosopher and a physician in the East. He was born in 979 in the province of Bukhara in a family connected with public service. At the age of 10 Avicenna was well acquainted with Koran and Arabic classics. During the next six years he acquired a knowledge of philosophy, mathematics, astronomy and medicine. At 17 his medical knowledge enabled him to cure the Samani ruler Nuh ibn Mansur from dangerous illness. His chief reward was an access to the royal library. With the ending of the Samanid in 1004 Avicenna spent a short time in the service of the ruler of Kharazm or Khiva. When the ruler of Isfahan captured Hamadan in 1024 Avicenna passed his service as a physician and general literary and scientific adviser. While marching with the army in a campaign against Hamadan he was seized with severe colic and died in June 1037, at the age of 58. About 100 treatises are ascribed to Avicenna and the most famous of these was his «Canon of Medicine». This book was based on the Greek medical works and was long used as a text-book. «The Canon of Medicine» includes five books. The first and second describe physiology, pathology and hygiene. The third and fourth deal with the methods of treating diseases. The fifth describes the composition and preparation of remedies and includes Avicenna's personal observations. Ibn Sina made a great contribution to pharmacology. «The Canon of Medicines» describes about 2000 medicines. Of the 2000 150 are included into our Pharmacopoeia.

Raise awareness of inventors and their inventions:

71. Pay attention to verbs in bold and try to give definition

1) Alexander Flemming

Contribution: The discovery of penicillin

About: Prior to his discovery of penicillin, Alexander Flemming already had a reputation for excellence in medical and chemical research. He actively **researched** potential drugs with antiseptic properties after watching many soldiers die of sepsis due to infected wounds during World War 1. However, his discovery of penicillin was completely accidental. When discussing his find, Flemming stated, “When I **woke up** just after dawn on September 28, 1928, I certainly **didn't plan** to revolutionize all medicine by discovering the world's first antibiotic, or bacteria killer, but I suppose that **was** exactly what I **did.**”

Penicillin *is currently used* to treat a wide number of ailments and is one of the most popular drugs prescribed on the NHS.

2) Friedrich Serturmer

Contribution: Discovered Morphine

About: As a pharmacist's assistant, Friedrich Serturmer was the first chemist to separate morphium (morphine) from opium. In the 18th century opium was a widely available and addictive drug (and as you may have heard it **wasn't** only popular for its medical properties).

Although his discovery was made in 1805, it wasn't until after 1815 that morphine became widely available for use. It is due to Serturmer's discovery and continuous research into the effects of morphine that we are able to harness its pain relief qualities today.

Discuss with your partner about famous people given below:

D.I.Mendeleyev	Avicenna (Ibn Sina)
Contribution: About:	Contribution: About:

LESSON 17

Mendeleev.

S: Mendeleev (TB, p.88)

R: A Person to admire (EforP M1, p.81).

W: Summary.

Gr: Revision.

D. I. MENDELEYEV

D. I.Mendeleyev, the great Russian scientist, was born in Tobolsk in 1834. After finishing school at the age of 16 he entered the Pedagogical Institute in Petersburg to study chemistry. In 1855 he graduated from the Institute with a gold medal. He was invited to give a course of lectures on theoretical, organic and technological chemistry at Petersburg University. His lectures were always listened to with great interest and attention. To continue his study and research Mendeleev was sent to Germany in 1859. In 1866 Mendeleev became a professor of chemistry at the University. The year 1868 was the beginning of his highly important work «Fundamentals of Chemistry». When working at the subject Mendeleev analyzed an enormous amount of literature, made thousands of experiments and calculations. He made an important observation: he could arrange elements according to a definite system. The result of this tremendous work was the Table of Elements which was published in 1869. Mendeleev was the first to suggest a system of classification in which the elements were arranged in the order of increasing atomic

weights. The main idea of the Periodic System is the idea of periodic repetition of properties with the increase of the atomic weights. Thanks to his investigations Mendeleev was able to predict the existence of unknown elements and their properties., His Periodic Law opened a new era in the history of chemistry. In addition to this work Mendeleev carried out enormous research in coal, petroleum, iron and steel industries in Russia. Mendeleev also investigated the atmosphere. He wrote over 350 scientific works which deal with many subjects. Mendeleev was elected a member of many academies abroad. He died in February 1907 at the age of 73.



videoplayback.mp4

“A person to admire”

➤ Speaking goals:

- talk with classmates about admirable people and their qualities
- describe a person’s life history and achievements
- brainstorm, select, and organize ideas into an outline
- learn about the parts of a good introduction and conclusion
- make effective note cards and use eye contact
- prepare and give a presentation about a person you admire

➤ Admirable qualities

A. Which of the qualities below do you admire most? Are there any in the chart that you think are not admirable? Add any other qualities you admire and compare your ideas with a partner.

I admire people who . . .	For example . . .
----------------------------------	--------------------------

achieve great success in their work.	
have great physical beauty.	
overcome serious disabilities in their life.	
are willing to suffer for their beliefs and principles.	
show strong courage in the face of danger	
are wealthy or powerful.	
dedicate themselves to helping others.	

B. Work with your partner. Describe people who have qualities you admire. Write in the chart.

C. Ask your partner the questions below and make notes of each other's answers.

Heroes and Role Models	
<i>Questions</i>	<i>Notes</i>
Which historical figure do you admire the most? Why?	➤
Which living person do you admire the most? Why?	➤
Who is the most successful person you	➤

know or have met?	
Who is your favorite movie or book hero? Why?	➤
Can you think of a role model for your life? (someone who is a good example for you to follow)	➤

D. Now join another pair and tell your group members what you found out about your partner.

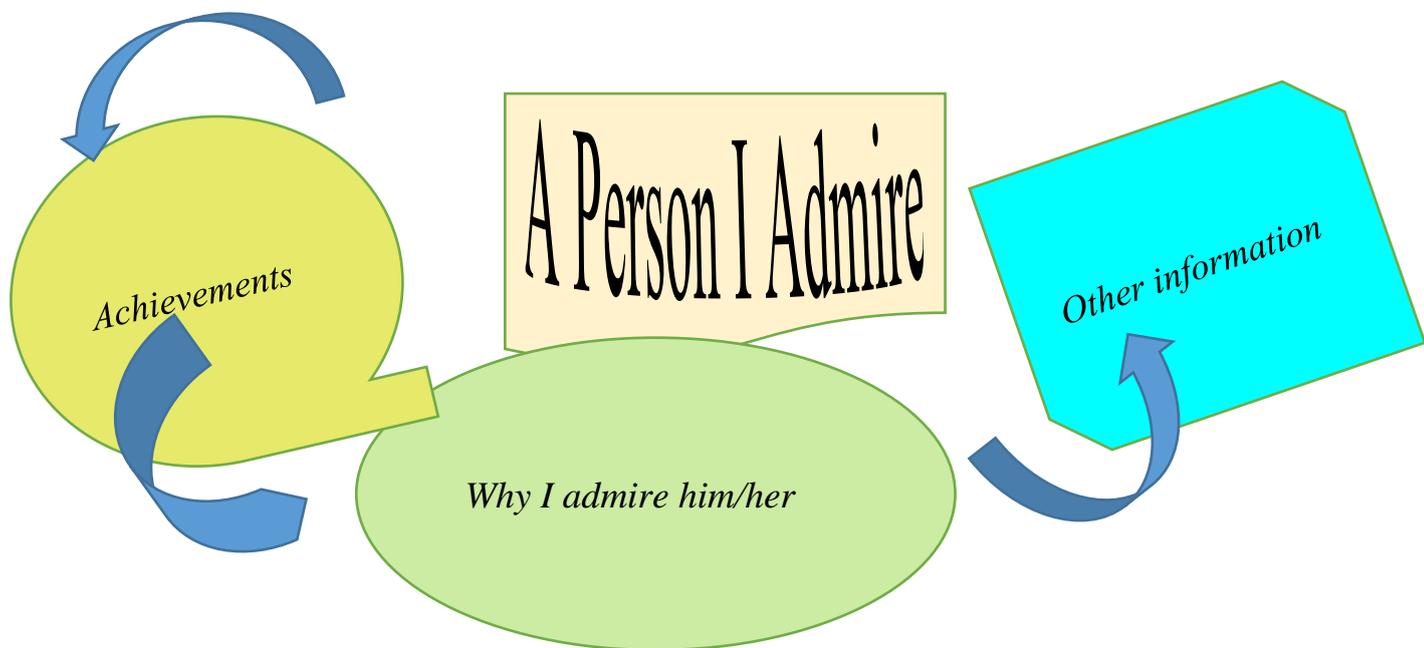


Give a presentation about a person you admire

Present yourself!

95

Life story



LESSON 18

Mid-term

LESSON 19

Unit 3. Networking. Lesson 1. (EforP M1, p.92).

S: The Common Forms of Drugs (TB, p.209).

L: English Listening on Social networking.

R: Social network.

Gr: Used to + bare infinitive.

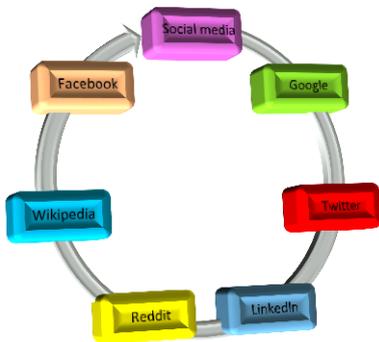
THE COMMON FORMS OF DRUGS

Most of the drugs commonly dispensed fall into three categories: 1) solids, 2) semisolids and 3) liquids. It is up to the physician to decide upon the precise form in which his medication is to be administered. Since the ideal prescription is «tailormade» to fit the exigencies of the individual case, several facts must be taken into consideration. If the patients cannot swallow tablets (especially true of small children) he, must always receive medication in a liquid form. Sometimes multiple diseases complicate the picture too. For instance, a patient with a chronic peptic ulcer might not tolerate a cough syrup containing the irritating ammonium chloride. - 182- If medicine is taken incorrectly, it may actually cause harm. As a rule, the prescription contains information about dosage and doses, time for taking it and the way of taking. But some patients, do not always strictly follow the prescribed instructions. To protect patients from possible harm basic suggestions are given. 1. Many medicines taken after a meal can completely lose their effect or their effect decreases by their interaction with food in the stomach and intestinal tract. Hence pharmacological therapy follows this general rule: medicines having an organic structure should be taken one-half hour to one hour before meal-time. 2. Non-acid-resisting antibiotics, such as ampicillin, erythromycin, penicillin and other medicines should not be taken with acidic juices or drinks containing alcohol. 3. Alcohol has a very negative influence on the effect of medicines. It intensifies the effect of histamines, barbiturates and tricyclic antidepressants. Alcohol increases the toxicity of barbiturates by more than 50%.

Lesson 1 Socializing through technology (social network)

Lead in

1. Work in group and discuss the questions below.
 2. Social network: types of social media?
 3. Pros and Cons of technology in social life?



Social network

People engaged in [social networking](#) may be doing so as a personal or a business endeavor. Those who engage on social network sites as a personal endeavor interact by using various forms of media to discuss their lives and interests. The most popular social networks for this type of familiar interaction include [Facebook](#), [Google+](#) and [Twitter](#). Although these and other social networks may be used for business purposes -- especially marketing -- social networks exist specifically for [enterprise social networking](#). Popular enterprise social network platforms include [Socialcast](#) and [Yammer](#). Ideally, employees who are tasked with participating on social networks are provided with a [social media policy](#) so there is no ambiguity about what management considers to be [acceptable use](#).

Social media

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to [forums](#), [microblogging](#), [social networking](#), [social bookmarking](#), [social curation](#), and [wikis](#) are among the different types of social media.

Work in pair:

- Try to understand texts above without dictionary
- Try to describe the highlighted words in both texts
- What type of social media channels are popular in your country?
- What channels can be offered by you?

Here are some prominent examples of social media:

72. Read and try to understand the text and say what social media is popular in your country

[Facebook](#) is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.

[Twitter](#) is a free microblogging service that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices.

[Google+](#) (pronounced *Google plus*) was [Google's](#) social networking project, designed to replicate the way people interact offline more closely than is the case in other social networking services. This website is no longer offered to new users and plans to shut down remaining accounts in 2019.

[Wikipedia](#) is a free, open content online encyclopedia created through the collaborative effort of a community of users known as Wikipedians. Anyone registered on the site can create an article for publication; however, registration is not required to edit articles. Wikipedia was founded in January of 2001.

[LinkedIn](#) is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally.

[Reddit](#) is a social news website and forum where stories are socially curated and promoted by site members. The site is composed of hundreds of sub-communities, known as "subreddits." Each subreddit has a specific topic such as technology,

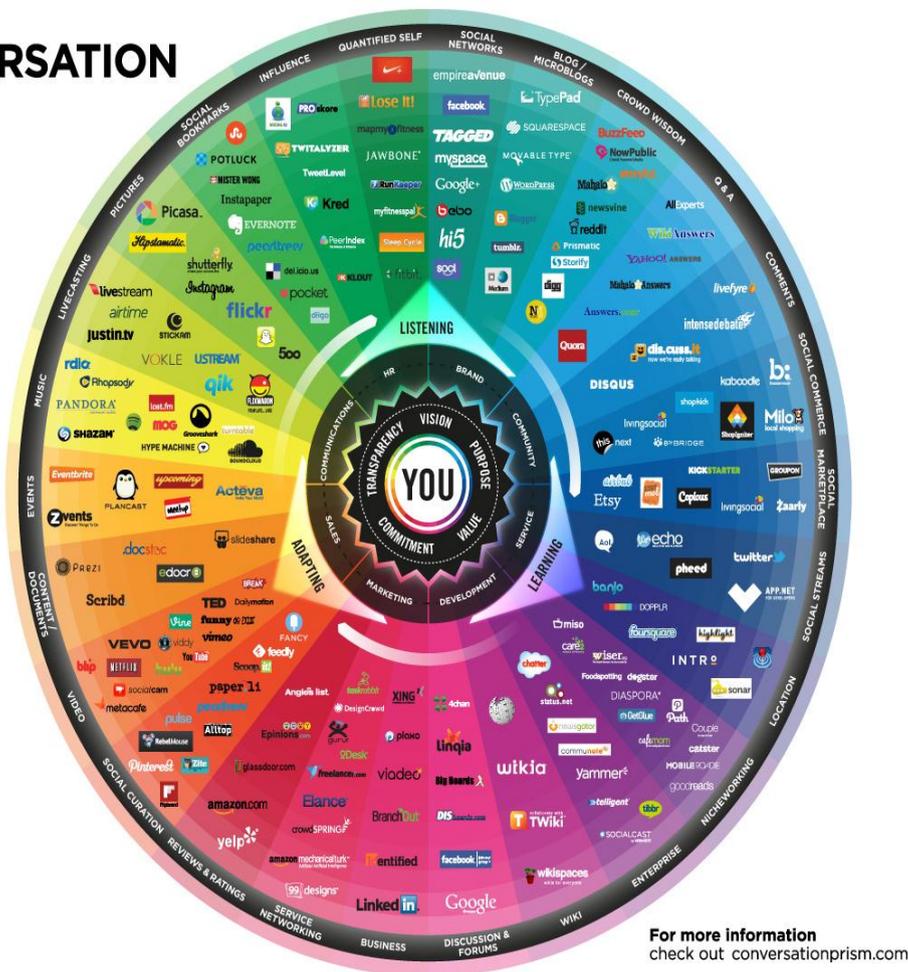
politics or music. The goal is to send well-regarded stories to the top of the site's main thread page.

Discuss in your group:

- ❖ Which social media channels does your organization find most successful in interacting with customers, generating leads and identifying overall brand sentiment?

THE CONVERSATION PRISM

Brought to you by Brian Solis & JESS3



Possible answer:

Social media analytics is the practice of gathering data from blogs and social media websites and analyzing that data to make business decisions. The most common use of

social media analytics is to mine customer sentiment to support marketing and customer service activities.

➤ **USED TO**

Used to + bare infinitive

Affirmative form	Question form	Negative form
I/you/we/they/ he/she/it Used to	Did I/you/we/they/ he/she/it use to?	I/you/we/they/ he/she/it never used to..... didn` t use to
Ex: She used to be a teacher	Did you use to live in the country?	They didn` t use to like cooking
Use: distant past habits and states	Example: When I was four, I used to eat ice cream every day	

73. Complete the dialogue with the verbs in the box and used to or didn` t use to

watch	get	love	kiss	work	like	pay	go	help
-------	-----	------	------	------	------	-----	----	------

A: Darling, do you love me?

B: Yes, of course I do

A: Do you? I think you **used to love** me, but I` m not sure that you do now.

B: Why not?

A: You _____ me more attention

B: I still do.

A: You don` t. You _____ me and give me presents

B: Don` t be ridiculous.

A: You _____ so much football. You _____ out with me

B: What are you thinking about? I haven't changed

A: Yes, you have. You never _____ angry like you are now

B: I'm not angry. In any case, you _____ football

A: No, I didn't really. I just pretended I did.

B: Did you ?

A: Yes, I did

B: Things are different now. We didn't have the children and I _____ so hard.

A: That's another thing. You _____ more with the housework. Nowadays you don't do anything.

74. Circle whether *used to* is *Correct* or *Incorrect* in these sentences

1. When I was a child, my hair used to be much blonder than now.

Correct Incorrect

2. I never used to go to football. I hate it. I can't understand why people like it.

Correct Incorrect

3. I used to like his music before he went all hip-hop. But now!

Correct Incorrect

4. We used to visit my grandmother every weekend. I love listening to her stories.

Correct Incorrect

5. "Didn't you use to wear glasses?" - "Yes, but I had an operation on my eyes."

Correct Incorrect

6. I used to walk to school. I don't like using public transport and my mum doesn't have a car any more.

Correct Incorrect

75. Complete the sentence using the correct form of *used to* and one of the verbs in the box.

do	sit	play	speak	smoke	buy	Have
----	-----	------	-------	-------	-----	------

1. He lived in Brazil until he was seven. He _____ Portuguese, but he`s forgotten a lot of it now.
2. We _____ smartphones, or even internet in our houses. To go online you had to go to an internet café or library or something.
3. She _____ but she`s given up now. She`s really healthy these days.
4. We _____ together when we were children, but I don`t see them much any more.
5. You used to live on the same road as me! _____ sweets in that shop on the corner?
6. She _____ any sport at all, but now she`s in the basketball team and she loves it.
7. We always _____ on the bridge with our legs hanging down, and throw sticks into the river.

English listening on Social Networking



social_networking.mp3

Unit 3. Listening 1

READ!

What is the big deal with social networking? I don't understand it. I know a lot about computers. I spend a long time every day on computers. I also have a lot of friends. But I don't see the point of social networks. I joined Facebook but couldn't be bothered to make my profile. I can't see a single use of this site. Most of what I've heard about it isn't so good. Putting too much personal information on this site isn't a wise idea. I've also experimented with Twitter, but again, I don't really see what use it has. I suppose it's good to tell the world what's happening in countries that take away people's freedom. My idea of social networking is meeting people face to face and talking to them.

76. Listen and fill gaps

What is _____ social networking? I don't understand it. I know a _____ . I spend a long time every day on computers. I also have a lot of

friends. But I _____ of social networks. I joined Facebook but couldn't be bothered to make my profile. I can't _____ of this site. Most of what I've _____ so good. Putting too much personal information on this site isn't a wise idea. I've also experimented with Twitter, but again, I don't _____ it has. I suppose it's good to tell the world what's happening in countries that take _____. My idea of social networking is meeting _____ face and talking to them.

77. Correct the spelling

What is the big deal with social networking? I don't understand it. I know a lot about cpusmteor. I spend a long time every day on computers. I also have a lot of sinfder. But I don't see the ipotnof of social networks. I joined Facebook but couldn't be hrdetebo to make my profile. I can't see a slgien use of this site. Most of what I've heard about it isn't so good. Putting too much asoplrne information on this site isn't a wise idea. I've also experimented with Twitter, but again, I don't layrle see what use it has. I esppous it's good to tell the world what's npaiehgpn in countries that take away people's freedom. My idea of social networking is mtgeien people face to face and talking to them.



LESSON 20

Lesson 2. (EforP M1, p.99).

S: Solid Forms of Drugs (TB, p.221).

L: English Listening.

R: Identify types of letters.

W: Formal and informal letters.

Gr: Past Perfect Simple.

Solid Forms of Drugs

A lot of drugs manufactured by pharmaceutical industry in a solid state greatly differ in shape, size and colour. They are powders, granules, tablets, lozenges, globules, capsules and pills.

A powder is a finely ground or comminuted mass of free particles formed from a solid substance in the dry state (head-ache powders, powder of ascorbic acid etc.).

A tablet is a compressed solid mass of medicated material usually in the shape of a disk or flat square. A large medicated or sweetened round-shaped tablet is called a lozenge.

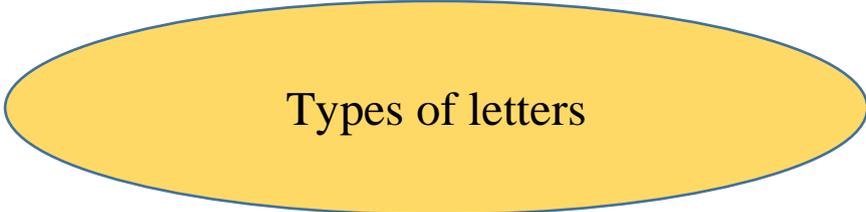
A capsule is a small cylindrical or spherical gelatinous container with a dose of medicine inside. Capsules may be of different forms, size and colour.

A pill is a medicinal substance put up in a pellet, convenient for swallowing whole. Solid medicinal forms are mainly administered internally.

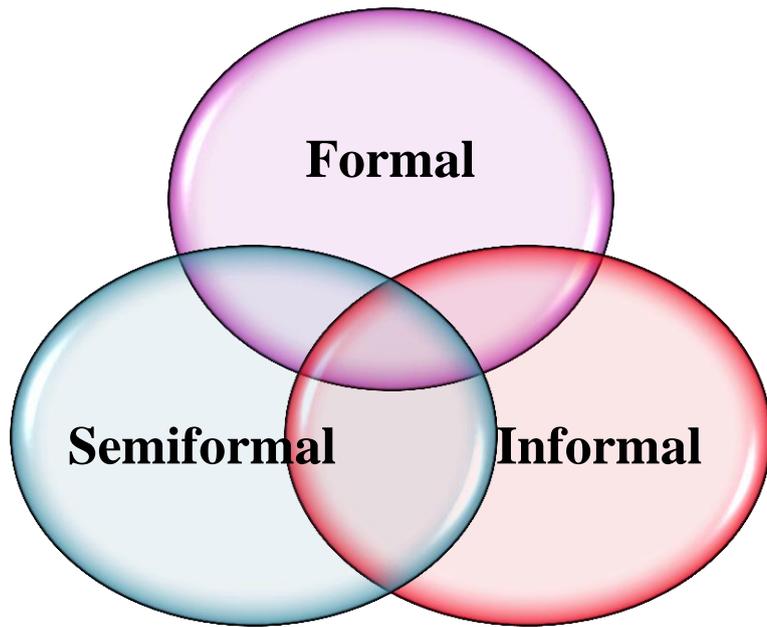
Lead in

1 Work in group and discuss the questions below

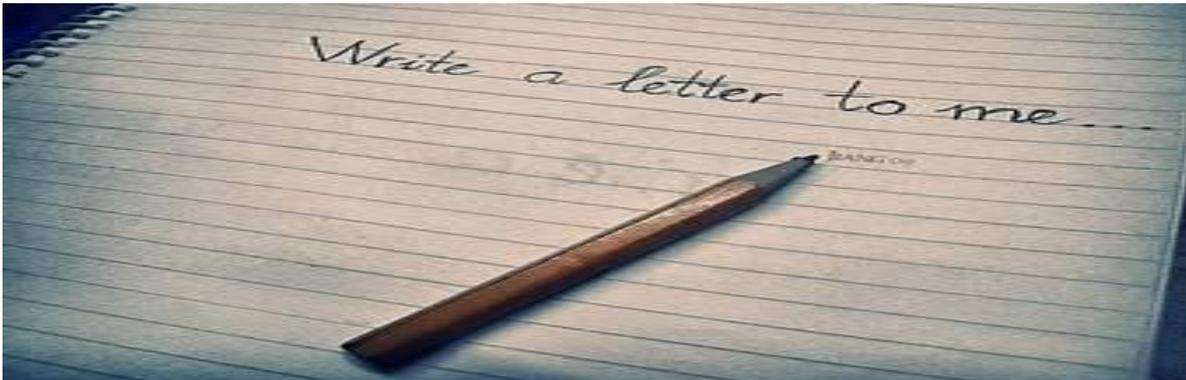
- a) Types of letters: formal, semiformal, informal
- b) Identify the usage of letters and e-mails



Types of letters



How to write Letters



Use these tips when writing a formal letter

In today's Internet- and email-driven society, the need to write a formal letter arises less often than in the past. However, it is still occasionally necessary to present a formal letter to obtain information, to apply for an academic program or a job, to write a [complaint letter](#), or simply to express your opinion in an effective and coherent manner.

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all sentences short, or avoid all detail and treat subjects only in outline, but that every word tell.

The address --- the date --- salutation or greetings --- title or heading --- the body --- subscription or complementary close

Use these tips when writing a semiformal letter

Semi-formal letter is usually sent to people you do not know very well, or to people / situations which require more sensitive approach. Typical examples are letters parents send to school principal, to teachers, to your landlord, boss, etc.

Thus, these letters are written in a more polite tone than informal letters. Here are some tips of what a semi-formal letter should consist of:

Salutation --- address and date --- the body --- the style used --- conclusion

Use these tips when writing an informal letter

An informal letter is a letter that is written in a personal fashion. You can write them to relatives or friends, but also to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers with whom you're friendly. There are different ways to carry out this type of letter depending on which country you are in. This article will address the English/American way.

An informal letter can be written in nearly any way you choose, but there are a few organizational guidelines you can follow if you are unsure of what to write or how to format your letter. The perfect informal letter consists of three sections:

Opening --- body text --- closing

!!! Identify types of letters

A

Sector 17
Vashi
New Bombay

6th July, 2013

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi

B

Sector 17
Vashi
New Bombay

The Manager
Modern Restaurant
Sector 23
Vashi

6 July 2010

Dear Sir / Madam,

I am writing to complain about a meal we had in your restaurant yesterday.

We had booked a table for six but when we arrived there were no free tables and we had to wait for more than 45 minutes to sit down.

From a menu of 12 dishes, only four were available and their quality was poor. The fish, in particular, tasted awful and the waiter was rude when we told him about this.

We have eaten in your restaurant several times in the past but this is the first time we have received such bad treatment. I am not asking for a refund but I would like you to improve the quality of your dishes and service.

Yours faithfully

(Handwritten signature)

Ravi Menon

C

November 12, 2011

Dear Mr. Bigena,

Thank you so much for showing me around the city this past weekend. It was very beautiful. Your family is wonderful, and I couldn't have felt more welcome. I also want to thank you for teaching me those useful phrases so I could speak a little Italian while I finished my business trip. My time in Venice was amazing, and it was just about the only time I could actually get a little rest. The remainder of my trip was busy, but I still enjoyed it immensely.

I would love to reciprocate by inviting you and your family to my home in London. (I'm sure you could use a break from your hard work!) I know the city very well and can show you all my favorite places. And of course you'd all be able to stay at my flat during your trip.

I do hope you are able to attend. Don't worry about the cost; it will be my treat. It's the least I can do to pay you back for your amazing hospitality. Please write back if you would like to visit.

Yours truly,

Mike Ellis

Write an e-mail letter to your friend abroad and send it!

English listening



LE_listening_A2_An_invitation_to_a_party.mp3

Unit 3. Listening 2

73. Write appropriate sentences into box

1. The message was at a quarter to four
2. The woman talks about a swimming pool
3. The woman describes the house

4.The women says thank you for the card

5.The women talks about a bus

6.The women gives direction

Message 1

Message 2

78. Choose the best answer.

1. She is having a party for

- a. her family
- b. her very good friend
- c. everybody at work

2. The party is at

- a. the swimming pool at her house
- b. her cousin`s house
- c. work

3. To get to the party, drive

- a. straight on Forest Road
- b. right on Forest Road
- c. left on Forest Road

4. The motorway exit you need is

- a. 3A
- b. 13A
- c. 30A

5. The house is the first big house.....

- a. on the right
- b. on the left
- c. down at the end of the road

6. If you go by public transport, take

- a. bus 18 to Brownsville
- b. bus 80 to Forest Road
- c. bus 80 to Brownsville

7. The women received the birthday card...

- a. this morning
- b. last night
- c. yesterday morning

³¹<https://learnenglish.britishcouncil.org/pre-intermediate-a2-listening/invitation-party>

PAST PERFECT SIMPLE

Had +past participle

statement	negative	question
I/you/we/they had written...	I/you/we/they had not written ...	Had I/you/we/they written..?

USE:

- Action and states before a moment in the past
- completed actions where the important thing is the result at a moment in past simple

Helpful hints:

- by: She`d finished his homework by 8 o`clock
- by the time: By the time I got to class, the lesson had started
- before: The teacher had checked the answers
- after: I left after I`d finished the test
- just: Simon had just finished the test when the bell rang

- when: I left when I'd finished the test

79. Complete the correct form of present perfect simple

1. By the time I arrived, everyone (leave).
2. Steve (already/see) the film, so he didn't come with us.
3. Tina (not/finish) doing the housework by seven o'clock.
4. (you/ just/speak) to Billy when I rang?
5. The car broke down just after (we/set off)
6. I didn't eat anything at the party because (I/already/eat) at home.
7. (you/hear) about the accident before you saw it on TV?

LESSON 21

Lesson 3. Creating online contacts. (EforP M1, p.107).

S: Semisolid Medicinal Forms (TB, p.231).

Gr: Imperative Mood.

L: English Conversation.

R: Instant Messaging Conversation.

SEMISOLID MEDICINAL FORMS

Semisolid medicinal preparations usually having fatty material as petrolatum, lard, wool fat as a base differ in shapes, consistency and methods of application. They are ointments, salves, liniments, suppositories, pills and plasters. An ointment is an unctuous preparation of a soft consistence often mixed with some medicaments used for application to the skin for medical purposes or as a cosmetic. A salve is a thick adhesive ointment for local ailment used for healing, soothing or mollifying. A liniment is a preparation of a consistency thinner than an ointment applied to the skin with friction. A suppository is a medicinal substance incorporated in a base which melts at body temperature. There are rectal, urethral and vaginal suppositories. A plaster is a form in which medicinal agents are incorporated in an adhesive base intended for application to the skin. All semisolids are used externally for local application.

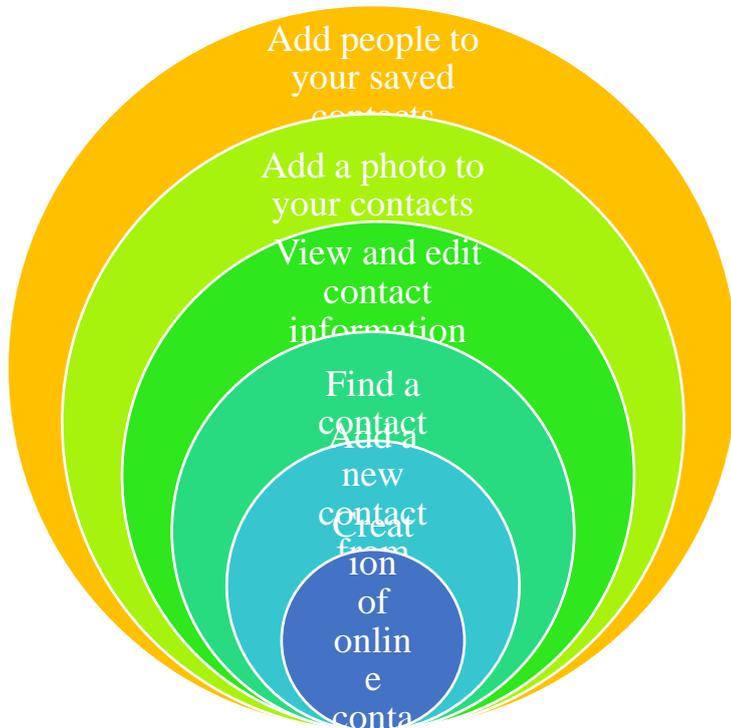
Lead in

1 Work in group and discuss the questions below

4. What are the online contacts
5. Have you ever tried to create online contacts

6. Why do we need online contacts

Possible answers



Create, view, and edit contacts and contact lists in Outlook.com

Use the People page in Outlook.com to view, create, and edit contacts and contact lists. Create new contacts from scratch, or add someone as a contact from an email message. You can also create a *contact list* for sending email to a group of people.

To go to the People page, sign in to Outlook.com and select  at the lower left corner of the page.

Create contacts: new contacts are saved in your default Contacts folder, and you will also see them under **All contacts**. If you want to save the contact in a different folder, select the folder before creating the contact.

Add a contact from scratch	✓
Create a contact from an email message	✓
Add a contact to favorite	✓
Find a contact	✓
View and edit contact information	✓
Add a photo to your contacts	✓
Change how contacts are displayed and sorted	✓
Link contacts	✓

Create contact lists

A *contact list* is a collection of email addresses, and is useful for sending email to a group of people. Contact lists are sometimes referred to as *distribution lists*.

For example, create a contact list named **My book club** and add all the members of your book club to it. When you want to send an email message to everyone in the club, just add **My book club** in the **To** line of the email.

Create a contact list	✓
Add more people to a contact list	✓
Remove email addresses from a contact list	✓
Find contact list	✓

!!! IMPERATIVE MOOD

In [English](#), the imperative is formed using the bare [infinitive](#) form of the verb

Imperatives are also used for speech acts whose function is essentially not to make an order or request, but to give an invitation, give permission, express a wish, make an

apology, etc.:

- Come to the party tomorrow! (invitation)
- Eat the apple if you want. (permission)
- Have a nice trip! (wish)
- Pardon me. (apology)
- Visit Estonia! (advertisement)

English imperatives are negated using don`t (as in “Don`t work”)

- Don`t be late!
- Don`t you dare do that again!



80. Read the Instant Messaging Conversation.

Choose True, False or Not in text.

Tiffany writes:

Saturday 7th April - 10.43 am

Are you free this afternoon? Do you want to go out?

Jack writes:

Saturday 7th April - 10.45 am

I just have to finish my homework, but I think I can finish it this morning. What do you want to do?

Tiffany writes:

Saturday 7th April - 10.48 am

Let's go into town. We can go shopping and then get a coffee. We can go to the new cafe near the library. The cakes look great there.

Jack writes:

Saturday 7th April - 10.50 am

You know I hate shopping. Why don't we go to the park? Kev and Rob will be there skateboarding. We can have meet up with them.

Tiffany writes:

Saturday 7th April - 10.52 am

I don't want to spend my Saturday afternoon watching boys skateboarding! That's so boring! But we can go to the park for a game of tennis if you like.

Jack writes:

Saturday 7th April - 10.55 am

I'm not really in the mood for tennis. I don't want to do anything too active. I want to just relax. You could come to my house, and we could watch a movie. We've got lots of good food.

Tiffany writes:

Saturday 7th April - 10.56 am

I could watch a film on my own. Why don't I bring some board games round? That'll be a bit more fun.

Jack writes:

Saturday 7th April - 10.57 am

Okay, that sounds alright, but my little brother will probably want to play too. Is that okay with you?

Tiffany writes:

Saturday 7th April - 10.58 am

Sure. Shall I invite anyone else? I think Sophie is free this afternoon.

Jack writes:

Saturday 7th April - 11.00 am

Okay, you can invite her, but no-one else. I don't want too many people round.

Tiffany writes:

Saturday 7th April - 11.01 am

Fine. I'll come round after lunch. Is one o'clock okay?

Jack writes:

Saturday 7th April - 11.02 am

Make it half past. I have to write a few emails first. See you 18r.

1 Jack is doing his homework this morning.

- True
- False
- Not in text

2 Jack and Tiffany went shopping together last Saturday.

- True
- False
- Not in text

3 Tiffany wants to go to the library.

- True
- False
- Not in text

4 Jack wants to take his skateboard to the park.

- True
- False

Not in text

5 Tiffany wants to play tennis, but Jack doesn't.

True

False

Not in text

6 Tiffany has already watched a film today.

True

False

Not in text

7 They decide to play board games at the new cafe this afternoon.

True

False

Not in text

8 Four people will play board games this afternoon.

True

False

Not in text

9 Jack's brother is younger than Jack.

True

False

Not in text

10 Tiffany will meet Jack at half past twelve.

True

- False
- Not in text

English listening



LE_listening_A2_Four_conversations.mp3

Unite 3.Listening 2

81. Matching conversations with appropriate titles

A university project	Conversation A
A holiday	Conversation B
An old photo	Conversation C
A work interview	Conversation D

79. Listen again and do True/False

Conversation A	The women was in the interview for 15 minutes	True False
Conversation A	The women thinks she is going to get the job	True False
Conversation B	The women was trying to look at art	True False

Conversation B	The woman is thinking about not taking photos on holiday any more	True False
Conversation C	The boy and girl are brother and sister	True False
Conversation C	The girl had an older boyfriend at school	True False
Conversation D	The man is not in the group because the others don't like his work	True False
Conversation D	The man needs to find another group	True False

Discussion

Work with your partner

- Have you ever had a similar conversation?
- What new phrases did you learn in these conversations?

LESSON 22

Lesson 4. (EforP M1, p.116).

S: Liquid Medicinal Forms (TB, p. 242).

R: Know more about Blog and Blogging.

Gr: The Gerund.

LIQUID MEDICINAL FORMS

An extract is a preparation obtained by evaporating a solution of a drug or fresh juice of a plant. Liquid extracts are preparations of a syrupy consistency and are generally prepared by treating the drug with solvent.

An infusion is a liquid extract obtained by steeping or soaking any substance in water

without boiling (infusion of the Lily of the Valley).

A tincture is an alcoholic or hydro-alcoholic solution of nonvolatile drugs of plant or animal origin (tincture of Valerian, tincture of Pot Marry Gold). Tinctures as a medicinal form were introduced by Galen.

A mixture is a preparation for medicinal or other purposes consisting of two or more ingredients mixed together (cough mixture).

A solution is a typically liquid homogenous mixture formed by dissolving (a solution of novocaine, of calcium chlorate etc.) Solutions are manufactured in ampoules.

An ampoule is a small narrow necked glass vessel hermetically sealed for holding sterile solutions for injections.

A decoction is a liquid preparation made by boiling a medicinal plant with water. Usually 5 parts of a drug are used to 100 parts of water.

Lead in

Work in group and discuss the questions below

- What is a blog?
- Blogs vs Websites- What is the difference?

Know more about BLOG and BLOGGING

Plenty of people who have heard the term “blogging” fail to understand what a “blog” is or how creating or reading one can impact or improve their lives. Whether you have absolutely no idea what these terms mean or you know the basics but want to learn more, this guide provides you with a thorough breakdown of the topic.

The following sections also provide details about [popular blogging sites](#) and how to use one or more blogs to generate funds for personal and business goals.

So exactly *what is a blog?*

A blog is an online diary or journal located on a website. The content of a blog typically includes text, pictures, videos, animated GIFs and even scans from old physical offline diaries or journals and other hard copy documents. Since a blog can exist merely for personal use, sharing information with an exclusive group or to engage the public, a blog owner can set their blog for private or public access.

Popularity Of Blogs & Blogging

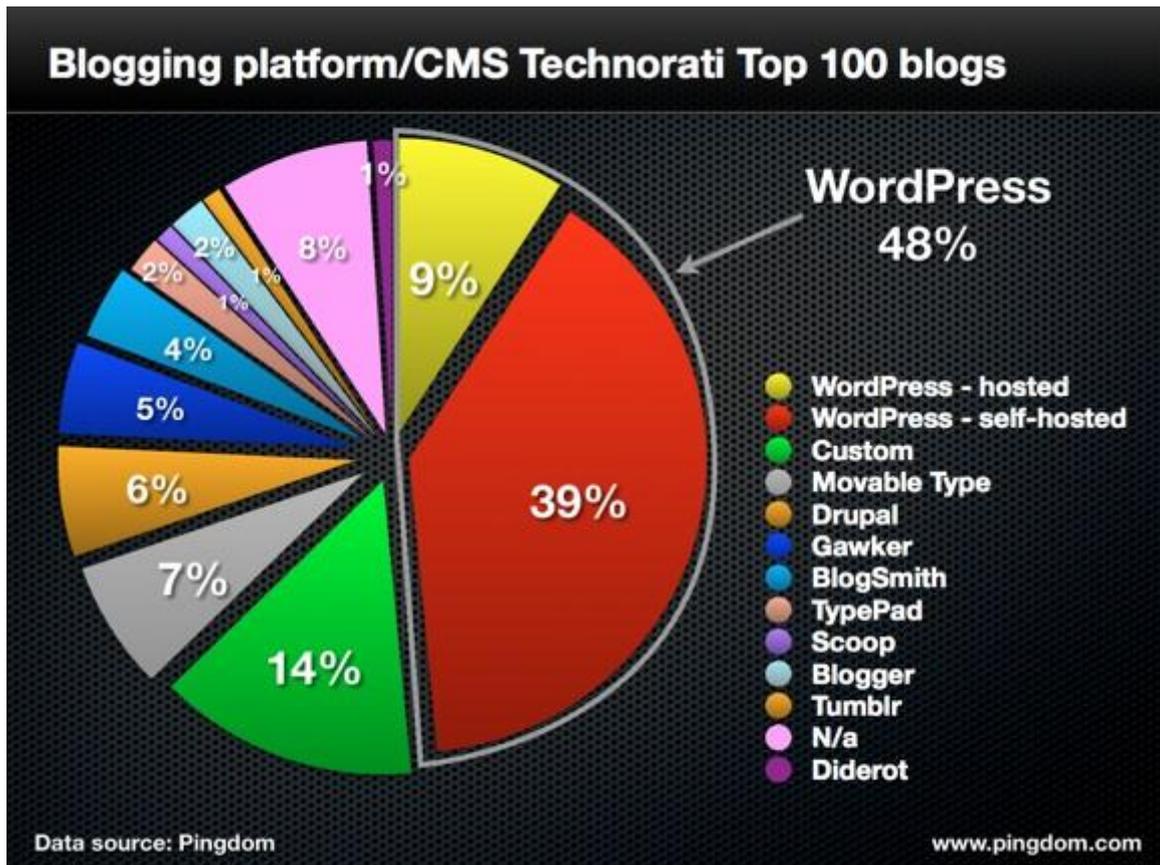
A lot of people wonder why blogs and blogging have become so popular. Blogs provide a social outlet. Many people, by nature, are social animals. They actively seek out other people offline or online for interaction and sharing of knowledge and perspectives. Even many people who are anti-social in face-to-face, offline settings enjoy interacting online through social networks using their true identities or anonymous personas. Since a blog is a social tool, creating or reading blogs provides them with a better alternative method for interacting with others that did not previously exist.

Additionally, social and anti-social people use blogs to build new friendships and other types of relationships and gain a better understanding of the lives of people who they might not likely interact with on a daily basis. For example, blogs offer them opportunities to interact with people who are from other cultures and/or live in other geographic regions, people who work in different career fields and people who have taken up previously geographically-limited and rare types of hobbies.

How to Start a Blog in 5 Steps:

There are **five main steps** you need to do in order to start a blog. If you follow this guide exactly, you'll have your own blog set up in 30 minutes or less.

1. Choose a great blog platform
2. Choose a web host for your blog
3. How to Set up a blog on your own domain
4. Design your new blog
5. Useful resources for blogging



Enjoy your new blog!

Speaking!

Tell about your blog to your friend

Share how to create online contacts with your partner

THE GERUND

Every gerund, without exception, ends in *ing*. Gerunds are not, however, all that easy to identify. The problem is that all present participles also end in *ing*. What is the difference? Gerunds function as nouns. Thus, gerunds will be subjects, subject complements, direct objects, indirect objects, and objects of prepositions.

Present participles, on the other hand, complete progressive verbs or act as modifiers.

✓ *Read these examples of gerunds:*

Since Francisco was five years old, *swimming* has been his passion.

Swimming = subject of the verb *has been*.

Francisco's first love is *swimming*.

Swimming = subject complement of the verb *is*.

Francisco enjoys *swimming* more than spending time with his girlfriend Diana.

Swimming = direct object of the verb *enjoys*.

Francisco gives *swimming* all of his energy and time.

Swimming = indirect object of the verb *gives*.

When Francisco wore dive fins to class, everyone knew that he was devoted to *swimming*.

Swimming = object of the preposition *to*.

✓ *These ing words are examples of present participles:*

One day last summer, Francisco and his coach were *swimming* at Daytona Beach.

Swimming = present participle completing the past progressive verb *were swimming*.

A Great White shark ate Francisco's *swimming* coach.

Swimming = present participle modifying *coach*.

Now Francisco practices his sport in safe *swimming* pools.

Swimming = present participle modifying *pools*.

THE INFINITIVE

Some verbs are sometimes followed by the full infinitive.

Make in the passive is followed by the full infinitive:

✓ Michael **was made to apologize** by his mother.

✓ I **decided to apologize** to Emma.

Some can be followed by an object + full infinitive

✓ He **wants me to tell** him a joke

82. Choose the correct answer:

1. He tried to deny _____ the money, but no one believed him.
 - a. take
 - b. to take
 - c. taking
2. I hope _____ a pilot when I grow up.
 - a. become
 - b. to become
 - c. becoming
3. Mr Foster has decided _____ , so we are going to have a party.
 - a. retire
 - b. to retire
 - c. retiring
4. Do you remember _____ to Germany when you were two years old?
 - a. go
 - b. to go
 - c. going
5. You can make the dog _____ to you by shouting “come”.
 - a. come
 - b. to come
 - c. coming

After preposition we usually use - ing	✓ I am afraid of flying .
Some of the verbs are followed the infinitive	✓ I decided to apologize to Emma. (advice, choose, help, learn, plan, afford, decide, hope, manage, invite)
Some of the verbs are followed the	✓ He enjoys making other people

gerund	laugh. (admit, deny, give up, mind, avoid, discuss, enjoy, mention, practice, finish)
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LESSON 23

Review

Listening, Speaking

Progress test Unit 3

Here is part of a holiday postcard. Choose the best words to fill the gaps. The first one has been done for you.

I'm0..... in a lovely hotel.1.....
 three restaurants and a big swimming pool, and
 all the rooms2..... balconies. It's a lovely
 warm day, and I'm sitting on my balcony now,
3..... a coffee. Below me, there are some
4..... swimming in the pool. Others
5..... at tables, or lying6..... the
 grass. And there are some children7.....
 the trees behind the pool.

0 A stay B stays C staying

1. A It got B It's got C It have
2. A have got B has got C got
3. A have B has C having
4. A person B people C peoples
5. A sit B sitting C are sitting
6. A in B on C at
7. A climb B to climb C climbing

LESSON 24

At the Chemist's shop. (TB, p.252).

S: My Future Profession is a Pharmacist.

R: The English Prescription (TB, p.258).

THE CHEMIST'S SHOP

Chemist's shops are specialized shops where medicines and medical items are sold. Chemist's shops are usually situated on the first floor. They must have proper working and subsidiary rooms. When you enter the chemist's you can see a large hall and two departments in it: one for reception of prescriptions and delivery of drugs. It is called a prescription department. The other one is called a chemist's department. In this department one can buy drugs, different medical items, toilet articles, etc. At the chemist's all medicines are kept in drug cabinets, on the open shelves and in the refrigerator. Poisonous drugs are kept in the drug cabinet with the letter A. Strong effective drugs are kept in the drug cabinet having the letter B. The drugs prepared at the chemist's and designated for immediate use should be kept in the refrigerator. Powders, galenical preparations and medicines produced at the pharmaceutical plants are usually kept on the shelves protected from the light at a constant temperature, not higher than a room temperature. Every small bottle or box has a label with the name of the medicine stuck on it. The single dose and the total dosage are indicated on the label or the signature. The directions for the administration of a drug are very important for patients. At the chemist's department medicines are distributed according to the therapeutic effect drugs for cough, cardiac medicines, drugs for headache. Disinfectants, herbs and things for medical care such as hotwater bottles, medicine droppers, cups, thermometers are packed separately. In the prescription department one can see drugs of ail kinds: boxes and parcels of different powders, ampoules of glucose and camphor used for intramuscular and intravenous injections; tubes of ointments for rubbing, different pills and tablets for internal use; tonics and sedatives administered orally. The personnel of an average chemist's consist of a manager of the chemist's, a dispensing pharmacist who takes prescriptions and delivers

drugs, a chemist who controls the prescriptions, that is, physical, physicochemical and pharmacological compatibility of the ingredients of the compound prescribed by the physician. A chemist-analyst controls effectiveness of the drugs prepared at the chemist's as well as that of manufactured drugs. There is also a pharmacist who is in charge of the supply of necessary medicines and its replenishing.

THE ENGLISH PRESCRIPTION

The language of the prescription was unique in Great Britain some half a century ago when all drugs were Latinized. It was possible because the physician used only dosed drugs. Today all prescriptions are written in English. The only Latin, which is used few traditional abbreviations in the directions to the pharmacist and on the label.

A more serious problem is naming drugs. In the old days, drugs had only one official name and drug companies did not have many trade names, at present each drug has at least three names. They are the chemical name, the so-called generic name and trade name. The chemical name is difficult to use and remember except for the simplest drugs because of its length and complexity. The trade name is selected by the drug company and is copyright. This name is usually easy to remember, easy to write and it is short.

Generic names are difficult to pronounce, hard to remember and difficult to write. The generic name is public property.

The majority of physicians use trade names on prescriptions.

Generic names should be used as the language for prescriptions. It is the name, which is public property, it is known to the specialist on medicine and pharmacy and it is not known to the general public.

Dosage. It goes without saying, that a prescription cannot be written without a very firm knowledge of the dose effect of drugs. Each drug has its own dose specification dependent on pharmacological properties, metabolism of the drug. It should have the following information:

1. Name and address of the physician and his telephone number. The title M.D. (Medical Doctor) should follow the physician's name to indicate that he or she is a physician.
2. Usually at the top - patient's name, address, age and the date.
3. Symbol **Rx**. This is about the same as "Dear Sir" on the top of the letter. It comes from Latin and means a command for a patient "you take". The body of the prescription contains the name of the drug plus the dose. It is called inscription.
4. Under the body of the prescription it should be written the directions to the pharmacist. It is called subscription. In modern prescription, it consists only of the form of the medicine (powder, tablet, capsule, etc.) and number of units.
5. The directions to the patients as to how he is to take the medicine. It is called the label or "signature".

LESSON 25

Antibiotics (TB, p.266).

S: The UK.

R: Amphotericin B (DA, p.10).

W: Great scientists-pharmacists.

L: Shopping.

ANTIBIOTICS

Antibiotic substances are chemical compounds produced as a result of the metabolic activities of living cells which inhibit, in very low concentrations, the growth of microorganisms. Penicillin was the first antibiotic to be produced and it still assumes a position of major importance in this field. Antibiotic-producing organisms can be obtained by: testing pure cultures of organisms available in culture collections or isolated from natural sources, and selection from the vast heterogeneous mixed populations of the soil or other natural habitations of microorganisms. Once detected, the antagonist is isolated in pure culture and identified, and the conditions for maximum production of the antibiotic substance produced by it are investigated. Generally, this involves finding the optimum temperature, pH, and age of the culture. Important also is the composition of the medium. Different organic and inorganic nitrogenous substances are tested, with and without various carbohydrates, minerals, heavy metals, etc. Antibiotics are complex, rather large molecular weight substances whose synthesis may be extremely difficult. Chloramphenicol is believed to be the first naturally occurring compound which contains a nitro group or which is a derivative of dichloroacetic acid. Chloramphenicol can be obtained from the filtrate of a *Streptomyces* culture by extraction with ethyl acetate. Chloramphenicol is rapidly absorbed from the gastrointestinal tract; significant serum levels are obtained in 30 minutes and peak blood concentrations of 40 to 60 mg/ml are reached in about 2 hours. The drug is no longer detectable in the blood after 12 to 18 hours. Chloramphenicol is marketed in capsules (50,100, 250) for oral use, as an ophthalmic ointment and solution (25 mg in a special buffer to be diluted with distilled water), and an injection for parenteral use. The drug is ordinarily administered by the oral route, but it can be injected intramuscularly or intravenously. The initial oral dose is 3 to 5 mg followed by 0,25 to 0,5 mg every 3 hours. The intravenous dose is 1 mg - every 12 hours.

The United Kingdom of Great Britain and Northern Ireland

The United Kingdom is situated in the north-west coast of Europe between the Atlantic Ocean in the north and north-west and the North Sea in the west. The

The United Kingdom includes Great Britain and Northern Ireland.

Great Britain, the largest island in Europe, contains England, Scotland and

Wales.

The United Kingdom has an area of 94249 square miles. The capital of the country is London. English is the official language.

The population of the UK is about 60 million people. The population lives mostly in towns, cities, and their suburbs.

The climate of the country is milder than that of Europe. It is warm in winter and it is cool in summer in Great Britain. It rains more often than it snows. The highest mountains are in the north and west of the country.

There are a lot of beautiful lakes and rivers in Great Britain.

There are many universities, colleges, libraries, museums and theatres in the country. The most famous universities are Cambridge University, Oxford University, and Glasgow University.

The UK is a parliamentary monarchy.

The British Parliament consists of two Houses: the House of Lords and the House of Commons. The Prime Minister is the head of the government. The main political parties of Great Britain are the Labour Party, the Liberal Party, the Conservative Party and the Communist Party.

The United Kingdom has some mineral resources. Coal and oil are the most important of them. The United Kingdom is a highly developed industrial country. At the present time the main branches of industry are: ship-building and electronic engineering.

The main industrial centres are Sheffield, Birmingham and Manchester. Agriculture takes an important sector in economy of the country. The British people grow wheat, fruit, vegetables, oats.

AMPHOTERICIN B

HOW SUPPLIED

Tablets: 100 mg

Oral suspension: 100 mg/ml

Lozenges: 10 mg

Injection: 50-mg lyophilized cake

ACTION

Unknown. Probably acts by binding to sterol in the fungal cell membrane, altering cell permeability and allowing leakage of intracellular components.

ONSET, PEAK, DURATION

Onset is immediate and serum levels peak immediately after I.V. infusion. Onset, peak, and duration are unknown after oral administration.

INDICATIONS & DOSAGE

Systemic fungal infections (histoplasmosis, coccidioidomycosis, blastomycosis, cryptococcosis, disseminated inoniliasis, aspergillosis, phycomycosis), meningitis-

Adults: initially, a test dose of 1 mg in 20 ml of D₅ W infused I.V. over 20 to 30 minutes

may be recommended. If tolerated, daily dosage is then initiated as 0.25 to 0.3 mg/kg daily by slow I.V. infusion (0.1 mg/ml) over 2 to 6 hours. Daily dosage is gradually increased to maximum 1 mg/kg daily. If drug is discontinued for 1 week or more, drug is resumed with initial dose and increase gradually.

Infections of the Gf tract caused by Candida albicans-

Adults: 100 mg P.O. q.i.d. for 2 weeks.

Oral and perioral candidal infections-

Adults: 1 lozenge q.i.d. for 7 to 14 days. Lozenge should dissolve slowly.

ADVERSE REACTIONS

CNS: *headache*, peripheral neuropathy, **seizures**.

CV: hypotension, **cardiac arrhythmias**, **asystole**, hypertension.

EENT: hearing loss, tinnitus, transient vertigo, blurred vision, diplopia.

GI: *anorexia*, *weightless*, *nausea*, *vomiting*, *dyspepsia*, *diarrhea*, *epigastric pain*, *cramping*, *melena*, **hemorrhagic gastroenteritis**.

GU: abnormal renal function with hypokalemia, azotemia, hypostheniuria. renal tubular acidosis, nephrocalcinosis; with large doses-**permanent renal impairment**, anuria, oliguria.

Hematologic: *normochromic*, *normocytic anemia*, **thrombocytopenia**, leukopenia, **agranulocytosis**, eosinophilia, leukocytosis.

Hepatic: hepatitis, jaundice, **acute liver failure**.

Respiratory: dyspnea, tachypnea, bronchospasm, wheezing.

Skin: maculopapular rash, pruritus (without rash).

Other: arthralgia, tissue damage with extravasations, *phlebitis*, *thrombophlebitis*, *pain at injection site*, *myalgia*, *fever*, *chills*, *malaise*, *generalized pain*, flushing, **anaphylactic reactions**.

INTERACTIONS

Corticosteroids: enhanced potassium depletion. Monitor serum potassium levels,

Digitalis glycosides: increased risk of digitalis toxicity in potassium-depleted patients. Monitor closely.

Flucytosine: synergistic effect; may cause increased toxicity of flucytosine. Monitor closely.

Other nephrotoxic drugs, such as antibiotics or antineoplastic agents: may cause additive renal toxicity. Administer cautiously.

EFFECTS ON DIAGNOSTIC TESTS

Amphotericin B therapy may increase BUN, serum creatinine, alkaline phosphatase, and bilirubin levels. The drug

may also cause hypokalemia and hypomagnesemia and may decrease WBC, RBC, and platelet counts.

CONTRAINDICATIONS

Contraindicated in patients with hypersensitivity to the drug.

NURSING CONSIDERATIONS

- Use cautiously in patients with impaired renal function.

Alert: To reduce severe adverse reactions, be aware that the patient may receive premedication with antipyretics, antihistamines, antiemetics, or small doses of corticosteroids; addition of phosphate buffer and heparin to the solution; and alternate-day schedule. For severe reactions, discontinue drug and notify doctor.

- Monitor fluid intake and output; report change in urine appearance or volume. Monitor BUN and serum creatinine (or creatinine clearance) at least weekly. Kidney damage is typically reversible if drug is stopped at first sign of dysfunction.
- Obtain liver and renal function studies weekly, if ordered. Drug may be stopped if alkaline phosphatase or bilirubin levels increase. If BUN exceeds 40 mg/100 ml, or if serum creatinine exceeds 3 mg/100 ml, doctor may reduce or stop drug until renal function improves. Monitor CBC weekly.
- Monitor potassium levels closely, and report signs of hypokalemia. Check calcium and magnesium levels twice weekly, as ordered.
- **I.V. use:** Be prepared to give initial test dose as prescribed. Monitor the patient's pulse, respiratory rate, temperature, and blood pressure for at least 4 hours.
- Use an infusion pump and in-line filter with mean pore diameter larger than 1 micron. Rapid infusion may cause cardiovascular collapse.
- Choose I.V. sites in distal veins. If veins become thrombosed, alternate administration sites.
- Monitor vital signs every 30 minutes; fever, shaking chills, and hypotension may appear 1 to 2 hours after start of I.V. infusion and should subside within 4 hours of stopping drug.
- Be aware that reconstituted solution is stable for 1 week under refrigeration or 24 hours at room temperature. It has 8-hour stability in room light.
- Give antibiotics separately; don't mix or piggyback them with amphotericin B.
- Know that amphotericin B seems to be compatible with limited amounts of heparin sodium, hydrocortisone sodium succinate, and methylprednisolone sodium succinate.
- Store the dry form at 2^o to 8^o C (35.6^o to 46.4^o F). Protect from light. Reconstitute with 10 ml of sterile water only.

To avoid precipitation, do not mix with solutions containing sodium chloride, other electrolytes, or bacteriostatic agents (such as benzyl alcohol). Do not use if solution contains precipitate or foreign matter.

PATIENT TEACHING

- Warn the patient of possible discomfort at I.V. site and of other potential adverse reactions. Instruct the patient to report signs and symptoms of hypersensitivity immediately.
- Inform patient that therapy may take several months. Stress importance of compliance and recommended follow-up.

NOTES

1. permeability – ўтказучанлік – проницаемость
2. seizures – хуруж – приступ

3. jaundice – сарик касал – желтуха
4. to reduce – пасайтирмоқ – снижать
5. precipitation – чўкма – осадок

LESSON 26

S: London.

L: Interview.

R: Cardiac Glycosides (TB, p. 276). Ketocanazole (DA, p. 14).

London

London is the capital of Great Britain. It is an old city with two thousand years history.

London is situated upon both banks of the Thames. There are 17 bridges across the river.

The population of London is about 9 million people.

London has got three parts: the City of London, the West End, and the East End.

The City of London is the oldest part of London. You can see narrow streets and pavements there. There are many offices, firms and banks in this part of London. The City of London is the financial center of the United Kingdom.

The West End is the center of London. There are many sights in the West End. They are, for example, the Houses of Parliament with Big Ben. Big Ben is the biggest clock bell in Britain.

The other interesting place is Westminster Abbey, which was founded in 1050. It is situated in the center of London. Many Englishmen were buried in the Abbey – Newton, Darwin and others.

The official London residence of the Queen is Buckingham Palace. It was built in the 18th century.

There are many nice squares in London. Trafalgar Square is one of them and it is in the center of the West End. You can see a statue of Lord Nelson in the middle of this square.

There are many museums, libraries and galleries in London. The Tate Gallery is one of the well-known galleries in London. Henry Tate was a sugar manufacturer. He was fond of painting and collected many pictures.

The British Museum is a very interesting place in London. It was founded in 1753. The library of this museum has a lot of books.

The East End of London is the district for the working people. There are many factories, workshops there.

There is a tube (an underground) in London.

Some people say that the City is the money of London, the West End is the goods of London, the East End is the hands of London.

CARDIAC GLYCOSIDES

Cardiac glycosides include crude drugs and their preparations which possess cardiotoxic properties by virtue of their glycosidal content. The important drugs are: Digitalis, Strophanthus, their preparations, and purified Glycosides obtained from them. Digitalis has been the subject of long investigation. The constituents which are now recognized as being of the greatest importance as cardiovascular agents are digitoxin, gitoxin, digoxin and lantoside. Digitoxin is the most active principle. Other constituents of digitalis are digitoflavin, digitophyllin, etc. The chief therapeutic use for digitalis is in the treatment of congestive heart failure. It is of value regardless of whether the failure is predominantly of the right or left side of the heart. The type of rhythm exhibited by the decompensated heart is secondary in importance, and digitalis exerts its salutary effects on the failing heart with normal sinus rhythm as well as on the failing heart exhibiting ventricular fibrillation. The mechanism by which digitalis and all allied cardiac glycosides exert beneficial effects on the failing heart is identical, namely, a direct cardiotoxic action on the myocardium to increase the force of contraction and to increase cardiac tone. Slowing of the cardiac rate occurs only when the rate was originally rapid due to the failure. The signs and symptoms of heart failure are in large measure abolished by digitalis, but bed rest, sedatives, and often diuretics and restriction of fluid intake may be required to obtain best results. Two types of digitalis dosage are recognized, initial dose for digitalization, and maintenance dose for chronic therapy. Digitalization is usually complete when the patient has ingested the equivalent of a total of 1,2 gm of powdered digitalis in a period of 48 to 96 hours. This amount can be divided into several equal daily doses, and the total daily dose is usually divided into two or three equal amounts. By maintenance dose is meant that daily dose which will give optimal digitalis effects and replace the glycoside which is constantly being destroyed or excreted. Optimal effects can be obtained without toxic effects, and the optimal dose is not necessarily the largest tolerated dose.

LESSON 27

S: The USA.

L: Oriental Contributions and Discoveries.

R: Chemical Elements of Living Matter (TB, p.282).

W: Report writing.

The United States of America

The USA is one of the largest countries in the world. It is situated in the central part of the North American continent. The area of the USA is over nine million square kilometers. It is washed by the Pacific Ocean and by the Atlantic Ocean.

The population of the United States is nearly 250 million people. Most of the people live in towns.

People of different nationalities live in the USA. The official language of the country is English.

The capital of the country is Washington. It was named in honour of the first President, George Washington.

As the USA is a large country, the climate is different in different regions of the country. For example, the Pacific coast is a region of mild winters and warm, dry summers, but the eastern continental region is watered with rainfall.

There are many mountains in the USA. The main river of the country is the Mississippi.

There are many big cities in the country. They are Washington (the capital of the country), New York (financial and business center), Boston (there are three universities in it), Chicago (one of the biggest industrial cities in the USA), San Francisco, Los Angeles, Philadelphia, Detroit (one of the biggest centers of the automobile industry), and Hollywood (the center of the US film business).

The USA has an Academy of Sciences. There are many scientific institutions, museums, libraries, theatres and other interesting places in the country.

The USA is a highly developed industrial country. The USA is rich in mineral resources, such as aluminum, salt, zinc, copper, coal, natural gas, gold, silver and others. Such industries as machine building, shipbuilding are highly developed in the country.

American agriculture produces a lot of products, grain, fruit, and vegetables.

The USA is a federal republic, consisting of fifty states. Each of their states has its own government.

Congress is the American parliament, which consists of two chambers.

The president is the head of the state and the government. He is elected for four years.

There are two main political parties in the USA. They are Democratic Party (it was organized in the 1820 s), and the Republican Party (it was organized in the 1850 s).

CHEMICAL ELEMENTS OF LIVING MATTER

Living matter contains approximately one-third of the elements of the Mendeleev Periodic Table. Only hydrogen, carbon, nitrogen and iodine are found in higher concentrations in the human body than in the earth's crust. Six other elements are found in roughly the same proportions: oxygen, phosphorus, sulphur, chlorine, potassium and calcium. Certain organisms may accumulate considerable amounts of elements that do not normally occur in the human body. Apart from hydrogen, oxygen is the element present in the human body in the greatest amount comprising about 65% of the total (by weight) amount. Most amount of oxygen is combined with hydrogen as water. It is generally recognized that the primeval life forms developed in the waters of the earth and the evolution of animals progressed much in the sea. The heritage of our remote origins is still contained within us — the most abundant compound constituting the human body is water, which contributes 45% to 75% by weight. The exact amount depends principally on

age, sex and build: relatively, infants have more than adults, men more than women. There may also be considerable differences between healthy and ill people and the water content of the body may be affected by drug. The next most common element is carbon, which accounts for about one-half of the body weight of tissues. The unique nature of living matter is due to its organic constituents — that is compounds based on a carbon chain. There are important inorganic constituents of the body, in addition to water. Sodium, potassium, chlorine are present as the ions, and so is part of the calcium, magnesium, iodine and bromine. The total body sodium in young adult is about 58 mmol/kg (1,3 g/kg). The normal recommended intake of NaCl is 1 g per kg of water. Most western European and American diets contain 6-8 g of NaCl per day, which, in a temperate climate, is greatly in excess of requirements. The total body potassium in young adult man is about 50 mmol/kg (1,9 g/kg). It is somewhat less in women and declines slightly with advanced age. An adult man has about 16,7 mmol/kg (400 mg/kg) of magnesium in his body, about half of which is present in bones. The concentration of magnesium in cells is about 7,5 mmol/l; about 1/3 of this is protein-bound. Other important ions occurring in living matter, apart from those formed from organic acids and bases, are bicarbonate, ammonium, phosphate and sulphate. The long skeleton and the teeth contain lithium fluoride as well. Additional important inorganic compounds include carbon dioxide and oxygen. Most of nitrogen, sulphur and iodine and the heavy metals are incorporated into or linked to organic molecules. About one-tenth of the phosphorus is combined with organic compounds.

LESSON 28

S: Washington.

R: Accretropin (DA, p.24).

L: What is Networking?

Washington

Washington is the capital of the United States of America. The city was named after the first President George Washington. The population of the city is nearly three million people.

The Capitol is the centre of the city. It is situated on Capitol Hill, which is the highest place in the city. The Capitol is the seat of Congress. Congress consists of two chambers; the Senate and the House of Representatives.

The White House is the place where the President of the USA lives and works. It is the official residence of the USA presidents. This house was first occupied in 1800. George Washington died in 1799 and he didn't live in that house. John Adams was the first President who lived in that house. The White House has 132 rooms.

There is the Pentagon in Washington. It is a building and it was built between 1941 -1943. Now it is the US military centre. A lot of people work there. There are many beautiful parks and gardens in Washington. It is difficult to find a park or a square without

a monument or a memorial. The Lincoln Memorial and Washington Monument are the most famous and nice ones.

There are many libraries, museums, art galleries in the city, for example, the National Gallery of Art. It was opened in 1941. It has a lot of art collections by the great masters from the 14-th to the 19-th centuries. It is one of the finest picture galleries in America. The NASA Museum is devoted to the US achievements in the exploration of space.

Washington is a city almost without industry.

ACCRETROPIN (SOMATROPIN RDNA ORIGINAL)

Company: Cangene Corp

Approval Status: Approved January 2008

Treatment for: growth failure in pediatrics

Areas: Diabetes / Endocrinology; Pediatrics

General Information

Accretropin is a sustained release formulation of recombinant human growth hormone product. This protein is produced by recombinant DNA technology during fermentation in *E. coli*, yielding a protein containing 192 amino acids. The N-terminal amino acid, methionine, is later removed to yield a protein that is chemically and physicochemically identical to pituitary derived human growth hormone, consisting of 191 amino acids in a single polypeptide chain.

Accretropin is specifically indicated for the treatment of pediatric patients who have growth failure due to an inadequate secretion of normal endogenous growth hormone and for the treatment of short stature associated with Turner Syndrome in pediatric patients whose epiphyses are not closed.

Accretropin is supplied as a solution designed for subcutaneous administration. The recommended initial dose of the drug is as follows.

Growth Hormone Deficiency

The recommended weekly dose is 0.18 mg/kg body weight to 0.3 mg/kg (0.90 IU/kg) body weight. The dose should be divided into equal daily doses given 6 or 7 times per week subcutaneously.

Turner Syndrome

The recommended weekly dose is 0.36 mg/kg of body weight. The dose should be divided into equal daily doses given 6 or 7 times per week subcutaneously.

Failure of Accretropin to increase growth rate, particularly during the first year of therapy, should prompt assessment of compliance and evaluation of other causes of growth failure such as hypothyroidism, under-nutrition and advanced bone age.

Growth Hormone Deficiency

This single-arm, open-label, multicenter trial enrolled 44 pediatric subjects who were treated for up to 3 years with an Accretropin dose of 0.03 to 0.05 mg/kg/day (0.18 to 0.30 mg/kg/week) subcutaneously. Height SD score calculated relative to population of

normally growing children increased on Accretropin treatment from -3.04 at baseline to -2.46 at one year, -2.12 at two years, and -1.78 at three years.

Turner Syndrome

This single-arm, open-label, single-center trial enrolled 37 subjects who received an Accretropin dose of 0.06 mg/kg/day subcutaneously (0.36 mg/kg/week). Height SD score calculated relative to population of Turner Syndrome patients increased on Accretropin treatment from -3.17 at baseline to -2.67 at one year, -2.43 at two years, and -2.28 at three years.

Side Effects

Adverse events associated with the use of Accretropin for growth hormone deficiency may include, but are not limited to, the following:

- injection site reactions
- nausea
- headache
- fatigue
- scoliosis

Adverse events associated with the use of Accretropin for Turner Syndrome may include, but are not limited to, the following:

- injection site reactions, including erythema, edema, pain, pruritis

Mechanism of Action

Accretropin is a sustained release formulation of recombinant human growth hormone product. This protein is produced by recombinant DNA technology during fermentation in *E. coli*, yielding a protein containing 192 amino acids. The N-terminal amino acid, methionine, is later removed to yield a protein that is chemically and physically identical to pituitary derived human growth hormone, consisting of 191 amino acids in a single polypeptide chain.

NOTES

1. growth failure – ўсишнинг секинлашуви – задержка роста
2. pituitary – шиллик – слизистый
3. subcutaneous administration – тери остига юбориш – подкожное применение
4. assessment of compliance – розилик олиш – получить согласие
5. under nutrition – озуқа етишмовчилиги – нехватка питания
6. single arm – бир марталик – одноразовый
7. open-label – очик кўрсатмали - безуказательный
8. multicenter – кўп мақсадли - многоцелевой

LESSON 29

Mid-term

LESSON 30

S: Higher Educational Establishments of GB.

R: Vitamins (TB, p.287).

L: Job Satisfaction.

Benzamycin (DA, p.26)

Higher educational establishments of Great Britain

The structure of higher education in Great Britain is very complex. Five types of institutions – 45 universities, teachers` training colleges, ten colleges of advanced technology, technical colleges and art colleges – are the main sources of full-time higher education. There is also a small number of specialized colleges such as the College of Aeronautics and the National College of Agricultural Engineering.

A university consists of a number of faculties: theology, medicine, arts, philosophy, law, music, natural sciences, economics, engineering, agriculture, commerce and others. The universities grant their own degrees. The normal duration of a first degree course is three years, at the end a bachelor degree is awarded on the results of examinations. B.A. or B.Sc. stands for Bachelor of Arts or of Science. A master degree is usually awarded after a further year or two years study. M.A. or M.Sc. denotes Master of Arts or Master of Science. The highest degree is the doctor of Philosophy awarded for research and the submission of theses. A person studying for a degree at a British University is called an undergraduate; one who has taken a degree is called a graduate.

The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Each consists of largely self-governing, residential colleges. The teaching is based on the tutorial system as well as lectures. Each student has a tutor, who requires him to write essays and papers on the subjects he is studying and give them to him regularly about once a fortnight for correction and discussion. Oxford and Cambridge have a special role in England as seminaries of the ruling class. Selection of students is mainly in the hands of independent colleges having special ties with the public schools. The child of wealthy parents goes from private preparatory school to public school, from which a road leads to the universities, particularly Oxford and Cambridge. The whole system operates with very little public control, though some children from state schools are admitted. But the cost of education is so high that not many can afford entering these universities.

Newton, Byron, Darwin, Rutherford and many other scientists and writers were educated at Cambridge.

With the advance of industrialization of the 19th century and the growth of manufacture, technicians and scientists were needed. The older universities did not

produce them. Therefore, science classes were set up in industrial centres and they developed into either technical colleges or the “Modern Universities” (London, Manchester, Birmingham, Leeds, Sheffield, etc.). They were based more on the mass lecture system than were Oxford and Cambridge. These modern universities were built generally in the middle of the large industrial towns, either in light stone which quickly turned grey or in red brick. Thus the term “redbrick universities” arose.

Every university autonomous and responsible only to its governing body. The regulations differ from university to university. While there are similarities between the “redbrick universities”, they all differ greatly from Oxford and Cambridge.

VITAMINS

In addition to carbohydrates, fats, proteins, mineral salts, and water, it is essential that the food of man and animals contain small amounts of organic substances called vitamins. If anyone of some fifteen or more of these compounds is lacking in the diet, there occurs eventually a breakdown of the normal metabolic processes that results in symptoms of malnutrition that are classed as the deficiency diseases. The vitamins are unlike each other in chemical composition and their function in nature. They are alike only in that they cannot be synthesized in the tissues of animals. The functions they perform fall into two categories, the maintenance of normal structural and of normal metabolic functions. For example, vitamin A is essential for the maintenance of normal epithelial tissue; vitamin D functions in the absorption of normal bone salts for the formation and growth of a bony structure. Certain vitamins of the water soluble group, among them thiamine, etc., are known to be essential constituents of the respiratory enzymes that are required in the utilization of energy from oxidative catabolism of sugars. Vitamin A is an unsaturated cyclic alcohol. It is synthesized by at least three separate processes. It has been concentrated and isolated from the non-saponifiable fraction of animal fats and fish liver oils. The vitamin is present in fish oils, both in the free alcohol and in the ester form. The source of all vitamin A is in the carotenoid pigments, the yellowcoloured compounds occurring in all chlorophyll-containing plants. In pure form it is a pale yellow oil, soluble in fat solvents, having an ultra-violet absorption spectrum. The ester forms of the vitamin have been found to possess greater stability than the free alcohol.

BENZAMYCIN

(Erythromycin 3%-benzoyl peroxide 5% topical gel)

Company: Dermik Laboratories

Approval Status: Approved November 2000

Treatment for: Acne vulgaris

Benzamycin is a combination of two active ingredients, benzoic peroxide and

erythromycin, which has proven effective in stopping acne-causing bacteria and reducing acne infection. Erythromycin is an antibiotic produced from a strain of *Saccharopolyspora erythraea*, whereas benzoic peroxide is an antibacterial and keratolytic agent (causes the break down of keratin).

The term "acne vulgaris" refers to the more common form of acne, consisting of non-inflammatory and mildly inflammatory lesions. The more severe form of acne is characterized by the presence of nodules. Nearly 17 million people in the United States have acne, making it the most common skin disease. Although acne is not a serious health threat, severe acne can lead to disfiguring, permanent scarring, which can be upsetting for people who suffer from the disorder.

Side Effects

Adverse reactions reported occasionally or associated with the use of Benzamycin Topical Gel include the following:

- Dryness
- Urticarial reaction (hives, itching)
- Peeling
- Burning sensation
- Inflammation of the face, eyes, and nose
- Skin discoloration
- Oiliness
- Tenderness of the skin

Mechanism of Action

Erythromycin inhibits protein synthesis in susceptible organisms by reversibly binding to 50 S ribosomal subunits, thereby inhibiting translocation of aminoacyl transfer-RNA and inhibiting polypeptide synthesis. Antagonism has been demonstrated in vitro between erythromycin, lincomycin, chloramphenicol, and clindamycin.

The exact mechanism by which erythromycin reduces lesions of acne vulgaris is not fully known; however, the effect appears to be due in part to the antibacterial activity of the drug.

Benzoyl peroxide has a keratolytic and desquamative effect which may also contribute to its efficacy. Benzoyl peroxide has been shown to be absorbed by the skin where it is converted to benzoic acid.

NOTES

1. acne infection – хуснбузар инфекцияси – инфекция угрей
2. non-inflammatory – яллиғланишсиз – без воспаления
3. nodules – тугунлар - узелки
4. disfiguring – ўсишдаги сезиларли етишмовчилик -
5. permanent scarring – яранинг узок вақт битиши – долговременное рубцевание
6. peeling – терининг пўст ташлаши – отшелушивание кожи
7. oiliness – ёғлилиқ - жирность
8. tenderness of the skin – терининг юққалашуви – истончение кожи

LESSON 31

S: Higher Educational System of Uzbekistan.

R: Vitamin B1 (TB, p.291).

L: Earning academic degrees.

Dostinex Tablets (DA, p.29)

Educational system in Uzbekistan

After the independence of the republic of Uzbekistan, the Cabinet of Ministers decreed the creation of a special government committee with the purpose of reforming the educational system, to introduce radical changes in the process of specialists` preparation. The corresponding Ministries and the Departments, scientists and specialists have carried out significant work. As a result, the National programme for the preparation of specialists and a new law on education were formed.

The **continuous education** system forms the general link of the public education. In providing the continuous education with the state educational standards and appropriate curriculum, an attention must be paid to correspondence with the world standards and be created on the basis of high spirituality.

That is why it makes sense to create comprehensive programmes such as pre-school, primary, general and extracurricular education.

1. **Pre-school education** includes children from 3 to 6-7 years of age. It is held in the family, kindergarten and other educational institutes.
2. **Primary education** includes from 1 to 4 grades and begins from 6-7 years of age.
3. **General secondary education.** Pupils are educated from forms 5 up to 9.

An attention must be paid to the fact that the comprehensive school is compulsory for everybody. We must teach the basis of general knowledge and create formation and broadening of children`s world outlook.

4. **Trade and vocational education.** Academic lyceums, colleges and vocational secondary schools (education lasts for 3 years).

5. **Higher education.** As a rule, it begins from 18-19 and lasts at least 4 years. Higher education is divided into 2 stages: Baccalaureate and Magistracy.

Baccalaureate – the first higher education stage. Education for Bachelor`s degree lasts at least 4 years and finishes with getting the diploma and acquiring profession.

Magistracy – the higher education in certain profession, which lasts 2 years on the basis of baccalaureate. The qualifying certification, defending a thesis is the final stage of education.

As the same time, we must introduce one more stage, completing the official indissoluble educational system. This stage is divided into postgraduate studies and Doctorate.

Postgraduate study. The education lasts 3 years on the basis of magistracy. The goal of postgraduate studies is the formation of highly qualified scientific-pedagogical

personnel. Postgraduate study is finished after academic and qualifying examinations, and defending a thesis. According to the results, the scientific degree “Doctor” is awarded.

Doctorate – lasts 3 years on the basis of a scientific degree and is completed with defending thesis. In other words, in this sphere the former order is preserved.

Besides that, we should pay attention to an additional education in the new system – the issues of retraining and upgrading qualification.

VITAMIN B1, (THIAMINUM BROMATUM)

It is a white crystalline powder with a slightly yellow colour and specific odour. Vitamin B1, is readily soluble in water, methyl alcohol and insoluble in ether. Melting point of thiaminum bromatum is 210-215°. It is easily destroyed in neutral and alkaline solutions and stable in acid. Thiaminum bromatum is a synthetic preparation which fully corresponds to natural vitamin B1. In nature it is contained in yeast, in brown bread and other products. Man and most animals are incapable to manufacture B1 and one receives it with food. It is stored to a considerable extent especially by the liver and kidneys. In spite of the fact that vitamin B1 is present in many food products, the requirements of the organism in it are not always satisfied. Vitamin B1 is essential for human nutrition. It is connected with carbohydrate metabolism. The deficiency of vitamin B1, may lead to the accumulation of lactose in the tissues and this may cause polyneuritis and decomposition of cardio-vascular action. The lack of vitamin B1 in food leads to a serious disease — beri - beri. Minimum daily requirement of this vitamin for children till 7 years is 1 mg, for adults— 2 mg and for pregnant women — 2,5 - 3 mg.

DOSTINEX TABLETS (cabergoline tablets)

Company: Pharmacia & Upjohn

Approval Status: Approved January 1997

Treatment for: hyperprolactinemic disorders

Areas: Diabetes / Endocrinology

General Information

Dostinex has been approved for the treatment of hyperprolactinemic disorders, either idiopathic or due to pituitary adenomas (tumors).

Clinical Results

In a clinical trial involving approximately 450 subjects, Dostinex was compared with bromocriptine in treating hyperprolactinemia. In the eight-week, double blind trial, prolactin levels returned to normal in 77% of subjects treated with Dostinex (0.5mg twice weekly) compared to 59% of those treated with bromocriptine (2.5 mg twice-daily). Restoration of menses occurred in 77% of women treated with Dostinex, compared to 70% of those treated with bromocriptine.

Among subjects with galactorrhea (excessive breast milk discharge), the symptom disappeared in 73% of those treated with Dostinex, compared to 56% of 231 subjects taking bromocriptine.

Side Effects

Clinical studies also showed the safety profile of Dostinex compares favorably to bromocriptine. Two percent of 221 subjects taking Dostinex discontinued treatment due to side effects during the eight-week study, versus six percent of 231 subjects taking bromocriptine.

Nausea is the most common side effect of both drugs. During the eight-week, double-blinded portion of the trial, 29% of subjects experienced nausea with Dostinex compared with 43% of those taking bromocriptine.

Dostinex is contraindicated in subjects with uncontrolled hypertension or known hypersensitivity to ergot derivatives.

Additional Information

Hyperprolactinemia is usually caused by a benign tumor on the pituitary gland that results in excess production of prolactin, the hormone that controls lactation. Doctors treat from 70,000 to 100,000 patients with the condition each year, the vast majority of whom are women. It most commonly affects women between the ages of 20 to 50 and can cause cessation of menstruation, excessive milk discharge and infertility. In men, the condition can cause decreased libido and impotence.

NOTES

1. tumors – ўсимталар - опухоли
2. ergot derivatives – шохкуя ҳосилалари – производные спорыньи
3. cessation – тўхташ - прекращение
4. infertility – пуштсизлик - бесплодие

LESSON 32

S: Public Health Service in Uzbekistan.

R: Classification of Plants (TB, p.298).

L: The Art of Public Speech.

W: Rubric writing.

Public Health Service in Uzbekistan

The protection of the population's health is a primary duty of the State now. From the very first days the State assumed full responsibility for the protection of the people's health. In the first legislative acts, the Government mapped out health and sanitary measures, aimed first of all at preventing the development of diseases. Measures were outlined for improving the sanitary and hygienic conditions of population, for protecting the soil, water and air against pollution, with highly qualified medical care free of charge. The Government of Uzbekistan steps were taken to establish a State system for the

protection of mother and child. Obstetrical and gynecological establishments and curative and prophylactic establishments for children were brought into existence.

The expanding network of establishments for maternal and child health and welfare required more medical staff: nurses, children's nurses for crèches, midwives, obstetrician-gynecologists and pediatricians, who besides providing treatment had to conduct extensive prophylactic and health- educational work among women.

Sanitary education greatly helps the aim of prophylactics. Special Institutions, Homes of Sanitary Education, controlled by the Public Health Service elaborate problems of organization of sanitary education.

Every citizen has the right to a sick-leave pay at the Trade Union expense from the day he falls ill to the moment of his recovery.

The Health Service in Uzbekistan has many First Aid Stations with thousands of well-equipped modern ambulances and highly qualified ambulance doctors.

The main principles of Public Health of Uzbekistan are the prevention of diseases, and the extension of the life-span of people.

The people of Uzbekistan may restore their health in different sanatoriums and rest-houses.

CLASSIFICATION OF PLANTS

There are four important different groups of plants. Thallus plants, or Thallophytes, are the lowest and simplest of all plants. The group includes the one-celled bacteria, the algae, and the fungi, like the molds that are often seen growing on bread and cheese. Bacteria can only be seen with the microscope, but some of the seaweeds are hundreds of feet long. Another group of relatively simple plants includes the mosses, lichens and liverworts that are found in forests. Moss Plants, or Bryophytes, have no true roots or stems. Instead of leaves they have green, leaflike scales. -263- Most plants belonging to this division are quite small. A third group of plants includes the fern, quillworts, and club mosses. They are Femlike Plants or Pteridophytes. These plants have neither flowers nor seeds, but they are divided into distinct parts, including roots, stems and leaves. Most of the plants we know belong to the group of plants called Seed Plants or Spermatophytes. They have the most complex structures of all plants. These are the only plants that have flowers and reproduce by fertilization with pollen. Such plants include our common grasses, vegetables, most trees, shrubs, flowers and many others.

LESSON 33

S: The Pharmaceutical Industry of Uzbekistan.

R: Duexis (DA, p.30).

W: Essay.

L: Interview with a Freelance.

W: Letter of Certificate.

PHARMACEUTICAL INDUSTRY IN UZBEKISTAN

Pharmaceutical industry is a development priority of ever-increasing significance in Uzbekistan.

Uzbekistan has certain comparative advantages, which may be envisaged in the medium-term and long-term development strategy of the pharmaceutical industry. The competitive advantages of the domestic pharmaceutical industry, which concurrently requires development assistance, are as follows:

- Availability of research base and domestic experience of manufacturing substances and medications;
- Existence of research institutions involved in development of medical drugs, chemistry, genetics, etc., the efforts, which require major coordination, development base of clinical testing and reinforcement of international cooperation;
- Availability of research staff, capable of research work for development of new medical drugs as well as human resources training system, which could also be involved in research efforts;
- Relatively low cost of development of new medications because of low costs, compared to developed countries, main factors of their production.

Development of pharmaceutical industry enables Uzbekistan to address a number of vital social objectives related to public health.

The pharmaceutical sector of Uzbekistan has set the goal for nearest future – provision of modern highly-effective medical drugs to the households and health institutions, which must be implemented based on sectoral development strategy.

1. Technological modernization of the pharmaceutical sector of Uzbekistan by setting up production of innovative medical drugs;
2. Protection of the domestic market from unfair competition and providing equal market access for domestic and foreign manufacturers;
3. Improvement of quality control of medical drugs including actions to remove redundant administrative barriers in the registration of domestically manufactured drugs;
4. Training the highly-skilled workers for development and production of pharmaceutical products according to the international standards.

The pharmaceutical market of Uzbekistan recently has demonstrated impressive trends: average annual growth rate was approximately 25% in the last two years.

The mechanism of cooperation of specialized institutions of the Academy of Sciences and the Ministry of Health with the pharmaceutical companies is being developed. To this end, Uzfarmsanoat SJSC is co-financing innovative projects to set up new technologies for production of medical drugs. Serial production of 35 medical drugs has been organized based on mutual cooperation at the experimental bases of academic and sectoral institutions in the last 3 years.

To this end, the concern is actively making business and research contracts to develop and

start manufacturing new competitive medical drugs. Close collaboration is underway with the Academy of Sciences, Uzkimyosanoat SJSC, Ministry of Health, specialized departments of the Ministry of Higher and Secondary Special Education to start the production of medical drugs and introduction of new original drugs. It is planned to organize production of 44 medical substances at the experimental bases of research institutions for production of finished medical drugs including 26 original drugs.

The list of main medical drugs includes 347 drugs including 136 (or 39.1%) produced by domestic companies. Domestic manufacturers have got registered 130 medical drugs in 11 non-CIS and CIS countries (Afghanistan, Azerbaijan, Armenia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Russia, Tajikistan, Turkmenistan, and the Ukraine). Upon expansion of manufacturing base of research institutions and starting production of substances with consideration for mineral resources and industrial potential, production of a wide range of substances and components for medical drugs of animal and plant origin as well as based on inorganic, mineral, synthetic materials, production of radiopharmaceutical preparations and blood products can be arranged in Uzbekistan.

DUEXIS **(Ibuprofen and famotidine)**

Company: Horizon Pharma

Approval Status: Approved April 2011

Treatment for: relief of rheumatoid arthritis and osteoarthritis and prevention of gastric ulcers

Areas: Gastrointestinal; Musculoskeletal; Rheumatology

General Information

Duexis is a proprietary formulation of the non-steroidal anti-inflammatory drug (NSAID) ibuprofen, combined with the potent H₂ receptor antagonist famotidine, in a single pill. It was formulated to provide pain relief while reducing stomach acidity during the peak time of risk for ulceration.

Duexis is specifically indicated for the relief of signs and symptoms of rheumatoid arthritis and osteoarthritis and to decrease the risk of developing upper gastrointestinal ulcers in patients who are taking ibuprofen for those indications.

Duexis is supplied as a tablet for oral administration. The recommended dose is 800 mg/26.6 mg ((ibuprofen/famotidine) as a single tablet administered orally three times per day. The tablets should be swallowed whole, and should not be cut to supply a lower dose.

Clinical Results

FDA Approval

The FDA approval of Duexis was based on two multicenter, double-blind, active-controlled, randomized 24-week studies (Studies 301 and 303). A total of 1533 subjects were enrolled; all subjects were expected to require daily administration of an NSAID for at least the coming six months for conditions such as the following: osteoarthritis, rheumatoid arthritis, chronic low back pain, chronic regional pain syndrome, and chronic

soft tissue pain. The subjects received either Duexis or ibuprofen (800 mg) three times a day for 24 consecutive weeks. In both trials, Duexis was associated with a statistically significant reduction in the risk of developing upper gastrointestinal ulcers compared to taking ibuprofen only during the six month study period. Two analyses for each endpoint were conducted. In analysis one, patients who terminated early, without an endoscopic evaluation within 14 days of their last dose of study drug, were classified as not having an ulcer. In analysis two, those patients were classified as having an ulcer. Efficacy was based on the overall incidence rates of subjects who developed at least one upper gastrointestinal ulcer (primary endpoint) or gastric ulcer (secondary endpoint). The results are as follows:

Study 301

Primary endpoint: Analysis 1: Duexis- 10.5% vs. Ibuprofen - 20.0% (p0.002); Analysis 2: Duexis- 22.9% vs. Ibuprofen 32.1% (p0.020). Secondary endpoint: Analysis 1: Duexis- 9.7% vs. Ibuprofen - 17.9% (0.005); Analysis 2: Duexis- 22.4% vs. Ibuprofen 30.0% (p0.052).

Study 303

Primary endpoint: Analysis 1: Duexis- 8.7% vs. Ibuprofen - 17.6% (p0.0004); Analysis 2: Duexis- 17.4% vs. Ibuprofen- 31.0% (p<0.0001). Secondary endpoint: Analysis 1: Duexis- 10.1% vs. Ibuprofen - 21.3% (p<0.0001); Analysis 2: Duexis- 18.6% vs. Ibuprofen 34.3% (<0.0001).

Side Effects

Adverse events associated with the use of Duexis may include, but are not limited to, the following:

- nausea
- diarrhea
- constipation
- upper abdominal pain
- headache

Mechanism of Action

Duexis is a proprietary formulation of the non-steroidal anti-inflammatory drug (NSAID) ibuprofen, combined with the potent H₂ receptor antagonist famotidine, in a single pill. It was formulated to provide pain relief while reducing stomach acidity during the peak time of risk for ulceration. Ibuprofen possesses analgesic and antipyretic activities. Its mode of action, like that of other NSAIDs, is not completely understood, but may be related to prostaglandin synthetase inhibition. Famotidine is a competitive inhibitor of histamine H₂-receptors. The primary clinically important pharmacologic activity of famotidine is inhibition of gastric secretion.

NOTES

1. pain relief – оғриқ белгиси - характер боли
2. stomach acidity – ошқозон шираси – желудочная кислотность
3. be swallowed whole – бутунлигича ютиш – глотать целиком

4. lower dose – майда доза – мелкая доза
5. soft tissue – юшоқ тўқима – мягкая ткань
6. endoscopic evaluation – ошқозон йўллари текшируви – осмотр желудочно-кишечного тракта
7. endpoint – чегара – граница
8. constipation – қабзият – запор
9. gastric secretion – ошқозонда шира ажралиши – желудочная секреция

LESSON 34

Review.

S: The Pharmaceutical Industry of the UK.

R: Aspirin (ТВ, р.302).

W: Summary.

PHARMACEUTICAL INDUSTRY IN THE UNITED KINGDOM

The pharmaceutical industry in the United Kingdom directly employs around 72,000 people. The Medicines and Healthcare products Regulatory Agency (MHRA) is the UK government agency which is responsible for ensuring that medicines and medical devices work and are acceptably safe. The British pharmaceutical sector enters the top 3 leading industrial sectors in the frame of the whole economy, which export stably exceeds import over the past 25 years. As to the number of employed (more than 73 thou men), the sector takes the 6 place among the leading British industrial fields.

The pharmaceutical field of Great Britain is dynamic and fast growing. Great Britain takes the 2 place following after the USA by the total volume of the occupied share in market, exceeding all European states. Interests of the British pharmaceutical branch are presented by the Association of the British Pharmaceutical Industry. The Association represents the interests of the most of producers and suppliers of medicines at the National Health Care Service.

One of the highly important questions for the government of the state is to preserve a status of Great Britain to be advantageous for investments into the pharmaceutical sector. Due to thus condition the state creates all necessary terms for development of R&D in the pharmaceutical sector. The pharmaceutical companies of Great Britain share a quarter of all expenses of the state in the R&D area. At least 20% of known medicines in the world were produced in Great Britain. 12 in 25 widely used medicines in the world, as prescription drugs in Great Britain, are produced within the state. A registration of medicines in Great Britain is put into effect by a specialized agency the Medicines and Healthcare products Regulatory Agency (MHRA) in accordance with the EU directives.

LESSON 35

Revision

LESSON 36

Final lesson. Review

II. SELF-STUDY THEMES

№	Themes:	Hours	Competencies
1	<i>Information and security</i>	2	Speaking and writing
2	<i>Studying with multiple sources</i>	2	Reading and writing
3	<i>On-line etiquette</i>	2	Listening and writing
4	<i>Learning strategies</i>	3	Speaking and writing
5	<i>Service management</i>	2	Speaking and writing
6	<i>Finance management</i>	2	Reading and writing
7	<i>Career responsibility</i>	2	Listening and writing
8	<i>Professional development</i>	3	Speaking and writing

I. GLOSSARY

Term	Definition
Ability	possession of the means or skill to do something
Acid	a substance with particular chemical properties including turning litmus red, neutralizing alkalis, and dissolving some metals; typically, a corrosive or sour-tasting liquid of this kind. Often contrasted with alkali and base
Abundant	existing or available in large quantities; plentiful
Ascertain	find (something) out for certain; make sure of
Branch	a conceptual subdivision of a family, subject, groups of languages, etc. a branch of mathematics called graph theory.
Rack	a framework, typically with rails, bars, hooks, or pegs, for holding or storing things
Funnel	a tube or pipe that is wide at the top and narrow at the bottom, used for guiding liquid or powder into a small opening
Beaker	a tall drinking container, typically made of plastic, with straight sides and no handle; a lipped cylindrical glass container for laboratory use
Flask	a container for liquids, in particular; a narrow-necked glass container, typically conical or spherical, used in a laboratory to hold reagents or samples
Burner	an apparatus in which a substance is heated
Calculation	a mathematical determination of the amount or number of something
Combustion	the process of burning something
Constituent	being a part of a whole
Crucible	a ceramic or metal container in which metals or other substances may be melted or subjected to very high temperatures
Decompose	make or become rotten; decay
Density	the degree of compactness of a substance
Dilute	make (a liquid) thinner or weaker by adding water or another solvent to it
Diffuse	spread over a wide area or between a large number of people
Indecomposable	Unable to be expressed as a product of factors or otherwise decomposed into simpler elements
Indicate	point out; show
Investigation	the action of investigating something or someone; formal or systematic examination or research
Invisible	unable to be seen

Scales	a graduated range of values forming a standard system for measuring or grading something
Soluble	(of a substance) able to be dissolved, especially in water
Starch	an odorless, tasteless white substance occurring widely in plant tissue and obtained chiefly from cereals and potatoes. It is a polysaccharide which functions as a carbohydrate store and is an important constituent of the human diet
Strength	the quality or state of being physically strong
Steel	a hard, strong grey or bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material
Test-tube stand	A test tube is a small tube-shaped container made from glass. Test tubes are used in laboratories.
Ventilating hood	cause air to enter and circulate freely in (a room, building, etc.)
Predict	say or estimate that (a specified thing) will happen in the future or will be a consequence of something
Petroleum	a liquid mixture of hydrocarbons which is present in suitable rock strata and can be extracted and refined to produce fuels including petrol, paraffin, and diesel oil; oil
Property (properties)	a thing or things belonging to someone; possessions collectively
Protection	the action of protecting, or the state of being protected
Mixture	a substance made by mixing other substances together
Rod	a thin straight bar, especially of wood or metal
Flame	a hot glowing body of ignited gas that is generated by something on fire
Fundamentals	most important elements, ideas, or principles, in contrast to more complicated or detailed ones.
Fume	an amount of gas or vapor that smells strongly or is dangerous to inhale
Litmus paper	stained with litmus which is used to indicate the acidity or alkalinity of a substance
Pressure	continuous physical force exerted on or against an object by something in contact with it
Repetition	the action of repeating something that has already been said or written
Research	the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions
Tremendous	very great in amount, scale, or intensity

Potassium	the chemical element of atomic number 19, a soft silvery-white reactive metal of the alkali-metal group.
Wax	a sticky yellowish moldable substance secreted by honeybees as the material of a honeycomb; beeswax.
Volume	the amount of space that a substance or object occupies, or that is enclosed within a container
Rock	the solid mineral material forming part of the surface of the earth and other similar planets, exposed on the surface or underlying the soil
Transparent	allowing light to pass through so that objects behind can be distinctly seen
Support	bear all or part of the weight of; hold up
3D virtual world	An online 3D environment in which users control a character or avatar to interact with each other and with the surrounding environment.
Academic practice	A term used to describe the collective responsibilities of academic staff in higher education, namely those for teaching, learning and communicating the subject, discipline-specific research/scholarship, academic management activities and, for some, service requirements.
Access course	A qualification for non-traditional, usually mature, students, as a route into higher education.
Accreditation	Certified as meeting required standards (e.g. an accredited programme is one that has been approved by an external body as meeting certain standards or criteria). Achieving approach to learning See strategic approach.
Achievement motivation	A desire to succeed at a task (e.g. obtaining high grades, even when the task does not inspire interest)(see also extrinsic motivation, intrinsic motivation).
Extrinsic motivation	Typifies students who are concerned with the grades they achieve, external rewards, and whether they will gain approval from others (see also achievement motivation, intrinsic motivation).
Intrinsic motivation	Typifies students who enjoy a challenge, want to master a subject, are curious and want to learn (see also achievement motivation, extrinsic motivation).
Achieving approach to learning.	See strategic approach.
Strategic approach to learning	Typifies students who adapt their learning style to meet the needs of the set task. Intention is external to the real purpose of the task, as it focuses on achieving high marks for their own sake, not because they indicate high levels of learning. Also known as

	the achieving approach.
Action learning	An approach to learning involving individuals working on real projects with the support of a group (set) which meets regularly to help members reflect on their experience and to plan next actions.
Active learning	A process of engaging with the learning task at both the cognitive and affective level.
National training program	<p>- to make a radical reform of the system of training, the democratic state of the Republic and the steady progress towards the construction of a just civil society; the implementation of fundamental changes in the economy of the country, the national economy, particularly in the direction of raw materials through the path of production of competitive products, the establishment of the rule of the benefit of the state social policy and education, the rich ethnic, cultural and historical tradition and heritage of the attention of the authority and position of respect in the world to go from strength to strength.</p>
National training model Person The state and society Continous education Science Production	<p>- its main components are as follows;</p> <ul style="list-style-type: none"> - The training system subjects and objects in the field of consumers and implementation of their services. - education and training system regulating the activities to monitor and guarantee the preparation and adoption - training base of qualified competitive staff, include all types of education, state educational standards, as well as the structure of the system retraining. - training and development of highly qualified specialists using modern educational and information technologies. - The need for personnel as well as quality of training and basic requirements of the customer in terms of financial, logistical training system participants.
Educational Technology	- this trainer, education of students affect their particular circumstances, and it will act as a pre-defined intensive process of formation.
Technology	- is the Greek word "technical," that is the "master" and "Logos" - "science". Changes as sources. Research, technology, skills and techniques used in the process, a set of methods.

Learning technology	-general information about the development of the information object after receiving information brought
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Basic concepts:	into the process and interconnection of between informational laws. innovation in the private diagnostics, innovation educational activities, axiology, acmiology, creativity, reflection.
Innovation	- Updating. Change in process of activity. Updating on the basis of scientific and technical achievements and advanced experience in the field of engineering, technology, management, news, as well as their different reflection.
Concept	-the purpose of drawing up the plan with the current legislation in this area is the concept stage
Invent	- the creation of innovation
Invention	- new ideas and technical solutions, creative product that allows to solve the specific problem.
Overview	- <i>noun</i> : [countable usually singular] a short description of a subject or situation that gives the main ideas without all the details
Sickness	- <i>noun</i> : [uncountable] the state of being sick, absence from work due to sickness
Consciousness	- <i>noun</i> : [uncountable] MEDICINE the condition of being awake and able to understand what is happening around
psychoactive drugs	- <i>adjective</i> : technical psychoactive drugs, chemicals etc. have an effect on the mind
Spinal cord	- <i>noun</i> : [countable] the thick string of nerves enclosed in your SPINE by which messages are sent to and from your brain
Stimulants	- <i>noun</i> : [countable] a drug or substance that makes you feel more active and full of energy
Hallucination	- <i>noun</i> : [countable, uncountable] something you see, feel, or hear that is not really there, or the experience of this, usually caused by a drug or mental illness
Forth	- <i>adverb</i> : literary beginning on that day or at that time
Boredom	- <i>noun</i> : [uncountable] the feeling you have when you are bored
Tension	- [uncountable] nervous feeling: a nervous, worried, or excited feeling that makes it impossible for you to relax
Awareness	- <i>noun</i> : [uncountable] knowledge or understanding of a particular subject or situation.
Food and drug administration (FDA) decipher	- <i>verb</i> : [transitive] to find the meaning of something that is difficult to read or understand.
Proprietary	- <i>adjective</i> : [no comparative, usually before noun::] a proprietary product is one that is only sold under a particular name by a particular company
A generic	(nonproprietary) name, and a trade (proprietary or brand) name.

Cramp	- <i>noun</i> : [countable] a severe pain that you get in part of your body when a muscle becomes too tight, making it difficult for you to move that part of your body
Cramps	[plural] severe pains in the stomach, especially the ones that women get during MENSTRUATION
Nonprescription	- <i>adjective</i> : a nonprescription drug is one that you can buy in a store without a PRESCRIPTION (= written order) from a doctor SYN: over-the-counter.
Peer	-to look very carefully or hard, especially because you cannot see something well
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something
Ritual	- <i>noun</i> : [countable, uncountable] something that you do regularly and in the same way each time.
Fascinating	- <i>adjective</i> : extremely interesting
Involve	- <i>verb</i> : [transitive] to include something as a necessary part or result.
Euphoria	- <i>noun</i> : [uncountable] a feeling of extreme happiness and excitement.
Bloodstream	- <i>noun</i> : [singular] BIOLOGY blood as it flows around your body.
Mystery	- <i>noun</i> : plural mysteries [countable] something that is not understood or cannot be explained, or about which little is known.
Surrounding	- <i>adjective</i> : [only before noun::] near or around a particular place :
Eliminated	- <i>verb</i> : [transitive] 1 to completely get rid of something that is unnecessary or unwanted
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something
Response	- [countable] a single reaction to a STIMULUS (= something that causes a reaction in living things) , for example the way your body reacts to a particular infection
Be rid of somebody/ something	to be no longer affected by someone or something unpleasant, annoying, or unwanted
Adverse	- <i>adjective</i> : [only before noun] not good or favorable
Reaction	-[singular] a bad effect, such as illness, caused by food that you have eaten or a drug that you have taken.

Unwanted	– <i>adjective</i> : not wanted or needed
Cruise	- <i>verb</i> : informal to do something well or successfully, without too much effort.
Maintain	- <i>verb</i> : [transitive] to take care of something so that it stays in good condition.
Target	- <i>verb</i> : [transitive] to make something have an effect on a limited group or area.
Stuffy -	<i>adjective</i> : a stuffy room or building does not have enough fresh air in it
Over-the-counter	- <i>adjective</i> : [only before noun::] over-the-counter drugs can be obtained without a PRESCRIPTION (= a written order from a doctor)
annoying -	<i>adjective</i> : making you feel slightly angry :
Safety	-[uncountable] the state of not being dangerous or likely to cause harm or injury
Life-threatening	- <i>adjective</i> : a life-threatening situation or injury could cause a person to die
Alternative	- <i>adjective</i> : [only before noun::] an alternative idea, plan etc. is one that can be used instead of another one SYN alternate :
Interfere:	- <i>verb</i> : [intransitive] to prevent something from succeeding or from happening in the way that is normal or planned
Clot	- <i>verb</i> : [intransitive, transitive] if a liquid such as blood or milk clots or something clots it, it becomes thicker and more solid
Schizophrenia around them	- <i>noun</i> : [uncountable] MEDICINE a serious mental illness in which someone's thoughts and feelings are not based on what is really happening
Hesitate	- <i>verb</i> : [intransitive] to pause before saying or doing something because you are nervous or not sure :
Outcome	- <i>noun</i> : [countable] the final result of a meeting, process, series of events etc., especially when no one knows what it will be until it actually happens :
Assemble	means putting a medicinal product in a container which is labeled before the product is sold or supplied. If the medicinal product is already in the container in which it is to be sold or supplied, assemble means labeling the container before the product is sold or supplied. The legal definition of assemble can be found section 132 of the Medicines Act 1968
Approval	is the process through which we recognize qualifications and programmes that meet our education and training standards.

awarding	body is an organisation responsible for the standards of delivery and assessment and award of a qualification approved by us that is included in a national qualifications framework.
body corporate	is a limited company or limited liability partnership that has been incorporated with Companies House.
Colleagues	includes any individuals who pharmacy professionals work with. This includes students, support workers and other professionals.
Competence	is the requirement for a pharmacy professional to properly perform their role. It is a combination of skills, knowledge, character and health.
Continuing professional development	is the process by which pharmacy professionals keep up- to-date through learning.
Conscientious objection	is the refusal to provide pharmacy services due to religious or moral beliefs.
Delegate.	is when a pharmacy professional asks someone else, such as a colleague or student, to carry out a task on their behalf
Dispensing	is the process from receipt of a prescription to the supply of the dispensed medicine to the patient.
Fit to practice	is when someone has the skills, knowledge, character and health to do their job safely and effectively. This should not be confused with being fit to work.
Internet services	includes the supply of medicines, pharmaceutical products, medical devices and the provision of other professional services over the internet, or arrangements for the supply of such products or provision of such services over the internet.
Learning hours	includes all the time needed to achieve a unit of study and
	includes directed study, homework, assessment time and preparation time.
Learning outcomes	include knowledge, skills, attitudes and values demonstrated at a defined level.
Manufacture	includes any process carried out in the course of making a medicinal product. The legal definition of manufacture can be found in section 132 of the Medicines Act 1968
Medical device	means an article which is intended to be used for human beings or animals for the purpose of
	diagnosis, prevention, monitoring, treatment or alleviation of disease,

	diagnosis, monitoring, treatment, alleviation of or compensation for an injury or handicap,
	investigation, replacement or modification of the anatomy or of a physiological process, or control of conception and does not achieve its purpose by pharmacological, immunological or metabolic means. The legal definition of medical device can be found in section 132 of the Medicines Act 1968
Medicinal products and medicines	means any substance or article (which is not a medical device) which is given to human beings or animals for a medicinal purpose. This includes prescription only medicines (POM), pharmacy medicines (P) and general sales list medicines (GSL) and all medicines listed as controlled drugs (CD). Pharmacy medicines and general sales list medicines are sometimes referred to as ‘over the counter’ medicines (OTC). The legal definition of medicinal products can be found in section 132 of the Medicines Act 1968
Medicinal purpose	means
	treating or preventing disease,
	diagnosing disease
	ascertaining the existence, degree or extent of a physiological condition,
Fit to practise	is when someone has the skills, knowledge, character and health to do their job safely and effectively. This should not be confused with being fit to work.
Internetservices	includes the supply of medicines, pharmaceutical products, medical devices and the provision of other
	professional services over the internet, or arrangements for the supply of such products or provision of such services over the internet.
Owner patient	is a person or animal who receives care or treatment from a health professional is an individual pharmacist (sole trader), a pharmacist partnership, a partnership in Scotland where only one partner must be a pharmacist, a body corporate that owns a retail pharmacy business, or a representative of the above in the event of death or bankruptcy. In a hospital the owner may be a Trust

Patients and the public	includes any individuals or groups, patients, customers, clients and their animals who use, or are affected by pharmacy services, advice or other services provided directly or indirectly by pharmacy professionals
Person carrying on a retail pharmacy business	is the pharmacist or pharmacists that owns the business, or in the case of a body corporate, the superintendent pharmacist. In a hospital this may be the Chief Pharmacist.
Pharmacy professional	means a pharmacist or registered pharmacy technician
Pharmacy student	in the standards for initial education and training of pharmacists is an MPharm student studying on a pharmacy course accredited by us. It does not mean a pharmacy technician studying on a course accredited by us who is a pre-registration trainee pharmacy technician.
Pharmacy services	means the activities, advice, products, treatment or care that is provided in a registered pharmacy
Position of authority	is when a pharmacy professional has management responsibilities in connection with carrying on a retail pharmacy business
Pre - registration scheme	is the 52 weeks of professional training completed by prospective pharmacists called pre-registration trainee pharmacists.
trainee pharmacy technician.	become a pharmacy technician.
Training provider	is an organisation responsible for the delivery, assessment and award of qualification for a programme approved by us, or an organisation approved by an awarding body to deliver and assess a qualification included in a national qualifications framework approved by us. This can be a college or private training provider
Superintendent pharmacist	is a pharmacist who is a superintendent of a retail pharmacy business owned by a body corporate. In hospitals this may be the chief pharmacist.
Retail pharmacy business	is a business which consists of or includes the retail sale of medicinal products other than medicinal products on a general sale list, whether medicinal products on such a list are sold in the course of that business or not. Some hospitals and trusts have retail pharmacies with in them. The legal definition of retail pharmacy business can be found in section 132 of the Medicines Act 1968.

Responsible pharmacist	is a pharmacist who is responsible for pharmacy procedures of registered pharmacy for the purposes of the Responsible Pharmacist Regulations 2008. The responsible pharmacist is recorded in the pharmacy record of the registered pharmacy.
Registered pharmacy	is a premises entered in the register
Professional services	means the activities, advice, products, treatment or care that pharmacy professionals provide.
Pre - registration tutor	in the standards for initial education and training of pharmacists is a person who is acting as a pre-registration trainee pharmacist's tutor. A tutor must be registered as a pharmacist with us. Tutors sign off trainees as being fit to practise towards the end of the pre-registration scheme. It does not mean a pharmacy student's university personal tutor or, in the standards for the initial education and training of pharmacy technicians, a pre-registration trainee pharmacy technician's tutor.

IV. APPENDIX

a) Modul programme

O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVIKA INSTITUTI

Ro'yhatga olindi:
№ BD - 60910800 - 1.03
2021 yil "31" "08"



TIBBIYOTDA XORIJIY TIL
MODUL DASTURI

Bilim sohasi: 900 000 – Sog'liqni saqlash va ijtimoiy ta'minot
Ta'lim sohasi: 910 000 – Sog'liqni saqlash
Ta'lim yo'nalishi: 60910800 – Sanoat farmatsiyasi (turlari bo'yicha)

TOSHKENT – 2021

Tuzuvchilar:

N.S. Karimova

Toshkent farmatsevtika instituti,
“O‘zbek tili va adabiyoti” kafedrası katta o‘qituvchisi

N.A. Axmedova

Toshkent farmatsevtika instituti,
“O‘zbek tili va adabiyoti” kafedrası o‘qituvchisi

Taqrizchilar:

Z.T.Fayziyeva

Toshkent farmatsevtika instituti Farmakologiya va Klinik farmatsiya kafedrası dotsenti, tibbiyot fanlari doktori

D.D. Buranova

Toshkent Pediatriya tibbiyot instituti, Xorijiy tillar kafedrası mudiri, dotsent

Modul dasturi Toshkent farmatsevtika institutida ishlab chiqilgan.

Modul dasturi Toshkent farmatsevtika instituti Kengashida ko‘rib chiqilgan va tasdiqlangan (2021 yil “25” avgustdagi 1- sonli bayonnoma).

1. O'quv moduli o'qitilishi bo'yicha uslubiy ko'rsatmalar

“Tibbiyotda xorijiy til” moduli talabalarni nazariy bilimlar, amaliy ko'nikmalar, uslubiy yondashuv hamda ilmiy dunyoqarashini shakllantirib borish vazifalarini bajaradi.

“Tibbiyotda xorijiy til” moduli talabalarga ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunish, savodli tarzda qo'llayolish, mutaxassislikka oid adabiyotlarni o'qish, tarjima qila olish, ingliz tilida muloqot yurita olishni o'rgatadi.

2. Modulni o'qitish davomida rejalashtirilgan natijalar

Ingliz tili farmatsevt uchun jahon fani yangiliklarini va yutuqlarini tezkor qabul qilish imkonini beradi. Talabani ingliz tilida og'zaki va yozma muloqotga tayyorlash uchun uning ingliz tili o'rganish jarayonida erishgan ko'nikma va malakalari quyidagi imkoniyatlarni beradi:

- o'z kasbi bo'yicha axborot olish maqsadida ingliz adabiyotini o'qish;
- ingliz tilida olingan axborotni tarjima, referat ko'rinishida rasmiylashtirish;
- ingliz tilida og'zaki muloqotga kirishish;
- ma'ruza va xabarnomalar tayyorlash;
- o'z sohasi bo'yicha ijtimoiy, siyosiy va o'lkashunoslik muammolari yuzasidan nazarda tutilgan dastur bo'yicha suhbat olib borish;
- o'z sohasi bo'yicha xujjatlarni rasmiylashtirish.

2.1. O'quv modulining maqsadi

“Tibbiyotda xorijiy til” modulining maqsadi bugungi ilm va fan taraqqiyoti sharoitida tibbiyot va farmatsevtika yo'nalishidagi oliy ta'limning bakalavriat bosqichida xorijiy til o'qitish jarayonida o'rganuvchilarning kundalik, ilmiy va kasbga oid sohalarda faoliyat olib boorish uchun chet tilida kommunikativ kompetensiya (*uning tarkibiy qismlari hisoblanuvchi lingvistik, sotsio-lingvistik, pragmatikva boshqa kompetensiyalari*) nishakllantirishdan iborat.

Kompetensiya – kommunikatsiya (muloqot) ishtirokchilaritomonidan ta'limning aniq maqsadlariga qaratilgannutq faoliyatini rivojlantirishga imkon beradigan bilim, ko'nikma, malaka va shaxsiy fazilatlar yig'indisini ifodalaydi.

1. Chet tili kommunikativ kompetensiyasi – o'rganilayotgan chet tilida so'zlashuvchilar bilan muloqot qilishni amalga oshirish qobiliyati va tayyorgarligi, shuningdek, talabalarning tili o'rganilayotgan mamlakat madaniyati bilan tanishish, o'z mamlakati madaniyatini yanada yaxshiroq anglash, uni muloqot jarayonida taqdim eta olishini nazarda tutadi. Mazkur o'quv fanini o'rganishning asosiy vazifalariga talabalarda quyidagi kompetensiyalarni rivojlantirish kiradi:

2. Lingvistik kompetensiya o'rganilayotgan til sohiblari bilan muloqot qilish uchun til materiallari (*fonetika, leksika, grammatika*)ni etarli darajada bilish va nutq faoliyati turlari (*tinglab-tushunish, gapirish, o'qish va yozuv*)da qo'llay bilishni nazarda tutadi.

3. Ijtimoiy-lingvistik kompetensiya so'zlovchining biron bir nutqiy vaziyat, kommunikativ maqsad va xohish-istagidan kelib chiqqan holda kerakli lingvistik shakl, ifoda usulini tanlash ko'nikma va malakalarni o'z ichiga oladi.

4. Ijtimoiy-madaniy kompetensiya autentik nutqning milliy xususiyatlarini: o'zi yashayotgan mamlakatning urf-odatlarini, qadriyatlarini, marosimlarini boshqa milliy-madaniy xususiyatlarini tili o'rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish kompetensiyasidir.

5. Pragmatik kompetensiya quyidagilardan iborat:

5.1. Diskursiv kompetensiya (*diskurs – og'zaki yoki yozma nutq matni*) matnni to'g'ri talqin qilish va tuzish, shuningdek, shunga mos nutqiy muloqot turini tanlash uchun og'zaki va yozma (stilistik hamda tarkibiy qismlarini bilib olishni nazarda tutgan) matnlar tuzish ko'nikma va malakalaridan iborat.

5.2. Strategik (kompensator) kompetensiya chet tili muhitida nutqiy hamda ijtimoiy muloqot tajribasidagi kamchilik va nuqsonlarni ayrim verbal/noverbal vositalar yordamida to'ldirish,

kommunikativ vaziyatdatushunmovchiliklar paydo bo'lganda takroran so'rash, uzr so'rash va hokazolar orqali murakkab vaziyatlardan uddaburonlik bilan chiqib keta olish qobiliyatini nazarda tutadi.

5.3. O'quv - bilish kompetensiyasi ta'lim oluvchining mustaqil bilim olish faoliyatida chet tillar va madaniyatlarni o'rganishning kompetensiyalar yig'indisi bo'lib, zamonaviy ta'lim texnologiyalaridan foydalanish bilan bog'liq bo'lgan mantiqiy, metodologik va umumta'limvazifalarni o'z ichiga oladi.

2.2. O'quv modulining vazifalari

“Tibbiyotda xorijiy til” modulining asosiy vazifasi soha bo'yicha xorijiy til o'rganishni yanada rivojlantirish, talabalarning mazkur yo'nalishdagi bilimlarini xalqaro standartlarga muvofiq ravishda egallashini ta'minlash, xorijiy tilde mustaqil o'qish hamda tibbiy va fatmatsevtik matnlarni tushunish, tanlangan mutaxassislik bo'yicha ilmiy adabiyotlardan olingan ma'lumotlarni tushuna olishni o'zida mujassamlantiradi.

Xorijiy tilni o'qitish didaktik, metodik, lingvistik tamoyillarni hamda zamonaviy ta'lim texnologiyalarini qo'llash asosida amalga oshiriladi.

2.3. Modul bo'yicha talabalarning bilim, ko'nikma va malakalariga qo'yiladigan talablar:

Talaba:

- tili o'rganilayotgan mamlakat, uning o'ziga xos xususiyatlari, urf-odatlarini, an'analari to'g'risida;
- mutaxassisligi bo'yicha va ommaviy mavzudagi matnni lug'at yordamida va lug'atsiz o'qish va ma'nosini to'g'ri tushunish to'g'risida **tasavvurga ega bo'lishi kerak**;
- mutaxassisligi bo'yicha adabiyotdan kerakli axborotni yoki ma'lumotni tanlay olish, soddalashtirish va referat tuzish to'g'risida;
- mutaxassisligi bo'yicha o'rganilgan mavzuda ingliz tilida suhbatlashish to'g'risida hamda xorijiy tilda axborot tayyorlash to'g'risidagi uslublarini **bilishi va ulardan foydalana olishi kerak**;
- mutaxassislik bo'yicha adabiyotning o'ziga xos ilmiy uslubiy asoslaridan;
- ilmiy matnni soddalashtirish va referat tuzish asoslaridan **foydalanish malakalariga ega bo'lishi kerak**;
- xorijiytildagi adabiyot bilan mustaqil ishlash;
- ish yozishmalarini rasmiylashtirish asoslari kabi **kompetensiyalarga ega bo'lishi kerak**.

3. Modul tuzilmasi

3.2. Moduldagi ma'ruza mashg'ulotlar mavzulari va mazmuni, tashkil etish bo'yicha umumiy ko'rsatma va tavsiyalar:

Tibbiyotda xorijiy til modulida ma'ruza mashg'ulotlari rejalashtirilmagan.

3.3. Moduldagi amaliy mashg'ulotlari mavzulari, tashkil etish bo'yicha umumiy ko'rsatma va tavsiyalar:

1 semestr

№	Mashg'ulot mavzulari	Soatlar soni	Egallanishi shart bo'lgan amaliy ko'nikmalar	Egallanishi shart bo'lgan kompetensiyalar	O'quv-uslubiy ta'minot

			(ro'yxatdagi raqami)	(kodi)	
1	Lesson 1. Socializing S: Hobbies and Interests (EforP M1, p.8) L: Conversations about people meeting visitors. R: Small Talks. W: A formal and informal greetings. Gr: Present Simple	2	1	1,2,4,5.1	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar
2	Lesson 2. Welcoming a friend (EforP M1, p.20) S: My Working Day L: Bond Street. R: Watch the video. Gr: Present Tenses (revision)	2	2	1,2,3,5.3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
3	Chemical Lab S: Our Chemical lab, My First Experiment (TB, p.52, 62). Gr: Prepositions of Place. W: Description of chemical lab at the institute.	2	3	1,2,3,5,3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar
4	Lesson 3. Making contact (EforP M1, p.26) S: Chemistry (TB, p.72). Gr: Modal verbs and their Equivalents. L: Real life behavior and on-line behavior.	2	4	2,3,4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
5	Review Listening, Speaking	2	5	1,2,3,4,5	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
6	Lesson 4. Talking about future plans (EforP M1, p.32) S: My Future Plans L: Dialogue Gr: Prepositions of Time	2	6	1,3,4	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
7	Lesson 5. Eating out (EforP M1, p.39) S: British Menu. R: Invitation to the	2	7	3, 4, 5.2,	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi,

	Restaurant. W: Description of different dishes. Gr: Articles.				computer, posterlar, markerlar
8	Revision. S: Anecdotes. R: Uzbek Dishes W: Summary. Gr: Revision.	2	8	1,2,3,5.3	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
9	Unit 2. Being a Student. Lesson 1. How to be a successful Student (EforP M1, p.48). S: How to be a successful Student. L: A teacher gives students advice. R: 10 Habits of Successful Students. Gr: Modals: ability, permission, advice.	2	9	1,2,3,4,5	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
10	Lesson 1. How to be a successful Student (EforP M1, p.48). S: My Day Off. R: A day in the Life of a First Year Pharmacy Student. Gr: The Passive Voice.	2	10	1,2,3,5.2	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, arkerlar
11	Lesson 2. University Life. S: The Tashkent Pharmaceutical Institute. (EforP M1, p.60). R: Hydrogen (TB, p. 96). Gr: The Passive Voice (statement, negative, question). W: Description of the Pharmaceutical Institute.	2	11	1,2,3,5.2	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
12	Lesson 2. University Life. (EforP M1, p.62) S: My Institute. Gr: Perfect Tenses. R: The Lesson on University. W: Oxygen (TB, p.104) L: University.	2	12	1,2,3,5.2	O'quv qo'llanmasi, ozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar

13	Review Listening, Speaking. W: Nitrogen (TB, p. 109)	2	13	1,3,4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
14	Lesson 3. My Future Specialty (EforP M1, p.67). S: My Future Profession is a Pharmacist. R: Top 10 Qualities. W: Water (TB, p.115) Gr: There is/are.	2	14	1,2,3,5.1	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar
15	Lesson 4. People who I admire in the Field (EforP M1, p.76). S: Famous People who were Pharmacists. R: Text (EforP M1, p.78). W: Alexander Fleming (EforP M1, p.80). Gr: Past Simple.	2	15	1,2,3,4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
16	Avicenna. S: Avicenna (TB, p.123) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.	2	16	1,2,3,4,5	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
17	Mendeleev. S: Mendeleev (TB, p.88) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.	2	17	2,3,4,5.2	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
18	Mid-term	2	18	1,2,3,5.3	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
19	Unit 3. Networking. Lesson 1. (EforP M1, p.92). S: The Common Forms of Drugs (TB, p.209). L: English Listening on Social networking.	2	19	1,2,4,5.1	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar

	R: Social network. Gr: Used to + bare infinitive.				
20	Lesson 2. (EforP M1, p.99). S: Solid Forms of Drugs (TB, p.221). L: English Listening. R: Identify types of letters. W: Formal and informal letters. Gr: Past Perfect Simple.	2	20	1,2,3,5,3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
21	Lesson 3. Creating online contacts. (EforP M1, p.107). S: Semisolid Medicinal Forms (TB, p.231). Gr: Imperative Mood. L: English Conversation. R: Instant Messaging Conversation.	2	21	1,2,3,5,3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar
22	Lesson 4. (EforP M1, p.116). S: Liquid Medicinal Forms (TB, p. 242). R: Know more about Blog and Blogging. Gr: The Gerund.	2	22	2,3,4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
23	Review Listening, Speaking	2	23	1,3,4	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
24	At the Chemist's shop. (TB, p.252). S: My Future Profession is a Pharmacist. R: The English Prescription (TB, p.258).	2	24	1,2,3,4,5	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
25	Antibiotics (TB, p.266). S: The UK. R: Amphotericin B (DA, p.10). W: Great scientists-pharmacists. L: Shopping.	2	25	3, 4,5,2,	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
26	S: London. L: Interview.				O'quv qo'llanmasi, tarqatma

	R: Cardiac Glycosides (TB, p. 276). Ketocanazole (DA, p. 14).	2	26	1,2,3,5.3	materiallar, darslik, yozuv taxtasi, posterlar, markerlar
27	S: The USA. L: Oriental Contributions and Discoveries. R: Chemical Elements of Living Matter (TB, p.282). W: Report writing.	2	27	1,2,3,4,5	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
28	S: Washington. R: Accretropin (DA, p.24). L: What is Networking?	2	28	1,2,3,5.2	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, arkerlar
29	Mid-term	2	29	1,3,4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
30	S: Higher Educational Establishments of GB. R: Vitamins (TB, p.287). L: Job Satisfaction.Benzamycin (DA, p.26)	2	30	1,2,3,5.2	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar
31	S: Higher Educational System of Uzbekistan. R: Vitamin B1 (TB, p.291). L: Earning academic degrees. Dostinex Tablets (DA, p.29)	2	31	1,2,3,5.2	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
32	S: Public Health Service in Uzbekistan. R: Classification of Plants (TB, p.298). L: The Art of Public Speech. W: Rubric writing.	2	32	1,2,3,5.1	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar
33	S: The Pharmaceutical				O'quv

	Industry of Uzbekistan. R: Duexis (DA, p.30). W: Essay. L: Interview with a Freelance. W: Letter of Certificate.	2	33	1,2,3,4	qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
34	Review. S: The Pharmaceutical Industry of the UK. R: Aspirin (TB, p.302). W: Summary.	2	34	1,2,3,4,5	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
35	Revision.	2	35	2,3,4,5.2	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
36	Final lesson. Review.	2	36	1,2,3,5.3	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
	Jami	90	36		

Amaliy mashg'ulotlar multimedia qurilmalari bilan jihozlangan auditoriyalarda har bir akademik guruh uchun alohida o'tiladi.

3.4. Amaliy ko'nikmalar

	Amaliy ko'nikmalar nomi	Soni	Amaliy ko'nikmalarni egallash uchun zarur ta'minot (jihazlar)
1 semestr			
1	O'qish, Yozish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	5	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar
2	Mutaxassislikka oid suhbat, Tinglab tushunish, O'qish, Grammatik kompetensiya	4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
3	Dialog, Yozish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar,
4	Gapirish, Tinglab tushunish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
5	Mutaxassislikka oid suhbat, Tinglab tushunish	2	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer,

			quloqchinlar
6	Monolog, Tinglab tushunish, Grammatik kompetensiya	3	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
7	O'qish, Yozish, Gapirish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
8	O'qish, Yozish, Monolog, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
9	O'qish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
10	O'qish, Gapirish, Grammatik kompetensiya	3	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
11	Mutaxassislikka oid suhbat, Tinglab tushunish, O'qish, Grammatik kompetensiya	4	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar
12	Monolog, O'qish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
13	Dialog, Yozish, O'qish, Grammatik kompetensiya	4	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar,
14	Mutaxassislikka oid suhbat, Tinglab tushunish, O'qish, Grammatik kompetensiya	5	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
15	Gapirish, Yozish, Tinglab tushunish	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
16	Monolog, O'qish, Yozish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
17	O'qish, Yozish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	5	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
18	Oraliq nazorat		
19	O'qish, Yozish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	5	O'quv qo'llanmasi, yozuv taxtasi, computer, quloqchinlar, tarqatma materiallar, posterlar, markerlar,
20	Mutaxassislikka oid suhbat, Tinglab tushunish, O'qish, Grammatik kompetensiya	4	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
21	Dialog, Yozish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar,
22	Gapirish, Tinglab tushunish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
23	Mutaxassislikka oid suhbat, Tinglab tushunish	2	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
24	Monolog, Tinglab tushunish, Grammatik kompetensiya	3	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar

25	O'qish, Yozish, Gapirish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
26	O'qish, Yozish, Monolog, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
27	O'qish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
28	O'qish, Gapirish, Grammatik kompetensiya	3	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, posterlar, markerlar
29	Oraliq nazorat	4	
30	Monolog, O'qish, Grammatik kompetensiya	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
31	Dialog, Yozish, O'qish, Grammatik kompetensiya	4	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar,
32	Mutaxassislikka oid suhbat, Tinglab tushunish, O'qish, Grammatik kompetensiya	5	O'quv qo'llanmasi, darslik, tarqatma materiallar, computer, quloqchinlar
33	Gapirish, Yozish, Tinglab tushunish	3	O'quv qo'llanmasi, darslik, tarqatma materiallar, posterlar, markerlar, computer, quloqchinlar
34	Monolog, O'qish, Yozish, Grammatik kompetensiya	4	O'quv qo'llanmasi, tarqatma materiallar, darslik, computer, quloqchinlar
35	O'qish, Yozish, Gapirish, Tinglab tushunish, Grammatik kompetensiya	5	O'quv qo'llanmasi, tarqatma materiallar, darslik, yozuv taxtasi, computer, posterlar, markerlar
36	Takrorlash		

3.5. Amaliy ko'nikmalarni qadamma qadam egallash algoritmi 1 semestr

N ^o	Mavzular nomi	Amaliy ko'nikmalarni egallash algoritmi
1	Lesson 1. Socializing S: Hobbies and Interests (EforP M1, p.8) L: Conversations about people meeting visitors. R: Small Talks. W: A formal and informal greeting. Gr: Present Simple	Xobbi va qiziqishlar haqida ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; yozish uchun berilgan mavzuni tushunib, fikrini qisqacha bayon qila olish; grammatik topshiriq bo'yicha mashqlarni bajara olish
2	Lesson 2. Welcoming a friend (EforP M1, p.20) S: My Working Day L: Bond Street. R: Watch the video. Gr: Present Tenses (revision)	Do'stlar bilan muloqot mavzusida fikr yurita olish; ish kuni haqida ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; grammatik topshiriq bo'yicha mashqlarni bajara olish
3	Chemical Lab S: Our Chemical lab, My First Experiment	Kimyo laboratoriyasi haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, kimyo

	(TB, p.52, 62). Gr: Prepositions of Place. W: Description of chemical lab at the institute.	laboratoriyasi haqida fikrini qisqacha yozma bayon qila olish; grammatik topshiriq bo'yicha o'rin-joy predloglariga berilgan mashqlarni bajara olish
4	Lesson 3. Making contact (EforP M1, p.26) S: Chemistry (TB, p.72). Gr: Modal verbs and their Equivalents. L: Real life behavior and on-line behavior.	Kimyo fani haqida ma'lumot bera olish; gapirish uchun berilgan mavzuni tushunib, kimyo fani haqida fikrini og'zaki bayon qila olish; grammatik topshiriq bo'yicha modal fe'llarga berilgan mashqlarni bajara olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish
5	Review Listening, Speaking	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
6	Lesson 4. Talking about future plans (EforP M1, p.32) S: My Future Plans L: Dialogue Gr: Prepositions of Time	Axborot texnologiyasidan foydalangan holda tinglash uchun berilgan matndagi topshiriqlarni bajara olish, gapirish uchun berilgan mavzuni tushunib, kelajakdagi rejalar haqida fikrini og'zaki bayon qila olish; grammatik topshiriq bo'yicha vaqt predloglariga berilgan mashqlarni bajara olish
7	Lesson 5. Eating out (EforP M1, p.39) S: British Menu. R: Invitation to the Restaurant. W: Description of different dishes. Gr: Articles.	Uydan tashqarida ovqatlanish haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, turli taomlarni tasvirlash haqida fikrini qisqacha yozma bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; grammatik topshiriq bo'yicha artikllarga berilgan mashqlarni bajara olish
8	Revision. S: Anecdotes. R: Uzbek Dishes W: Summary. Gr: Revision.	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish; testlar bilan ishlay olish
9	Unit 2. Being a Student. Lesson 1. How to be a successful Student (EforP M1, p.48). S: How to be a successful Student. L: A teacher gives students advice. R: 10 Habits of Successful Students. Gr: Modals: ability, permission, advice.	Talaba bo'lish haqida ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; grammatik topshiriq bo'yicha modal fe'llar uchun berilgan mashqlarni bajara olish
10	Lesson 1. How to be a successful Student (EforP M1, p.48). S: My Day Off. R: A day in the Life of a First Year Pharmacy Student. Gr: The Passive Voice.	Dam olish kunlari haqida fikr yurita olish; dam olish kunlari haqida ma'lumot bera olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qila olish; grammatik topshiriq bo'yicha majhul nisbat uchun berilgan mashqlarni bajara olish
11	Lesson 2. University Life. S: The Tashkent Pharmaceutical Institute. (EforP M1, p.60). R: Hydrogen (TB, p. 96).	Universittdagi hayot haqida ma'lumot bera olish; o'zi o'qiyotgan institut haqida gapira olish; yozish uchun berilgan mavzuni tushunib, Toshkent farmatsevtika institutini tasvirlab bera olish; o'qish

	<p>Gr: The Passive Voice (statement, negative, question). W: Description of the Pharmaceutical Institute.</p>	uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qila olish; grammatik topshiriq bo'yicha majhul nisbat uchun berilgan mashqlarni bajara olish
12	<p>Lesson 2. University Life. (EforP M1, p.62) S: My Institute. Gr: Perfect Tenses. R: The Lesson on University. W: Oxygen (TB, p.104) L:University.</p>	Institutdagi hayot haqida ma'lumot bera olish; Toshkent farmatsevtika instituti haqida fikrini og'zaki bayon qila olish; grammatik topshiriq bo'yicha tugallangan zamon uchun berilgan mashqlarni bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; yozish uchun berilgan mavzuni tushunib, kislorod haqida fikrini qisqacha yozma bayon qila olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish
13	<p>Review Listening, Speaking. W: Nitrogen (TB, p. 109)</p>	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; yozish uchun berilgan mavzuni tushunib, azot haqida fikrini qisqacha yozma bayon qila olish; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
14	<p>Lesson 3. My Future Specialty (EforP M1, p.67). S: My Future Profession is a Pharmacist. R: Top 10 Qualities. W: Water (TB, p.115) Gr: There is/are.</p>	Kelajakda egallaydigan mutaxassislik haqida ma'lumot bera olish; gapirish uchun berilgan mavzuni tushunib, kelajak kasbi haqida fikrini og'zaki bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; yozish uchun berilgan mavzuni tushunib, suv haqida fikrini qisqacha yozma bayon qila olish; grammatik topshiriq bo'yicha "there is/are" konstruksiyasi uchun berilgan mashqlarni bajara olish
15	<p>Lesson 4. People who I admire in the Field (EforP M1, p.76). S: Famous People who were Pharmacists. R: Text (EforP M1, p.78). W: Alexander Fleming (EforP M1, p.80). Gr: Past Simple.</p>	Farmatsevtika sohasida ish olib borgan mashxur kishilar haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, Aleksandr Fleming haqida fikrini qisqacha yozma bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; grammatik topshiriq bo'yicha o'tgan zamon fe'li uchun berilgan mashqlarni bajara olish
16	<p>Avicenna. S: Avicenna (TB, p.123) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.</p>	Tabobat sohasida ish olib borgan mashxur kishilar haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, Ibn Sino haqida fikrini qisqacha yozma bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; grammatik mavzu bo'yicha o'tilgan materialni takrorlash
17	<p>Mendeleev. S: Mendeleev (TB, p.88) R: A Person to admire (EforP M1, p.81). W: Summary. Gr: Revision.</p>	Kimyo sohasida ish olib borgan mashxur kishilar haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, Mendeleev haqida fikrini qisqacha yozma bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; grammatik mavzu bo'yicha o'tilgan materialni takrorlash

18	Mid-term	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish; testlar bilan ishlay olish
19	Unit 3. Networking. Lesson 1. (EforP M1, p.92). S: The Common Forms of Drugs (TB, p.209). L: English Listening on Social networking. R: Social network. Gr: Used to + bare infinitive.	Internet haqida ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; umumiy dori shakllari haqida yetarlicha ma'lumot bera olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish; yozish uchun berilgan mavzuni tushunib, fikrini qisqacha bayon qila olish; grammatik topshiriq bo'yicha mashqlarni bajara olish
20	Lesson 2. (EforP M1, p.99). S: Solid Forms of Drugs (TB, p.221). L: English Listening. R: Identify types of letters. W: Formal and informal letters. Gr: Past Perfect Simple.	Dori turlari mavzusida fikr yurita olish; ish kuni haqida ma'lumot bera olish; qattiq dori shakllari haqida yetarlicha ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; grammatik topshiriq bo'yicha mashqlarni bajara olish
21	Lesson 3. Creating online contacts. (EforP M1, p.107). S: Semisolid Medicinal Forms (TB, p.231). Gr: Imperative Mood. L: English Conversation. R: Instant Messaging Conversation.	Onlayn kontaktlarni rivojlantirish haqida ma'lumot bera olish; yumshoq dori shakllari haqida yetarlicha ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, kimyo laboratoriyasi haqida fikrini qisqacha yozma bayon qila olish; grammatik topshiriq bo'yicha Buyruq mayliga berilgan mashqlarni bajara olish
22	Lesson 4. (EforP M1, p.116). S: Liquid Medicinal Forms (TB, p. 242). R: Know more about Blog and Blogging. Gr: The Gerund.	Dori turlari haqida ma'lumot bera olish; gapirish uchun berilgan mavzuni tushunib, kimyo fani haqida fikrini og'zaki bayon qila olish; suyuq dori shakllari haqida yetarlicha ma'lumot bera olish; grammatik topshiriq bo'yicha Gerundiya berilgan mashqlarni bajara olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish
23	Review Listening, Speaking	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
24	At the Chemist's shop. (TB, p.252). S: My Future Profession is a Pharmacist. R: The English Prescription (TB, p.258).	Dorixona mavzusida suhbat qilish; axborot texnologiyasidan foydalangan holda tinglash uchun berilgan matndagi topshiriqlarni bajara olish, gapirish uchun berilgan mavzuni tushunib, kelajakdagi rejalar haqida fikrini og'zaki bayon qila olish
25	Antibiotics (TB, p.266). S: The UK. R: Amphotericin B (DA, p.10). W: Great scientists-pharmaceists.	Antibiotiklar haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, buyuk farmatsevtlar haqida fikrini qisqacha yozma bayon qila olish; o'qish uchun berilgan matnni tushunib,

	L: Shopping.	topshiriqlarini bajara olish va tahlil qilish
26	S: London. L: Interview. R: Cardiac Glycosides (TB, p. 276). Ketocanazole (DA, p. 14).	London haqida fikr yurita olish va ma'lumot bera olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qila olish; dori annotatsiyasini ma'noli tarjima qilish
27	S: The USA. L: Oriental Contributions and Discoveries. R: Chemical Elements of Living Matter (TB, p.282). W: Report writing.	AQSh haqida fikr yurita olish va ma'lumot bera olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qila olish; tirik mavjudotlarning kimyoviy elementlari haqida ma'lumot bera olish
28	S: Washington. R: Accretropin (DA, p.24). L: What is Networking?	Vashington haqida ma'lumot bera olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qilish
29	Mid-term	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish; testlar bilan ishlay olish
30	S: Higher Educational Establishments of GB. R: Vitamins (TB, p.287). L: Job Satisfaction.Benzamycin (DA, p.26)	Buyuk Britaniyaning oliy ta'lim tizimi haqida ma'lumot bera olish va gapira olish; yozish uchun berilgan mavzuni tushunib, Toshkent farmatsevtika institutini tasvirlab bera olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish va tahlil qila olish
31	S: Higher Educational System of Uzbekistan. R: Vitamin B1 (TB, p.291). L: Earning academic degrees. Dostinex Tablets (DA, p.29)	O'zbekiston oliy ta'lim tizimi haqida ma'lumot bera olish; Toshkent farmatsevtika instituti haqida fikrini og'zaki bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; yozish uchun berilgan mavzuni tushunib, fikrini qisqacha yozma bayon qila olish; tinglab tushunish uchun berilgan matn topshiriqlarini bajara olish
32	S: Public Health Service in Uzbekistan. R: Classification of Plants (TB, p.298). L: The Art of Public Speech. W: Rubric writing.	O'zbekiston sog'liqni saqlash tizimi haqida ma'lumot bera olish; gapirish uchun berilgan mavzuni tushunib, fikrini og'zaki bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; yozish uchun berilgan mavzuni tushunib, suv haqida fikrini qisqacha yozma bayon qila olish
33	S: The Pharmaceutical Industry of Uzbekistan. R: Duexis (DA, p.30). W: Essay. L: Interview with a Freelance. W: Letter of Certificate.	O'zbekiston farmatsevtika sanoati haqida ma'lumot bera olish; gapirish uchun berilgan mavzuni tushunib, kelajak kasbi haqida fikrini og'zaki bayon qila olish; o'qish uchun berilgan matnni tushunib, topshiriqlarini bajara olish; yozish uchun berilgan mavzuni tushunib, fikrini qisqacha yozma bayon qila olish

34	Review. S: The Pharmaceutical Industry of the UK. R: Aspirin (TB, p.302). W: Summary.	Buyuk Britaniyaning farmatsevtika sanoati haqida ma'lumot bera olish; yozish uchun berilgan mavzuni tushunib, o'qish uchun berilgan matni tushunib, topshiriqlarini bajara olish va tahlil qilish yozish uchun berilgan mavzuni tushunib, fikrini qisqacha yozma bayon qila olish
35	Revision.	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, qoidalarni esda saqlash; yozish uchun berilgan mavzuni tushunib, azot haqida fikrini qisqacha yozma bayon qila olish; takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish
36	Final lesson. Review.	O'tilgan barcha kompetensiyalar, grammatik va leksik mavzular bo'yicha savol-javob o'tkazib, takrorlash orqali mavzularni mustahkamlash va amalda qo'llay olish; tahlil qilingan matnlarni so'zlab berish; savollarga javob berish; testlar bilan ishlay olish

4. Mustaqil ta'lim va mustaqil ishlar

4.1. Mustaqil ta'lim mavzulari

№	Mustaqil ta'lim mavzulari	Soatlar soni	Kompetensiyalar
1 semestr			
1	<i>Information and security</i>	2	Speaking and writing
2	<i>Studying with multiple sources</i>	2	Reading and writing
3	<i>On-line etiquette</i>	2	Listening and writing
4	<i>Learning strategies</i>	3	Speaking and writing
5	<i>Service management</i>	2	Speaking and writing
6	<i>Finance management</i>	2	Reading and writing
7	<i>Career responsibility</i>	2	Listening and writing
8	<i>Professional development</i>	3	Speaking and writing

Mustaqil ta'lim mavzulari talabalar tomonidan auditoriyadan tashqarida o'zlashtiriladi va joriy baholashda inobatga olinadi.

4.2. Tavsiya etilayotgan mustaqil ishlarning shakllari:

1. Prezentatsiya tayyorlash
2. Referat tayyorlash
3. Tarjima qilish
4. Testlar to'plami
5. Mashqlar to'plami
6. Resume yozish
7. Videorolik tayyorlash
8. Intervyu tayyorlash
9. Slaydlar tayyorlash
10. Krossvord tuzish
11. Klaster tuzish
12. Jadvallar tuzish

4.3. Mustaqil ta'lim va mustaqil ishlarni tashkil etish bo'yicha umumiy ko'rsatma va tavsiyalar:

Talabaning mustaqil ishi o'rganilayotgan mavzu yuzasidan kengaytirilgan ma'lumotlarni yig'ish, buning uchun axborot texnologiyalarining imkoniyatlaridan keng foydalanish, olingan ma'lumotlarni mustaqil ravishda ishlab chiqish va tadbqiq qila olishdan iborat hamda mustaqil ta'limning turlari va shakllari turli ko'rinishda bo'lishi mumkin. Mustaqil ishga mo'ljallangan mavzular va topshiriqlar talabaning mustaqil ishini tashkil etish bo'yicha kafedrada ishlab chiqilgan va muntazam yangilanib boradigan uslubiy qo'llanmalarda keng yoritilgan.

Mustaqil ta'lim natijalari reyting tizimi asosida baholanadi. Uyga vazifalarni bajarish, qo'shimcha darslik va adabiyotlardan yangi bilimlarni mustaqil o'rganish, kerakli ma'lumotlarni izlash va ularni topish yo'llarini aniqlash, internet tarmoqlaridan foydalanib ma'lumotlar to'plash va ilmiy izlanishlar olib borish, ilmiy to'garak doirasida yoki mustaqil ravishda ilmiy manbalardan foydalanib ilmiy maqola va ma'ruzalar tayyorlash kabilar talabalarning darsda olgan bilimlarini chuqurlashtiradi, ularning mustaqil fikrlash va ijodiy qobiliyatini rivojlantiradi

4.4. Modul bo'yicha kurs ishi rejalashtirilmagan.

5. Modul bo'yicha talabalar bilimini nazorat qilish va baholash mezonlari

5.1. Modul bo'yicha talabalarining amaliy ko'nikmalar egallashini nazorat qilish va bilimini baholash mezonlari (JN, ON, YN)

Talabalarining modul bo'yicha o'zlashtirishini baholash bir semestr davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Tibbiyotda xorijiy til" moduli bo'yicha talabalar bilimini nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- oraliq nazorat (ON);
- yakuniy nazorat (YN).

"Tibbiyotda xorijiy til" moduli bo'yicha talabaning semestr davomida o'zlashtirish ko'rsatkichi baholashning reyting tizimi asosida ballarda aks ettiriladi va amaliy mashg'ulotning ikkinchi

darsidan baholanadi.

Har bir nazorat turi unga ajratilgan maksimal ballning 100 % idan kelib chiqqan holda baholanadi.

Modulga ajratilgan kreditlar nazorat turlari bo'yicha quyidagicha taqsimlanadi:

Joriy nazorat uchun 2,5 kredit quyidagicha taqsimlanadi:

1 semestr -2,5 kredit

Bunda:

- chet tilida akademik yozuv va lug'at bilan ishlash, tibbiy atamalar, tibbiy internatsional so'zlar hamda mutaxassislik bo'yicha tibbiy leksika va terminologiya haqida tasavvurgaega bo'lishi, tibbiy manbalarni yozuvda qo'llashni- **0,5 kredit;**

- o'qish jarayonida: a) mutaxassislik yo'nalishdagi tibbiy matnda berilgan atamalarini o'rganilayotgan chet tilida izohlab o'qish; b) matn mazmunini chet tilida yoki ona tilida so'zlab berish - **0, 5 kredit.**

- tinglash jarayonida: a) kasbga yo'naltirilgan materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish; b) faol leksik birliklarni kerakli mavzuda va situatsiyada ishlata olish- **0,5 kredit;**

- nutq jarayonida: a) kursda o'tilgan tibbiy terminlarni to'g'ri talaffuz qila olish; b) tinglagan va o'qigan matn mazmunini gapirish; v) matn asosiy mazmunini ifodalovchi leksik va sintaktik qurilmalarga asoslanib gapirib berish; g) suhbatni boshlash va tugatishni bilish, suhbatdoshiga taklif va maslahat berish, savollariga javob berish- **1 kredit** ajratiladi.

Talaba xar bir bo'limdan belgilangan kreditlarni to'plagandan keyingina yakuniy nazoratga kiritiladi.

Oraliq nazorat (ON)

Oraliq nazoratga 0 kredit ajratiladi:

JN dan to'liq kredit olmagan talaba ONga kiritilmaydi. ON semestr yakunida og'zaki, test yoki yozma ish shaklida o'tkaziladi. Maksimal ball 100, o'tish bali 55 ball.

Talaba har bir bo'limdan belgilangan kreditlarni to'plagandan keyingina yakuniy nazoratga kiritiladi.

Joriy nazoratda saralash (o'tish) ballidan kam ball to'plagan va uzrli sabablarga ko'ra nazoratlarda qatnasha olmagan talabaga qayta topshirish uchun, navbatdagi shu nazorat turigacha, so'nggi joriy nazorat uchun yakuniy nazoratgacha bo'lgan muddat beriladi.

Kasalligi sababli darslarga qatnashmagan hamda belgilangan muddatlarda joriy nazoratni topshira olmagan talabalarga fakul'tet dekani farmoyishi asosida, o'qishni boshlaganidan so'ng ikki hafta muddatda topshirishga ruxsat beriladi.

Semestr yakunida modul bo'yicha joriy nazoratda saralash balidan kam ball to'plagan talaba akademik qarzdor hisoblanadi.

Akademik qarzdor talabalarga semestr tugaganidan keyin qayta o'zlashtirish uchun bir oy muddat beriladi. Shu muddat davomida modulni o'zlashtira olmagan talaba fakul'tet dekani tavsiyasiga ko'ra belgilangan tartibda rektorning buyrug'i bilan talabalar safidan chetlashtiriladi.

Modul bo'yicha talaba reytingi quyidagicha aniqlanadi:

Ball	ECTS	ECTS ning ta'rifi	Baho	Ta'rifi
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	baho				
86-100	A	"a'lo" – a'lo natija, minimal hatolik lar bilan	<p>Modul dasturining barcha bo'limlari bo'yicha tizimli, to'la va chuqur bilimga ega bo'lishi, zarur dalillar bilan asoslay olishi;</p> <p>terminologiyadan (shu jumladan, ilmiy, xorijiy tilda) aniq, o'z o'rnida foydalanishi, savollarga javobni mantiqan to'g'ri, stilistik savodli ravishda ifodalashi;</p> <p>muammoli savollarni aniqlashi, o'z qarashlarini xorijiy tilda asoslab bera olishi;</p> <p>modulning tayanch tushunchalarini bilishi va uni qisqa vaqt ichida echishda samarali qo'llay olishi;</p> <p>nostandart vaziyatlarda muammolarni mustaqil va ijodiy hal qila olish qobiliyatini ko'rsata olishi;</p> <p>amaliy ko'nikmalarni mustaqil ravishda to'liq bajara olishi (sifati va belgilangan soni jihatdan) va kompetensiyalarni to'liq egallashi;</p> <p>amaliy masalalarni qisqa, asoslangan va ratsional ravishda hal etishi;</p> <p>modul dasturida tavsiya etilgan asosiy va qo'shimcha adabiyotlarni to'liq va chuqur o'zlashtirishi;</p> <p>amaliy mashg'ulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli muhokamalarda faol bo'lishi, vazifalarni bajarishda yuqori madaniyat darajasiga ega bo'lishi lozim;</p>	5	a'lo
81-85	B	"juda yaxshi" – o'rtadan yuqori natija, ayrim hatolik lar bilan	<p>modul dasturining barcha bo'limlari bo'yicha tizimli, to'la va chuqur bilimga ega bo'lishi, zarur dalillar bilan asoslay olishi;</p> <p>terminologiyadan (xorijiy tilda) aniq, o'z o'rnida foydalanishi, savollarga javobni mantiqan to'g'ri, stilistik savodli ravishda ifodalashi;</p> <p>modulning tayanch tushunchalarini bilishi, qisqa vaqt ichida kasbiy vazifalarni qo'yish hamda hal qilishda undan unumli foydalanishi;</p> <p>standart vaziyatlarda muammolarni o'quv dasturi doirasida mustaqil hal qila olishi;</p> <p>modul dasturida tavsiya qilingan asosiy adabiyotlarni o'zlashtirishi;</p> <p>o'rganilayotgan modul bo'yicha</p>	4	Yaxshi

			<p>konsepsiyalar va yoʻnalishlar mohiyatini anglay olishi va ularga tanqidiy baho berishi;</p> <p>amaliy mashgʻulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli muhokamalarda faol boʻlishi, vazifalarni bajarishda juda yaxshi madaniyat darajasiga ega boʻlishi lozim;</p>		
71-80	C	"yaxsh" – oʻrtacha natija, sezilarli hatoliklar bilan	<p>modul dasturining boʻyicha tizimli, toʻla va chuqur bilimga ega boʻlishi, zarur dalillar bilan asoslay olishi, ammo bir oz kamchiliklar bilan;</p> <p>terminologiyadan (xorijiy tilda) aniq, oʻz oʻrnida foydalanishi, savollarga javobni mantiqan toʻgʻri, stilistik savodli ravishda ifodalashi;</p> <p>oʻz fikrini isbotlashda yoki boshqa nazariy materialni bayon qilishda yuzaga kelgan noaniqliklarni mustaqil bartaraf eta olishi;</p> <p>modulning tayanch tushunchalarini bilishi, qisqa vaqt ichida kasbiy vazifalarni qoʻyish hamda hal qilishda undan unumli foydalanishi;</p> <p>amaliy koʻnikmalarni mustaqil ravishda bajara olishi (sifati va belgilangan soni jihatdan) va kompetensiyalarni egallashi, ammo bir oz kamchiliklar bilan;</p> <p>modul dasturida tavsiya qilingan asosiy adabiyotlarni oʻzlashtirishi;</p> <p>oʻrganilayotgan modul boʻyicha konsepsiyalar va yoʻnalishlar mohiyatini anglay olishi va ularga tanqidiy baho berishi;</p> <p>amaliy mashgʻulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli muhokamalarda faol boʻlishi, vazifalarni bajarishda yaxshi darajaga ega boʻlishi lozim;</p>		
60-70	D	Qoniqarli – sust natija, qoʻpol kamchiliklar bilan	<p>davlat taʼlim standartlari (talablari) doirasida etarli bilim hajmiga ega boʻlishi;</p> <p>terminologiyani ishlatishi, savollarga javoblarni toʻgʻri bayon qilishi, lekin bunda ayrim xatolarga yoʻl qoʻyishi;</p> <p>amaliy koʻnikmalarni (sifati va belgilangan soni jihatdan) mustaqil ammo hatoliklar bilan toʻliq bajara olishi;</p> <p>kompetensiyalarni mustaqil, ammo</p>	3	Qoni-Qarli

			hatoliklar bilan egallashi; pedagog xodim yordami bilan standart vaziyatlarni xorijiy tilde hal eta olishi; amaliy mashg'ulotlarda pedagog xodim rahbarligida qatnashishi, vazifalarni bajarishda etarli madaniyat darajasiga ega bo'lishi lozim;		
55-59	E	"o'rta" – minimal natijaga teng	davlat ta'lim standartlari (talablari) doirasida qoniqarli bilim hajmiga ega bo'lishi; terminologiyani ishlatishi, savollarga javoblarni to'g'ri bayon qilishi, lekin bunda ayrim qo'pol xatolarga yo'l qo'yishi; javob berishga yoki ayrim maxsus ko'nikmalarni namoyish qilishda qiynalganda va hatolarga yo'l qo'yganda, modul bo'yicha asosiy tushunchaga ega ekanligini namoyish etishi; kompetensiyalarni mustaqil emas va hatoliklar bilan egallashi; modulining umumiy tushunchalari bo'yicha qisman bilimga ega bo'lishi va uni standart (namunaviy) vaziyatlarni hal etishda qo'llay olishi; pedagog xodim yordami bilan standart vaziyatlarni hal eta olishi;		
31-54	FX	Qoniqarsiz – minimal darajadagi bilimlarni olish uchun qo'shimcha mustaqil o'zlash tirishi zarur	davlat ta'lim standartlari (talablari) doirasida faqat ayrim fragmentar bilimlarga ega bo'lsa; terminlarni ishlata olmasa yoki javob berishda jiddiy mantiqiy xatolarga yo'l qo'ysa; amaliy mashg'ulotlarda passiv qatnashib, vazifalar bajarish madaniyatining past darajasiga ega bo'lsa; amaliy ko'nikmalarga va kompetensiyalarga ega bo'lmasa, o'z xatolarini hatto pedagog xodim tavsiyalari yordamida ham to'g'rilay olmasa.	2	Qoniqarsiz
0-30	F	mutloq qoniqarsiz – to'liq qayta o'zlash tirishi lozim	davlat ta'lim standartlari (talablari) doirasida faqat ayrim fragmentar bilimlarga ham ega emas; terminlarni ishlata olmasa yoki javob berishda jiddiy va qo'pol xatolarga yo'l qo'ysa yoki umuman javob bermasa; amaliy ko'nikmalarga va kompetensiyalarga ega bo'lmasa, o'z xatolarini hatto pedagog xodim tavsiyalari yordamida ham to'g'rilay		

			olmasa		
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Semester yakunida talaba egallagan bilim, ko'nikma va malakalari test sinovlari asosida nazorat qilinadi.

YAKUNIY NAZORAT (YAN)

JN va TMIga ajratilgan kreditlarni to'liq to'plagan talaba YaNga kiritiladi. YaN modul yakunida test topshiriqlar shaklida o'tkaziladi. Bunda talabalarning kompetentsiyalarni, amaliy ko'nikmalarni egallash darajasi va nazariy bilimlari tekshiriladi. YaNda saralash ballini (55) yig'olmagan talaba YaNda o'tmagan va modulni o'zlashtirmagan deb hisoblanadi (JNda to'liq kreditni yig'gan bo'lsa ham)

Ta'lim muassasasi rektorining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida yakuniy nazoratni o'tkazish jarayoni davriy ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, yakuniy nazorat natijalari bekor qilinadi va yakuniy nazorat qayta o'tkaziladi.

Kasalligi sababli yakuniy nazoratni topshira olmagan talabalarga fakul'tet dekani farmoyishi asosida, o'qishni boshlaganidan so'ng ikki hafta muddatda topshirishga ruxsat beriladi.

Semestr yakunida yakuniy nazoratda saralash balidan kam ball to'plagan talaba akademik qarzdor hisoblanadi.

Akademik qarzdor talabalarga semestr tugaganidan keyin qayta o'zlashtirish uchun bir oy muddat beriladi. Shu muddat davomida modulni o'zlashtira olmagan talaba fakul'tet dekani tavsiyasiga ko'ra belgilangan tartibda rektorning buyrug'i bilan talabalar safidan chetlashtiriladi.

Talaba nazorat natijalaridan norozi bo'lsa, modul bo'yicha nazorat turi natijalari e'lon qilingan vaqtdan boshlab bir kun mobaynida fakul'tet dekaniga ariza bilan murojaat etishi mumkin. Bunday holda fakul'tet dekanining taqdimnomasiga ko'ra rektor buyrug'i bilan 3 (uch) a'zodan kam bo'lmagan tarkibda apellyatsiya komissiyasi tashkil etiladi.

Apellyatsiya komissiyasi talabalarning arizalarini ko'rib chiqib, shu kunning o'zida xulosasini bildiradi.

Baholashning o'rnatilgan talablar asosida belgilangan muddatlarda o'tkazilishi hamda rasmiylashtirilishi fakul'tet dekani, kafedra mudiri, o'quv bo'limi hamda ichki nazorat va monitoring bo'limi tomonidan nazorat qilinadi.

6. Asosiy va qo'shimcha o'quv adabiyotlari hamda axborot manbalari ro'yxati

6.1. Asosiy adabiyotlar

1. K.F. Maksudova, F.A. Shirinova. "English for pharmacists Module 1" Teaching Manual. Tashkent, 2020.
2. Английский язык. В.Н.Ковтуненко, Л.Х.Базарова Т., 2010.
3. G.Boqiyeva, F.Rashidova, R.Xodjayeva "Scale up". Course 1. Student's book. Tashkent, 2015
4. G.Boqiyeva, F.Rashidova, R.Xodjayeva "Scale up". Course 1. Workbook. Tashkent, 2015

6.2. Qo‘shimcha adabiyotlar

1. Xudoyqulova D., Bazarova L.X., Umarova M.B. “Zamonaviy dorivor preparatlar annotatsiyalarini ingliz tilidan tarjima qilish uchun o‘quv-uslubiy qo‘llanma”. Toshkent, 2013
2. Taryanikova M.A., Kenjayeva N.D., Musayeva G. “Oral theme manual on english for bachelor students” o‘quv-uslubiy qo‘llanma. Tashkent, 2017
3. Michaela Bucheler, Kathy Jaehnig, Gloria Matzig, Tanya Weindler “ English for the Pharmaceutical Industry”. Oxford

6.3. Internet saytlari

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2. Web site for English teachers: <http://www.onestopenglish.com>
3. Web site for teaching material in English: <http://www.macmillanenglish.com>
4. English language course books. <http://www.oup.com/elt.com>
5. Teaching English CLIL <http://www.teachingenglish.org.uk.train>
6. Web site for English Teachers of Uzbekistan. <http://www.uztea.uz>

“TIBBIYOTDA XORIJIY TIL”

MODULIDAN SILLABUS

Modulning to‘liq nomi	TIBBIYOTDA XORIJIY TIL		
Modul kodi:	Kredit hajmi: umumiy – 2,5 kredit Shundan: JN – 2,5 kredit: - chet tilida akademik yozuv va lug‘at bilan ishlash, tibbiy atamalar, tibbiy internatsional so‘zlar hamda mutaxassislik bo‘yicha tibbiy leksika va terminologiya haqida tasavvurgaega bo‘lishi, tibbiy manbalarni yozuvda qo‘llashni- 0,5 kredit ; - o‘qish jarayonida: a) mutaxassislik yo‘nalishdagi tibbiy matnda berilgan atamalarini o‘rganilayotgan chet tilida izohlab o‘qish; b) matn mazmunini chet tilida yoki ona tilida so‘zlab berish - 0, 5 kredit . - tinglash jarayonida: a) kasbga yo‘naltirilgan materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish; b) faol leksik birliklarni kerakli mavzuda va situatsiyada ishlata olish- 0,5 kredit ; - nutq jarayonida: a) kursda o‘tilgan tibbiy terminlarni to‘g‘ri talaffuz qila olish; b) tinglagan va o‘qigan matn mazmunini	Modul o‘tilish davri: 1 semestr	ECTS value: http://www.jpems.eu/index.php/subjects/medical-english

	gapirish; v) matn asosiy mazmunini ifodalovchi leksik va sintaktik qurilmalarga asoslanib gapirib berish; g) suhbatni boshlash va tugatishni bilish, suhbatdoshiga taklif va maslahat berish, savollariga javob berish- 1 kredit TMI - 0 kredit (o`tilishi majburiy) YaN – 0 kredit (o`tilishi majburiy)		
Ta'lim yo'nalishi	60910900 – Farmatsevtik biotexnologiya	1 bosqich bakalavrlari	
Modulning davomiyli gi	18 hafta		
O'quv soatlar i xajmi :	Jami soat:	90	
	Shuningdek:		
	amaliy mashg'ulot	72	
	mustaqil ta'lim	18	
O'quv moduli ning status i	Gumanitar va ijtimoiy-iqtisodiy modullar bloki		
OTM nomi, manz ili	Toshkent farmatsevtika instituti		
Kafe dra nomi	O'zbek tili va adabiyoti		
Mazkur kursning o'qituvchilari haqida ma'lumot	Ma'ruzachilarning F.I.Sh. Amaliy mashg'ulot o'tkazuvchilarning F.I.Sh.	E-mail: E-mail:	
Mash	Institut auditoriyalari		

g'ulot vaqti va joyi		
Modulning mazmuni	O'rganilayotgan xorijiy tilda o'qish, tinglab tushunish, gapirish va yozishni bilimiga ega bo'lib, ilmiy va sohaviy faoliyatda yuzaga keladigan til bilan bog'liq vaziyatlarda erkin muloqotga kira olishni ta'minlash	
Prerekvizitlar	Boshqa fanlar bilan o'zaro uzviy bog'liqligi mavjud emas	
Postrekvizitlar	Tibbiyotda xorijiy til modulini keyinchalik mutaxassislik modullari uchun amaliy zamin bo'lib xizmat qiladi.	
Modulning maqsadi	Bo'lg'usi mutaxassislarda kundalik hayotlari, ilmiy va kasbiy faoliyatlarida xorijiy tillardan erkin foydalanuvchi mutaxassislarni tayyorlash	
Modulning vazifalari	<p>-Xorijiy tilde muloqat qilish, o'z ustida mustaqil ishlash hamda talabalarning nutqiy, til, ijtimoiy-madaniy va pragmatik kompetensiyalarini rivojlantirish</p> <p>-Ilmiy va kasbiy faoliyatda qo'llaniladigan termin va atamalarni o'rgatish</p> <p>-talabalarning ilmiy va sohaviy yo'nalishlaridan kelib chiqqan holda mustaqil ishlarini tashkil etish va rivojlantirish</p>	
Modul bo'yicha talabalar bilimi, ko'nikma va malakalari ga qo'yiladigan talabalar	<p>Talaba tasavvurga ega bo'lishi kerak:</p> <ol style="list-style-type: none"> 1.Ingliz tili bazaviy bilimlar 2. Gapning qurilishi, bo'laklari, gap turlarini <p>Talaba bilishi shart:</p> <p>Tilning alifbosini</p> <p>Tilning morfologiyasi</p> <p>Leksik birliklarni yodlash va ularni qo'llay olish</p> <p>Tarjima davomida so'z tartibini to'g'ri joylashtira olish</p> <p>Mutaxassislik bo'yicha atama va nomenklatura, qisqartmalarni qo'llay olish</p> <p>Talaba bajara olishi lozim:</p> <p>Xorijiy tilda gapira olish</p> <p>Xorijiy tilda tinglab, tushuna olish</p> <p>Xorijiy tilda berilgan matnlarni o'qiy olish</p> <p>Mutaxassislik bo'yicha matnlarni tarjima qilish</p> <p>Talaba quyidagi ko'nikmalarga ega bo'lishi lozim:</p> <ol style="list-style-type: none"> 1.Leksik birliklarni yodlash va ularni qo'llay olish 2.Tinglangan xorijiy tildagi audio matnlarni tushuna olish 3.Xorijiy tilda so'zlashish davomida so'z tartibini to'g'ri joylashtira olish 	

	4.Mutaxassislik bo`yicha atama va nomenklatura, qisqartmalarni qo`llay olish
Ta'lim berish usullari	Amaliy mashg'ulotlar.
Ta'minot	videofilmlar, multimediyali va o'qituvchi kompyuter dasturlardan, o'qitish metodikasidagi yangi texnologiyalardan, mavzular bo'yicha nazariy bilimlarni so'rashdan foydalaniladi; bakalavrlarning mustaqil ishi, individual va guruhli prezentatsiyalar, uyga berilgan vazifalarni tayyorlash, referatlar yozish, testlar, vaziyatli masalalar va boshqalar.

O'qitish natijalari:

Modulni yakunlaganda talaba biladi:

- 1.Xorijiy tildagi bazaviy grammatik mavzularni yozuvda qo'llay olishni;
- 2.Mutaxassisliklarga oid matnlarni tarjima qila olishni
- 3.Xorijiy tildagi audio matnlarni tinglav, tushuna olishni
- 4.Xorijiy tilda bazaviy leksik birliklarni yodlab, to'g'ri gapira olishni;

Modulni yakunlaganda talaba bajara oladi:

- 1.Yod olingan leksik birliklar kundalik hayotda qo'llay oladi
- 2.Tinglangan xorijiy tildagi audio matnlarni tushuna oladi
- 3.Xorijiy tilda so'zlashish davomida so'z tartibini to'g'ri joylashtira oladi
- 4.Mutaxassislik bo`yicha atama va nomenklatura, qisqartmalarni xorijiy tilga tarjima qila oladi

HANDOUTS

4 Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.



1. What do you think these people are doing?
2. What nationality or race do they belong to?
3. How do you think they understand each other?

8 Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end _____
2. to come or bring into being _____
3. very steep _____
4. before, until _____
5. time in the past when something or someone was popular or common _____
6. easy to see or understand; evident _____

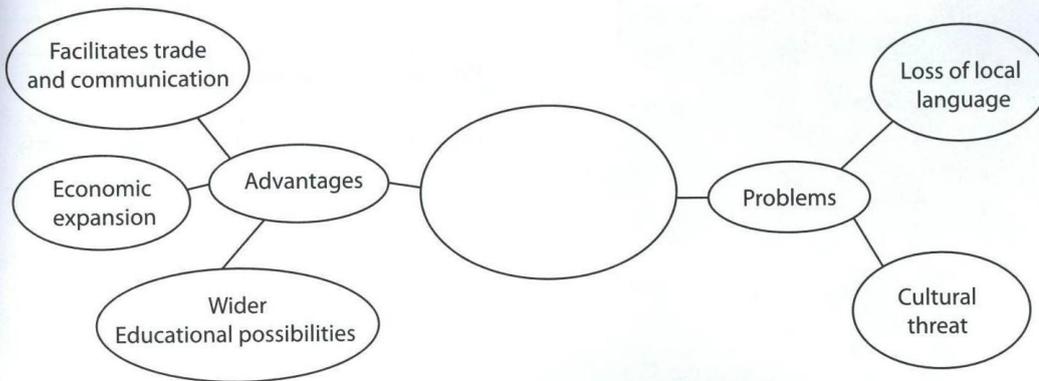
More people in China speak English than in the United States.

9 Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. ____
2. A greater amount of books in XIII century were written in the Arabic language. ____
3. Before Malay, people used Arabic in Southern Asia. ____
4. Isaac Newton's book was published after his death. ____
5. Still, there are some lingua francas in different places. ____
6. Nowadays, all the pilots communicate in their own lingua franca. ____

10 Look at this mind map and choose appropriate central theme for it.

- a. Having a single language as an official international
- b. Having English as a trade language
- c. Language courses abroad



7 (T3.2) Listen and choose the correct answer.

Approaches to Learning

People appear (1) _____ in different ways. Some people expect(2) _____ mistakes in their studies and are capable of (3) _____ from their mistakes. They don't mind (4) _____ by their teacher and indeed often ask (5) _____ corrected.

Others, however, dislike(6) _____ mistakes. They try to avoid(7) _____ anything which they might do badly. They would rather(8) _____ something in small steps and be sure they have got it right (9) _____ attempt to do a task based on a subject they don't feel they have finished(10) _____ yet.

Both ways of learning seem(11) _____ equally valid, but a combination of the two may be the best solution.

In (12) _____ to learn effectively, students have to remember(13) _____ risks sometimes. But they also have to feel comfortable and secure with what they're doing so (14) _____ not to become demotivated.

All students should at least think about(15) _____ the way that they approach learning.

	A	B	C	D
1	learning	to learn	learn	having learnt
2	making	to make	make	having made
3	benefiting	to benefit	benefit	to have benefited
4	correcting	being corrected	to correct	to be corrected
5	being	be	to have been	to be
6	making	to make	to be making	make
7	doing	to do	having done	to have done
8	to perfect	perfecting	perfect	be perfected
9	to	from	that	than
10	explore	to explore	exploring	being explored
11	that	to be	as	being
12	desire	demand	need	order
13	to take	taking	to have taken	having taken
14	that	much	as	many
15	to question	questioning	question	to be questioned



Look at the picture and answer the questions below.

- What is the message of the picture?
- Is there any relationship between humanity and information?



1 Match the following treats and the adequate threats.

THREATS

- Hacking
- Ideological pressure
- Infringe copyright



TREATS

- Immune tolerance
- Law on Intellectual Property
- Updating Software



2 Work in pairs and discuss the following question:

- What other ways of treatments or preventions do you know?
- Which of the given pictures best describes the concept of "Copyright Infringement"? Why?

3 (T2) Listen to the survey interview. Decide which University students have been interviewed and list them down.

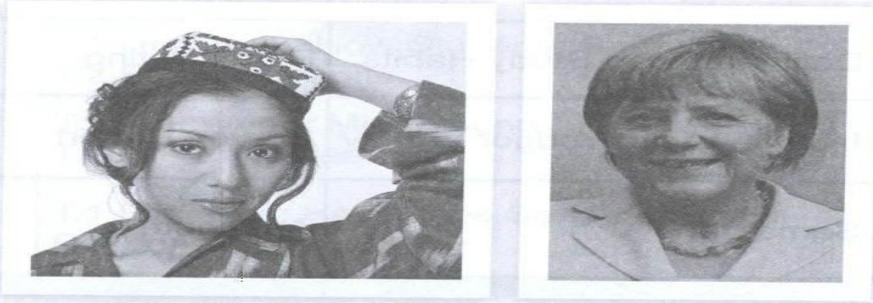
- _____
- _____
- _____
- _____

4 Write the names of students with the questions they have answered.

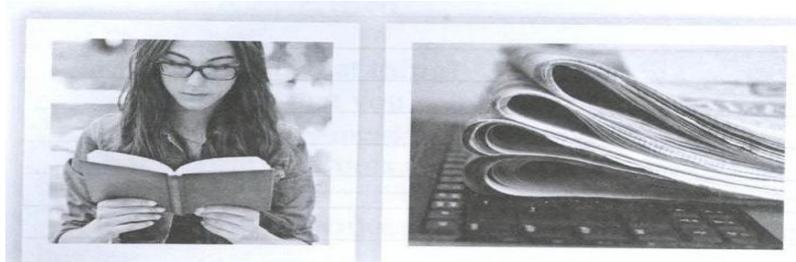
- How do you understand IT attacks? _____
- How can we get protected from IT attacks? _____
- How do you understand Intellectual Property? _____
- How can we protect Intellectual Properties? _____
- How do you understand Ideological Pressure? _____
- How can we protect our youth from Ideological Pressures? _____



4 Look at the photo and answer the following questions.



1. How many languages do you think they speak? What is the reason they learned them?
2. What is the longest and the most commonly used word in your own and the second language?



TESTS

1. What are the three categories of most of the drugs?

Solids, semisolids and liquids

Tablets, capsules and pills

Ointments, salves and liniments

Solutions, tinctures and decoctions

2. Why should medicines be taken according to prescribed instructions?

They may cause harm

They may be swallowed

They may be lost

They may help

3. Where can you get information about dosage and doses of medicines?

In prescription

In the book

In the library

In the text

4. How must a patient receive medication, if he cannot swallow tablets?

In a liquid form

In a solid form

In a semisolid form

In a tablet form

5. Why do medicines lose their effect when they are taken after a meal?

Because of interaction with food

Because of taste

Because of smell

Because of time

6. Choose the right preposition. Alcohol has a very negative influence _____ the effect of medicines.

to

in

on

at

7. Complete a sentence: Alcohol increases the toxicity _____ ?

Of barbiturates by more than 50%

Of sweets by more than 30%

Of fruits by more than 20%

Of vegetables by more than 10%

8. What person can write a prescription?

A physician

A teacher

An engineer

A writer

9. What can complicate the disease picture?

Multiple diseases

Sweet food

Bitter food

Salty food

10. Why must patients follow the prescribed instructions?

To be protected from possible harm

To take drugs

To buy drugs

To sell drugs

11. Complete the following sentence. Solid medicinal forms are mainly administered _____.

Internally

Internal

Externally

Externally

12. What is the most common form of medication for administering drugs in a dry state?

Solid

Liquid

Semisolid

Powders

13. Is a powder solid or a liquid medicinal form?

It is solid medicinal form

It is liquid medicinal form

There is no right answer

Both of them

14. How are drugs in a solid state differed?

In shape, size and colour

In a solid form

In a semisolid form

In a tablet form

15. What medicinal form is a powder?

Solid

Liquid

Semisolid

Mixture

16. How is a large medicated and sweetened tablet called?

A lozenge

A tincture

A decoction

A solution

17. What is a tablet?

Compressed solid mass of medicated material

A tincture

A decoction

A solution

18. What is a capsule?

A small cylindrical gelatinous container

A tincture

A decoction

A solution

19. What is a pill?

A medicinal substance convenient for swallowing whole

A tincture

A decoction

A solution

20. Where are solid medicinal forms usually manufactured?

At the pharmaceutical plants

At the Institute

At the office

At the shop

21. ... is a thick adhesive ointment for local ailment

A salve

A solution

A suppository

A plaster

22. ... is a medicinal substance incorporated in a base, which melts at body temperature

A suppository

A plaster

A liniment

An ointment

23. What kind of preparations are ointments?

Semisolid

Liquid

Solid

Powder

24. What fatty materials are used as a base for preparing semisolid medicinal forms?

All answers are correct

Wool fat

Petrolatum

Lard

25. How are semisolid medicinal forms used?

Externally

Parenterally

Externally and internally

Internally

26. What is an ointment?

An unctuous preparation of a soft consistency

A tincture

A decoction

A solution

27. What is a liniment?

A preparation of a consistency thinner than an ointment

A tincture

A decoction

A solution

28. How can suppositories be used?

Rectal, urethral and vaginal

Parenterally

Externally and internally

Internally

29. How do semisolid medicinal forms differ?

In shape, consistency and method of application

In a taste

In a smell

In a size

30. What are the forms of medications to administer for a local application to the skin?

Semisolid

Solid

Liquid

Powders

31. Complete the following sentence. A preparation obtained by evaporating a solution of a drug or fresh juice of a plant is _____.

An extract

An infusion

A solution

A mixture

32. Complete the following sentence. _____ is a liquid medicinal form.

A decoction

A salve

An ointment

A tablet

33. Complete the following sentence. A liquid extract obtained by steeping or soaking is _____.

An infusion

A salve

An ointment

A tablet

34. A preparation consisting of two or more ingredients mixed together is _____.

A mixture

An extract

An infusion

A solution

35. What form are all solutions for injections manufactured in?

In ampoules

In tablets

In salves

In capsules

36. How are liquid medicinal forms used?

Internally and externally

Parenterally

Solid

Semisolid

37. Whom were tinctures as a medicinal form introduced by?

Galen

Mendeleev

Avicenna

Hippocrates

38. Is a mixture solid or a liquid medicinal form?

It is a liquid medicinal form

There is no right answer

It is semisolid medicinal form

It is a solid medicinal form

39. What is a decoction?

A liquid preparation made by boiling a medicinal plant with water

A salve

An ointment

A tablet

40. What is a solution?

A typically liquid homogenous mixture

A salve

An ointment

A tablet

41. Where are Chemist's shops usually situated ?

on the first floor

on the second floor

on the third floor

on the fourth floor

42. What are mainly sold at the prescription department ?

Prescribed drugs

Medical items

Toilet articles

Soaps

43. What drugs should be kept in the refrigerator ?

Prepared drugs

Powders

Galenical preparations

Medicines

44. What temperature should drugs be kept at the chemist's?

Not higher than a room temperature

Higher than a room temperature

Lower than a room temperature

No correct answer

45. Where are the dose and directions for the administration indicated ?

On the label or signature

In the mobile phone

At the chemist's department

Nowhere

46. What is the duty of the chemist-analyst?

Controlling effectiveness of the drugs

Keeping powders

Keeping ampoules of glucose

Selling drugs

47. What is the duty of the dispensing pharmacist?

Selling drugs

Checking drugs

Keeping powders

Keeping ampoules of glucose

48. What is the duty of the pharmacist who is in charge of supplying?

Supplying necessary medicines

Keeping powders

Keeping ampoules of glucose

Selling drugs

49. What is the duty of the chemist?

Controlling the prescriptions

Keeping powders

Keeping ampoules of glucose

Selling drugs

50. What is the duty of the manager of the chemist's shop?

Heading the chemist's shop

Keeping powders

Keeping ampoules of glucose

Selling drugs

51. How antibiotic substances are generally described?

a) as a result of the metabolic activities of living cells*

b) as a result of heating substances

c) as a result of burning substances

d) as a result of evaporating substances

52. How can antibiotic-producing organisms be obtained?
- a) by heating substances
 - b) by testing pure cultures*
 - c) by burning substances
 - d) by evaporating substances
53. What property of the antibiotics is the most important in the medical practice?
- a) sedative for brain
 - b) laxative
 - c) fighting against dangerous microorganisms*
 - d) cooling
54. What is very important for maximum production of the antibiotic substances?
- a) serum medium
 - b) initial medium
 - c) the structure of the medium
 - d) the composition of the medium*
55. What antibiotic has been first produced by man?
- a) Ampicillin
 - b) Penicillin*
 - c) Erythromycin
 - d) Tetracycline
56. What antibiotic has been first found in nature?
- a) Chloramphenicol*
 - b) Erythromycin
 - c) Tetracycline
 - d) Ampicillin
57. How is Chloramphenicol marketed for oral use?
- a) in tablets
 - b) in capsules*
 - c) in pills
 - d) in powders
58. How is Chloramphenicol ordinarily administered?
- a) by the friction to the skin
 - b) by the applying lotion
 - c) by the oral route*

d) all are correct

59. Put the correct tense form in the sentence:

Many new buildings in our city by the end of the year.

- a) will have been built*
- b) will built
- c) did built
- d) built

60. They to come here two days ago.

- a) have invite
- b) have already been invited*
- c) did invite
- d) invited

61. What drugs do cardiac glycosides include?

- a) chemical drugs and their preparations
- b) crude drugs and their preparations*
- c) salutary drugs and their preparations
- d) beneficial drugs and their preparations

62. What action do Digitalis constituents exert on the heart?

- a) beneficial*
- b) dangerous
- c) irritating
- d) all are correct

63. What is the most active principle of Digitalis?

- a) Ampicillin
- b) Tetracycline
- c) Penicillin
- d) Digitoxin*

64. What are the important cardiac glycosides?

- a) Digitalis, Strophanthus*
- b) Ampicillin
- c) Tetracycline
- d) Penicillin

65. What is the chief therapeutic use for Digitalis?

- a) the treatment of constipation
- b) the treatment of irritation
- c) the treatment of congestive heart failure*

d) the treatment of pain

66. How many types of Digitalis dosage are recognized?

- a) 5
- b) 4
- c) 3
- d) 2*

67. He hasn't decided on a career yet, but he (has been thinking / had been thinking) about it lately.

- a) has been thinking*
- b) had been thinking
- c) had been think
- d) has been think

68. After she (has been playing / had been playing) the violin for ten years, she joined an orchestra.

- a) has been playing
- b) had been playing*
- c) have been playing
- d) have been play

69. Mike has never had an accident and he (drive) for years.

- a) had been playing
- b) have been playing
- c) has been playing*
- d) has been play

70. She had no idea it was so late because she (not / watch) the time.

- a) haven't been watching
- b) hadn't watch
- c) have not watch
- d) hadn't been watching*

71. Where is the USA situated?

In the central part of the North American continent

In Central Asia

In Europe

In Canada

72. What is its area?

Over 9 mln square km

94249 square km

90000 square km

94000 square km

73. What is the population of the USA?

About 250 mln

Over 70 mln

About 20 mln

Over 10 mln

74. What is the capital of the USA?

Washington

London

Glasgow

Edinburgh

75. Who was the first President of the USA?

George Washington

Jack London

Mark Twain

John Kennedy

76. What are the biggest cities of the USA?

New York, Hollywood, Chicago, Boston

London and Cambridge

Glasgow and Oxford

Edinburgh and London

77. What industries are highly developed in USA?

Machine building and shipbuilding

Cotton producing

Iron producing

Copper producing

78. How many states are there in the USA?

50

60

70

80

79. What is the head of the state and the government in the USA?

The President

The Prime Minister

The Secretary General

The Governor

80. What are the main political parties in the USA?

The Democratic Party and the Republican Party

The Conservative Party and the Labour Party

The Liberal Party and the Conservative Party

The Labour Party and the Liberal Party

81. Where is Washington situated?

In the District of Columbia

In Central Asia

In China

In Canada

82. Who was the first President of the USA?

George Washington

Jack London

Mark Twain

John Kennedy

83. What is the Capitol?

The seat of the Congress

The district for the working people

The oldest part

The political party

84. Where is the Capitol situated?

On the Capitol Hill

In Central Asia

In Europe

In Canada

85. What is the White House in Washington?

The President's residence

The Senate

The political party

The Liberal party

86. What is the Pentagon?

The US military centre

The museum

The supermarket

The Library

87. What chambers does the Congress consist of?

The Senate and the House of Representatives

The Democratic Party and the Republican Party

The Conservative Party and the Labour Party

The Liberal Party and the Conservative Party

88. What is the population of Washington?

About 3 mln

Over 7 mln

About 2 mln

Over 1 mln

89. What year was the National Gallery of Art opened?

1941

1991

1965

1950

90. What is the NASA Museum devoted to?

The US achievements in the exploration of space

Cotton producing

Iron producing

Copper producing

91. How many types of institutions of higher education in Great Britain can you name?

5

6

7

8

92. What is the normal duration of a first degree course?

Three years

Four years

Five years

Six years

93. What is B.A.?

Bachelor of Arts

British Association

British Artist

British Assemble

94. When is Master Degree awarded?

After a further year or two years study

After three years

After five years

After six years

95. How is a person studying for a degree at a British University called?

An undergraduate

A graduate

A student

A teacher

96. How is a person who has taken a degree called?

A graduate

An undergraduate

A student

A teacher

97. What is the doctor of philosophy awarded for?

Research and the submission of theses

Studying at the University

Studying at the College

Teaching at the College

98. What are the oldest universities of Great Britain?

Oxford and Cambridge

Glasgow and London

Sheffield and London

Manchester and Leeds

99. What does the tutorial system mean?

Lectures

Seminars

Texts

Tests

100. What does the tutor require his students to do?

To write essays and papers

To make presentations

To make tests

To translate the texts

101. What is Vitamin B1 soluble in?

Water and methyl alcohol

Solution and decoction

Mixture and infusion

Suspension and solution

102. What is Vitamin B1 stable in?

Acid

Solution

Mixture

Suspension

103. What is Vitamin B1 easily destroyed in?

Neutral and alkaline solutions

Solution and decoction

Mixture and infusion

Suspension and solution

104. What is Vitamin B1 contained in nature?

Yeast, brown bread and others

Acid

Solution

Mixture

105. Where is Vitamin B1 stored by?

Liver and kidneys

Lungs and heart

Stomach and intestine

Bones and brain

106. How do men and most animals receive Vitamin B 1?

With food

With water

With air

With plants

107. What disease can the lack of Vitamin B 1 lead?

Beri-beri

Headache

Stomachache

Leg ache

108. What is the minimum daily dose of Vitamin B 1 for children?

- 1 mg
- 3 mg
- 5 mg
- 7 mg

109. What is the minimum daily dose of Vitamin B 1 for adults?

- 2 mg
- 4 mg
- 6 mg
- 8 mg

110. What is the minimum daily dose of Vitamin B 1 for pregnant women?

- 2,5-3 mg
- 3,5-5 mg
- 5,5-7 mg
- 7,5-9 mg

111. How many groups of the plants are there?

- 4
- 5
- 6
- 7

112. What are the lowest and simplest plants?

- Thallophytes
- Seeds
- Grasses
- Leaves

113. How can bacteria be seen with?

- Microscope
- Test-tube
- Flask
- Glass

114. How is the second group called?

- Bryophytes
- Seeds
- Grasses
- Leaves

115. Where are the mosses, lichens and liverworts found?

- In the forests
- In Central Asia
- In Europe
- In Canada

116. What are bryophytes?

- The mosses, lichens and liverworts
- Seeds, stems and flowers
- Grasses, pestles and stamens
- Leaves, grasses and flowers

117. What does the third group include ?

Fern, quillworts and club mosses

Seeds, stems and flowers

Grasses, pestles and stamens

Leaves, grasses and flowers

118. How is the third group called?

Pteridophytes

Seeds

Grasses

Leaves

119. How is the fourth group called?

Spermatophytes

Seeds

Grasses

Leaves

120. What does the fourth group include ?

Grasses,vegetables, trees, shrubs, flowers

Seeds, stems and flowers

Grasses, pestles and stamens

Leaves, grasses and flowers

121. What is the Pharmaceutical Industry in Uzbekistan?

a development priority

Branch of pharmacy

Branch of chemistry

Branch of science

122. What strategy does Uzbekistan have?

Medium-term and long-term strategy

Industrial

Chemical

Scientific

123. What competitive advantages can you count?

Availability of research base

Low cost of new medications

Availability of research staff

Existence of research institutions

124. What is the goal for nearest future?

Provision of medical drugs

Developing medical drugs

Producing medical drugs

Obtaining medical drugs

125. How many parts are there in sectoral development strategy?

4

5

6

7

126. What was the average annual growth rate?

25%

35%

45%

55%

127. What organizations collaborate in the Pharmaceutical Industry?

Academy of Sciences, Uzkimyosanoat, Ministry of Health

High schools

Branch of chemistry

Branch of science

128. How many medical substances are planned to produce?

44

45

55

65

129. How many original drugs do the research institutions plan for production?

26

36

46

56

130. What preparations and products can be arranged in Uzbekistan?

Radiopharmaceutical preparations and blood products

Chemical products

Pharmaceuticals

Medicinal forms

131. How many people does the Pharmaceutical Industry in the UK employ?

72,000

62,000

82,000

92,000

132. What agency is responsible for ensuring medicines and medical devices?

Medicines and Healthcare products Regulatory Agency (MHRA)

Ministry of Health

Pharmaceutical Sector

Chemical sector

133. How many leading industrial sectors in the world?

3

4

5

6

134. What place does the British Pharmaceutical Sector take among the leading British industrial fields?

3

4

5

6

135. What place does Great Britain take by the total volume of the occupied share in market?

- 2
- 4
- 5
- 6

136. What organization presents the interests of the British Pharm. Branch?
the Association of the British Pharmaceutical Industry
Ministry of Health
Pharmaceutical Sector
Chemical sector

137. Whose interests does the Association of the British Pharmaceutical Industry present?

the most of producers and suppliers of medicines
physicians'
dentists'
doctors'

138. How many percent of known medicines were produced in GB?

- 20%
- 30%
- 40%
- 50%

139. In accordance with what does MHRA control registration of medicines?

EU directives
international standards
pharmaceutical sector
chemical sector

140. Does the state create all necessary terms for development of R&D in the pharmaceutical sector?

Yes
No
No comment
No answer

141. I _____ lemonade very much.

like
liked
likes
likely

142. The girls always _____ to pop music.

listen
listens
listened
will listen

143. Janet never _____ jeans.

wears

wear

wear

will wear

144. _____ you _____ English?

Do/speak

Do/speaks

Do/spoke

Does/speak

145. _____ she _____ bathroom every Sunday?

Does/clean

Do/clean

Does/cleaned

Does/cleans

146. Billy _____ _____ in the supermarket.

works

working

work

worker

147. Mr Smith _____ Spanish and French.

teaches

taught

teaching

teach

148. You _____ your homework after institute.

do

does

doing

will do

149. We _____ a nice garden.

have

haved

has

having

150. Simon _____ two rabbits and five goldfish.

has

having

have

had

151. Are there any nice places to _____ running around there?

go

take

speak

make

152. My daughter and I enjoy _____ chess.

playing

beginning
making
doing

153. _____ you ever _____ basketball? I really enjoy it.

Do/play
Do/do

Do/go

Do/listen

154. How often _____ you _____ to the gym?

do/go

do/buy

do/tell

do/play

155. I _____ the piano since I was a child.

play

do

get

go

156. Last summer we _____ wind surfing almost every day.

went

going

made

worked

157. I used to _____ aerobics when I was younger.

go

play

work

like

158. It usually _____ me half an hour to get up, wash and dress.

takes

gives

plays

likes

159. My friend usually _____ lunch in the canteen.

has

does

have

gives

160. _____ you _____ at the Pharmaceutical Institute?

Do/study

Do/speak

Do/go

Do/work

161. . A- _____ there _____ desk? B- Yes, _____ is.

Is / a / there

Is / - / there

Are / the / they

Is / one / they

162. A- _____ there three stereos in the living room? B- No, there _____ .

Are / aren't

Are / are

Are / not

Are / -

163. Is there _____ apple in the bag?

an

a

the

-

164. There _____ 4 _____ on the sofa.

are / women

are / woman

is / women

- / woman

165. There _____ one bag. There _____ 3 bags.

isn't / are

is / is

not / are

aren't / are

166. There _____ 3 telephones, but _____ isn't a cooker.

are / there

are / they

is / there

are / their

167. _____ any men in the hall?

Are there

Are their

Are they

Is there

168. A: _____ there many mice in the house? B: No, there _____ .

Are / aren't

Are / are

Are / not

Are / -

169. _____ there _____ chairs in the class?

Are / any

Are / a

Are / some

Are / there

170. There are _____ chairs, but there are not _____ desks.

some / any

any / some

any / any

some / some

171. It was strange that they _____ be late.

could

must

may

can

172. _____ I have one of these cakes?

may

could

must

can

173. _____ you speak any foreign language?

can

may

must

might

174. I understand it very well. You _____ explain further.

needn't

cannot

mustn't

need

175. You've been reading all day. You _____ be tired.

must

can

could

need

176. I _____ rather stay at home than go out.

must

could

would

may

177. Sue _____ be able to help them.

might

could

should

shall

178. Take an umbrella. It _____ rain later

might

should

would

can

179. _____ you help me carry this downstairs?

can

may

should

must

180. This price is wrong. It _____ be \$5.50, not \$6.00.

must
could
may
need

181. "Let's meet _____ midday _____ Saturday."

at, on
at, at
in, on
at, in

182. "The manager isn't here _____ present, but she'll be back _____ half an hour."

at, in
at, at
in, at
on, at

183. "You won't be working _____ Saturday nights _____ the future, will you?"

on, in
at, in
on, at
at, on

184. "I'm busy _____ moment, but I'll be free _____ evening."

at the/in this
in the/at this
at the/this
in the/this

185. I have a meeting _____ 9 am.

at
in
on
at the

186. The shop closes _____ midnight.

at
in
on
at the

187. _____ England, it often snows _____ December.

in/in
in/on
at/in
on/at

188. Do you think we will go to Jupiter _____ the future?

in
on

at
in a

189. There should be a lot of progress _____ the next century.

in
on
at
in a

190. Where will you be _____ New Year's Day?

on
in
at
in the

191. When _____ Moon passes between _____ Earth and _____ Sun _____ Eclipse results.

the/the/the/the
a/the/an/the
an/a/the/the
the/a/an/the

192. There is _____ red book and _____ green book on _____ table in _____ dining room.

a/-/the/the
an/a/the/a
the/the/a/a
the/the/the/the

193. He bought _____ books from _____ library.

-/the
the/the
a/a
the/a

194. _____ great Russian writer Gogol was born in _____ Ukraine in 1809.

The/the
a/-
the/an
a/the

195. _____ Leningrad is situated on _____ Neva.

-/the
The/the
The/a
-/-

196. _____ Crimea is surrounded by _____ Black Sea.

The/the
The/a
-/the
a/a

197. _____ Europe and _____ America are separated by _____ Atlantic Ocean.

-/-/the
The/the/the
The/an/an
A/an/an

198. In our part of _____ country, _____ November is _____ stormy month.

the/-/a
a/the/an
the/the/-
a/-/an

199. All books must be returned to _____ library before _____ next Monday.

the/-
the/the
a/a
-/a

200. My daughter will go to _____ school _____ next year.

-/-
the/the
a/the
an/-

201. It is quite clear to everybody in the family that he _____ start getting ready for his exam instead of wasting time.

has to
have to
shall have
will has

202. It is impossible to do anything in such a short time. I _____ ask the chief to put off my report.

have to
has to
shall have
will has

203. It is already twenty minutes past eight. You _____ go or you will be late for the first lesson.

have to
has to
shall have
will has

204. I am very tired. I feel I _____ go to bed at once, or I shall fall asleep where I am sitting.

have to

has to

shall have

will has

205. We _____ wait for them any longer; we _____ ring them up and find out what has happened.

are not able to/have to

was not able to/have to

have not able to/has to

have to/have to

206. I doubt if I _____ finish the work in time, but I _____ do it.

am able to/have to

were able to/has to

have able to/has to

have to/had to

207. She _____ translate this article without a dictionary.

is able to

am able to

were able to

have able to

208. Why do you sit at the back of the class if you _____ hear well?

You _____ hear better if you sit in the front.

are not able to/are able to

am able to/have able to

were able to/has able to

have able to/has to

209. I'm too busy to have a holiday this year, but I hope I _____ have a long holiday next year.

will be able to

am able to

were able to

have able to

210. He was working very hard before he fell ill. He _____ work so hard when he comes out of hospital.

will be able to

am able to

were able to

have able to

211. The room _____ every day.

is cleaned

paid

is taken

see

212. Two trees _____ down in the storm last night.

were thrown

is taken

found

is made

213. Paper _____ from wood.

is made

built

is found

cleaned

214. There was a fire at the hotel last week. Two rooms _____ .

were damaged

are built

found

are cleaned

215. Many different languages _____ in India.

are spoken

built

were found

cleaned

216. These houses are very old. They _____ about 500 years ago.

were built

damaged

were found

are cleaned

217. Many American programmes _____ on British television.

are shown

built

were found

are cleaned

218. My car _____ last week. The next day it _____ by the
thieves.

was bought/was stolen

was given/ cleaned

is cleaned/is taken

is taken/ taken

219. The transistor _____ in 1948.

was invented

bought

was given

cleaned

220. She has a very good job. She _____ 3000 US dollars a week.

is paid

given

is taken

seen

221. The Tashkent Pharmaceutical Institute _____ pharmacists.

trains

takes

gives

sees

222. The Institute _____ in 1937.

was founded

were founded

was taken

was closed

223. The Tashkent Pharmaceutical Institute _____ in Oybek Street.

is situated

is founded

is taken

is closed

224. The Institute _____ two departments: Pharmacy and Industrial Pharmacy.

has

takes

gives

sees

225. The chemical laboratories _____ with up-to-date apparatus.

are equipped

are founded

are taken

are closed

226. The Institute _____ a computer centre and a library.

has

takes

gives

sees

227. Various branches of Chemistry _____ at the Institute.

are studied

are founded

are taken

are closed

228. The academic year _____ into two terms.

is divided

is founded

is taken
is closed

229. Highly skilled assistants and assistant professors _____ practical lessons.

conduct
takes
gives
see

230. Students, who get excellent marks _____ a high scholarship.

are paid
are founded
are taken
are closed

231. We (pass) our examinations.

haven't passed
don't pass
hasn't pass
have passed

232. She (paint) the picture by tomorrow.

won't have painted
wasn't painted
haven't painted
have painted

233. They never (be) to Great Britain.

have never been
has never been
did have been
has not been

234. I (translate) this article by 3 o'clock next Saturday.

won't have translated
wasn't translated
haven't translated
have translated

235. She never (read) this book.

has never read
does never read
hasn't never read
haven't never read

236. I (meet) my sister yet.

haven't met
don't meet
hasn't met
haven't meet

237. My friend (obtain) pure hydrogen when I came up to him.

hadn't obtained

hasn't obtained
haven't obtain
haven't obtained

238. You (have) a test in two weeks.

won't have had
wasn't had
haven't had
have had

239. He (find) this textbook in the Institute library two days ago.

hadn't found
hasn't found
hadn't find
haven't found

240. We (make) the experiment before the teacher came.

hadn't made
hasn't made
hadn't make
won't have made

241. Nitrogen _____ in the state of combination in nitre.

occurs
comes
gives
takes

242. When phosphorus burns in a closed volume of air, oxygen is entirely

_____.
removed
came
gave
took

243. Nitrogen forms an _____ constituent of all animal and vegetable
bodies.

essential
special
common
easy

244. If a concentrated solution of ammonium nitrite is heated, nitrogen is

_____.
245. removed
evolved
taken
given

246. In the experiment with hydrochloric acid ammonia always remains in

_____.
excess
minority

normal quantity

less quantity

247. Nitrogen can be prepared by burning phosphorus in a _____ volume of air.

closed

open

dry

wet

248. Nitrogen _____ by heating one of its compounds.

is obtained

are obtained

is given

is conducted

249. Active nitrogen _____ readily with any elements.

combines

comes

goes

takes

250. Plants and animals _____ nitrogen for their life and growth.

need

do

give

must give

251. The hydrochloric acid _____ with excess of ammonia, forming salt-ammoniac.

is united

is given

are united

is taken

252. _____ many hundreds of millions of chemical compounds.

There are

There is

There were

There be

253. _____ just over 100 different elements _____ the Earth.

There are/on

There are/in

There are/at

There are/under

254. _____ massive amounts _____ magnesium in seawater.

There are/of

There are/in

There are/at

There are/under

255 . _____ a lot of important research last year.

There was
There are
There were
There is

256. _____ several vacant spaces in Mendeleev's Periodic Table.

There are
There was
There is
There will be

257. _____ various methods of _____ water.

There are/ purifying
There was/ purify
There is/ purified
There will be/ purify

258. _____ 4 _____ on the sofa yesterday.

There were / women
There are / woman
There is / women
There was / woman

259. _____ one bag. There _____ 3 bags.

There isn't / are
There is / is
There not / are
There aren't / are

260. _____ 3 telephones, but _____ a cooker.

There are / there isn't
There are / they
There is / there
There are / their

261. _____ any men in the hall?

Are there
Is there
Were there
Was there

262. She (walk) along the street and (see) an old friend.

walked/saw
walking/seen
walk/saw
walked/seen

263. The sun (rise) and I (wake) up in the morning yesterday.

rose/woke
rosen/wake
rising/woken
rose/woken

264. The sick child (sleep) when the doctor (come).

slept/came

sleeps/comes
slepts/cames
sleped/comed

265. Our group (conduct) the interesting experiment on chemistry at our last lesson.

conducted
conducting
conducts
conduct

266. The students (need) some acids and metals for conducting an experiment.

needed
needs
needing
need

267. We (observe) the reaction and (record) the yield.

observed/recorded
observes/records
observing/recording
observe/record

268. We (see) a blue flame that was a fact that we (obtain) pure hydrogen.

saw/obtained
sees/obtains
seeing/obtaining
see/obtain

269. I (visit) my grandparents and (help) them to pick fruit my last weekend.

visited/picked
visits/picks
visiting/picking
visit/pick

270. A lot of people (see) this accident last month.

saw
sees
seeing
seen

271. He often (go) to the British Museum when he was a student.

went
goes
gone
going

272. What was Avicenna?

the greatest philosopher and a physician
a teacher
an engineer
a mathematician

273. When and where was he born?

in 979 in the province of Bukhara

in 1979 in Samarkand

in 1079 in Khorezm

in 1009 in Tashkent

274. What age did he save the Samanid ruler Mansur?

17

18

19

20

275. What award was he given?

an access to the royal library

a present

an access to the castle

a prize

276. How many treatises are ascribed to Avicenna?

about 100

about 200

more than 200

more than 300

277. What is Avicenna's famous book on medicine?

"The Canon of Medicine"

novels

poems

stories

278. How many books does the Canon of Medicine include?

5

6

7

8

279. What are described in the first and second books?

Physiology, Pathology and Hygiene

Mathematics, History

Physics, Literature

Chemistry, Psychology

280. What are described in the third and fourth books?

Methods of treating diseases

Mathematics, History

Physics, Literature

Chemistry, Psychology

281. What are described in the fifth book?

Composition and preparation of remedies

Mathematics, History

Physics, Literature

Chemistry, Psychology

282. What was Mendeleev?

the great Russian scientist
physician
mathematician
astronomer

283. When and where was he born?

in 1834 in Tobolsk

in 1934 in Moscow

in 1890 in Tashkent

in 1907 in Moscow

284. When did he graduate from the Institute?

in 1855

in 1934

in 1890

in 1907

285. What did Mendeleev do at the University?

He gave a course of lectures

He lived there

He learnt English

He built a house

286. Where and when was Mendeleev sent to continue his study and research?

to Germany in 1859

to England in 1759

to Russia in 1959

to France in 1850

287. What is one of his highly important books?

“Fundamentals of Chemistry”

“Fundamentals of Biology”

“Fundamentals of Physics”

“Fundamentals of Mathematics”

288. What was the result of his tremendous work?

The table of Elements

The Table of Physics

The Table of Mathematics

The table of Chemistry

289. When was the Periodic Table published?

in 1869

in 1855

in 1934

in 1890

290. How many scientific works did he write?

over 350

about 300

over 400

about 500

291. When did Mendeleev die?

in 1907 at the age of 73

in 1917 at the age of 70

in 1977 at the age of 77

in 1970 at the age of 75

292. It is quite clear to everybody in the family that he _____ start getting ready for his exam instead of wasting time.

has to

have to

shall have

will has

293. It is impossible to do anything in such a short time. I _____ ask the chief to put off my report.

have to

has to

shall have

will has

294. There was a fire at the hotel last week. Two rooms _____ .

were damaged

are built

found

are cleaned

295. Many different languages _____ in India.

are spoken

built

were found

cleaned

296. The chemical laboratories _____ with up-to-date apparatus.

are equipped

are founded

are taken

are closed

297. The Institute _____ a computer centre and a library.

has

takes

gives

sees

298. My friend (obtain) pure hydrogen when I came up to him.

hadn't obtained

hasn't obtained

haven't obtain

haven't obtained

299. Active nitrogen _____ readily with any elements.

combines

comes

goes
takes

300. We (observe) the reaction and (record) the yield.

observed/recorded

observes/records

observing/recording

observe/record

Assessment criteria

O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI

TOSHKENT FARMATSEVTIKA INSTITUTI

O‘ZBEK TILI VA ADABIYOTI KAFEDRASI

“TIBBIYOTDA XORIJIY TIL” MODULI BO‘YICHA

SANOAT FARMATSIYASI FAKULTETI

1 KURS TALABALARINING

O‘ZLASHTIRISH KO‘RSATKICHINI

NAZORAT QILISH NAMUNAVIY

MEZONI

TOSHKENT – 2021

Ushbu baholash me'zoni Toshkent farmatsevtika instituti rektori tomonidan 2020 yil 6 noyabrda tasdiqlangan Toshkent farmatsevtika institutida o'qitishning kredit-modul tizimi bo'yicha talabalar bilimni nazorat qilish tartibi va baholash mezonlari to'g'risidagi nizomiga asosan ishlab chiqilgan.

UMUMIY QOIDALAR

Bakalavriat bosqichi 1 kurs talabalari bilimni nazorat qilish va baholashdan maqsad ta'lim sifatini boshqarish orqali yuqori malakali, raqobatbardosh, zamonaviy xalqaro standartlarga javob bera oladigan farmatsevtika sohasi uchun yetuk kadrlarni tayyorlash hamda talabalarni mustaqil ta'lim olish, ta'lim sifatini boshqargan holda farmatsevtikaning tegishli sohalarida bilim va ko'nikmalarini rivojlantirishdan iborat.

BAHOLASH MEZONINING ASOSIY VAZIFALARI QUYIDAGILARDAN IBORAT:

- a) o'quv materialining talabalar tomonidan tizimli ravishda va belgilangan muddatlarda o'zlashtirilishini tashkil etish va tahlil qilish;
- b) talabalarda mustaqil ishlash ko'nikmalarini rivojlantirish, a[borot resurslari manbalaridan samarali foydalanishni tashkil etish;
- d) talabalar bilimni holis va adolatli baholash hamda uning natijalarini o'z vaqtida ma'lum qilish;
- e) talabalarning o'quv rejasi doirasida kompleks hamda uzluksiz tayyorligini ta'minlash;
- f) o'quv jarayonining tashkiliy ishlarini kompyuterlashtirishga (raqamlashtirishga) sharoit yaratish.

Talabalar modul bo'yicha o'zlashtirilishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, "Tibbiyotda xorijiy til" moduli bo'yicha talabalar bilimni nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN; mustaqil ta'limni qamrab olgan holda);
- oraliq nazorat (ON);
- yakuniy nazorat (YN).

"Tibbiyotda xorijiy til" moduli bo'yicha talabaning semestr davomida o'zlashtirish ko'rsatkichi baholashning reyting tizimi asosida ballarda aks ettiriladi va amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Har bir nazorat turi unga ajratilgan maksimal ballning 100 % idan kelib chiqqan holda baholanadi.

Modulga ajratilgan kreditlar nazorat turlari bo'yicha quyidagicha taqsimlanadi:

Joriy nazorat uchun 2,5 kredit quyidagicha taqsimlanadi:

1 semestr - 1,25 kredit

2 semestr – 1,25 kredit

Bunda:

- chet tilida akademik yozuv va lug'at bilan ishlash, tibbiy atamalar, tibbiy internatsional so'zlar hamda mutaxassislik bo'yicha tibbiy leksika va terminologiya haqida tasavvurga ega bo'lishi, tibbiy manbalarni yozuvda qo'llashni- **0,5 kredit**;
- o'qish jarayonida: a) mutaxassislik yo'nalishdagi tibbiy matnda berilgan atamalarini o'rganilayotgan chet tilida izohlab o'qish; b) matn mazmunini chet tilida yoki ona tilida so'zlab berish - **0, 5 kredit**.

- tinglash jarayonida: a) kasbga yo‘naltirilgan materiallarni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish; b) faol leksik birliklarni kerakli mavzuda va situatsiyada ishlata olish- **0,5 kredit**;

- nutq jarayonida: a) kursda o‘tilgan tibbiy terminlarni to‘g‘ri talaffuz qila olish; b) tinglagan va o‘qigan matn mazmunini gapirish; v) matn asosiy mazmunini ifodalovchi leksik va sintaktik qurilmalarga asoslanib gapirib berish; g) suhbatni boshlash va tugatishni bilish, suhbatdoshiga taklif va maslahat berish, savollariga javob berish- **1 kredit** ajratiladi.

Talaba xar bir bo‘limdan belgilangan kreditlarni to‘plagandan keyingina yakuniy nazoratga kiritiladi.

Talabalarning modul bo‘yicha o‘zlashtirishini baholashda quyidagi namunaviy mezonlardan foydalaniladi:

Baholash usullari	Testlar, yozma ishlar, og‘zaki so‘rov
<p>“A” 86 - 100 ball - a‘lo natija; minimal xatoliklar bilan</p>	<ul style="list-style-type: none"> - modul dasturining barcha bo‘limlari bo‘yicha tizimli, to‘la va chuqur bilimga ega bo‘lishi, zarur dalillar bilan asoslantirishi; - ilmiy terminologiyadan aniq, o‘z o‘rnida foydalanishi, savollarga javobni mantiqan - olgan bilimni amalda qo‘llay oladi - fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo‘yicha tasavvurga ega bo‘ladi - xorijiy tilda eshitish, yozish, o‘qish va gapirish ko‘nikmalari a‘lo shakllangan bo‘ladi; - tez va xatosiz o‘qiydi; - yozishda 1 ta orfografik xatoga yo‘l qo‘yadi, - o‘tilgan mavzuni tahlil qiladi va qo‘llaydi, umumlashtiradi, - darsda faol qatnashadi; - uy vazifasini xatosiz bajaradi
<p>“B” 81 - 85 ball - juda yaxshi; ayrim xatoliklar bilan</p>	<ul style="list-style-type: none"> - xorijiy tilda eshitish, yozish, o‘qish va gapirish ko‘nikmalari shakllangan bo‘ladi; - talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo‘llay oladi - fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo‘yicha tasavvurga ega bo‘ladi; - so‘zlarni o‘qishda 1,2 ta xatoga yo‘l qo‘yadi; - yozishda 1,2 ta orfografik xatoga yo‘l qo‘yadi va 1 yo 2 ta so‘zni bilmaydi; - o‘tilgan mavzuni tushunadi va darsda faol qatnashadi - uy vazifasini 1 ta yo 2 ta xato bilan bajaradi

<p>“C” 71 - 80 ball - yaxshi; sezilarli xatoliklar bilan</p>	<p>-xorijiy tilda eshitish, yozish, o`qish va gapirish ko`nikmalari qoniqarli shakllangan bo`ladi;</p> <ul style="list-style-type: none"> – talaba olgan bilimni amalda qo`llay oladi <p>fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo`yicha tasavvurga ega deb topilganda</p> <ul style="list-style-type: none"> - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, - yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo`l qo`yadi
<p>“D” 60 - 70 ball - qoniqarli; sust natija qo`pol kamchiliklar bilan</p>	<ul style="list-style-type: none"> – talaba fan dasturini o`zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo`yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.
<p>“E” 55 - 59 ball - o`rta; minimal natijaga ega</p>	<ul style="list-style-type: none"> – talaba fan dasturini o`zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo`yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.
<p>“FX” 31 - 54 ball - qoniqarsiz; minimal baholanadi</p>	<ul style="list-style-type: none"> – talaba fan dasturini o`zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo`yicha tasavvurga ega emas, mustaqil fikrlay olmaydi – talaba uy vazifasini bajarmagan, mavzu bo`yicha savollarga javob bera olmaydi.
<p>“F” 0 - 30 ball - mutloq qoniqarsiz; to`liq qayta o`zlashtirilishi lozim</p>	<ul style="list-style-type: none"> – talaba fan dasturini umuman o`zlashtirmagan – fanning (mavzuning) mohiyatini umuman tushunmaydi hamda fan bo`yicha umuman tasavvurga ega emas, mustaqil fikrlay olmaydi – talaba uy vazifasini bajarmagan, mavzu bo`yicha savollarga umuman javob bera olmaydi.

Ma`ruzalar rejalashtirilmagan.

JN baholashda Bakalavriat bosqichi talabasining mashg`ulotda qatnashishi hisobga olinadi.

Joriy nazorat (JN)

Joriy nazoratda talabaning modul mavzulari bo`yicha bilim, amaliy ko`nikma va kompetensiyalarni egallash darajasini aniqlash va baholab borish ko`zda tutiladi. Moduli bo`yicha JN og`zaki, testlari, tarqatma materiallari bilan ishlash, vaziyatli matnlar, uyga berilgan vazifalarni tekshirish va shu kabi boshqa shakllarda o`tkazilishi mumkin.

Baholashda talabanning bilim darajasi, amaliy mashg'ulot materiallarini o'zlashtirishi va ta'limning interaktiv usullarida ishtirokining faollik darajasi, shuningdek, amaliy bilim va ko'nikmalarni o'zlashtirish darajasi, kompetensiyalarni egallash (ya'ni nazariy, analitik va amaliy yondoshuvlar) hisobga olinadi.

Joriy nazorat semestr davomida ikkinchi mashg'ulotdan oxirgi mashg'ulotga qadar har bir mashg'ulotda, ishchi fan dasturining tegishli bo'limi tugaganidan keyin talabanning bilim va amaliy ko'nikmalarini baholash maqsadida o'quv mashg'ulotlari davomida o'tkaziladi.

Maksimal ball 100, o'tish bali 55 ball.

Modul bo'yicha talaba reytingi quyidagicha aniqlanadi:

Ball	ECTS baho	ECTS ning ta'rifi		Baho	Ta'rifi
86-100	A	"a'lo" – a'lo natija, minimal hatolik lar bilan	Modul dasturining barcha bo'limlari bo'yicha tizimli, to'la va chuqur bilimga ega bo'lishi, zarur dalillar bilan asoslay olishi; terminologiyadan (shu jumladan, ilmiy, xorijiy tilda) aniq, o'z o'rnida foydalanishi, savollarga javobni mantiqan to'g'ri, stilistik savodli ravishda ifodalashi; muammoli savollarni aniqlashi, o'z qarashlarini xorijiy tilda asoslab bera olishi; modulning tayanch tushunchalarini bilishi va uni qisqa vaqt ichida echishda samarali qo'llay olishi; nostandart vaziyatlarda muammolarni mustaqil va ijodiy hal qila olish qobiliyatini ko'rsata olishi; amaliy ko'nikmalarni mustaqil ravishda to'liq bajara olishi (sifati va belgilangan soni jihatdan) va kompetensiyalarni to'liq egallashi; amaliy masalalarni qisqa, asoslangan va ratsional ravishda hal etishi; modul dasturida tavsiya etilgan asosiy va qo'shimcha adabiyotlarni to'liq va chuqur o'zlashtirishi; amaliy mashg'ulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli	5	a'lo

			<p>muhokamalarda faol bo'lishi, vazifalarni bajarishda yuqori madaniyat darajasiga ega bo'lishi lozim;</p>		
81-85	B	<p>"juda yaxshi" – o'rtadan yuqori natija, ayrim hatoliklar bilan</p>	<p>modul dasturining barcha bo'limlari bo'yicha tizimli, to'la va chuqur bilimga ega bo'lishi, zarur dalillar bilan asoslay olishi; terminologiyadan (xorijiy tilda) aniq, o'z o'rnida foydalanishi, savollarga javobni mantiqan to'g'ri, stilistik savodli ravishda ifodalashi; modulning tayanch tushunchalarini bilishi, qisqa vaqt ichida kasbiy vazifalarni qo'yish hamda hal qilishda undan unumli foydalanishi; standart vaziyatlarda muammolarni o'quv dasturi doirasida mustaqil hal qila olishi; modul dasturida tavsiya qilingan asosiy adabiyotlarni o'zlashtirishi; o'rganilayotgan modul bo'yicha konsepsiyalar va yo'nalishlar mohiyatini anglay olishi va ularga tanqidiy baho berishi; amaliy mashg'ulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli muhokamalarda faol bo'lishi, vazifalarni bajarishda juda yaxshi madaniyat darajasiga ega bo'lishi lozim;</p>	4	Yaxshi
71-80	C	<p>"yaxsh" – o'rtacha natija, sezilarli hatoliklar bilan</p>	<p>modul dasturining bo'yicha tizimli, to'la va chuqur bilimga ega bo'lishi, zarur dalillar bilan asoslay olishi, ammo bir oz kamchiliklar bilan; terminologiyadan (xorijiy tilda) aniq, o'z o'rnida foydalanishi, savollarga javobni mantiqan to'g'ri, stilistik savodli ravishda ifodalashi; o'z fikrini isbotlashda yoki boshqa nazariy materialni bayon qilishda</p>		

			<p>yuzaga kelgan noaniqliklarni mustaqil bartaraf eta olishi;</p> <p>modulning tayanch tushunchalarini bilishi, qisqa vaqt ichida kasbiy vazifalarni qo'yish hamda hal qilishda undan unumli foydalanishi;</p> <p>amaliy ko'nikmalarni mustaqil ravishda bajara olishi (sifati va belgilangan soni jihatdan) va kompetensiyalarni egallashi, ammo bir oz kamchiliklar bilan;</p> <p>modul dasturida tavsiya qilingan asosiy adabiyotlarni o'zlashtirishi;</p> <p>o'rganilayotgan modul bo'yicha konsepsiyalar va yo'nalishlar mohiyatini anglay olishi va ularga tanqidiy baho berishi;</p> <p>amaliy mashg'ulotlarda butun semestr mobaynida ijodiy va mustaqil qatnashishi, guruhli muhokamalarda faol bo'lishi, vazifalarni bajarishda yaxshi darajaga ega bo'lishi lozim;</p>		
60-70	D	Qoniqarli – sust natija, qo'pol kamchiliklar bilan	<p>davlat ta'lim standartlari (talablari) doirasida etarli bilim hajmiga ega bo'lishi;</p> <p>terminologiyani ishlatishi, savollarga javoblarni to'g'ri bayon qilishi, lekin bunda ayrim xatolarga yo'l qo'yishi;</p> <p>amaliy ko'nikmalarni (sifati va belgilangan soni jihatdan) mustaqil ammo hatoliklar bilan to'liq bajara olishi;</p> <p>kompetensiyalarni mustaqil, ammo hatoliklar bilan egallashi;</p> <p>pedagog xodim yordami bilan standart vaziyatlarni xorijiy tilde hal eta olishi;</p> <p>amaliy mashg'ulotlarda pedagog xodim rahbarligida qatnashishi, vazifalarni bajarishda etarli madaniyat darajasiga ega bo'lishi lozim;</p>	3	Qoni-Qarli
55-	E	"o'rta"	davlat ta'lim standartlari (talablari)		

59		– minimal natijaga teng	doirasida qoniqarli bilim hajmiga ega bo'lishi; terminologiyani ishlatishi, savollarga javoblarni to'g'ri bayon qilishi, lekin bunda ayrim qo'pol xatolarga yo'l qo'yishi; javob berishga yoki ayrim maxsus ko'nikmalarni namoyish qilishda qiynalganda va hatolarga yo'l qo'yganda, modul bo'yicha asosiy tushunchaga ega ekanligini namoyish etishi; kompetensiyalarni mustaqil emas va hatoliklar bilan egallashi; modulining umumiy tushunchalari bo'yicha qisman bilimga ega bo'lishi va uni standart (namunaviy) vaziyatlarni hal etishda qo'llay olishi; pedagog xodim yordami bilan standart vaziyatlarni hal eta olishi;		
31-54	FX	Qoniqar-siz – minimal darajadagi bilimlarni olish uchun qo'shimcha mustaqil o'zlash tirishi zarur	davlat ta'lim standartlari (talablari) doirasida faqat ayrim fragmentar bilimlarga ega bo'lsa; terminlarni ishlata olmasa yoki javob berishda jiddiy mantiqiy xatolarga yo'l qo'ysa; amaliy mashg'ulotlarda passiv qatnashib, vazifalar bajarish madaniyatining past darajasiga ega bo'lsa; amaliy ko'nikmalarga va kompetensiyalarga ega bo'lmasa, o'z xatolarini hatto pedagog xodim tavsiyalari yordamida ham to'g'rilay olmasa.	2	Qoniqarsiz
0-30	F	mutloq qoniqar-siz – to'liq qayta o'zlash tirishi	davlat ta'lim standartlari (talablari) doirasida faqat ayrim fragmentar bilimlarga ham ega emas; terminlarni ishlata olmasa yoki javob berishda jiddiy va qo'pol xatolarga yo'l qo'ysa yoki umuman javob bermasa; amaliy ko'nikmalarga va		

		lozim	kompetensiyalarga ega bo'lmasa, o'z xatolarini hatto pedagog xodim tavsiyalari yordamida ham to'g'rilay olmasa		
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2- semestr yakunida talaba egallagan bilim, ko'nikma va malakalari test sinovlari asosida nazorat qilinadi.

TMI ni baholash mezonlari

Bakalavriat bosqichi talabasining mustaqil ishi o'quv izlanish mavzulari bo'yicha referat, slaydlar, prezentatsiyalar, internet ma'lumotlar to'plami, testlar tuzish va boshqalar bo'lishi mumkin. Mustaqil ish mavzulari mashg'ulotlarni olib boruvchi o'qituvchilar tomonidan muntazam nazorat qilinib, dars uchun ajratilgan baholarga qo'shib boriladi.

Talabalarning mustaqil ishi maksimal 100 ball bilan baholanadi:

a'lo	“5”	86-100%
yaxshi	“4”	71-85%
qoniqarli	“3”	56-70%
qoniqarsiz	“2”	55 dan past

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatleri
1	86-100% “5” a'lo	1. Og'zaki va yozma nutqda grammatika va leksikani 86-100% to'g'ri va xatosiz ishlatsa; 2. Tarjimalarni a'lo darajada qila olsa; 3. Mavzuga bog'liq qisqacha xulosani 86-100% to'g'ri yoza olsa; 4. Mavzu bo'yicha a'lo taqdimot tayyorlasa
2	70- 85% “4” yaxshi	1. Og'zaki va yozma nutqda grammatika va leksikani 71- 85% ni to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 71- 85% to'g'ri yoza olsa; 4. Mavzu bo'yicha yaxshi taqdimot tayyorlasa
3	56-70% “3” qoniqarli	1. Og'zaki va yozma nutqda grammatika va leksikani 56-70% ni to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 56 - 70% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	55 dan past “2” qoniqarsiz	Belgilangan topshiriqlarni bajarmasa -55 dan past

Oraliq Nazorat

“Tibbiyotda xorijiy til (ingliz tili)” fani bo‘yicha ON semestrda 1 marta o‘tkaziladi va 100 ball bilan baholanadi. Oraliq baholash kafedra majlisi qarori bilan yozma ish, test, og‘zaki suhbat shakllarida yoki ularning kombinatsiyalarida o‘tkazilishi mumkin.

ON baholash mezonlari

O‘zlashtirish bali % da	Baho
86-100%	a’lo “5”
71-85%	yaxshi “4”
56 - 70%	qoniqarli “3”
55 % dan kam	qoniqarsiz “2”

Yakuniy nazorat (YN)

Yakuniy nazoratga kredit ajratilmaydi, lekin o‘tkazilishi majburiy. Bunda talabalarning kompetensiyalarni, amaliy ko‘nikmalarni egallash darajasi va nazariy bilimlari tekshiriladi. Yakuniy nazorat testlari 2-semestrda rejalashtirilgan. Maksimal ball 100, o‘tish bali 55 ball.

Yakuniy baholash mezoni:

YN ga “ Tibbiyotda xorijiy til” modulini muvaffaqiyatli yakunlagan hamda JN, ON va TMI dan ijobiy bahoga ega bo‘lgan talabalar qo‘yiladi. Yakuniy baholash mezoni: agar talaba 30 savoldan iborat bo‘lgan testning 86–100% ga to‘g‘ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo‘lgan testning 71– 85 % ga to‘g‘ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo‘lgan testning 56 - 70 % ga to‘g‘ri javob bersa 3 baho; 4) 55 % dan past – 2“ qoniqarsiz” baho qo‘yiladi.

JN, ON va TMI ga ajratilgan umumiy baholarning har biridan saralash balini to‘plagan talabaga YN ga ishtirok etishga huquq beriladi.

YN o‘tkazish shakli – test yoki og‘zaki sinov Ilmiy Kengash qarori bilan belgilanadi.

JN, ON va YN turlarida modulni o‘zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o‘tishga ruxsat beriladi:

- qoldirilgan amaliy mashg‘ulot kelgusi darsga qadar guruh o‘qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg‘ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o‘zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o‘zlashtira olmagan talaba belgilangan tartibda rektorning buyrug‘i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o‘quv yili yakunlari bo‘yicha amalga oshirish maqsadga muvofiqdir).

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