

**THE MINISTRY OF HEALTHCARE
OF THE REPUBLIC OF UZBEKISTAN**



**THE TASHKENT PHARMACEUTICAL INSTITUTE
LANGUAGES CHAIR
M.A.Taryanikova**

**TEACHING-METHODICAL COMPLEX
ON FOREIGN LANGUAGE
FOR THE 3rd -YEAR STUDENTS
OF BACHELOR DEGREE**

TASHKENT-2021

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Knowledge domain: 500000- Healthcare and Social provision

E ducat ional domain: 510000 - Healthcare
31 0000 - Eng ineering affa il·s
320000 - Teclmology of prodLcing
1 10000 - Pedagogy

**Educational direction s,
specia lty:**

5510500	- Pharmacy
51 11000	- Professional EdLcatio11(5510500 - Pharmaceutical affairs)
5320500	- Biotechnology (Pharmaceut ical Biotechnology)
5310901	Metrology, standardization and management of Product QLiality (Medic in al Substances)

TASHKENT-2021

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TMC is intended for the 3rd year students of Bachelor degree in all directions for teaching English

TMC is discussed on the Academic Board of the Tashkent Pharmaceutical Institute on the “ _____ ” of _____ in 2021 Record № _____

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INTRODUCTION

This Teaching-Methodical Complex is intended for the 3rd -year students in all directions of Bachelor degree of the Tashkent Pharmaceutical Institute and it is compiled in conformity with Standard Programme on the Moodle “Practical English”. It answers up-to-date requirements of training specialists in Pharmacy.

The main goal of this TMC is to help teaching English. It consists of the Introduction, Theoretical Material, Practical lesson material, Case bank, Self-study themes for the 3rd -year students, Glossary. In the Appendix, there is the Standardized Programme, the Working Programme, Handouts, Tests bank, Assessment Criteria and the List of Literature.

5-semester

№	Themes	Hours
1	Introduction : Unit 1 World's new vision Integrated skills: Lesson 1 Speaking: <i>The history of Academic Discipline</i> Listening : <i>Academic Disciplines</i> Text: <i>"The common forms of drugs"</i>	2
2	Audition. <i>Academic Fields</i> Integrated skills: Grammar: Phrasal Verbs (<i>Bring</i>) Reading: <i>Academic Field and Education</i> Writing: <i>Review writing</i> Text: <i>"Solid medicinal forms"</i>	2
3	Integrated skills: Lesson 2 Speaking: <i>Predictions</i> Listening: <i>Top Scientific Breakthroughs</i> Text: <i>"Liquid medicinal forms"</i>	2
4	Integrated skills: Grammar: <i>Adverbs and their role in a sentences</i> Reading: <i>Accelerating Universe</i> Writing: <i>Abstract writing</i> Text: <i>"Semisolid medicinal forms"</i>	2
5	Integrated skills: Lesson 3 Speaking <i>Novelties</i> Listening: <i>Oriental Inventions and discoveries</i> Grammar: <i>Reporting verbs (have created-to be claimed to have created)</i> The drug annotation: <i>"Dostinex tablets"</i> .	2
6	Integrated skills: Reading: <i>Oriental Contributions to Civilization</i> Writing: <i>Article review</i> Text: <i>"The chemist's shop"</i>	2
7	Review: Listening: <i>Interview</i> Reading: <i>ICT</i>	2
8	Unit 2 Futurology Integrated skills: Lesson 4 <i>Meeting society needs</i> Speaking: <i>Importance of social need analysis</i> Listening: <i>Social needs and their solutions</i> Reading and Writing	2

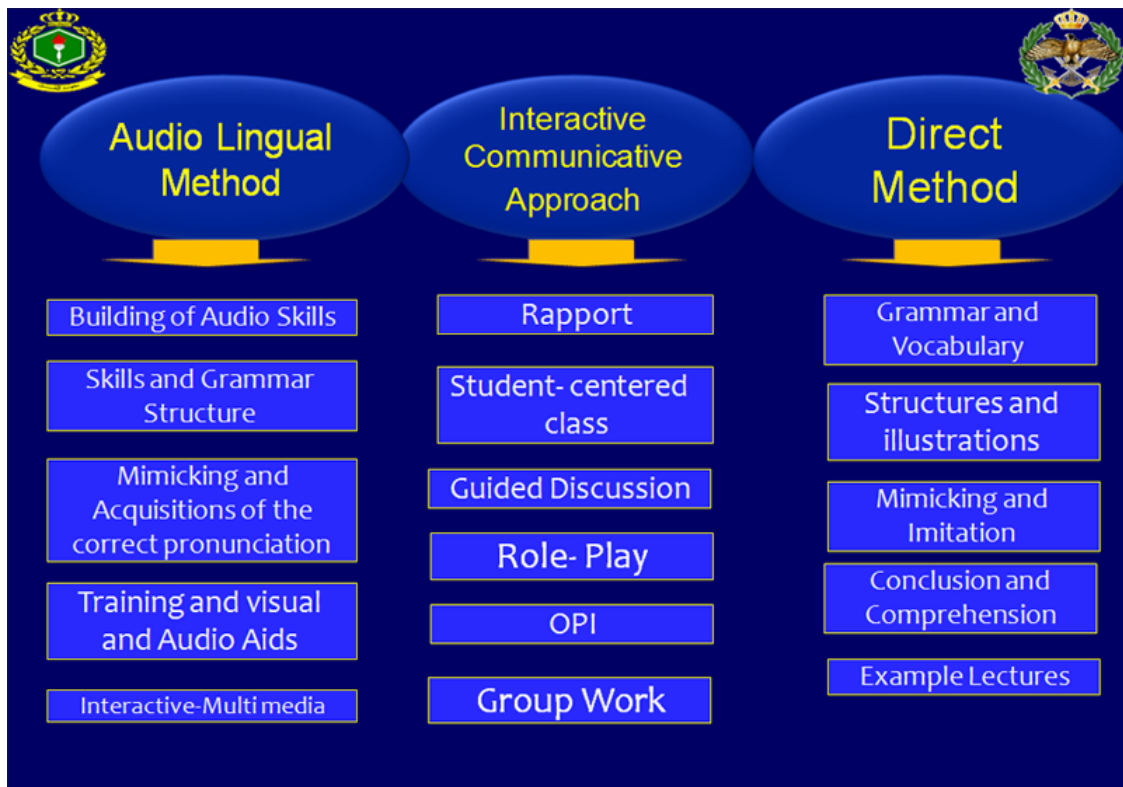
9	<p>Integrated skills: Grammar: <i>Phrasal verbs</i> (come to, come back to...) Reading: <i>Social needs and Education</i> Writing: <i>Report writing</i> Reading and Writing Text: "<i>Solution</i>" (TB, p. 216). The drug annotation "<i>Duexis</i>". (DA, p.30).</p>	2
10	<p>Integrated skills: Lesson 5 Speaking: <i>Professional networking</i> Listening: <i>What is Networking?</i> Text: "<i>Preparation of tablets</i>", (TB, p.197).</p>	2
11	<p>Integrated skills: Grammar: <i>Generalizing and Qualifying</i> Reading: <i>Global Networking</i> Writing: <i>Dos and Don'ts</i> Reading and Speaking Text: "<i>Filling of ampoules</i>"</p>	2
12	<p>Integrated skills: Lesson 6 <i>Professional Contentment</i> Speaking: <i>Discussing Personal Contentment</i> Listening: <i>Job satisfaction</i> Text: "<i>Ointments</i>"</p>	2
13	<p>Integrated skills: Grammar: <i>Time Expressions</i> Reading: <i>Employees who are Engaged in their Work have Happier Home Life</i> Writing: <i>Newspaper Article</i></p>	2
14	<p>Review: Speaking and Writing <i>Networking</i></p>	2
15	<p>Text: "<i>Vitamins</i>" Integrated skills: Reading and Writing The drug annotation: "<i>Amphotericin B</i>" (DA, p.11).</p>	2
16	<p>Final lesson Translation of drug annotations. Revision of oral themes</p>	2

6-semester

№	Themes	Hours
1	Introduction : Unit 3 Academic Life Integrated skills: Lesson 7 Academic degrees Speaking: <i>Earning a degree</i> Listening : <i>Earning academic degrees</i> Text: <i>“The English prescription /u, p. 1.</i>	2
2	Integrated skills: Grammar: <i>Wish sentences</i> Reading: <i>Emergence of the Doctor’s and Master’s Degrees</i> Writing: <i>Rubric writing</i> The drug annotation: <i>“Dostinex tablets”</i> . (DA, p. 29).	2
3	Integrated skills: Lesson 8 Public Speech Speaking: <i>Preparation vs. Running with What you have</i> Listening: <i>The art of public speech</i> Text: <i>“The English prescription” p. 2.</i>	2
4	Integrated skills: Grammar: <i>Quantifiers</i> Reading: <i>Public Speaking Exercises</i> Writing: <i>Persuasive Essays</i> Text: <i>“Cardiac glycosides”</i>	2
5	Integrated skills: Lesson 9 Freelance Speaking <i>Why Freelancing</i> Listening: <i>An Interview with a Freelance</i> Grammar: <i>Reporting verbs</i> Text: <i>“Cardiac glycosides”</i>	2
6	Integrated skills: Reading: <i>Recognition</i> Writing: <i>Letter of Certificate</i> The drug annotation: <i>“Kaletra”</i> . (DA, p.32).	2
7	Review: Listening and Reading <i>Freelance</i>	2
8	Unit 4 Benefits Lesson 10 Up -to –date devices Integrated skills: Speaking: <i>Me Gadgets</i> Listening : <i>Top Devises</i> The drug annotation : <i>“Metronidozole”</i>	2

9	Integrated skills: Reading: <i>Agent 007 Gadgets</i> Speaking: <i>My Gadgets</i> The drug annotation " <i>Accretropin</i> "	2
10	Lesson 11 Immortal Tracks Integrated skills: Speaking: <i>Great Works</i> Listening: <i>Inventions that Changed our Lives</i>	2
11	Integrated skills: Grammar: <i>Relative Clauses</i> Reading: <i>Minor Planet "Samarkand"</i> Writing: <i>Process Analysis</i>	2
12	Lesson 12 Personal Ambition in science Integrated skills: Speaking: <i>Learner's Ambitions</i> Listening: <i>Akbar's Story</i> Text: -Solution (TB, p. 216).	2
13	Integrated skills: Grammar: <i>Tag Questions</i> Reading: <i>A strong Motivator</i> Writing: <i>Critical writing</i> The drug annotation: " <i>Sporanox</i> ". (DA, p.33).	2
14	Review: Listening and Reading <i>Personal Ambition in Science</i>	2
15	Integrated skills: Listening and Speaking. Text: . " <i>Antibiotic</i> " The drug annotation: " <i>Prednisolone</i> "	2
16	Final lesson Translation of drug annotations. Revision of oral themes	2

TEACHING
MATERIAL



Audio-lingual method

Procedures:

Mimicry, memorization, repetition

Mainly speaking

No grammar explanations

Very little vocabulary teaching

A grammatical syllabus

Emphasis on accuracy

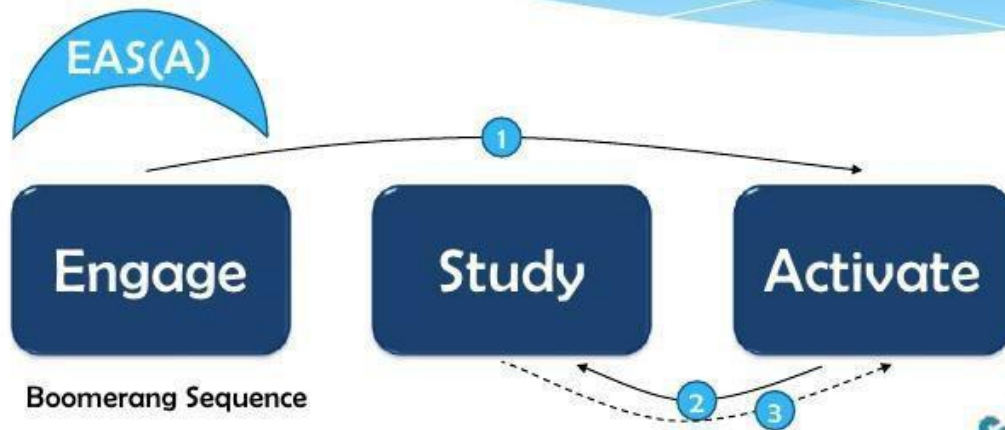
Underlying rationale:

Language is speech, not writing

Language is a set of habits

Teach the language, not about the language

Boomerang



Teaching Speaking

- The Grammar-Translation Method
- The Direct Method
- The Audiolingual Method/Audiolingualism
- The Silent Way
- Suggestopaedia
- Community Language Learning
- The Communicative Approach/Communicative Language Teaching
- Total Physical Response

Use

The to - infinitive is used:

- ◆ **to express purpose**
e.g. Sam went to the bank **to get** some money.
- ◆ **after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc.).**
e.g. He **promised to help** us with the decorations.
- ◆ **after adjectives which a) describe feelings/emotions (happy, glad, etc.), b) express willingness/unwillingness (willing, eager, reluctant, anxious, unwilling, etc.), c) refer to a person's character (mean, clever, etc.) and also with the adjectives lucky and fortunate.**
e.g. I was **annoyed to hear** that he had left.
He is **reluctant to help**.
You were **clever not to believe** them.
Note: With adjectives which refer to character we can also use an impersonal construction.
It + be + adjective + of + noun/pronoun.
e.g. It was **clever of you not to believe** them.
- ◆ **after certain nouns and pronouns such as something, somewhere, anyone, nothing, etc. usually to show that something is necessary or possible.**
e.g. We've got a lot of homework **to do**.
Take **something to drink** on the bus.
- ◆ **after too/enough.**
e.g. She is **too young to stay** out so late.
- ◆ **with it + be + adjective/noun**
e.g. It is **important to get** there on time.
It is her **ambition to open** her own shop.
- ◆ **to talk about an unexpected event which can be unpleasant, usually with only.**
e.g. She came home **to find** her sister waiting for her.
They rushed to the airport **(only) to be informed** that the flight had been cancelled.
- ◆ **after: be + the first/second, etc./next/last/best, etc.**
e.g. He was **the first to arrive**.
- ◆ **after verbs and expressions such as ask, learn, find out, wonder, want to know, decide, explain, etc. when they are followed by question words (who, what, where, how, etc.). 'Why' is followed by a subject + verb, not by an infinitive.**
e.g. He **explained how to operate** the machine.
I don't know **why he left**.
Note: If two to -infinitives are joined with 'and' or 'or', the 'to' of the second infinitive can be omitted.
e.g. He agreed **to come and help** us.

The -ing form is used:

- ◆ **as a noun.**
e.g. **Cycling** is a popular form of exercise.
- ◆ **after certain verbs (admit, anticipate, appreciate, avoid, consider, continue, delay, deny, discuss, enjoy, escape, excuse, fancy, finish, forgive, go (for activities), imagine, involve, keep (= continue), mention, mind, miss, postpone, practise, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand, etc.).**
e.g. They **considered moving** abroad.
He **avoided answering** my question.
- ◆ **after: dislike, enjoy, hate, like, love, prefer to express general preference.**
e.g. She **likes painting**.
BUT: would like/would love/would prefer + to -inf to express specific preference.
e.g. I **would like to paint** your portrait.
- ◆ **after expressions such as be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble, have a hard/difficult time, etc.**
e.g. **What's the use of waiting** for an answer?
She is **busy writing** the wedding invitations.
- ◆ **after: spend, waste, lose (time, money, etc.).**
e.g. We **wasted a lot of time trying** to find a parking space.
He **lost £100,000 investing** in unsuccessful companies.
- ◆ **after prepositions.**
e.g. He was found guilty **of lying** in court.
- ◆ **after the preposition 'to' with verbs and expressions such as look forward to, be used to, get round to, object to, in addition to, prefer (doing sth to doing sth else), etc.**
e.g. She **objects to working** on Saturdays.
- ◆ **after the verbs: hear, listen to, notice, see, watch, and feel to describe an incomplete action, that is to say that somebody saw, heard, etc. only a part of the action.**
e.g. I **listened to James singing** a song. (I listened to part of the song. I didn't listen to the whole song.)
BUT: hear, listen to, notice, see, watch, feel + bare infinitive to describe a complete action, something that somebody saw, heard, etc. from beginning to end.
e.g. I **listened to James sing** a song. (I listened to the song from beginning to end.)

Post Forms

Past Simple

We use the past simple:

- a) for an action which happened at a definite time in the past. The time is stated, already known or implied.



They **went** camping by the lake last month. (When did they go camping? Last month. The time is stated.)

- b) for actions which happened immediately one after the other in the past.



First she **paid** the driver, then she **got out** of the taxi.

- c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.



Kitchens **were/used to be** very different a hundred years ago.

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night/week/month/year/Tuesday, etc., three days/weeks, etc. ago, in 1997, etc.*

Past Continuous

We use the past continuous:

- a) for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

At seven o'clock yesterday evening they **were having** dinner. (We do not know when they started or finished their dinner.)



- b) for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

He **was walking** down the street when he **ran into** an old friend.



- c) for two or more simultaneous past actions.

She **was talking** on her mobile phone while she **was driving** to work.



- d) to describe the atmosphere, setting, etc. in the introduction to a story before we describe the main events.

One beautiful autumn afternoon, Ben **was strolling** down a quiet country lane. The birds **were singing** and the leaves **were rustling** in the breeze.



The past continuous is used with the following time expressions: *while, when, as, all morning/evening/day/night, etc.*

Infinitive / The -ing form / Too-Enough / Participles

The Infinitive / The -ing form



Ken and Nancy enjoy gardening. They could hire a gardener, but they prefer to do the work themselves.

Forms of the Infinitive		
	Active	Passive
Present	(to) lose	(to) be lost
Pres. Cont.	(to) be losing	_____
Perfect	(to) have lost	(to) have been lost
Perf. Cont.	(to) have been losing	_____

Active

- ◆ **present infinitive:** refers to the present or future
e.g. He expects **to stay** here for a week.
- present cont. infinitive: (to) be + -ing**
Refers to an action happening now.
e.g. He seems **to be working** hard.
- perfect infinitive: (to) have + past participle**
Refers to the past and shows that the action of the infinitive happened before the action of the verb.
e.g. He claims **to have won** a lot of money. (First he won the money, then he claimed that he had won it.)
- perfect cont. infinitive: (to) have + been + -ing**
Refers to the past and emphasises the duration of the action of the infinitive, which happened before the action of the verb.
e.g. He's got a headache. He claims **to have been working** on the computer all morning. (We emphasise what he has been doing all morning.)

The perfect infinitive is used with verbs such as *seem, appear, believe, know, claim, expect* and *modal verbs*.

Passive

- ◆ **present infinitive: (to) be + past participle**
e.g. He hopes **to be offered** a promotion.
- ◆ **perfect infinitive: (to) have been + past participle**
e.g. She is believed **to have been kidnapped**.

The verb tenses corresponding to the tenses of the infinitive are as follows:

Verb tenses	Infinitive
he works / will work	→ to work
he is working / will be working	→ to be working
he worked / has worked / had worked / will have worked	→ to have worked
he was working / has been working / had been working / will have been working	→ to have been working

Forms of the -ing form		
	Active	Passive
Simple	losing	being lost
Perfect	having lost	having been lost

The simple -ing form refers to the present or future.
e.g. *Swimming* is an energetic form of exercise. The perfect -ing form shows that the action of the -ing form happened before the action of the verb. e.g. He denied *having lied* to his parents. We can use the simple -ing form instead of the perfect -ing form with no difference in meaning.







e.g. He admitted *to having stolen/stealing* the car.

1

In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Has he lost his keys?*

SB: *Yes. He seems to have lost his keys.*

		
1 Has he lost his keys?	2 Has he hurt his finger?	3 Has he been sleeping?
		
4 Is he building a house?	5 Have they been running?	6 Is she painting a picture?

Nouns - Articles - Word Formation

Countable nouns:

- ◆ can take singular or plural verbs.
e.g. The **window** is open.
The **windows** are open.
- ◆ always go with a/an/the/my, etc. in the singular.
e.g. I paid **the** bill. This is **my** pen.
- ◆ can be used alone or with some/any/many/few in the plural.
e.g. I love **apples**.
I bought **some apples** to make a pie.

Some nouns can be used as countable or uncountable, with a difference in meaning.

- Would you like **a glass** of lemonade?
Tina can't see without her **glasses**. (spectacles)
The vase is made of **glass**. (the material)
- He went to the newsagent's to buy **a paper**. (newspaper)
He wrote my phone number on **a piece of paper**. (the writing material)
Don't forget to bring all the necessary **papers**. (documents)
- Susan has got short, dark **hair**. (all the hair on her head)
There is **a hair** in my soup!
- I've bought **an iron** as a wedding gift for Tom and Jane. (for ironing clothes)
This chair is made of **iron**. (the material)
- You shouldn't eat too much **chocolate**.
We gave her a box of **chocolates**.
- Your **room** is a mess!
We haven't got enough **room** to put you up. (space)
- The table is made of **wood**. (the material)
A lot of wolves live in the **woods**. (forest)
- Mr Davis has a lot of **experience** in accounting. (length of time doing it)
He had a few unpleasant **experiences** while living abroad. (events)
- I haven't got any **time** to lose.
How many **times** did Rick phone? (occasions)

Uncountable nouns:

- ◆ always take singular verbs.
e.g. **Gold** is more expensive than silver.
Milk comes from cows.
- ◆ do not go with a/an/one/two, etc.
e.g. **Water** is good for you.
- ◆ can be used alone or with some/any/much/little/the/my, etc.
e.g. Don't forget to buy (some) coffee.

Note: We use a/an, one/two, etc. with uncountable nouns such as coffee, tea, soda, etc. when we order something in a restaurant, café, etc.
e.g. We'll have **three coffees**, please.

- ◆ **A couple of, several, (a) few, many, a (good, large, great) number of** and **both** are used with countable nouns. e.g. a couple of friends. **(Too) much, (a) little, a great/good deal of, a small/large amount/quantity of** are used with uncountable nouns. e.g. a small amount of money. **A lot of, lots of, (hardly) any, some, no, plenty of** are used with countable and uncountable nouns. e.g. plenty of friends/money

Compound Nouns

- ◆ **Compound nouns** are nouns that are made of two or more parts and are formed as follows:
 - a) noun + noun. The plural is usually formed by adding -s/-es to the second noun.
e.g. ticket inspector → ticket inspectors
 - b) -ing form/adjective + noun. The plural is formed by adding -s/-es to the noun.
e.g. swimming pool → swimming pools
e.g. greenhouse → greenhouses
 - c) noun + in-law. The plural is formed by adding -s to the noun.
e.g. sister-in-law → sisters-in-law
 - d) noun + adverb. The plural is formed by adding -s to the noun.
e.g. runner-up → runners-up
 - e) verb + adverb particle. The plural is formed by adding -s to the word.
e.g. breakthrough → breakthroughs

Modal Verbs

- ◆ The verbs **can, could, may, might, must, will, would, shall, should** and **ought** are **modal verbs**. They do not take a suffix (-s, -ing or -ed). e.g. *He should stay here.* They are followed by a bare infinitive, except for **ought** which is followed by a to-infinitive. e.g. *They may come tonight. You ought to get a job. They go before*

Ability (Can-Could-Be able to)



He **was able to** climb up the tree.

Can is used in the present and future. **Could** is the past tense of **can**. We use **be able to** to form all the other tenses.

- ◆ **Can = be able to - ability in the present**
e.g. *Tom can play the guitar.*
- ◆ **will be able to - ability in the future**
e.g. *When you graduate, you will be able to get a job.*
But we use **can** when we decide now about something we will do in the near future.
e.g. *I haven't got any money now, but I can pay you tomorrow. (= I decide now about something I will do tomorrow.)*
- ◆ **Could = used to be able to ability in the past (repeated past action)**
We can use **was/were able to** with no difference in meaning.
e.g. *I could/was able to run fast when I was young.*
- ◆ **was/were able to = managed to do ability in the past (single past action)**
We use **was/were able to** to show that someone had the ability to do something in a particular situation in the past.
e.g. *Although it was dark, he was able to find his way.*
- ◆ We normally use **could** with the verbs **see, hear, smell, taste, feel, understand, guess** and **remember**.
e.g. *She listened carefully and she could hear people talking in the next room.*
(NOT: ... she was able to hear ...)
- ◆ In negations we can use **couldn't** or **wasn't/weren't able to** with no difference in meaning.
e.g. *I couldn't/wasn't able to reach him on the phone.*

the subject in questions and are followed by **not** in negations. e.g. *Can I say something? I couldn't understand him.* Modal verbs do not usually have tenses. They can refer to the present or the future. e.g. *I must go now. (present) You must call me early tomorrow morning. (future)*

Obligation/Duty/Necessity (Must-Have to-Should/Ought-Need)



Everyone **should** recycle their rubbish.

We use **must** to refer to the present or future.

- ◆ **must = it is your duty/you are obliged to do sth**
e.g. *You must listen to your teacher.*
- ◆ **have to = it is necessary to do sth**
e.g. *We have to be at the airport at 9 o'clock.*
We use **must** when the speaker decides that something is necessary. We use **have to** when somebody else other than the speaker has made the decision.
e.g. *I must finish the report by tomorrow. (The speaker decides.)*
I have to finish the report by tomorrow. (Somebody else has made the decision.)
- ◆ **Must and have to have different meanings in questions.**
e.g. *Must I tidy my room? (= Do you insist that I tidy my room?)*
Do I have to tidy my room? (= Is it necessary for me to tidy my room?)
- ◆ **Have got to has the same meaning as have to, and is often used in everyday speech.**
e.g. *I've got to phone Mum tonight.*
- ◆ We use **have to** when we need to use other tenses.
e.g. *We had to call for the doctor when Aunt Lucy fainted last night.*
- ◆ **should/ought (less emphatic than must)**
Should and ought express duty.
e.g. *People should take/ought to take better care of the environment.*
- ◆ **need = it is necessary to**
e.g. *Need I talk to the boss right away?*

Adjectives - Adverbs - Comparisons

Adverbs



Sprinters run **quickly**. They wake up **early** in the morning and train **hard** all day.

- ◆ Adverbs usually describe verbs, adjectives, other adverbs or sentences.
- ◆ An adverb can be one word (**carefully**) or a phrase (**in the morning**). Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.
 - e.g. a) He drives **carefully**. (How does he drive? Carefully. - adverb of manner)
 - b) Your bag is **here**. (Where is it? Here. - adverb of place)
 - c) They'll leave **tomorrow**. (When will they leave? Tomorrow. - adverb of time)
 - d) He **sometimes** goes fishing at the weekend. (How often does he go fishing? Sometimes. - adverb of frequency)
 - e) She is **very** polite. (How polite is she? Very. - adverb of degree)

Formation of Adverbs

- ◆ We usually form an adverb by adding **-ly** to the adjective.
e.g. *serious* - *seriously*
- ◆ Adjectives ending in **-le** drop the **-e** and take **-y**.
e.g. *gentle* - *gently*
- ◆ Adjectives ending in consonant + **y** drop the **-y** and take **-ily**.
e.g. *happy* - *happily*
- ◆ Adjectives ending in **-l** take **-ly**.
e.g. *awful* - *awfully*
- ◆ Adjectives ending in **-ic** usually take **-ally**.
e.g. *dramatic* - *dramatically* **But:** *public* - *publicly*
- ◆ Adjectives ending in **-e** take **-ly**.
e.g. *polite* - *politely* **But:** *true* - *truly*

- ◆ The following words end in **-ly**, but they are adjectives: *elderly*, *cowardly*, *friendly*, *likely*, *deadly*, *lively*, *lonely*, *silly*, *ugly*, *lovely*, etc.
e.g. *She's a lively child.*

We use the words **way/manner** to form their adverbs.

e.g. *She greeted me **in a friendly way/manner**.*
*He complained **in a cowardly way/manner**.*

- ◆ The adverbs **loud(ly)**, **cheap(ly)**, **quick(ly)**, **tight(ly)**, **fair(ly)** and **slow(ly)** are often used without **-ly** in everyday English.
e.g. *Come here **quick/quickly**.*

- ◆ Some adverbs have the same form as adjectives. These include: **hard**, **fast**, **free**, **high**, **low**, **deep**, **early**, **late**, **long**, **near**, **straight**, **right**, **wrong**. Also **hourly**, **daily**, **weekly**, **monthly** and **yearly**.

e.g. *The lake is **deep**.* (adjective)
*They went **deep** into the forest.* (adverb)
*These biscuits are very **hard**.* (adjective)
*He tried **hard** in order to succeed.* (adverb)
*'Bella Donna' is a **weekly** magazine.* (adjective)
*It comes out **weekly**.* (adverb)

- ◆ The adverbs below have two forms, each with a different meaning:

- The treasure was buried **deep** underground. (= a long way down)
He is **deeply** in love with her. (= very)
- The hotel guests can use the swimming pool **free**. (= without payment)
The animals in the safari park can roam **freely**. (= without limit or restriction.)
- The kite flew **high** in the sky. (= at/to a high level)
He is a **highly** respected doctor. (= very much)
- She arrived **late** for the meeting. (= not early)
He hasn't been feeling well **lately**. (= recently)
- Which of his songs do you like **most**? (= superlative of much)
I'm **mostly** interested in modern art. (= mainly)
- As he came **near**, I realised that something was wrong. (= close)
She **nearly** fainted when she heard the news. (= almost)
- He is a **pretty** strange man. (= rather)
The bridesmaids were **prettily** dressed in pink. (= in a pretty way)
- He is working **hard** these days. (= with a lot of effort)
They **hardly** go anywhere now that they have children. (= almost never)

Note: *Hardly* has a negative meaning and is often used with: **any**, **anyone**, **anywhere**, **anything** and **ever**.

Past Perfect

We use the past perfect:

- a) for an action which happened before another past action or before a stated time in the past.



She **had finished** work when she met her friends for coffee. (She finished work first and then she met her friends.)

- b) for an action which finished in the past and whose result was visible in the past.



He was happy. He **had signed** an important contract. (The action finished in the past and its result was visible in the past, too.)

Note: The past perfect is the past equivalent of the present perfect.

e.g. a) He **had fixed** the old armchair. It **looked** brand new. (The action – had fixed – happened in the past. The result – looked brand new – was also visible in the past.)

b) He **has fixed** the old armchair. It **looks** brand new. (The action – has fixed – happened in the past. The result – looks brand new – is still visible in the present.)

The past perfect is used with the following time expressions: *before, after, already, just, for, since, till, until, when, by, by the time, never, etc.*

Note: We can use the past perfect or the past simple with *before* or *after* without any difference in meaning.

e.g. They went out *after* it **had stopped** / **stopped** raining.

Past Perfect Continuous

We use the past perfect continuous:

- a) to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.



They **had been looking for** a house for six months before they found one they liked.

- b) for an action which lasted for some time in the past and whose result was visible in the past.



Last Friday Ron had to fly to New York. His flight was delayed. He was annoyed. He **had been waiting** at the airport for three hours. (He waited at the airport for three hours and the result of the action was visible in the past, too.)

Note: The past perfect continuous is the past equivalent of the present perfect continuous.

e.g. a) I **had been driving** for ten hours, so I **felt** exhausted. (The action – had been driving – lasted for some time in the past. The result – felt exhausted – was also visible in the past.)

b) I **have been driving** for ten hours, so I **feel** exhausted. (The action – have been driving – started in the past. The result – feel exhausted – is still visible in the present.)

The past perfect continuous is used with the following time expressions: *for, since, how long, before, until, etc.*

Adjectives - Adverbs - Comparisons

Adjectives



It's a **cold** day.
The people are **skiing** on the **crisp white** snow.



Life can be very **enjoyable** for **retired** people.
They have a lot of **spare** time and can take up **interesting** hobbies.

- ◆ **Adjectives** describe nouns. They have the same form in the singular and plural. They go before nouns (e.g. a **small** house) but after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay, etc.** (e.g. She is **beautiful**. They **seem** unhappy.)
- ◆ There are **opinion adjectives** and **fact adjectives**. Opinion adjectives such as **boring, exciting, etc.** show what a person thinks of somebody or something. Fact adjectives such as **tall, thin, new, etc.** give us factual information about age, size, colour, origin, material, etc.
- ◆ There are also compound adjectives which are formed with: a) **present participles** e.g. a **never-ending** journey, b) **past participles** e.g. a **broken-down** washing machine, c) **cardinal numbers + nouns** e.g. a **three-hour** delay (NOT: a ~~three hours~~ delay).

d) **well, badly + past participle**
e.g. **well-behaved** children, **badly-made** furniture

- ◆ We can also use nouns as adjectives before other nouns. In this case the nouns have no plural form. e.g. **morning** paper - **morning** papers, **coffee** table - **coffee** tables
- ◆ The following adjectives have a difference in meaning:
 - a) He gave her a **gold** ring. (= ring made of gold)
They walked on the **golden** sand. (= sand the colour of gold)
 - b) She bought a **silk** blouse. (= blouse made of silk)
This new shampoo promises to give you **silky** hair. (= hair which feels like silk)
 - c) They walked up the **stone** path. (= path made of stone)
The man had a **stone** look on his face. (= cold look - like stone)

ORDER OF ADJECTIVES

- ◆ When there are two or more adjectives in a sentence, they usually go in the following order:

Opinion Adjectives	Fact Adjectives								
	size	age	shape	colour	origin	material	used for/be about	noun	
It's a fantastic	small	new	round	red	Swiss	plastic	alarm	clock	

- ◆ **Ordinal numbers** (first, second, third, etc.) go before **cardinal numbers** (one, two, three, etc.)
e.g. the **first two** weeks (NOT: ~~the two first~~ weeks)
- ◆ The adjectives **afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased, etc.** are not followed by nouns.
e.g. The man was **alive**. Karen is **ill** today.
- ◆ The adjectives **chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper** are always followed by nouns.
e.g. This is my **elder** son.
- ◆ We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.
e.g. a **beautiful blue evening** dress
- ◆ Certain adjectives can be used with 'the' as nouns to refer to groups of people in general. These are: **elderly, middle-aged, old, young, blind, dead, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak, etc.**
e.g. **The young** have a lot of energy. (We refer to young people in general.) **but:** **The young people** of our town are organising a charity concert. (We refer to a specific group of young people).
When we talk about one person we say A/The young man/woman, A/The blind man/woman, etc.
e.g. **The young woman** who lives next door is a medical student.

Adjectives - Adverbs - Comparisons

6 For each gap, turn the adjective into an adverb.

Julia was walking 1) *quickly* (quick) down the street when she heard someone call her name 2) (loud). She looked 3) (nervous) behind her, but the street was 4) (complete) empty. There was nobody there. 5) (Sudden), she heard her name again. She turned to see her brother running towards her, smiling 6) (cheerful). 'Didn't you hear me?' he laughed 7) (happy). 'Nick!' gasped Julia. 'You 8) (near) frightened me to death!'

7 Underline the correct item.

- This is a pretty/prettily complicated situation.
- They had hard/hardly been home for a minute when the phone rang.
- My friends are most/mostly vegetarians.
- Her loose outfit allowed her to move free/freely.
- The shelf was so high/highly that he couldn't reach it.
- John may be late/lately home tonight, as he has a lot of work to do.
- The room was pretty/prettily decorated.
- Children under five years old travel free/freely.
- Sue has near/nearly finished her homework.
- They have been going out a lot late/lately.
- This college is high/highly recommended for its range of courses.
- The miners dug deep/deeply to find coal.
- The new supermarket is very near/nearly our house.
- He is deep/deeply involved in the scandal.
- We found it hard/hardly to get used to living in a foreign country.
- Which of Mel Gibson's films do you like most/mostly?

8 Underline the correct item.

It was Lucy's birthday and she was very 1) sad/sadly. She had been waiting 2) hopeful/hopefully all morning for the postman to arrive. 3) Sudden/Suddenly, the letterbox rattled 4) gentle/gently and an envelope fell 5) soft/softly onto the doormat. Picking it up, Lucy noticed 6) miserable/miserably that it was a bill. There were no cards, no presents and no 7) pretty/prettily bouquets of flowers. Lucy 8) near/nearly burst into tears. Just then, there was a 9) loud/loudly knock on the door. Opening the door 10) slow/slowly, Lucy saw all her friends holding 11) brightly/bright wrapped gifts and shouting 'Happy Birthday'. Lucy 12) immediate/immediately cheered up and greeted her friends 13) warm/warmly.

ORDER OF ADVERBS

- ◆ Adverbs usually go after verbs but before adjectives, other adverbs and participles.

e.g. He *speaks softly*.

She is *amazingly beautiful*.

He drove *very fast*.

Computers are *extensively used* nowadays.

- ◆ Adverbs of **manner** go before the main verb, after the auxiliary verb or at the end of the sentence.

e.g. She *easily passed* the exam.

We *are eagerly waiting* for his letter.

He *acted foolishly*.

- ◆ Adverbs of **degree** (*absolutely, completely, totally, extremely, very, quite, rather, etc.*) go before an adjective, an adverb or a main verb, but after an auxiliary verb.

e.g. This is *totally unacceptable*.

They arrived *rather early*.

We *absolutely love* her sense of humour.

I don't *quite understand* what you mean.

- ◆ Adverbs of **frequency** go after auxiliary verbs and the verb *to be*, but before main verbs.

e.g. He *is always ready* to help.

Sam *often complains* about his salary.

- ◆ Adverbs of **place** and **time** usually go at the end of the sentence.

e.g. There is a café *nearby*.

I'll meet you *tomorrow*.

Some one-syllable adverbs of time such as *soon, now and then*, go before the main verb, but after the auxiliary verb or the verb *to be*.

e.g. She *then told* him what had happened.

He *will soon inform* us about his decision.

- ◆ We can put an adverb at the beginning of a sentence if we want to emphasise it.

e.g. *Slowly*, he closed the door behind him. (manner)
In the living room, there is an antique grandfather clock. (place)

Yesterday, I met the President. (time)

- ◆ When there are two or more adverbs in the same sentence, they usually come in the following order: **manner – place – time**.

e.g. The baby slept *quietly in his cot all night long*.

If there is a verb of movement, such as *go, come, leave* in the sentence, then the adverbs come in the following order: **place – manner – time**.

e.g. He came *to work by bus this morning*.

Future Continuous

We use the future continuous:

- a) for an action which will be in progress at a stated future time.



- b) for an action which will definitely happen in the future as the result of a routine or arrangement.



- c) when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans.)



Note: We can use the future simple, future continuous or future perfect to make a prediction about the present or past, that is to say what we believe may be happening or have happened.

Study the following examples:

- e.g. a) 'There's somebody on the phone for you.' 'That'll be my mother.'
 b) Don't call her now – she'll be sleeping.
 c) It's seven o'clock. Dad will have left the office by now.

Future Perfect

We use the future perfect:

for an action which will be finished before a stated future time.

She will have delivered all the newspapers by 8 o'clock.



The future perfect is used with the following time expressions: *before, by, by then, by the time, until/till.*

Note: *Until/till* are only used in negative sentences.

- a) She **will have finished** the report **by** tomorrow.
 (NOT: ... ~~until/till~~ tomorrow.)
 b) She **won't have completed** the report **until/till** 5 o'clock.

Future Perfect Continuous

We use the future perfect continuous:

to emphasise the duration of an action up to a certain time in the future.

By the end of next month, she will have been teaching for twenty years.



The future perfect continuous is used with: *by ... for.*

Note: After the time expressions *by the time, until, before*, we use the present simple because they introduce time clauses. The future perfect and the future perfect continuous may come either before or after the time clause.

Study the following examples:

- a) I **won't have finished** cleaning the house **until** you come back.
 b) **By the time** they reach York, they **will have been travelling** for four hours.

Tenses

Will/Won't - Shall

We use:

- ◆ **will you ...?** to give an order or make a request.
e.g. *Will you stop talking, please?* (= Please stop talking.)
- ◆ **won't** to express unwillingness or an emphatic refusal, even when the subject is not a person.
e.g. *I've told him not to do that, but he **won't** listen.*
(= He refuses to listen.)
*The washing machine **won't** work.*
We use **wouldn't** to refer to the past.
e.g. *I asked him to help me, but he **wouldn't**.*
(= He was unwilling to help me.)
- ◆ **Shall I/we ... ?**
 - a) to make an offer.
e.g. ***Shall** I do the washing-up for you?* (= Do you want me to do the washing-up for you?)
 - b) to make a suggestion.
e.g. ***Shall** we go out for dinner tonight?*
(= Why don't we go out for dinner tonight?)
 - c) to ask for suggestions or instructions.
e.g. *Where **shall** I put the vase?* 'On the table.'
*'What **shall** we do tonight?' 'We could go out.'*

30 Replace the words in bold with *will/won't* or *shall I/we*, as in the example.

- 1 Can you buy me some milk, please?
...*Will you buy me some milk, please?*...
- 2 What do you want me to do with this shopping?
.....
- 3 I've asked Jane to tidy her room, but she **refuses to** do it.
.....
- 4 Can you open the door for me, please?
.....
- 5 Do you want me to walk the dog for you?
.....
- 6 Why **don't we** go to the theatre tonight?
.....
- 7 When do you want me to visit next?
.....
- 8 **Please** be quiet!
.....
- 9 Ann is **unwilling to** talk to me.
.....

Other ways of expressing the future

We can also express the future with:

- ◆ **be to + infinitive** (formal English).
e.g. *The President is to visit Poland next Monday.*
- ◆ **be about to + infinitive/be on the point of + -ing form** (to refer to the near future).
e.g. *Look! The bus is about to leave.*
The company is on the point of closing down.
- ◆ **be due to + infinitive** (timetables).
e.g. *Their flight is due to arrive at 6:15.*
- ◆ verbs such as *decide, plan, intend, arrange, mean* + **to -infinitive** (for plans or intentions).
e.g. *We intend to buy a bigger flat.*
- ◆ **be sure to/be certain to/be bound to + infinitive** (to express certainty about the future).
e.g. *This plan is sure to/is bound to succeed.*

The future in the past

We use the following patterns to talk about things we intended to do or plans we had for the future.

- a) **was going to/was to/was about to/ was due to + infinitive**
e.g. *Mr Simon was going to resign, but the manager offered him a better salary. (So he didn't resign.)*
- b) **was on the point of + -ing form**
e.g. *They were on the point of leaving the house when the phone rang. (So they didn't leave.)*

31 Complete each sentence with two to five words, including the word in bold.

- 1 The Queen will open the new sports centre next week.
is The Queen ...*is to open*... the new sports centre next week.
- 2 We are planning to go to Spain next summer.
intend We Spain next summer.
- 3 The guests should have arrived at nine, but they were late.
due The guests at nine, but they were late.
- 4 Jane was thinking of looking for a new job, but she changed her mind.
going Jane a new job, but she changed her mind.
- 5 The manager will be angry when he hears the news.
bound The manager angry when he hears the news.
- 6 Hurry up! The bus is going to leave!
about Hurry up! The bus leave!
- 7 Helen will love this present.
sure Helen this present.

The Definite Article *The*

We use *the*:

- ◆ with nouns when we are talking about something specific, that is, when the noun is mentioned for a second time or is already known. In other words, when we can answer the question 'Who?' or 'Which?'
e.g. *I bought a shirt and a dress. The dress is blue and the shirt is green.*
- ◆ with nouns which are unique.
e.g. *the sun, the Eiffel Tower*
- ◆ with the names of cinemas (*the Rex*), hotels (*the Carlton*), theatres (*the Globe*), museums (*the British Museum*), newspapers/magazines (*the Times* but: *Time magazine*), ships (*the Mary Rose*), organisations (*the EU*), galleries (*the Tate Gallery*)
- ◆ with the names of rivers (*the Nile*), seas (*the Caspian Sea*), groups of islands (*the Canary Islands*), mountain ranges (*the Alps*), deserts (*the Sahara Desert*), oceans (*the Atlantic*), canals (*the Panama Canal*), countries when they include words such as *state, Kingdom, republic, etc.* (*the United Kingdom*) and names or nouns with 'of' (*the Leaning Tower of Pisa*)
NOTE: *the equator, the North/South Pole, the north of England, the south/west/northeast*
- ◆ with the names of musical instruments and dances.
e.g. *the piano, the tango*
- ◆ with the names of families (*the Windsors*), and nationalities ending in -sh, -ch or -ese (*the French, the Scottish, the Japanese, etc.*). Other plural nationalities are used with or without *the* (*the Americans, the Greeks, etc.*)
- ◆ with titles (*the King, the Prince of Wales, the President*)
BUT: 'The' is omitted before titles with proper names. *Queen Victoria*
- ◆ with adjectives/adverbs in the superlative form.
e.g. *He's the most respected man in the firm.*
BUT: When 'most' is followed by a noun, it does not take 'the'.
e.g. *Most children like cartoons.*
- ◆ with the words *morning, afternoon, evening and night*.
e.g. *We eat dinner in the evening. but: at night, at noon, at midnight, by day/night, at 4 o'clock, etc.*
- ◆ with historical periods/events. *the Middle Ages, the Crimean War* (but: *World War II*)
- ◆ with the words *only, last, first* (used as adjectives).
e.g. *He was the first person to arrive.*

We do not use *the*:

- ◆ with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question 'Who?' or 'Which?'.
e.g. *Fish live in water.*
- ◆ with proper nouns. e.g. *Mark lives in Brighton.*
- ◆ with the names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word 'language'). e.g. *I often play chess. We speak German.*
but: *The German language is difficult to learn.*
- ◆ with the names of countries (*Italy*, but: *the Netherlands, the Lebanon, the Sudan, the Vatican City*), cities (*Paris*), streets (*Oxford Street*, but: *the High Street, the Strand, the Mall, the London road, the A19, the M6 motorway*), squares (*Trafalgar Square*), bridges (*Tower Bridge* but: *the Bridge of Sighs, the Humber Bridge*), parks (*Hyde Park*), railway stations (*Victoria Station*), mountains (*Ben Nevis*), individual islands (*Tahiti*), lakes (*Lake Geneva*), continents (*Africa*)
- ◆ with possessive adjectives or the possessive case.
e.g. *That is my car.*
- ◆ with two-word names when the first word is the name of a person or place *Gatwick Airport, Windsor Castle* BUT: *the White House* (because 'White' is not the name of a person or place)
- ◆ with names of pubs, restaurants, shops, banks and hotels named after the people who started them and end in -s or -'s. (*Lloyds Bank, Harrods, Dave's Pub* but: *the Red Lion (pub)* (because 'Red' is not the name of a person or place))
- ◆ with the words *bed, church, college, court, hospital, prison, school, university* when we refer to the purpose for which they exist.
e.g. *Sarah went to school. (She is a student.)*
BUT: *Her father went to the school to see her teacher yesterday. (He went to the school as a visitor.)*
- ◆ with the word *work* (= place of work).
e.g. *He is at work.*
- ◆ with the words *home, Father/Mother* when we talk about our own home/parents. e.g. *Father is at home.*
- ◆ with *by + means of transport: by bus/car/train/plane, etc.* e.g. *She travelled by bus.*
BUT: *She left on the 8 o'clock bus this morning.*
- ◆ with the names of illnesses. e.g. *He's got malaria.*
but: *flu/the flu, measles/the measles, mumps/the mumps*

Past Forms

Past Simple

We use the past simple:

- a) for an action which happened at a definite time in the past. The time is stated, already known or implied.



They **went** camping by the lake last month. (When did they go camping? Last month. The time is stated.)

- b) for actions which happened immediately one after the other in the past.



First she **paid** the driver, then she **got out** of the taxi.

- c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.



Kitchens **were/used to be** very different a hundred years ago.

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night/week/month/year/Tuesday, etc., three days/weeks, etc. ago, in 1997, etc.*

Past Continuous

We use the past continuous:

- a) for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

At seven o'clock yesterday evening they **were having** dinner. (We do not know when they started or finished their dinner.)



- b) for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

He **was walking** down the street when he **ran into** an old friend.



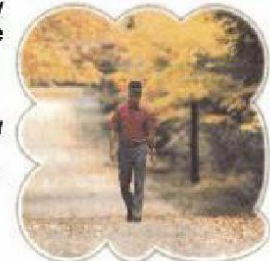
- c) for two or more simultaneous past actions.

She **was talking** on her mobile phone while she **was driving** to work.



- d) to describe the atmosphere, setting, etc. in the introduction to a story before we describe the main events.

One beautiful autumn afternoon, Ben **was strolling** down a quiet country lane. The birds **were singing** and the leaves **were rustling** in the breeze.



The past continuous is used with the following time expressions: *while, when, as, all morning/evening/day/night, etc.*

PRACTICAL LESSON 1

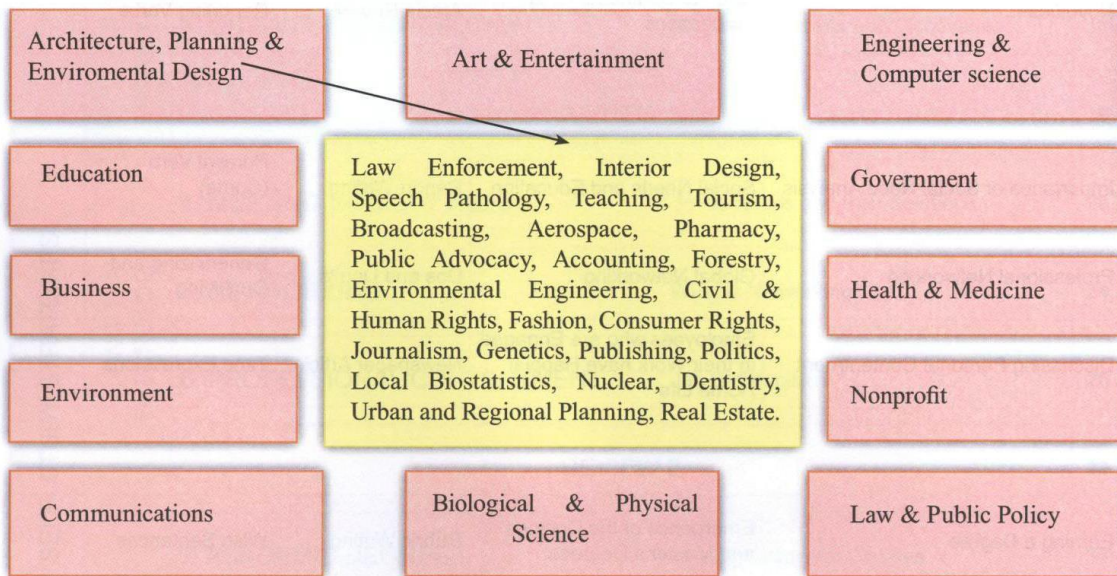
UNIT 1

WORLD'S NEW VISION

Lesson 1

ACADEMIC FIELDS

Work in groups. read the subtitles in the central fram and find out what headings they belong to.



1 Match the words and their definitions

1. academician	}	a) a way of doing something
2. achievement		b) member of an academy
3. concerned with		c) run across or meet unexpectedly
4. discrimination		d) involved or interested in something
5. employ		e) something that has been accomplished, especially by hard work, ability, or heroism
6. encounter		f) to recruit or provide someone with work
7. method		g) to treat people unfairly, because of their skin colour, religion, gender, etc.

2 (T1) Listen to the tape. Fill in the blanks with appropriate words or phrases.

- Academic fields have _____ sub-disciplines or branches, like social sciences, exact sciences, natural sciences, humanities and applied sciences.
- For example, Chemistry, Physics, Earth and Space Sciences are _____ as the branches of natural sciences, which _____ the rules that regulate the natural world through scientific methods.
- They are _____ by data.
- Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which _____ abstract structures.
- Humanitarian sciences or humanities are the disciplines _____ with human culture, using methods that mainly study theoretical and critical issues.
- Mainly they depend on practical _____.
- Applied sciences _____ on scientific knowledge related to practical use.
- Science has been a field _____ by men, women encountered _____ in science.

3 Listen again and write the sub-disciplines in the boxes next to the headings.

History	Humanities	Academic fields
	Social sciences	
	Natural sciences	
	Applied sciences	
	Formal sciences	

4 Discuss the following questions with your partner.

- What academic fields are the most useful for human development?
- Which academic sciences are considered to be the most complicated to study?

5 Match the phrasal verbs and the definitions.

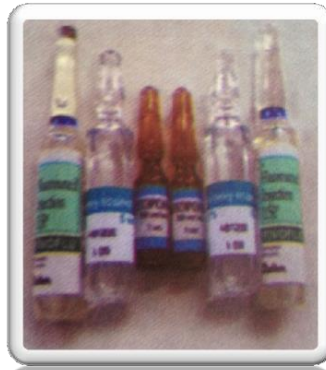


- to succeed in achieving, esp. with difficulty
- to put forward or introduce and implement
- to present or introduce (a subject) for discussion
- master, develop, cope with
- cause to happen
- encourage
- remember
- raise or educate



The first University in the world Al-Qarawiyyin was established in 859 by Fatimah al-Fihri. In addition to religious subjects, academic disciplines, like mathematics, geography, philosophy, astronomy, astrology, and alchemy were taught there.

**Theme :THE COMMON
FORMS OF DRUGS**



THE COMMON FORMS OF DRUGS

Most of the drugs commonly dispensed fall into three categories: 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 “tailomade” to fit the exigencies of the individual case, several facts must be taken into consideration.



PRACTICAL LESSON 2

6 Complete the sentences.

1. The greatest Uzbek scientists brought _____ different global changes in a number of sciences which later guaranteed the stable progress of them.
a) along b) about c) forward d) up
2. Most prominent Uzbek scholars were brought _____ in special educational institutions named "madrasahs".
a) under b) up c) in d) back
3. In any academic field one should work hard to bring something _____.
a) on b) along c) back d) off
4. Young researchers must always be brought _____ to discover or create something global in academic fields.
a) back b) off c) along d) about
5. All fields' representatives bring the extra assistance from academic fields _____ during searching for solutions to the controversial issues.
a) in b) up c) about d) forward
6. These scientific dilemmas must immediately be brought _____.
a) under b) forward c) in d) back
7. In the Middle Ages several new ideas in academic fields were brought _____ by prominent Central Asian scholars.
a) off b) back c) forward d) in
8. It is our sacred duty to bring _____ our great ancestors' remarkable contributions to the development of world academic fields.
a) forward b) off c) along d) back

7 Match the fields and the scientists, who made great contributions to the development of these fields.

The Father of	1) Algebra	a) Herodotus
	2) Chemistry (early)	b) Adam Smith
	3) Computer science	c) Hippocrates
	4) Economics	d) Archimedes
	5) Evolution	e) Jabir bin Hayyan (Geber)
	6) Geometry	f) Ferdinand de Saussure
	7) History	g) George Boole and Alan Turing
	8) Linguistics	h) al-Kharezmi
	9) Medicine	i) Euclid
	10) Mathematics	j) Charles Darwin

- 8 Read the article about academic fields and give a title to each paragraph.
- 9 Give your own definitions to the underlined words.

a. In general, an academic discipline or field signifies an area of knowledge which is taught at the College or at the University. Initially titles of curriculum were linked in German Universities during the 19th century. These sciences were approved and accepted in other countries step by step in the beginning of the 20th century. Consequently, they became the *traditional standard subjects*. Obviously, these sciences included physics, chemistry, biology, geology, and astronomy, which are nowadays considered to be the oldest academic disciplines. Academic fields develop as a result of discoveries or *explorations* made in different spheres of science. In fact, all of them are interrelated.

b. Academic disciplines can be categorized as following: social sciences, exact sciences, natural sciences, humanities and applied sciences. Each discipline usually has several sub-disciplines or branches, and the *differentiating boundaries* of these disciplines are often *casual and indefinite*. For example, economics can be included in social sciences.

c. Uzbekistan has also a rich history in scientific area. It has contributed to the development of the world science. Significant scholars of the state developed several new ideas in a variety of academic fields.

d. The centers of the ancient civilization were discovered on the territory of Uzbekistan (Obirakhmat Grotto), where the most ancient remains of modern man were found. That event became a "discovery of the year" in Uzbekistan.

10 Tick the words which you think can be included into the review writing.



Publication		Play	
Product		Car	
Book		Article	
Service		Computer	
Company		Video game	
Movie		Music	

11 With your partner put the sections in an appropriate order.

- Evaluation
- Conclusion and future directions
- The body of the paper
- Introduction

12 Write a review of the movie, using the phrases given below.

The movie is about _____.

The movie is directed by _____.

The main parts were played _____.

It takes place in _____.

It begins with _____.

In the end _____.

The movie succeeded / failed as _____.

I recommend / don't recommend watching it, because _____.

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.

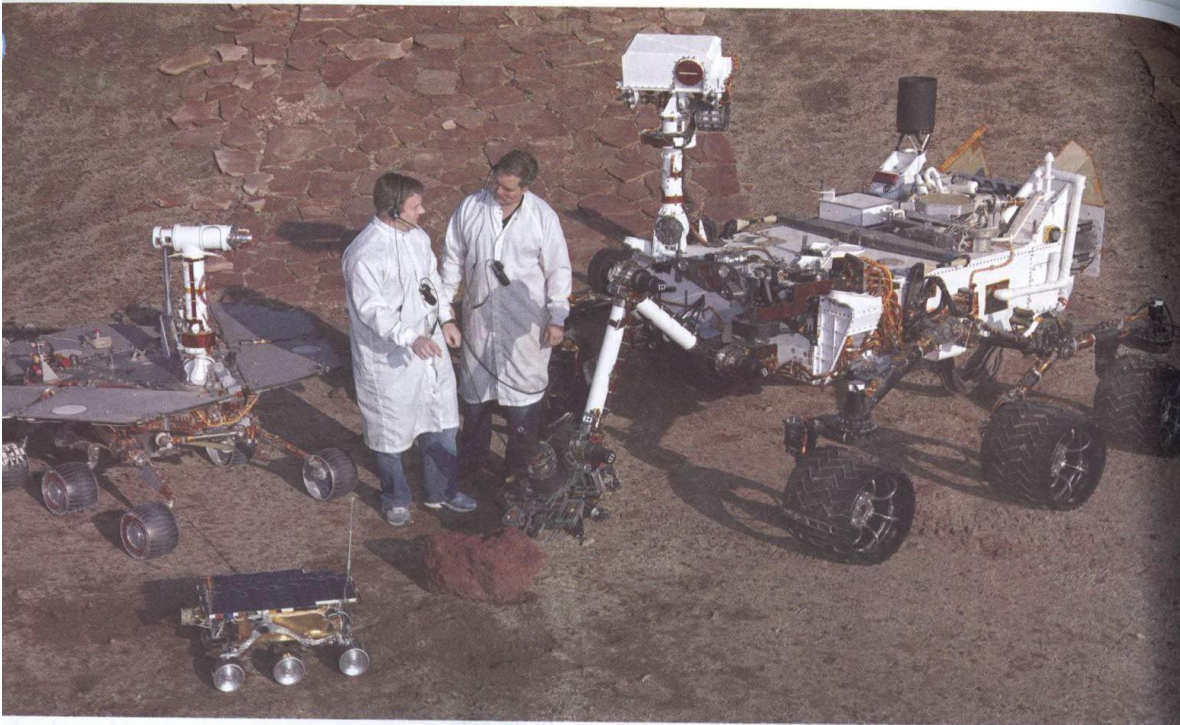
Solid medicinal forms are mainly administered internally.



PRACTICAL LESSON 3

Lesson 2

SCIENTIFIC BREAKTHROUGHS



Answer the questions.

1. What was discovered on Mars?
2. What would the scientists use embryonic stem cell lines for?

1 Put the abbreviations next to their functional descriptions. What do the abbreviations stand for?

AI; RNA; XNA; NASA; DNA;	
• The American government organization concerned with spacecraft and space travel.	1. eg. <i>NASA</i>
• The particular structure and functions of every cell. Is responsible for characteristics being passed on from parents to their children.	2.
• An acid in the chromosomes of the cells of living things, which plays an important part in passing information about protein structure between different cells.	3.
• A type of computer technology that is concerned with making machines work in an intelligent way, similar to the way that the human mind works.	4.
• A synthetic alternative to the natural nucleic acids DNA and RNA as information-storing biopolymers (polymers produced by living organisms).	5.

Scale Up

2 Put the following words so that they make combination matching the given definition.

*farm, neural, sedimentary,
leap, degradation, intriguing*

e.g. *intriguing discoveries – smth new arousing people's curiosity or interest*

- _____ rock – formed from sediment left by water, ice, or wind
- resistant to _____ – not easily or never becoming or being made worse or weaker
- server _____ – networked computer servers typically used by organizations for the remote storage, processing, or distribution of large amounts of data
- _____ network – a program or system, designed to imitate the human brain's method of functioning
- _____ forward – rapid development or evolution of the research

3 (T2) Listen to the speech about the latest achievements in science and complete the table.

Invention	Function	Presenter
Curiosity Rover	Scans the layers	NASA
Artificial nucleic acid		
	Recognize pictures	

4 In groups of four or five, read predictions made by scientists for 2020-2040. Discuss the probabilities and add some from your field.

- Blood and organs donations will become unnecessary with the development of synthetic blood and artificial organs made from stem cell techniques.
- Electric cars will be able to travel 500 km on one battery charge.
- Robots for domestic activities, such as household chores or nursing care, will become common.
- Precision in financial and economic policies will significantly reduce economic fluctuations.
- A manned lunar base will be established.
- Ship and trains powered by fuel cells will become common.

5 Complete the table matching the adverbs and their role in a sentence.

Cause and Effect	Time	Contrast	Condition
	as soon as		

ADVERBS: if, now that, ~~as soon as~~, even though, whereas, when, even if, because, though, since, after, in case, only if, while, before, unless, although, whether or not, in the event that, as.

Adverb clauses are dependent clauses, they must be linked to an independent clause.

6 Fill in the gaps with the appropriate adverb.

- It began poring over the pages, _____ it scans the layers of sedimentary rocks, comprising Mount Sharp.
- _____ more than 40 years, the subatomic particle was finally detected.
- _____ water is essential to life, people poison it with chemicals from industry and agriculture.
- I didn't stop working until after midnight _____ I was totally exhausted.
- We can see the light from the airplane flying high at night _____ we hear the plane _____ light travels faster than sound.

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.

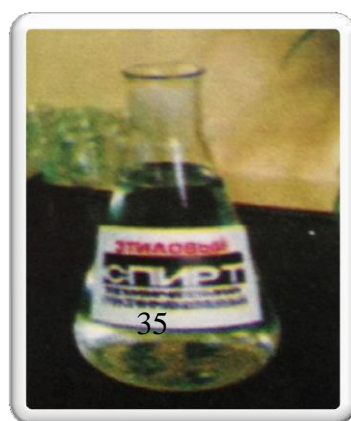
An infusion is a liquid extract obtained by steeping or soaking any substance in water without boiling (infusion of the Lily of the Valley).

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.



PRACTICAL LESSON 4

7 Match the words a-g and their synonyms 1-7.

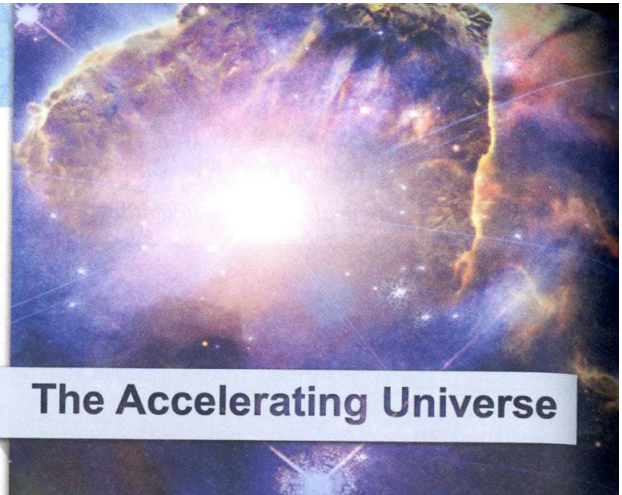
- | | |
|------------------|---------------------------|
| a. an expansion | 1. a crisis |
| b. a curvature | 2. an enlargement, growth |
| c. to verify | 3. a swing, variation |
| d. to encompass | 4. bending |
| e. a blunder | 5. to affirm, prove |
| f. a fluctuation | 6. a fault, mistake, slip |
| g. a big crunch | 7. to include, contain |

8 Read and complete the text with the following sentences.

1. Adam Reiss was quite surprised looking through the results — the expansion of the universe was not decelerating, but accelerating — it was expanding faster and faster!
2. However, in 1922 Friedmann published a paper where he used Einstein's original equations without the cosmological constant term to show that the universe must be dynamical.
3. It is known that Einstein showed, in his theory of general relativity, that gravity is due to the curvature of spacetime.
4. If the density were above a critical density, the universe would continue slowing down in its expansion due to the gravitational attraction of the galaxies for each other, and the whole universe would collapse in a big crunch at some future time.

9 Read the statements and decide if they are true (T) or false (F).

1. In the theory of Einstein the gravity owes to the curvature of space F
2. The source of gravitational field had to include pressure and mass-energy density. _____
3. Einstein proved that exactly pressure caused spacetime to bend. _____
4. The gravitational repulsion cannot influence the universe expansion. _____
5. The destiny of the universe could be related to a slowing down of the expansion rate. _____



The Accelerating Universe

Text by J. Richard Gott (an extract)

The 2011 Nobel Prize in Physics has been awarded to Adam Riess, Brian Schmidt, and Saul Perlmutter for their discovery of the accelerating expansion of the universe. It is one of the times when astronomers have won the Nobel Prize in Physics. What does this discovery mean? Why is the accelerated expansion of the universe so important? a) _____ He predicted that the Sun should bend light rays from distant stars passing near it. This effect was observed in 1919 and Einstein's prediction was verified. In developing his theory, he realized that the source of the gravitational field had to include pressure as well as mass-energy density. This is encompassed in something called stress-energy. When Einstein worked out the equations, they showed how stress-energy caused spacetime to curve. His equations guaranteed local energy conservation – cosmological constant. b) _____ It starts with a big bang and expands. Space itself expands – a remarkable concept. Galaxies move apart as the space between them expands. Einstein then called the cosmological constant his “biggest blunder.” In 1981, Alan Guth proposed a theory of inflation noting that there was a quantum vacuum state with a positive energy density and a negative pressure causing a gravitational repulsion. The gravitational repulsive



effects of the negative pressure make the overall effect of this vacuum energy density and vacuum pressure repulsive. It is an accelerated expansion. The universe doubles in size every 10-35 seconds. Eventually, the quantum vacuum state decays, dumping its energy into the form of thermal radiation – and the big bang Friedmann model takes over. c) _____ If the universe was below that critical density, it would continue expanding forever. The fate of the universe could thus be determined today by measuring how fast the expansion of the universe was decelerating – how fast its expansion rate was slowing down. Two teams led by Saul Perlmutter and Brian Schmidt set out to measure the deceleration of the universe. d) _____ The most likely explanation was that old cosmological constant term of Einstein! The two teams came to the same conclusion and reported their results in 1998. As the universe expands, dark energy stays at nearly constant energy density and, as the matter in the universe thins out, the dark energy begins to dominate. Once that occurs, the universe goes from an expansion that is slowing down to an expansion that is becoming faster and faster. In the future we expect the universe to begin to double in size approximately every 10 billion years.

(<http://newswatch.nationalgeographic.com>)

10 Sort out the instructions from the box for writing an abstract.



Divide the text into sections; make 4-10 full sentences; argue, prove or support with the additional information; use impersonal constructions; make a single paragraph; use acronyms, abbreviations

Do	Don't
e.g. <i>make 4-10 full sentences</i>	

11 Write organizational stages for research paper abstract.

- a. reporting about current knowledge of the research problem – _____
- b. defining main objectives or key features of the research paper – _____
- c. stating research methods – _____
- d. describing or giving a summary of the research results – _____
- e. giving a conclusion or recommendation – _____

12 Put the verbs in the brackets into appropriate tense forms in the piece of abstract writing given below.

In recent decades, the prevalence of obesity in America (increase) dramatically. Though it (attract) less attention, the demographic composition of the American population also (change) during this period. We (decompose) the increase in the average body mass index of the American population over 30 years and show that demographic changes (explain) a statistically significant but economically marginal amount of change. Our results (indicate) that groups' experiences (be) heterogeneous with younger women experiencing especially large gains in weight. We (uncover) some evidence consistent with the hypothesis that this can be at least partially (attribute) to increased labor force participation.

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 and plasters.

An ointment is an unctuous preparation of a soft consistence often mixed with some medicament 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.



PRACTICAL LESSON 5

Lesson 3

ORIENTAL CONTRIBUTION

Identify all oriental countries on the map. List the country names in the space provided below.



- 1 eg. Iran _____ 2 _____ 3 _____ 4 _____
 5 _____ 6 _____ 7 _____ 8 _____
 9 _____ 10 _____ 11 _____ 12 _____

1 Look at the following items and guess where they were originated in.

Chess	Perfume	Porcelain	Syringe	Water wheel
_____	_____	_____	_____	_____

2 (T3) Listen to the tape and complete the table.

Inventions	Time	Place	Inventor
Chess			
Perfume			
Porcelain			
Syringe			
Mechanical water wheel			

3 Listen to the tape again and write down whether the following statements are true, false or not given.

1. Oriental people domesticated many pet animals. _____
2. The Chaturanga game is still used in India to teach military tactics. _____
3. Chess spread to Europe in the seventh century, as well as Persia and Arabia. _____
4. The idea of distilling flower oils for perfume was the basis of perfume foundation in the 7th century. _____
5. Porcelain is a mixture of feldspathic rock and kaolin. _____
6. The porcelain manufacture secrets stayed hidden until the 18th century. _____
7. The first medical syringe was used by its founder for eye treatment purposes. _____
8. The Chinese Buddhist monk invented the first electrical clock in 1092. _____
9. The water wheel mechanical clock predicted the future of humankind. _____

4 Discuss the following questions.

- Do you know any of the oriental ancestors to have been one of the flows to bring novelty to the world?
- To what extent did their work contribute to the world civilization?

5 Work in pairs. Read and discuss the quote. Give your examples.

When you cease to make
a CONTRIBUTION
YOU BEGIN TO DIE.

Eleanor Roosevelt



REPORTING VERBS

argue	contend	establish	object	recommend	support
assert	contradict	examine	persuade	refuse	
assume	describe	find	propose	reject	
challenge	dispute	maintain	prove	remark	
claim	emphasize	note	purport	suggest	

6 Rewrite the sentences using above listed reporting verbs.

1. Oriental inventors have created numerous things we take for granted in our daily lives.	<i>eg. Oriental inventors are claimed to have created numerous things we take for granted in our daily lives.</i>
2. Ulugbek, a famous astronomer, compiled tables of sines and tangents, accurate to eight decimal places.	
3. In 860, the three sons of Musa ibn Shakir published the Book on Artifices, which described a hundred of technical constructions.	
4. Oriental horticulture gave the world the fragrant flowers and herbs from which perfumes were extracted.	
5. In the fifteenth century Vasco da Gama, exploring the east coast of Africa, new Malindi, was guided by an oriental pilot, Ahmed ibn Majid who used maps never seen by Europeans before.	

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. ergotderivatives – шоҳқуя ҳосилалари – производные спорыньи
3. cessation – тўхташ - прекращение
4. infertility – пуштсизлик - бесплодие

PRACTICAL LESSON 6

7 Read the text and match the passages and their subtitles.

Architecture	Horticulture	Philosophy	Mathematics	Science	Geography	Astronomy	Medicine
<i>d</i>							

ORIENTAL CONTRIBUTIONS TO CIVILIZATION

The years between the seventh and thirteenth centuries mark a period in history when culture and learning flourished by new discoveries made in the sciences and arts which improved the life and condition of Man, and thousands of oriental contributions have become an integral part of human civilization.

- a. The Arabic sifr, or zero, provided new solutions for complicated mathematical problems. The Arabic numeral – an improvement on the original Hindu concept – and the Arab decimal system facilitated the course of science. Al-Khwarizmi, credited with the founding of algebra, was inspired by the need to find a more accurate and comprehensive method of ensuring precise land divisions so that the Koran could be carefully obeyed in the laws of inheritance.
- b. Al-Biruni, considered one of the greatest scientists of all time, discussed the possibility of the Earth rotation on its own axis – a theory proven by Galileo six centuries later. East astronomers such as al-Fezari, al-Farghani, and al-Zarqali added to the works of Ptolemy and the classic pioneers in the development of the magnetic compass and the charting of the zodiac.
- c. The famous scientist-philosopher known in Europe as Avicenna was Ibn Sina and his Canon was required reading throughout Europe until the seventeenth century. Avicenna did pioneer work in mental health, and was a forerunner of today's psychotherapists. He believed that some illnesses were psychosomatic, and he sometimes led patients back to a recollection of an incident buried in the subconscious in order to explain the present ailment.
- d. Startling remnants of Arab architecture are particularly prevalent in Uzbekistan. The brilliant blue tiled dome of the Mosque of Bibi Khanum, Temur's (Tamerlane) favorite wife, catches the visitor's eye in Samarkand. Here, as well as in the complex of tombs called Shah-I-Zinda (the Living Prince), much of the old beauty is being returned to its former elegance through restoration.
- e. Al-Idrisi, a twelfth century scientist living in Sicily was commissioned by the Norman King, Roger II, to compile a world atlas, which contained seventy maps. Some of the areas were therefore uncharted. Called Kitabal-Rujari (Roger's book), Idrisi's work was considered the best geographical guide of its time.
- f. The ancient oriental people were pioneers in botany. In the twelfth century an outstanding reference work, Al-Filahat by Ibn al-Awam, described more than five hundred different plants and methods of grafting, soil conditioning, and curing of diseased vines and trees.
- g. Al-Haytham (known in Europe as Alhazen) wrote a book in the tenth century on optics, Kitab Al Manazir. He explored optical illusions, the rainbow, and the camera obscura (which led to the beginning of photographic instruments). He also made discoveries in atmospheric refractions (mirages and comets, for example), studied the eclipse, and laid the foundation for the later development of the microscope and the telescope.
- h. Among the well-known philosophers of the medieval world were al-Kindi, who contributed to the work of Plato and Aristotle; al-Farabi, who made a model of Man's community; Avicenna (Ibn Sina), who developed theories on form and matter that were incorporated into medieval Christian Scholasticism; Ibn Khaldun, who expounded the cycles of a state in his Muqqadimah (Introduction).

Scale Up

- 8 Work in pairs. Underline the unknown words and guess their meanings from the context.
- 9 Discuss the importance of oriental input to the world civilization.
- 10 Look at the article review samples and complete the statement.

Article review is _____

ARTICLE REVIEW

Title: The nutrition facts label

Author('s) Name(s): Katherine Gobransen

Date of Article: 1997

Main Topic: How to read the nutrition label on food

Three New Facts You Learned:

- 1) requirements are for 2000 calorie diet
- 2) Fat-free = no or trivial amount fat
- 3) Low-fat = 3 gr. or less

What was most interesting for you: baby foods can't make a lot of claims about nutrients unsweetened or unsalted are ok

Would I recommend this article to a friend? Yes No
If no, why not? It was too long and I didn't get a bunch of it.

An article review is both a summary and an evaluation of another writer's article. Teachers often assign article reviews to introduce students to the work of experts in the field. Understanding the main points and arguments of the article is essential for an accurate summation. Logical evaluation of the article's main theme, supporting arguments and implications for further research is an important element of a review.

- 11 Write the main components of an article review.



Article title, _____



- 12 Read any article related to your field of study and fill in the form.

1. Title of the article: _____
 The author: _____
 The name of the journal: _____

Publication information: date, volume, issue, page numbers, publishing organization: _____

2. Short introduction and overview of the article: _____
3. Explanatory statement about how well the author addressed the topic: _____
4. Summary of the main points of the article and your opinions about its significance, accuracy and clarity: _____



The oldest Koran (Qur'an) in the world dating to the 7th century, Iraq, known as the Uthman Quran/ S a m a r k a n d m a n u s c r i p t /

Tashkent Qur'an, is kept in the Hast Imam library in Tashkent, Uzbekistan. It is believed by local Uzbek Muslims that it belonged to the third Caliph, Uthman Ibn Affan.



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. 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 shop and designated for immediate use should be kept in the refrigerator. Powders, galenic preparations and medicines produced at 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.

At the chemist's department medicines are distributed according to the therapeutic effect: drugs for cough, cardiac medicines, drugs for headache. 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.



PRACTICAL LESSON 7

Review 1

1 (R1) You will listen to an interview with ethnobiologist Karl Court, who has spent most of his career in the Amazon jungle. Predict the topics? Choose only five.

1. Lifetime searching for plants with medicinal properties.
2. Type of people that he encounters tend to be the most difficult to deal with
3. The fright of the jungle
4. Aims and objectives to be achieved.
5. Investigations conducted in this field.
6. Establishing cooperation between government and researchers
7. Science books which are related to life of jungle book.

2 Fill in the gaps using words from the conversation.

1. I am talking about the _____ ethnobiologist Karl Court.
2. There's an _____ relationship between how much people say they love the Amazon and how much time they spend there
3. What type of people that you _____ tend to be the most difficult to deal with?.
4. The things that you can't control, like _____ parasites and viruses that eat you away from the inside.
5. Tell me something you have _____ recently.

3 Read the text and choose the best title.

1. Changes and new implementations in the government sector.
2. ICT to be widely implemented in Real Sector of Uzbekistan.
3. Pros and cons of new implementations to be realized in Uzbekistan.



ICT to be Widely Implemented into real sector of Uzbekistan.

On April 3, 2014 the President of Uzbekistan Islam Karimov signed a resolution «On measures for further implementation of information and communication technologies in the real economy». This document was adopted in order to accelerate the development and introduction of information and communication technologies and software products into the real economy sectors and on this basis to improve management efficiency, reduce production costs, ensuring the reliability and transparency of financial and economic activity of associations and large enterprises and to improve their competitiveness in domestic and foreign markets.

The following issues are set as the most important tasks and directions of development of ICT in the real economy:

- widespread adoption of ICT and software products, mainly locally developed, into document management system, accounting and reporting, financial and economic activity of associations and enterprises, personnel management, organization of manufacture and technological processes;
- improvement of the quality of products and services, reducing their costs and production costs through implementation of modern

4 Find the words in the text with the similar meaning .

1. realization _____
2. quicken _____
3. order _____
4. endorse _____
5. performer _____
6. empower _____
7. business _____



information systems and software for accounting and rational use of material resources, regulation of relations with consumers;

- introduction of new product sale schemes by enterprises through the Internet to open new markets and increase the export potential of the country;
- introduction in production processes of innovative mechanisms and technologies by expanding cooperation with research and designing firms, institutions of higher education;
- organization of an effective system of advanced ICT training and retraining in joint stock companies, associations and large enterprises.

The resolution has also approved the list of priority projects for introduction of information and communication systems and products into the real economy sectors in 2014-2015. Executors are instructed to create specialized working groups, to develop network schedules for the implementation of projects and pre-feasibility studies of projects along with setting target figures of cost-effectiveness of their implementation that help increase productivity, reduce costs and improve profitability. Major priority projects for the introduction of information and communication systems and software products will be included in the investment program of Uzbekistan. Annually before June 1 lists of new projects will be developed for further introduction of information

and communication systems and software products in economic entities and large industrial enterprises to be included in the investment program. Joint-stock companies, associations, large industrial enterprises are instructed to annually include in their business plans and cost estimates the separate line items for the introduction of information and communication systems and software products, including providing training and skills development. Companies will also put into practice quarterly financial incentives and promotion professionals and employees directly involved in the implementation of projects for the introduction of information and communication systems and software products. Implementation of these tasks will also contribute to the development of the ICT market and the domestic software industry thanks to orders for specific IT projects for the real economy. According to the data of the State Committee for Communication, Information and Telecommunication Technologies of Uzbekistan, the National Register of software development has already included over 40 companies that provide services on integration of information systems and software products

(Adapted from http://news.uzreport.uz/news_8_e_118334.html)

8. provide _____
9. because of _____
10. entire _____

5 Decide if the statements true(T) or false (F) .

1. On April 30, 2014 the President of Uzbekistan Islam Karimov adopted a resolution «On measures for further implementation of information and communication technologies in the real economy»..

2. Introduction of information and communication systems and products into the real sector in 2014-2015 were also approved in the resolution. _____
3. Associates will also experience every three months financial encouragement and promotion of professionals and staff members directly engaged in the implementation of projects. _____
4. Realization of these tasks will also support the advancement of the ICT market and the domestic software industry because of orders for specific IT projects for the real economy. . _____

Forms of drugs

Variant 1

1. Translate the word-combinations into Uzbek (Russian).

The common forms of drugs, the precise form, the individual case, multiple diseases, for instance, as a rule, the prescribed instructions, should be taken one half hour to one hour, non-acid-resisting antibiotics, with acidic juices

2. Arrange the following words in pairs of synonyms.

Medicine, physician, now, ailment, doctor, pain, drug, disease, at present, ache.

3. Translate the sentences into English.

- a) Kapsulani birinchi bo'lib Fransuz dorishunoslari Mot va Dyublanlar 1833 yilda taklif qilishgan. (Капсула впервые была предложена французскими фармацевтами Мотом и Дьюбланом в 1833 году).
- b) Shamchatanaharoratidaeriydi. (Свеча тает при температуре тела).
- c) Ekstarktlar juda qadimgi preparatlar bo'lib, hozir ham keng qo'llaniladi. (Экстракты – очень древние препараты широко используются и по сей день).

4. Translate the sentences into Uzbek (Russian).

- a) The poisonous nature of the leaves was well known and the drug was recommended by Parkinson in 1640.
- b) Aloe was known to the Greeks as early as the 4th century.
- c) Senna was introduced into European medicine in the 9th or 10th century by the Arabians.

5. Speak on the topic: "Forms of drugs". "The chemist's shop".

Forms of drugs

Variant 2

1. Translate the word-combinations into Uzbek (Russian).

A lot of drugs, with a dose of medicine, in the shape of a disk, in a solid state, for instance, different forms, pharmaceutical industry, convenient for swallowing, free particles

2. Arrange the following words in pairs of antonyms.

Solid, colour, free, large, round, inside, internally, colourless, small, outside, busy, liquid, square, externally

3. Translate the sentences into English.

a) Tabletka so'zi lotincha "tabula" so'zidan olingan. (Слово таблетка произошло от латинского слова "tabula").

b) Yumshoq dorilar bolalarni davolashda keng qo'llaniladi. (Мягкие лекарственные формы широко используются для лечения детей).

c) Ampulanibirinchimarta Rusolimi 1885 yildatakli fetgan. (Ампула впервые была предложена русским ученым в 1885).

4. Translate the sentences into Uzbek (Russian).

a) Pharmacology is a very important subject and we must pay great attention to it at our studies.

b) It is very important to collect medicinal plants in proper time.

c) A prescription is usually written for a certain person.

5. Speak on the topic: "Forms of drugs". "The chemist's shop".

Forms of drugs

Variant 3

1. Translate the word-combinations into Uzbek (Russian).

Fatty material, to differ in shape, methods of application, an unctuous preparation, to melt at body temperature, medicinal agents, pharmaceutical industry, semisolid forms of drugs

2. Arrange the following words in pairs of antonyms.

Different, soft, external, thick, ailment, thin, internal, hard, health, the same

3. Translate the sentences into English.

- a) Malhamlar qadimdan qo'llanilgan dori turidir. (Пластыри издавна применяются при лечении).
- b) Malhamlar tarkibida polimerlar, tabiiy moylar, antioksidantlar va dori moddalari bo'ladi. (В составе пластырей содержатся полимеры, натуральные масла, антиоксиданты и лекарственные вещества).
- c) Yumshoq dori turlari sirtidan ishlatishga mo'ljallangan dori turidir. (Мягкие лекарственные формы используются наружно).

4. Translate the sentences into Uzbek (Russian).

- a) A great variety of shapes and sizes is available among medicinal tablets.
- b) Pharmacy, as an independent branch of medicine, was born in Europe in 1240, when the Emperor of Holy Rome separated pharmacy from medicine.
- c) The students of pharmacy spend several weeks in the Botanical Gardens collecting medicinal herbs.

5. Speak on the topic: "Forms of drugs". "The chemist's shop".

PRACTICAL LESSON 8

UNIT 2

FUTUROLOGY

Lesson 4

MEETING SOCIETY NEEDS

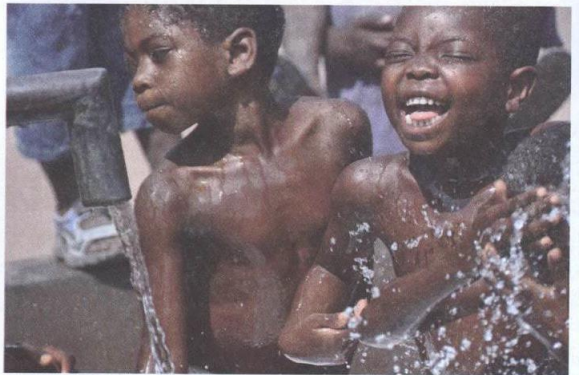
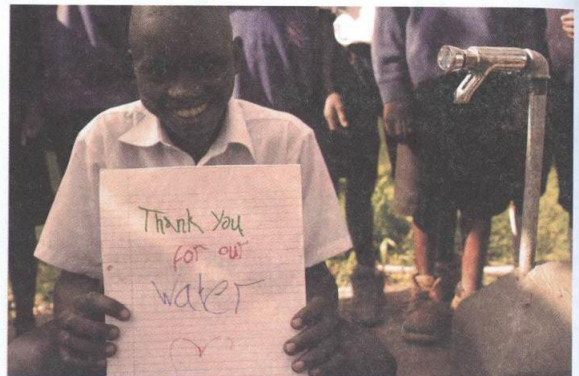
Look at the photos and think what messages they carry.



Predict future social needs and write about possible solutions.

Probable future social needs in the world states

How can state governments meet social needs?



1 Match the word phrases 1-9 and their definitions a-i.

No	Words and phrases	Definitions
1	tremendous	a) a business unit, a company or a firm;
2	to conduct	b) attributable to or caused by;
3	ultimately	c) to contend (against) for profit, an award, athletic supremacy;
4	enterprise	d) to guide or teach to do something; as by subjecting to various exercises or experiences;
5	to compete with	e) having status or glamour; impressive, influential;
6	annual	f) to do or carry out;
7	due to	g) occurring, done once a year, yearly;
8	to train	h) vast, huge;
9	prestigious	i) in the end; at last; finally;

Scale Up

2 (T4) Listen to the tape and fill in the blanks with the words from the box in appropriate forms.

contest drive restore deviate arouse meet
outmoded diversity dissect significant

- Social matters have always been _____ point in development and prosperity of the state.
- Social researches assist in _____ fields of society thoroughly.
- The spheres which do not progress at all or are having difficult periods of default should immediately be _____.
- To _____ social demands of citizens who live in the country guarantees well-being of them.
- The demands of society always _____ rapidly.
- The products which are being manufactured today cannot _____ with the ones made several years ago.
- Strong rivalry in economics _____ businessmen think, find out new models of productions.
- Businessmen have to think about _____ of their manufactured products to stand strong rivalry.
- Teaching methods of modern education system _____ from the ones used some years ago.
- _____ technologies, ways in teaching do not meet society needs.

3 Listen to the tape again and write whether the following statements are true or false.



No	Statements	T	F
1	A country must always conduct a number of social researches in order to find out undeveloped spheres.		
2	The first person who is being interviewed by the journalist works at the big plant producing wool materials.		
3	Demands and needs of citizens in society stay in the same conditions for a long time.		
4	Half-ready eatable products are prepared to meet social needs of people which are growing day by day.		
5	Half-ready food products are at greater demand today because people have no time to cook at home.		
6	Yearly plan must be made in order to meet society needs in various products beforehand.		
7	The second person who is interviewed in the radio programme works at the hospital.		
8	To meet society needs in education including foreign language learning the government in our country has taken several vital steps to develop the system.		

4 Work with your partner. Discuss the questions below.

- How important is it to meet social needs of citizens?
- What fields of life are not meeting society needs? How to assist their development?
- Would future social needs differ from contemporary ones?

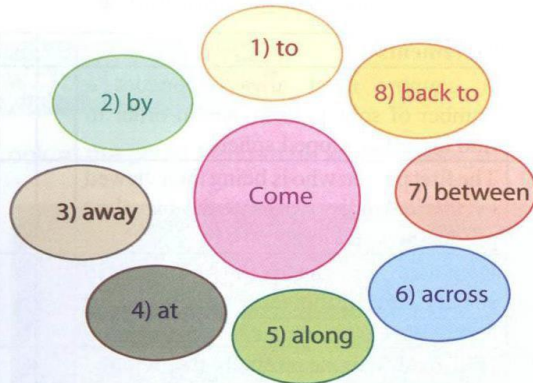
If a free society cannot help the many who are poor, it cannot save the few who are rich.

John Kennedy



PRACTICAL LESSON 9

5 Match the following phrasal verbs and their appropriate definitions.



- a. to progress;
- b. to discover or reach (facts, truth);
- c. to cause the estrangement or separation of (two people);
- d. to find or obtain (a thing) esp. accidentally;
- e. to regain consciousness or return to one's normal state;
- f. someone (of something forgotten) to return to someone's memory;
- g. to become attached;
- h. (of a person or his/her words) to communicate the intended meaning or impression;

1	2	3	4	5	6	7	8
e							

6 Complete the sentences.

1. After a number of thorough investigations social workers have come _____ some information proving that social needs are not fully met in particular fields.
a) at b) to c) across d) away
2. The latest efforts made some spheres in society come _____ unexpected results.
a) at b) along c) by d) across
3. The state society may face the danger of coming _____ if problems in it are not solved at once.
a) across b) to c) along d) away
4. Uzbekistan government is doing its best to develop economy of the country by allowing foreign partners come _____ our manufacturing firms.
a) by b) back to c) across d) in on
5. Nothing can come _____ the government and society when all social demands are completely met.
a) between b) along c) back to d) across
6. If citizens' social demands are fully met, it will keep on coming _____.
a) at b) along c) by d) between

7 Read the following article and find the best title to it.

To meet social needs in every sphere of life is a very essential matter nowadays. Besides, today it is nearly impossible to imagine one's progress or career promotion without a complete education. The humanity has always been demanding the greatest needs from educational institutions. The question most people are asking today is: How can traditional educational institutions meet the needs of today's society?

Nowadays, innovation cycles are so fast (particularly in technological fields) that suitable studies at universities are more and more behind the trends. It is thus necessary to balance the creative grassroots developments – in particular initiated by small and medium sized companies – and the strategic

interests of societies (in the field of renewable energies, for example). In order to succeed, it is crucial that both higher education institutions and corporate or societal partners speak the same language.

Traditional universities long ago set their priorities not on teaching, but on research excellence. This, of course, was a way of retrieving more funding. However, the role of universities needs to be reconsidered, in terms of the extent to which they shall contribute to a learning society.

Modern educational institutions provide a variety of professions to master. Detailed, planned curriculum is essential to teach effectively. Those professionals make the state develop and meet all citizens' needs.

8 Give the appropriate definitions to the underlined words in the article.

9 Read the following comments which customers have made about the supermarket and use them to answer the questions below.

1. What conditions are created at the supermarket?
2. What lacks are mentioned by customers which do not let the supermarket be estimated as the best one?
3. What measures must be taken by the supermarket authority to meet the customers' needs?
 - a. The prices at the supermarket are much higher than at other shopping centers in the city.
 - b. The services offered at the supermarket for customers are of high quality.
 - c. It is very nice to buy all needed products at one place.
 - d. Sometimes we may meet retarded products at the supermarket.
 - e. You can save a lot of money by buying their "own brand" of goods.
 - f. The queue at the cash desk sometimes may make a person get tired.
 - g. There are different sections at the supermarket: a bakery, a meat section, a cosmetics counter.
 - h. On the eve of public holidays the supermarket is overcrowded.
 - i. The way they have arranged the shelves makes it easy to find what you want.
 - j. At the beverages section of the supermarket variety is poor.

10 Complete the table. Use ideas from Ex. 7.

Pros	Cons

11 Write a report. Use the structure, words and phrases from the box.



Introduction _____

The main body _____

Conclusion _____

To introduce: as requested; the aim or purpose of this is to.....;

To make contrasting points: however; although; despite; but; while; even though etc. ;

To express the difference between appearance and reality: it may seem; on the surface; apparently;

To conclude or to summarize: on the whole; in conclusion; to conclude; to sum up;

12 Find an article in your specialty and write a report assessing good and bad points.

SOLUTION

Any chemically and physically homogeneous mixture of two or more substances is said to be a solution. It is possible to have solutions of solids in liquids, liquids in liquids, gases in liquids, solids in solids, etc.

Depending upon the size of the dispersed particles we recognize true solutions, colloidal solutions, and suspensions.

If sugar is dissolved in water, it is supposed that the ultimate sugar particle is of molecular dimensions and that a true solution is formed. On the other hand, if very fine sand is mixed with water, a suspension of comparatively large particles, each consisting of many molecules is obtained. Between these two extremes lie colloidal solutions.

From the pharmaceutical stand-point solutions of solids in liquids are of the greatest importance and many quantitative data are available on the properties of such solutions.

When an excess of a solid is brought into contact with a liquid, molecules of the former are removed from its surface until equilibrium is established between the molecules leaving the solid and those returning to it. The resulting solution is said to be saturated at the temperature of the experiment. The extent of solubility of different substances varies from almost imperceptible amounts to relatively large quantities but for any given solute the solubility has a constant value at constant temperature.

Under certain conditions it is possible to prepare a solution containing a larger amount of solute than is necessary to form a saturated solution. This may occur when a solution is saturated at one temperature, the excess of solute removed, and the solution cooled. The solute present in solution, even though it may be less soluble at a lower temperature, does not always separate from the solution and a supersaturated solution is produced.

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

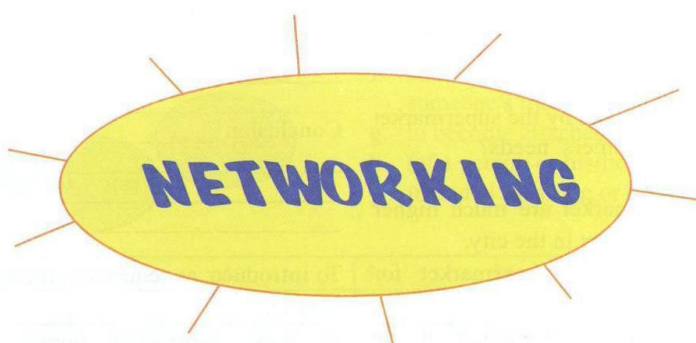
1. pain relief – оғриқ белгиси - характер боли
2. stomach acidity – ошқозон шираси – желудочная кислотность
3. be swallowed whole – бутунлигича ютиш – глотать целиком
4. lowerdose – майда доза – мелкая доза
5. soft tissue – юмшок тўқима – мягкая ткань
6. endoscopic evaluation – ошқозон йўллари текшируви – осмотр желудочно-кишечного тракта
7. endpoint – чегара – граница
8. constipation – қабзият – запор
9. gastric secretion – ошқозонда шира ажралиши – желудочная секреция

PRACTICAL LESSON 10

Lesson 5

NETWORKING

Read and complete a mind map.



1 Match the words/phrases and the definitions.

A	B
1. networking	a) a close connection joining two or more people to be helpful or have a good effect on each other;
2. mutually beneficial bonds	b) a word or expression from a particular subject area, that has become fashionable by being used a lot, especially on television and in the newspapers;
3. buzzword	c) advantage or benefit that you get from the previous action; (informal) the result of a set of actions, or an explanation at the end of something
4. referral	d) building relationships in order to obtain certain benefits in the future;
5. hidden job market	e) market which deals with unemployment;
6. the payoff	f) praising or expressing admiration for someone; if tickets, books, etc. are complimentary, they are given free.
7. social media	g) quick in movement and nimble
8. a valuable supplement	h) the main means of mass communication relating to society, organizations or communities;
9. a stand-alone approach	i) the way, which is used when one can operate on his own without help from others;
10. face time	j) time spent in face-to-face contact with someone
11. bend	k) to force or to be forced;
12. agile	l) upscale thing which is added to something else in order to improve it or complete it; something extra;
13. complimentary services	m) when you direct someone to a different place or person for information, help or action, often to a person or group with more knowledge or power;

1	2	3	4	5	6	7	8	9	10	11	12	13
d												

2 (T5) Listen to the tape and tick items mentioned.

- a. Definition to the term “networking”.
- b. 100G Coherent Networking.
- c. The key factor in successful networking activities.
- d. Center stage in the networking world.
- e. Types of networking, such as Cloud Networking, Packet Networking, GeoMesh Networking.
- f. Social media as a valuable supplement.
- g. The network of the future.
- h. The word «sociable» means a person who communicates with another person for a specific purpose.

3 Listen to the tape again. Write answers true (T) or false(F).

- 1. The majority of people found their most recent position by networking, either through referrals or direct contact with a hiring manager. T
- 2. Relationships are simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. _____
- 3. Social media is a potential way to reach your customers and begin two-way conversations with a wider audience. _____
- 4. The network of the future is a dynamic, programmable, agile, and adaptable common infrastructure for running applications and connecting places, people, and machines. _____

4 Note down ideas concerning networking.

- 1. What is networking? _____

- 2. Why networking? _____

- 3. Relationships _____

- 4. Social media _____

- 5. The future of the networking _____

5 Put the words and word-combinations into the table.

absolutely certain, on the whole, it's impossible, generally speaking, probably, more often than, definitely, to be sure, taking into consideration, depending on, provided that.

Expressing certainty, probability, doubt	Generalizing and qualifying

6 Read the following sentences and underline tools of generalising and qualifying.

- 1. On the whole, I think it is a good idea to find job partners via networking.
- 2. Generally speaking, all types of networking are very helpful.
- 3. He uses social networking such as Facebook, Twitter etc. more often than others.
- 4. Taking into consideration the wrong online brand strategy, you might not want to use viral marketing.
- 5. We'll use social media for marketing and advertising, depending on their popularity.
- 6. Provided that social networking can have a negative influence on worker productivity, employees may waste valuable time using social media channels such as Facebook and Twitter.



PREPARATION OF TABLETS



The tablet is the most common form of medication for the administering of a drug in a dry state.

From a purely physical point of view, the technique of tablet making (tableting) may be defined as a process whereby a known volume of a drug in a finely divided state is subjected to pressure in a die between two punches.

A tablet shows definite properties of mechanical strength and is also characterized by a definite rate of desintegration when brought into contact with water.

It is generally observed that tablets can be made easily from certain drugs, such as sodium chloride and other alkali halides, even without the addition of auxiliary substances. For some other drugs, such as lactose, the addition of auxiliary substances is found to be necessary to overcome certain difficulties in their tableting. Some difficulties are occasionally experienced in the process of tableting certain materials because of persistent binding or sticking in the tablet machine. The application of different pressure during tableting plays a very important role. The correct pressure must be applied in order to avoid unnecessary complications. Tablets which should dissolve in the mouth must be more strongly compressed than other average tablets for internal administration.

Another important effect of higher pressures is an increase in friction which obviously necessitates the use of greater amounts of lubricants and glidants. Glidants are added to the tablet materials to improve their flow properties. They are generally powdery substances which deform only slightly when subjected to the compressing pressures. To glidants belong such substances as natural starch, which has excellent flow improvement properties.

Lubricants are substances which facilitate smooth ejection of the compressed tablets.

PRACTICAL LESSON 11



7 Complete the sentences with tools of generalizing and qualifying from exercise 5.

- _____ it is always difficult to predict the future.
- _____ we don't know what advances will revolutionize our industry within the next few years.
- _____ publish articles on general trial methodology as well as protocols, commentaries and traditional results papers, outcome or significance of findings.
- _____ usage of social media for marketing products, social media could be easily utilized to create cost effective strategies.
- _____ some people think social networking is an amazing tool, but others are worried about the impact it has on people's lives.

8 Fill in the gaps with the words from the box.

Networking, Internet, telecommuting, e-commerce

- In an ideal _____ environment, users should not have to worry about any things.
- _____ are transactions conducted electronically on the Internet.
- _____ is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.
- _____ is working from home using equipment such as telephones, fax machines, and modems to contact people.

9 Read the text and title the paragraphs with the words from exercise 8.

1. _____ is simply the process of building positive, advantageous relationships, either by making a connection with someone in person or online. While some people have an easier time making new connections than others, it's important to remember that everyone is capable of networking. You probably already have networking experience, even if you don't think of it in those terms – any time you meet someone or make a new friend, you're engaged in a form of networking.

2. _____ is one of the most visible drivers of networking growth. For corporations, it has become an integral component of daily business processes. For individual consumers, it is becoming an increasingly popular medium for communicating and for accessing information.

3. _____ The rapid growth of the Internet has created a market for Internet commerce, often referred to as «electronic commerce». As people connect to the Internet, they discover the convenience of purchasing products such as books, clothes, and appliances on line. Companies developing Internet commerce sites require sophisticated hardware and software equipment that will not only support their business strategy, but will also provide the information security their customers require.

4. _____ The trend of telecommuting is increasing as corporations seek to lower costs and as professionals look for alternatives to traditional work environments. More and more people use internal corporate networks, employees now expect to be connected to these networks and to the Internet from the road and from home. Consequently, there is an increased demand for networking, technologies that will enable companies and individuals to work to overcome the technical hurdles associated with creating an efficient work environment outside the office.

10 Discuss the questions in pairs.

1. What do these words have in common: networking, Internet, telecommuting, e-commerce?
2. Why is networking process becoming more and more important in our life?

1 Create your blog for free in seconds, once ready you can post your content to share with your friends and social networks.

2 Design your blog, you can choose colors, add the background with your favorite image or choose from pre-designed templates, etc.

3 Make money with your blog, we give you 100% of the money generated by the ads from all your posts.

11 Fill in the table with dos and don'ts.

- Be relatable, be yourself.
- Limit your word count.
- Avoid trying new things.
- Use links within your posts.
- Include images.
- Be negative.
- Write long paragraphs.
- Respond to blog comments.
- Make grammar mistakes.
- Post to Facebook, Twitter, Google+ and anywhere else you can.



dos	don'ts
Find your focus	Set unrealistic goals

12 Write answers to the questions below.

1. What is the name of your site? _____
2. What is the site's tagline? _____
3. What do you do? _____
4. What are you talking about? _____
5. Who are you talking to? _____
6. How much will they pay us for this? _____
7. Can we make a living from this? How? _____

13 Create your own blog about something that stokes your passion or reflects your daily experience.

FILLING OF AMPOULES



The ampoules are first washed with ordinary water and then with pyrogen-free distilled water. They are sterilized in sterilizers provided with two doors at opposite ends. One leads into the non-sterile area for charging the sterilizers with washed, non-sterile ampoules, and the other leads into the

sterile area for removing the ampoules after sterilization. After cooling the trays are conveyed to the automatic filling machines. Filling is carried out in a small air-conditioned room under a hood, provided with ultra-violet lamps. All parts of the filling machine which come in contact with the substance to be packed are daily dismantled, cleaned and sterilized.1) A concentrated aqueous solution of sodium penicillin is dried in bulk from the frozen state. The dry material is reduced to a fine powder which is subjected to the usual routine tests (potency, toxicity, pyrogen content, sterility, moisture content). The desired amount is then measured into the ampoules by hand or automatic machines. After filling, the ampoules are closed with sterilized rubber caps or stoppers and then removed from the sterile area for receiving metal covers, labeling and final packing.

2) The concentrated solution of penicillin is put into the ampoules in the desired amounts, generally by using an automatic filling machine which discharges measured (1-2 ml) amount, frozen in them and evaporated to dryness in the frozen state.

The method of drying the aqueous solution of penicillin salts in the final containers is practiced more commonly in the large penicillin plants than the method of weighing the bulk of dried salts into each individual ampoule, but the latter, though more laborious and time-consuming, has given equally good results

with regard to sterility and keeping power.

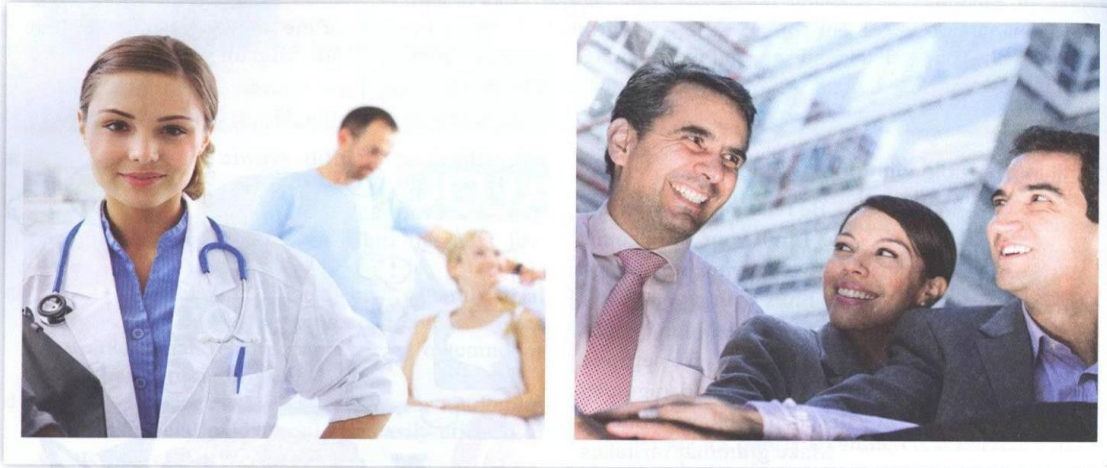
PRACTICAL LESSON 12

Lesson 6

PROFESSIONAL CONTENTMENT

Look at the photos and answer the following questions.

- How do they feel?
- What is the reason of their emotional state?



Work in pairs. Tell three cases when you have felt pleased with your learning.

- 1 Read the quotes about job satisfaction and paraphrase them. Create your own approach about job satisfaction. Share it with the whole group.

Professional contentment is _____



I look at my father, who was in many ways an unhappy person, but who, not long before he got sick, said that the greatest source of satisfaction in his life had been going to work in the company of other workers.

Jonathan Franzen



The three horrors of modern life – talk without meaning, desire without love, work without satisfaction.

Mignon McLaughlin



Life is so fresh, life is every day so new if we are fighting, only for the best. sometimes I think the only real satisfaction in life is failure, failure in your endeavor to do your best.

Maude Adams



The return from your work must be the satisfaction which that work brings you and the world's need of that work. With this, life is heaven or as near heaven as you can get. Without this - with work which you despise, which bores you, and which the world does not need – this life is hell.

W.E.B. Du Bois

2 (T6) Listen to the tape and choose the correct answer.

1. Why does a researcher feel happy with his/her work?
 - a. Because the researcher is quite delighted to see his invention being in mass use.
 - b. Because he expects a fair financial awarding.
 - c. Because the man is sure to do more and more research works.
 - d. Because he is now publicly known and in the spotlight.
2. Moral contentment is when ...
 - a. You see your own results.
 - b. You see other's results.
 - c. You praise someone's input.
 - d. You know how to evaluate your own work.
3. The speaker says that recently he has worked in the material development team for ...
 - a. drafting the thesis paper of graduate students.
 - b. collecting the most needed information for social sciences.
 - c. writing the set of materials for ESP courses for higher education.
 - d. revising the newly published books.
4. The team of material developers has been rewarded with the amount of money equal to ...
 - a. seven minimal payment.
 - b. eight minimal salaries.
 - c. nine minimal fees.
 - d. ten minimal monthly salaries.

3 Check your answers with your partner.

4 Listen to the tape again and write all questions asked during the interview. Compare the results with your partner.

1. _____
2. _____
3. _____
4. _____

5 Read and discuss the quote.



I look back on my life like a good day's work, it was done and I am satisfied with it.

Grandma Moses

6 Read the passages individually. Match the answers and the questions. Compare your answers with your partner.



Questionnaire:

1. What is satisfaction in science?
2. Does satisfaction hold any "must" criteria?
3. Does satisfaction have a limit?
4. Is satisfaction based on moral or finance?
5. Does 'satisfaction' have any correlation with 'proud'?
6. What are the emotional features of a 'satisfied science man'?
7. Can you give a sample moment in which you have innerly felt satisfied that you have done a research?

Q 1 Relying on my experience in the field, I can see the satisfaction when the man of science feels the top of his satisfaction then he gets maturity of the topic being researched and when masters it and ready to any raised questions on the related topic.

Q ___ Satisfaction has strong spiritual influence on human when it is based on moral views rather than finance. Because, moral satisfaction is durable while financial guarantees a short term.

Q ___ The cases when I feel satisfied happen very often, even it has become a casual event, such as, every time I appear in the auditorium the audience welcomes me and questions relating to my filed of research start raining. Honestly saying, I feel proud and quite satisfied to be needed and meet the needs of my students.

Q ___ Satisfaction does not have a boundary. In case of block, the person is no more searching for the novelty.

Q ___ The man of satisfaction reflects on his face a bit of smile and relief.

Q ___ Satisfaction can be synonymic to proud and self-confidence.

Q ___ Satisfaction has some integral components as deserving social respect, being in public attention, and sharing the existing knowledge with people.

OINTMENTS



Ointments are semi-solid preparations for external application of such consistency that they may be readily applied to the body or to mucous membranes.

They should be of such composition that they soften but not necessarily melt when applied to the body.

The ointment base usually constitutes the major portion of the pharmaceutical preparation and, therefore, may influence the efficacy of the incorporated medicinal substances.

Based on their penetration ointments have been divided into three classes. Epidemic ointments are those which demonstrate no, or very slight, power of penetration into the skin. In this group have been placed the bases which contain petrolatum, waxes and their combinations.

Endodermic ointments are those which possess some power of penetration into the deeper layers of the skin. Most of them have a somewhat lower melting point, approaching the temperature of the skin, and contain vegetable oils, lard, wool fat, lanolin, and / or combinations of these.

Diadermic ointments are those which penetrate the skin, thus offering a better opportunity for absorption of the medicament. Ointments of emulsion type and the water-soluble bases belong to the group of absorption base.

Hydrocarbon bases include ointments prepared from petrolatum, or liquid petrolatum, with wax or other stiffening agents.

White and yellow ointments are relatively stable to normal climatic temperature changes. Absorption bases generally have a high index of compatibility toward the majority of medicaments used topically. These bases have found a definite place in pharmacy as well as cosmetology.

Until recently, ointments and ointments type products were packaged in glass, stoneware, porcelain, polyethylene, or plastic wide-mouth jars. Since a large area of the ointment was exposed to the affects of air, those ointments containing easily oxidized medicinals were packaged in collapsible metal tubes. The use of aerosol containers preventing contamination, drying out of the product as well as protecting water sensitive drugs is preferable

PRACTICAL LESSON 13

7 Work in teams of three. Imagine that you and your team are working on a research project in your field of study. In what specific cases would the research give you feeling of satisfaction?



Language units:

- Regarding our position on _____
- The best part would be _____
- It would really be good _____

8 Match the time expressions and their meanings.

Expression

1. 24/7
2. from now on
3. in a jiffy
4. in two weeks time
5. last time
6. so far
7. the day after tomorrow
8. the day before yesterday
9. two hours ahead
10. two hours behind
11. two weeks notice
12. Wednesday week

Meaning

- a. ___ starting now
- b. ___ on the previous occasion
- c. ___ now + two weeks
- d. ___ until now
- e. ___ all day every day
- f. ___ very soon
- g. ___ your time zone + 2 hours
- h. ___ a warning of two weeks
- i. ___ your time zone - 2 hours
- j. ___ now + two days
- k. ___ Wednesday + seven days
- l. ___ two days ago

9 Fill in the gaps using the time expressions from the table above in the correct form.

- a. If you want to have a meeting, you need to give at least _____.
- b. We are so excited about going to Minarai-Kalaan in Bukhara _____.
- c. London is _____ Istanbul.
- d. Thailand is _____ of India.
- e. Today is Monday so our next meeting is scheduled for _____.
- f. _____ project is going according to the plan.
- g. Our supervisor asked me to tell you _____ that we don't have to wear ties in the office.
- h. I can't remember the _____ I ate pilaf. I am staying away from Uzbekistan.
- i. The last time I read a scientific article was _____.
- j. I've nearly finished the report. I'll send it to you as an attachment _____.
- k. I think it's convenient that some libraries are open _____.
- l. We should prepare everything now because the group of professor-examiners will arrive _____.

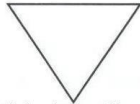
Employees Who Are Engaged In Their Work Have Happier Home Life

Aug.25, 2009 Kansas State psychology researchers studied how positive work experiences extend into family life and facilitate family interactions. They found that employees who are engaged in their work, which includes higher levels of vigor, more dedication and absorption in daily activities, have better moods and more satisfaction at home. Agree?!

10 Review the following newspaper article template. Compare the sample article (Handout 1 Teacher's book) matching the passages and the template. Discuss the results with your partner.

**«Wrighting» Prompt:
Newspaper Article**

Newspaper articles require a different style of writing from what is used when writing a story. When writing a newspaper article, picture a triangle like the one shown.



The newspaper article has all of the important in the opening paragraph. This information includes **who, what, when, where, why** and **how**. It is written this way because most people do not read an entire newspaper article all the way through. So newspaper writers put the most important information at the beginning.

A typical newspaper article contains five parts:

Headline: This is a short, attention-getting statement about the event.

Byline: This tells who wrote the story.

Lead paragraph: This is ALL the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

Explanation: After the lead paragraph has been written, the writer must decide what other factors or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

Additional Information: This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.

11 Write about the story in your field of study that has made you satisfied. Use the guide sheet below to help you plan the information you will include for your article.



Headline: _____

Byline: By _____

Lead paragraph: Who: _____

What: _____

Where: _____

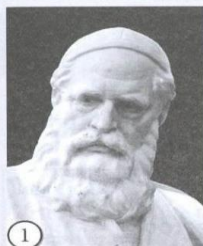
Why: _____

How: _____

Explanation: _____

PRACTICAL LESSON 14

5 Look at the pictures and match them with the text.



- a. According to the archeological remains Ulughbek Observatory was one of the biggest observatories in Central Asia. Ulughbek occupied the place of honor among the outstanding astronomers of the world, and his astronomical work "Star table of Ulughbek" gained the worldwide fame. Gurgan Zidj, catalogue of the sky, consisting of 1,018 stars presents the great interest among the many astronomical tables of Ulughbek. The length of the sidereal year is determined by Ulughbek in 365 days, 6 hours and 10 minutes, 8 seconds. A huge influence on the development of science of the West and the East, India and China had astronomical achievements of Ulughbek School.
- b. Farabi's major contribution was made in philosophy, logic and sociology and, of course, he stands out as an Encyclopedist. As a philosopher, he may be classed as a Neoplatonist who tried to synthesize Platonism and Aristotelism with theology and he wrote such rich commentaries on Aristotle's physics, meteorology, logic, etc., in addition to a large number of books on several other subjects embodying his original contribution, that he came to be known as the 'Second Teacher' (al-Mou'allim al-Thani) Aristotle being the First. One of the important contributions of Farabi was the study of logic which was divided by him into two categories, Takhayyul (idea) and Thubut (proof).
- c. Al-Farghani wrote «Elements of Astronomy» (Kitab fi al-Harakat al-Samawiya wa Jawami, Ilm al-Nujum i.e. the book on celestial motion and thorough science of the stars), which was translated into Latin in the 12th century and exerted great influence upon European astronomy before Regiomontanus. He accepted Ptolemy's theory and value of the precession, but thought that it affected not only the stars but also the planets. He determined the diameter of the earth to be 6,500 miles, and found the greatest distances and also the diameters of the planets. Al-Farghani's activities extended to engineering. According to Ibn Tughri Birdi, he supervised the construction of the Great Nilometer at al-Fustat (old Cairo), which was completed in 861.
- d. Persian mathematician, astronomer, philosopher, physician and poet, he is commonly known as Omar Khayyam. Algebra would seem to rank first among the fields to which he contributed. He made an attempt to classify most algebraic equations, including the third degree equations and, in fact, offered solutions for a number of them. This includes geometric solutions of cubic equations and partial geometric solutions of most other equations. Khayyam recognizes 13 different forms of cubic equation. In fact, he has been considered to be the first to find the binomial theorem and determine binomial coefficients. In geometry, he studied generalities of Euclid and contributed to the theory of parallel lines.
- e. Jalal Al-Din Rumi's major contribution lies in Islamic philosophy and Tasawwuff. This was embodied largely in poetry, especially through his famous Mathnavi. This book, the largest mystical exposition in verse, discusses and offers solutions to many complicated problems in metaphysics, religion, ethics, mysticism, etc. Fundamentally, the Mathnavi highlights the various hidden aspects of Sufism and their relationship with the worldly life. For this, Rumi draws on a variety of subjects and derives numerous examples from everyday life.

Source: www.amaana.org

6 Match the letters a-f with numbers 1-10.

- | | | | |
|-----------------|---------------------|-------------------|----------------|
| a. theorem | f. influence | 1. worldwide__ | 6. sidereal__ |
| b. exposition | g. equation | 2. to embody__ | 7. to exert__ |
| c. contribution | h. the construction | 3. to supervise__ | 8. to make__ |
| d. an attempt | i. motion | 4. binomial__ | 9. cubic__ |
| e. fame | j. year | 5. celestial__ | 10. mystical__ |

7 Read the article on p.13 and a review on it using the template below.

Article Review Sheet

Name _____ Date: _____ Class Perferd _____

Title:	
Author:	
Publication:	
Page(s):	Date:
Summary:	
Critique:	

Scale Up

PRACTICAL LESSON 15

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 yellow- coloured 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.

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 – ўтказувчанлик – проницаемость
2. seizures – хуруж – приступ
3. jaundice – сариқ касал – желтуха
4. to reduce – пасайтирмақ – снижать
5. precipitation – чўкма – осадок

PRACTICAL LESSON 16

Revision.

PYRIMETHAMINE

Daraprimpyrimethamine with sulfadoxine

Pregnancy Risk Category: C

HOW SUPPLIED

pyrimethamine

Tablets: 25 mg

pyrimethamine with sulfadoxine

Tablets: pyrimethamine 25 mg, sulfadoxine 500 mg

ACTION

Inhibits the enzyme dihydrofolate reductase, thereby impeding reduction of dihydrofolic acid to tetrahydrofolic acid. Sulfadoxine competitively inhibits use of PABA.

ONSET, PEAK, DURATION

Onset and duration unknown. When administered alone, pyrimethamine serum levels peak 2 to 6 hours after oral dose. When given as the combination product, serum pyrimethamine levels peak 1 S to 8 hours and sulfadoxine levels peak 2 S to 6 hours after oral dose.

INDICATIONS & DOSAGE

Malaria prophylaxis and transmission control (pyrimethamine)-

Adults and children 10 years and older: 25 mg P.O. weekly.

Children 4 to 10 years: 12.5 mg P.O. weekly.

Children under 4 years: 6.25 mg P.O. weekly. Needs to be continued in all age groups 6 to 10 weeks after leaving endemic areas.

ADVERSE REACTIONS

GI: anorexia, vomiting, atrophic glossitis.

Hematologic: agranulocytosis, aplastic anemia, megaloblastic anemia, leukopenia, thrombocytopenia, pancytopenia.

Note: Adverse drug reactions related to sulfadiazine are similar to sulfonamides.

INTERACTIONS

Folic acid, PABA: decreased antitoxoplasmic effects. May require dosage adjustment.

Sulfonamides, co-trimoxazole, methotrexate: increased risk of bone marrow suppression. Don't use together.

EFFECTS ON DIAGNOSTIC TESTS

Pyrimethamine therapy may decrease WBC, RBC, and platelet counts.

CONTRAINDICATIONS

Pyrimethamine is contraindicated in patients with hypersensitivity to the drug and in patients with megaloblastic anemia caused by folic acid deficiency. Fansidar is

contraindicated in patients with porphyria. Repeated use of Fansidar is contraindicated in patients with severe renal insufficiency, marked liver

parenchymal damage or blood dyscrasias, known hypersensitivity to pyrimethamine or sulfonamides, documented megaloblastic anemia due to foliate deficiency; in infants under 2 months; in pregnancy at term; and during breast-feeding.

NURSING CONSIDERATIONS

- Use cautiously in patients with impaired hepatic or renal function, severe allergy or bronchial asthma, G6PD deficiency, or seizure disorders (smaller doses may be needed) and after treatment with chloroquine.

- Obtain twice-weekly blood counts, including platelets, as ordered, for the patient with toxoplasmosis because dosages used approach toxic levels. If signs of folic acid or folinic acid deficiency develop, dosage should be reduced or discontinued while the patient receives parenteral folinic acid (leucovorin) until blood counts become normal.

-Keep in mind that, when used to treat toxoplasmosis in patients with AIDS, therapy may be life long.

-Know that Fansidar should be used only in areas where chloroquine-resistant malaria is prevalent and only if the traveler plans to stay longer than 3 weeks.

PATIENT TEACHING

-Tell patient to take drug with meals.

-Inform the patient with toxoplasmosis of the importance of frequent laboratory studies and compliance with therapy. Tell the patient of potential need for long-term therapy.

-Warn the patient taking Fansidar to stop drug and notify doctor at first sign of rash.

-Tell him to take first prophylactic dose 1 to 2 days before traveling.

NOTES

1. suppressive cure – секинлаштирувчи даво – подавляющее лечение
2. dosage adjustment – доза тартиби – регулирование дозы
3. breast-feeding – эмизиш – грудное вскармливание
4. prevalent – кенг тарқалган - распространенный
5. notify – хабар бермоқ - сообщить

BUPIVACAIN HYDROCHLORIDE

Bupivacain is a representative of local anaesthetics. Various drugs can serve as alternatives.

Injection (Solution for injection), bupivacain hydrochloride 2.5mg/ml (0.25%), 10-ml ampoule; 5mg/ml (0.5%), 10-ml ampoule; 5mg/ml (0.5%) with glucose 75mg / ml (7.5%), 4-ml ampoule.

Uses: infiltration anaesthesia; peripheral and sympathetic nerve block; spinal anaesthesia; postoperative pain relief

Contraindication: adjacent skin infection, inflamed skin; concomitant anticoagulant therapy; severe anaemia or heart disease; spinal or epidural anaesthesia in dehydrated or hypovolaemic patient.

Precautions: respiratory impairment; hepatic impairment; epilepsy; porphyria; myasthenia gravis; pregnancy and breastfeeding.

Dosage:

Local infiltration, using 0.25% solution, ADULT up to 150mg (up to 60ml).

Peripheral nerve block, using 0.5%, ADULT up to 150mg (up to 30ml)

Dental anaesthesia, using 0.5%, ADULT 9-18mg (1.8-3.6ml)

Lumbar epidural block in surgery, using 0.5% solution, ADULT 50-100mg (10-20ml)

Lumbar epidural block in labour, using 0.25-0.5% solution, ADULT(female) up to 60mg (maximum 12ml)

Caudal block in surgery, using 0.25-0.5% solution, ADULT up to 150mg (maximum 30ml)

Caudal block in labour, using 0.25-0.5% solution, ADULT(female) up to 100mg (maximum 20ml)

Adverse effects: with excessive dosage or following intravascular injection, light – headedness, dizziness, blurred vision, restlessness, tremors and, occasionally, convulsions rapidly followed by drowsiness, unconsciousness respiratory failure.

1. **Read the text and translate it into Uzbek/Russian in written form (using a dictionary).**

DIAZEPAM

Diazepam is a representative of benzodiazepine. Various drugs can serve as alternatives.

Tablets, diazepam 2mg, 5mg

Injection (Solution for injection), diazepam 5mg/ml, 2-ml ampoule

Uses: premedication before major or minor surgery; sedation with amnesia for endoscopic procedures and surgery under local anaesthesia; in combination with pethidine, when anaesthesia is not available, for emergency reduction of fractures; epilepsy anxiety disorders.

Contraindications: central nervous system depression or coma; shock; respiratory depression; acute pulmonary insufficiency; sleep apnea; acute alcohol intoxication; severe hepatic impairment; myasthenia gravis.

Precautions: respiratory disease; muscle weakness; history of alcohol or drug abuse; marked personality disorder; elderly or debilitated patients; hepatic impairment or renal failure; pregnancy and breastfeeding; porphyria. **SKILLED TASKS.** Warn patient not to perform skilled tasks, for example operating machinery, driving, for 24 hours

Dosage:

Premedication, *by mouth* 2 hours before surgery, ADULT and CHILD over 12 years, 5-10mg.

Sedation, *by slow intravenous injection* immediately before procedure, ADULT and CHILD over 12 years, 200 micrograms/kg.

ADMINISTRATION. Absorption following intramuscular injection slow and erratic; route should only be used if oral and intravenous administration not possible.

Slow intravenous injection into large vein reduces risk of thrombophlebitis.

Adverse effects: central nervous system effects common and include drowsiness, sedation, confusion, amnesia, vertigo, and ataxia; hypotension, bradycardia, or cardiac arrest, particularly in elderly or severely ill patients.

6th term of the academic year of 2018-2019

№	Themes	Hours
1	Introduction : Unit 3 Academic Life Integrated skills: Lesson 7 Academic degrees Speaking: <i>Earning a degree</i> Listening : <i>Earning academic degrees</i> Text: “ <i>The English prescription l/u, p. 1.</i>	2
2	Integrated skills: Grammar: <i>Wish sentences</i> Reading: <i>Emergence of the Doctor’s and Master’s Degrees</i> Writing: <i>Rubric writing</i> The drug annotation: “ <i>Dostinex tablets</i> ”. (DA, p. 29).	2
3	Integrated skills: Lesson 8 Public Speech Speaking: <i>Preparation vs. Running with What you have</i> Listening: <i>The art of public speech</i> Text: “ <i>The English prescription</i> ” p. 2.	2
4	Integrated skills: Grammar: <i>Quantifiers</i> Reading: <i>Public Speaking Exercises</i> Writing: <i>Persuasive Essays</i> Text: “ <i>Cardiac glycosides</i> ”	2
5	Integrated skills: Lesson 9 Freelance Speaking <i>Why Freelancing</i> Listening: <i>An Interview with a Freelance</i> Grammar: <i>Reporting verbs</i> Text: “ <i>Cardiac glycosides</i> ”	2
6	Integrated skills: Reading: <i>Recognition</i> Writing: <i>Letter of Certificate</i> The drug annotation: “ <i>Kaletra</i> ”. (DA, p.32).	2
7	Review: Listening and Reading <i>Freelance</i>	2

<p>8</p>	<p>Unit 4 Benefits Lesson 10 Up -to –date devices Integrated skills: Speaking: <i>Me Gadgets</i> Listening : <i>Top Devises</i> The drug annotation : “<i>Metronidozole</i>”</p>	<p>2</p>
<p>9</p>	<p>Integrated skills: Reading: <i>Agent 007 Gadgets</i> Speaking: <i>My Gadgets</i> The drug annotation “<i>Accretropin</i>”</p>	<p>2</p>
<p>10</p>	<p>Lesson 11 Immortal Tracks Integrated skills: Speaking: <i>Great Works</i> Listening: <i>Inventions that Changed our Lives</i></p>	<p>2</p>
<p>11</p>	<p>Integrated skills: Grammar: <i>Relative Clauses</i> Reading: <i>Minor Planet “Samarkand”</i> Writing: <i>Process Analysis</i></p>	<p>2</p>
<p>12</p>	<p>Lesson 12 Personal Ambition in science Integrated skills: Speaking: <i>Learner’s Ambitions</i> Listening: <i>Akbar’s Story</i> Text: -Solution (TB, p. 216).</p>	<p>2</p>
<p>13</p>	<p>Integrated skills: Grammar: <i>Tag Questions</i> Reading: <i>A strong Motivator</i> Writing: <i>Critical writing</i> The drug annotation: “<i>Sporanox</i>”. (DA, p.33).</p>	<p>2</p>
<p>14</p>	<p>Review: Listening and Reading <i>Personal Ambition in Science</i></p>	<p>2</p>
<p>15</p>	<p>Integrated skills: Listening and Speaking. Text: “<i>The English prescription</i> “ . “<i>My native town</i>”</p>	<p>2</p>

Lesson 1

THE ENGLISH PRESCRIPTION



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directions to the pharmacist and on the label.

A more serious problem is naming of 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 copy right. 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 of medicine and pharmacy and it is not known to general public^

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

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- 2 Usually at the top — patient's name, address, age and the date.

1. Symbol Rx. This is about the same as — Dear Sir on top of a 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.

2. Under the body of the prescription 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, capsules, etc.) and number of units.

3. The directions to the patient as to how he is to take the medicine. It is called the label or —signature.

UNIT 1

World

ACADEMIC FIELDS

Work in groups. read the subtitles in the central frame and find out what headings they belong to.

The central frame contains 7 numbered boxes with the following text:

- 1. ... 7. j. ... rtainment
- 2. Education
- 3. Business
- 4. Environment
- 5. Communications
- 6. Biological & Physical Science
- 7. ...

Surrounding categories include:

- Engineering & Computer science
- Government
- Health & Medicine
- Nonprofit
- Law & Public Policy

1 Match the words and their definitions

1. academician	a) a way of doing something
2. achievement	b) member of an academy
3. concerned with	c) run across or <i>meet</i> unexpectedly
4. discrimination	d) involved or interested in something
5. employ	e) something that has been accomplished, especially by hard work, ability, or heroism
6. encounter	f) to recruit or provide someone with work
7. method	g) to treat people unfairly because of their skin colour, religion, gender, etc.

(T1) Listen to the tape. Fill in the blanks with 4 Discuss the following questions with your partner

Academic fields have sub-disciplines or branches. Like social sciences, natural sciences, humanities and applied sciences.

For example, Chemistry, Physics, Earth and Space Sciences are as the branches of natural sciences, which

the rules that regulate the natural world through scientific methods. They are by data.

Formal sciences like mathematics, computer science, statistics and logic, study formal systems, which abstract structures.

Humanities or humanities are the discipline with human culture, using methods that mainly study theoretical and critical issues.

Mainly they depend on practical applications of scientific knowledge related to practical use.

Science has been a field by men.

Listen again and write the sub-disciplines in the boxes next to the headings

History	Humanities	Academic fields
	Social sciences	
	Natural sciences	
	Applied sciences	
	Formal sciences	

- What academic fields are the most useful for human development?
 Which academic sciences are considered to be the most complicated to study?

5 Match the phrasal verbs and the definitions



- a. to succeed in achieving, e.g. with difficulty
 b. to put forward or introduce and implement
 c. to present or introduce (a subject) for discussion
 d. master, develop, cope with
 e. cause to happen
 f. encourage
 g. remember
 h. raise or educate



The first University in the world Al-Qarawiyin was established in 859 by Fatimah al-Fihri. In addition to religious subjects, academic disciplines like mathematics, geography, philosophy, astronomy, astrology, and alchemy were taught there.

Lesson 2

Work in pairs. Read the questions and answer them.

- What was the difference between the terms 'master', 'doctor' and 'professor' in the past?
- What did a universal license to teach stand for in the past?

How present concepts of Sciences and Humanities were classified in the past?

Read the text and match the questions in Ex.1 and the paragraphs A-E.

1. _____ 2. _____ 3. _____

Match the words/phrases underlined in the text and their equivalents 1-7.

- date back _____
- to swear _____
- Predate _____
- at the most _____
- Credo _____
- experimental _____
- working for a skillful person in order to learn _____

10 Look at the IMRAD format and match the sections with their scientific method steps.

Sections	Scientific method steps
Introduction	a) details how you tested your hypothesis
Methods	b) provides raw (i.e. uninterpreted) data collection.
Results	c) considers whether the data you obtained support the hypothesis
Discussion	d) states your hypothesis.

Emergence of the Doctor's and Master's Degrees and the Licentiate

- a. The doctorate (Latin: *doctus*, I teach) appeared in medieval Europe as a license to teach (Latin: *licentia docendi*) at a medieval university. Its roots can be traced to the early church when the term *doctor* referred to the Apostles, church fathers and other Christian authorities who taught and interpreted the Bible. The right to grant a *licentia docendi* was originally reserved to the church, which required the applicant to pass a test to take oath of allegiance and pay a fee. The Third Council of the Lateran (1179) guaranteed the access – now largely free of charge – of all able applicants, who were however, still tested for aptitude by the scholastic scholastic. This right remained a bone of contention between the church authorities and the slowly emancipating universities, but was granted by the Pope to the University of Paris in 1231 where it became a universal license to teach (*licentia ubique docendi*). However, while the *licentia* continued to hold a higher prestige than the bachelor's degree (Baccalaureus), it was ultimately reduced to an intermediate step to the Magister and doctorate, both of which now became the exclusive qualification for teaching.
- b. At the university, doctoral training was a form of apprenticeship to a guild. The traditional term of study before new teachers were admitted to the guild of «Master of Arts», seven years, was the same as the term of apprenticeship for other occupations. Originally, the terms «masters» and «doctors» were synonymous, but over time, the doctorate came to be regarded as a higher qualification than the master degree.
- c. Today the terms «masters», «doctor» (from

11 Write the answers for each step choosing from the box.

acknowledge any anomalous data or deviations from what you expected, purpose, explore the theoretical and practical implications of your finding, background/previous research, hypothesis, content (how much detail, rationale, control, style (subsections, narrative story, past tense, passive voice, verbs 1st person), test (short paragraph that describes the results you obtained), passed on your findings, tables (number the table, give a title, include units of measurement, line up numbers), explain whether support your hypothesis, derive conclusions, about the process you are studying, relate your findings to earlier work in the same area, arrange vertically

Introduction: _____
Methods: _____
Results: _____
Discussions: _____

the Latin – meaning literally: «teacher») and «professors» signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university. (Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology/Divinity or Doctor of Theology/Divinity depending on the place)

- d. The earliest doctoral degrees (Theology - Divinitatis Doctor (DD), Philosophy - Doctor of Philosophy (DPhil, Ph.D) and Medicine - Medicine Doctor (MD, D.M)) reflected the historical separation of all University study into these three fields. Over time, the D.D. has gradually become less common outside theology, and is now mostly used for honorary degrees, with the title «Doctor of Theology» being used more often for earned degrees. Studies outside theology and medicine were then called «philosophy», due to the Renaissance conviction that real knowledge could be derived from empirical observation, and this usage survives in the degree title of Doctor of Philosophy. Studies in these fields have become much more common, but are now classified as sciences and humanities.
- e. The University of Bologna in Italy, regarded as the oldest university in Europe, was the second institution to confer the degree of Doctor in Civil Law in the late XII century; it also conferred similar degrees in other subjects, including medicine.
- f. The University of Paris used the term «masters» for its graduates, a practice adopted by the English Universities of Oxford and Cambridge, as well as the ancient Scottish Universities of St Andrews, Glasgow, Aberdeen, and Edinburgh. Adapted from: <http://www.academicdegrees.com/caps/History-Academic-Degrees.html>

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 – шоҳқуя ҳосилалари – производные спорыньи
3. cessation – тўхташ - прекращение
4. infertility – пуштсизлик - бесплод

Lesson 3

THE ENGLISH PRESCRIPTION



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Match the words with its definitions.

- Public speaking**
 1. Engraving
 2. Inscrutable
 3. Indefinite
 4. Softly
- a. Like the ability to communicate socially
 b. Using nonverbal communication in the expression of their ideas
 c. Conducting a public speech
 d. Something that makes it difficult to do
 e. Holding on people's attention through the speech

1 (ic) Speaking Exercises

Public speaking is a feared by most, but this fear is not unchangeable. Master the skill of public speaking by practicing the following few exercises.

... of holding on people's attention through his or her... (ask). Formally, his... is a fear attributable to the lack of confidence... (capture) the... (to say), 'practice' makes... (to...)

... effect. Practicing the manner you are presenting, the... (to...)

... a long way in making you a good public in the... (detailed) ker. The other important thing to be considered attention to the soft skills. Soft skills refer to a cluster of personality traits. Like the ability to communicate, it... (to...)

... the matter which matters! Put your mind to the... (to...)

... subject. Irrelevant talking makes the audience lose interest. A catch in relevant talking lies in how much speaking, tape your rehearsal performance. This... (to...)

... matter content in the public speech should be 70%... (to...)

... times. The key is to keep the audience hooked.

... language usage is the basis of this public... (to...)

... speaker to have a control over the voice and the... (to...)

... audience. Although expensive for the speaker, the language also hits another... (to...)

... 1111, not necessary that the speaker should be dressed... (to...)

... of personality traits. Like the ability to communicate, it... (to...)

... Exercising the before mentioned skills is a mandatory... (to...)

... make the speech more effective. If possible, make a friend or colleague to hear you out and to evaluate the performance. There may be a few tongue twisters in the drafted speech. Getting them right will be a problem. If you recite them a couple of times... (to...)

... to rule the roost... (to...)

... asking them... (to...)

... so as to lighten up the mood. The better an audience speaking comes, when the speaker looks... (to...)

... speaking for the public and not for him/herself.

1

Answer the following questions.

1. How can you be spoken in front of the public?
2. Do you usually prepare your speech in front of the mirror?
3. What do you do to feel confident?

Read the text and put the headings in the appropriate place.

Find your Language
 Knock them off
 Style Quotient
 Find the Match

9 Fill the gaps with correct words from the box.

Demographic	Attributable	Inscrutable
Retiree	Interact	Interact

1. The art of holding remains a fear...
2. Conducting a public speech is the...
3. Putting... into the details of anything really gets...
4. Poorly developed language skills become the biggest...

10 Match the parts of the persuasive essay and their definitions.

1. Introduction
 2. Body
 3. Conclusion
- This paragraph contains at least three paragraphs. This part should have a hook to grab the reader's attention. This part usually contains the most important points of the argument and expressing one's opinion.

11 Put the steps of writing a persuasive essay in correct order.

- a. Write your first draft
- b. Decide on topic or issue
- c. Read and understand the relevant writing directions
- d. Read your summary one hour before you start writing
- e. Write your essay
- f. Proofread and edit
- g. Write the introduction

5.	7.	9.
8.	10.	

On the following line, write down the statement as you see it. Then give a reason for each point. This will make an outline for your essay.

1. Statement: Some people are more confident than others.
 Reason: ...

Reason: ...

Reason: ...

Reason: ...

Reason: ...

Reason: ...

When people are asked to list the things they fear most in life, public speaking is the number one answer - even above death and dreaded diseases.

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 lanatoside. Digitoxin is the most active principle. Other constituents of digitalis are digitolavin, 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 5

Lesson 9

Look at the following pictures. Guess the main idea of the lesson.



FREELANCE

- 1 Work in teams of four. Write down at least five questions to ask a freelance during the interview. Share your questionnaire with other teams.



- 2 Listen to the tape and answer the following questions.

- Les Kirkham says that freelance means...
 - working free for the community.
 - working free for yourself.
 - working free for the family.
 - working free for the society.
- Being a freelance...
 - you can do whatever you want.
 - you can decide what to do, when to do, where you do it.
 - you can go wherever you want at any time.
 - you can meet whoever you want.

- 3 Les Kirkham mentions disadvantages of freelancing as _____ as _____.
- getting fixed on freelance work for all your income
 - believing it to be long-lasting
 - being out of the family
 - being short of resources

- 4 He explains that freelance work is ...
- selling the skills and experience you have.
 - acquiring other's experience in the field.
 - having enough knowledge in the field.
 - checking the knowledge of others.

- 5 Les Kirkham notes _____ as freelance priorities.
- travelling to many countries
 - keeping interested in the field
 - visiting conferences and conventions
 - cultural exchange

- 3 Answer the questions. Use no more than three words.

- How long has he been working as a freelance?
- What is the main requirement of being a freelance?
- Les states that approximate freelance salary rates to be between _____

- 4 Work in pairs. Compare your answers. Decide which team's questions have been the most relevant.

Discuss the following questions.

- How and why would freelancing appear in your field of area?
- Would you choose freelancing in your future life? Why?

- 5 Complete the text with appropriate phrasal verbs. Give specific examples to prove your ideas.

hand breathe X(2) go lift push raise stand away back down in out up X(3)

When you have to spend a lot of time sitting at a desk, it is important to take short breaks and stretch your neck and back. You can use this exercise to help you stretch.

eg. (1) **Push** your chair **away** to the side and stand up, making sure there is some space in front of you. (2) ... straight, with your arms hanging loosely by your side. Breathe in deeply as you (3) ... your arms. ... over your head. Pause a moment. Then (4) ... slowly as you swing your arms forward, letting them fall as you (5) ... your whole body ... until your hands are near your feet. Pause a moment. Then, (6) ... as you (7) ... your body ... very slowly, beginning with your hips, then your upper body, followed by your head and arms. Repeat the exercise at least once before you (8) ... to your desk again.

cut back on fill in give up
send back do away with find
out go along with go up take off

- You should complete this form and return it with your payment.
You have to fill in this form and send it back with your payment.
- My father has abandoned his attempt to get the university to abolish tuition fees.
My dad _____
- It was necessary to reduce our spending after we discovered that our rent was increasing.
We had to _____
- Please observe local customs at the temple and remove your shoes before entering.
Please _____



There is International Freelancer's Academy organizations and individuals that spend significant amounts of time surveying freelancers of all types about their freelancing life, most of which include their rates, of which they package it up and publish for other freelancers.

- 7 Match the freelance related words and their definitions.**
- self-employed _____, contract _____, expenses _____, per item _____, for _____, venue _____, publisher _____, liaison _____, non-governmental _____, part time _____.
- the place where public event or meeting happens
 - someone who makes groups to work effectively with each other
 - a person which publishes books
 - not related to a government work
 - not working for an employer but finding work for yourself
 - a legal document that states a formal agreement between bodies
 - when you spend or use money
 - money regularly paid to (someone) in return for services
 - fixed amount of money to be given for daily expenses
 - work for parts of the day or week

8 Read the passage and choose the suitable title.

a) Recognition b) Self-consciousness
c) Purification

When I decided to start my freelance copywriting career months ago, one of the biggest obstacles I had to overcome was my lack of experience in the field. I decided to employ the idea of freelancing when several people from the office complimented my writing one after another. My problem was that I had no idea what I wanted to do exactly. Yes, it is not good to involve writing of some sorts. I discovered I had a knack for work (my boss even trusted me to write a press release about a new product we were launching) but I had never been specifically hired and paid by others just to "write stuff".

The biggest question running in my head was who I pay me for a bunch of words I put together? Luckily, I managed to push through that hump. Within a month or so, I consulted with my first client over Skype.

- 9 Work in pairs. Think about "might happen" and write your own freelance story in Ex7 regarding a freelance work in your field of education. Share your cases with the whole group.**
- 10 Look at the two letters and tell the differences.**

Letter of Certificate

Dear Salah Sabihou,

We are writing this letter to certify the qualifications of Marioua Baboua in regard to her post-secondary education at Jzrah Institute of Higher Studies. During the period of 2008-2012, Marioua attended classes at our institution. She studied in the areas of business management, accounting and economics. She completed the required course load in all these areas. She completed her co-op requirement in the summer of 2010, and passed all the necessary exams.

Throughout all her studies, she achieved the highest grades in her class. Her hard work and dedication to learning has put her in the regard of all teachers and peers. She has shown herself to be an upstanding citizen, and would be a great asset to your organization.

Sincerely,
Fridays Salimov

Letter of Certification

To whom it may concern,

This letter is to certify that Muhammad Badjiov worked as a general accountant at Sam Auto corp. for the period from November 5th, 2010 to December 15th, 2010.

While at our company, his responsibilities were to design and implement accounting controls in relation to our line of mathematical modelling services. Through our working relationship, I appreciated his professional attitude and loyalty. Leaving his position was a great loss for our corporation. I know that he will do a great job wherever you put him in your organization.

Sincerely,
Mirza Abdurrahimov

A letter of certificate is used when any information needs to be certified by a third party. For example, a businessman may issue a letter of certificate to someone to prove that the person in question is employed, or a university may write a letter of certificate certifying your academic credentials.

- 11 Review the Letter of Certificate template (Handout 1 Teacher's book).**
- 12 Fill in the letter template imagining the possible job position in your area of study.**

(To whom it may concern)

This is to certify that _____ was working at _____ (employee's title) (employee's name) (organization name) from _____ (joining date) to _____ (last working date)

(position)

During this period, he showed high quality skills in the following fields:

- _____
- _____
- _____
- _____
- _____

We wish _____ all the best in his/her future.

(him/her)

Sincerely,

_____ (name)
_____ (organization stamp)

KALETRA

Capsules and Oral Solution

Company: Abbott Laboratories

Treatment for: For the treatment of HIV-1 infection in adults and pediatric patients age six months and older

Areas: Immune System

General Information

Kaletra is an HIV protease inhibitor approved for the treatment of HIV-1 infection. It consists of two components: lopinavir and ritonavir. Lopinavir is an inhibitor of the HIV protease, which is a chemical necessary for HIV to multiply. Ritonavir inhibits the (CYP3A-mediated) metabolism of lopinavir, thereby increasing levels of lopinavir in the blood. The FDA has granted accelerated approval to Kaletra based on favorable results in reducing HIV viral load and on CD4 T-cell counts.

Clinical Results

Patients Who Have Not Received Prior Antiretroviral Therapy

Study 863 is an ongoing, randomized, double-blind, multicenter trial comparing treatment with Kaletra versus nelfinavir. Both products were administered with stavudine and lamivudine - two nucleoside reverse transcriptase inhibitors (NRTI) - to 653 patients new to HIV therapy. Through 24 weeks of therapy, the proportion of patients with HIV RNA <50 copies/ mL was 65% in the group receiving Kaletra, and 60% in the nelfinavir group. Additionally, the mean increase from baseline in CD4 cell count was 154 cells/ mm³ for the Kaletra group and 150 cells/ mm³ for the nelfinavir group.

Study 720 is an ongoing, randomized, blinded, multicenter trial evaluating treatment with Kaletra at three dose levels (plus lamivudine and stavudine) in 100 patients. Through 72 weeks of treatment, the proportion of patients with undetectable levels of the virus (HIV RNA <400 copies/ mL) was 80% and the mean increase from baseline in CD4 cell count was 256 cells/ mm³ for the 51 patients originally receiving a 400/ 100 mg dose of Kaletra.

Patients Who Have Received Prior Antiretroviral Therapy

Study 765 is an ongoing, randomized, blinded, multicenter trial evaluating treatment with Kaletra at two dose levels plus nevirapine and two NRTIs. The treatment group consisted of 70 patients who had not previously taken a non-nucleoside reverse transcriptase inhibitor (NNRTI) but were single protease inhibitor experienced. Through 72 weeks of treatment, the proportion of patients with HIV RNA <400 copies/ mL was 75% and the mean increase from baseline in CD4 cell count was 174 cells/ mm³ for the 36 patients receiving the 400/ 100 mg dose of Kaletra. (from FDA Label)

Side Effects

Possible side effects of Kaletra include (but are not limited to) the following:

- Abnormal bowel movements, Diarrhea, Feeling weak/ tired
- Headache
- Nausea
- Abdominal pain

Additionally, some patients taking Kaletra can develop serious problems with their pancreas. Patients should immediately inform their doctor if nausea, vomiting, or abdominal pain occurs, as these may be signs of pancreatitis.

Lesson 7

Review 3

1. (ES) You will hear five people talking about the difficulties they are facing in their work. Fill in the gaps to complete the statements. Predict which of the following topics are likely to hear about? Choose five only.

- Successful Freelance Must be Reciprocal
- Most Important Freelance Skills
- Being Freelance Makes You Feel Independence
- Financial Statements of Office Work
- How to Come Up with Technical Problems
- Advantages of Freelance Work
- Backwards of an Office Work
- Success in Using Related Books in this Field

2. Listen to the tape and identify the 5 words used in the context.

associate, reward, adjust, sustain, account, available, outweigh, promotion, encounter, expense

3. Listen again and fill in the gaps.

- Having to manage my own diary for the first time in 25 years came as something of a _____ you can end up saying yes to everything that comes your way.
- You don't feel isolated from other professionals in your field; there are plenty of electron _____ for being in an office _____.
- I think the hardest thing for me was the _____ I had to make in my mind _____.
- It's very frustrating having to _____ these things on your own. It takes so much time _____.
- Read the text and decide which of these titles best suit the text.
 1. Office of Being Commissioned
 2. Workplace where you can convince your colleagues
 3. Tips to convince people with evidences.

facts. Lying will only convince somebody until they find out about the lie, then you will never be able to convince them of anything again.

Be wary of giving the other person a compliment. Sometimes accepting one will change your mind when you are wrong but help them to be the same, and change their mind about the subject you care about.

Practice active listening. Active listening helps you control a conversation and keeps it on track. Active listening techniques include:

Non-verbal feedback. Nodding your head as the other talks etc.

Paraphrase what the other person has said to make sure you understand it, and the other person's objectives and respond to them in an intelligent manner. Keep vigilant about your belief, but always respect the belief of others. Explain why your belief is important to you.

Understand the other person's motivations. If you know what another person wants, you are more likely to be able to give it to them. Rephrase your beliefs in a way that the other person is better able to understand.

Follow up. Ask questions to make sure the other person understands their new views completely.

To hold the eye of a crowd select individuals in the crowd and hold their eyes on-and-off through your presentation.

Always be friendly and respectful even if the other person does not change their mind. Beliefs fade. You may think you have changed somebody's mind but find that in a day or two, perhaps a week, they are right back to where they were before. Buy and read some books on sales technique.

(download from <http://learnersmarts.com/mind-power/how-to-convince-people-effectively/>)

5 Find the words in the text with the similar meaning.

- opinion _____
- disagree _____
- express _____
- quality _____
- discuss _____
- careful _____
- fully _____
- alter _____
- bleed _____

6 Decide if the statements true (T) or false (F).

- In some areas you needn't to know more than just the facts, as some subjects are subjective _____.
- Keep eye contact where necessary, but don't worry about it much _____.
- You must show respect if you are going to convince the people around you _____.
- It is not always possible to understand objections and respond to them in an intelligent manner _____.
- Be positive and kind even if the other person does not change their mind _____.



The drug annotation

METRONIDAZOLE

HOW SUPPLIED

Tablets: 200 mg, 250 mg, 375

UNIT 4

LESSON 10

UP-TO-DATE DEVICES

BENEFITS

Look at the pictures and answer the questions.

- What do you see on the photos and how would you describe them?
- How popular were they 50 years ago? What about now?
- What resemblance does the device on the photo below bear to those on the right?
- What devices are important for your professional life?

1 Match the words from A and those in B to the devices in the pictures. Write the correct version (if possible). Discuss with your class which one is more/less common.

<p>A</p> <ul style="list-style-type: none"> Up-to-date Innovative Advanced Technological Outstanding Labour-saving Progressive 	<p>B</p> <ul style="list-style-type: none"> studies changes thinking technology convenient device
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

2 (T10) Listen and fill in the blanks with appropriate words and phrases from the box.

Scott's hand held	hardware	spring to	pad
mind	mind-aid	latched	latched
fragile			

- Ten years ago, I would have _____ at anybody _____ to give such a display.
- A cell phone _____ popular _____ gadgets being used among people _____ of all ages.
- _____ appliances _____ immediately _____ when thinking about technological items.

3 Listen to the record and put the information below in the sequence they come in the text.

- They threaten to make laptops and net books.
- Many users say that they can't manage their professional life without them.
- Mostly they work with Bluetooth.
- Eventually it has become less in size but bigger in memory.
- _____ makes more convenient and provides healthy atmosphere.
- It helps to be aware of missed calls and messages.
- They are more resistant than other ones made of glass.

4. Power cable production in on the top of the display to get any information you need.

5. It is on the top of the display to get any information you need.

6. To avoid of the cell phones enables people including Intel chips and Apple Macintosh.

7. It runs on a variety of computer and easily can connect to other devices.

8. Shutter blades are and easily can shutter or break inside the cavity in which they are used.

3 Listen to the record and put the information below in the sequence they come in the text.

- They threaten to make laptops and net books.
- Many users say that they can't manage their professional life without them.
- Mostly they work with Bluetooth.
- Eventually it has become less in size but bigger in memory.
- _____ makes more convenient and provides healthy atmosphere.
- It helps to be aware of missed calls and messages.
- They are more resistant than other ones made of glass.

4 Match the sentences in Ex.3 and definitions below.

- essential piece of hardware that people cannot be without
- laptops might eventually be erased
- they become smaller and hold even more memory
- most models use Bluetooth wireless technology
- gives an access to lists of information besides showing the time of the day only
- production aren't now as fragile as the old ones
- combine making apparatus
- listen again and fill in the table.

Names of the device	Used adjective	Description
Android	technological	software that runs on a mobile device and hold even more memory.
Bluetooth	wireless	technology that connects devices to each other without cables or Wi-Fi.
Smartphone	interesting	and connected to the Internet.
Smartwatch	light, slim and useful	device has one function: to tell the time.
Smart glasses	refreshes the air	around the user.

6 Circle the equivalent preposition in your own language.

a) within b) against c) about/across
d) at e) behind f) beneath g) to

7 Complete the sentences using prepositions from Ex. 6.

- Devices should not be placed _____ the screen of small children.
- You should not do it because it _____ the device.
- The tourist hired a car in order to travel _____ the countryside.

4 Match the sentences in Ex.3 and definitions below.

- The man didn't have to pay for his car as it was provided _____ his company's expense.
- She is rather old-fashioned and _____ the times.
- It was such an extremely bad thing to have done that she _____ the fact that she had done it.
- It stands _____ reason that success requires hard work.

8 Complete the sentences with appropriate prepositions.

_____ on _____ without _____ for _____ beneath _____ off _____ by _____ at _____ beside _____ behind _____ under _____

- I can't stand the sound of bagpipes. It sets my teeth _____ edge.
- _____ the fact that she didn't get a complete write-off, he resigned.
- I put my money in the bank _____ safe-keeping.
- The office supervisor in charge of _____ of a number of my appointments _____ time and will make me late for _____.
- The train is _____ fine and will make me late for _____ and took him away.
- _____ his _____ his _____ those old bits of string because they could be _____ the later.

9 Complete the sentences with appropriate prepositions.

_____ on _____ without _____ for _____ beneath _____ off _____ by _____ at _____ beside _____ behind _____ under _____

- I can't stand the sound of bagpipes. It sets my teeth _____ edge.
- _____ the fact that she didn't get a complete write-off, he resigned.
- I put my money in the bank _____ safe-keeping.
- The office supervisor in charge of _____ of a number of my appointments _____ time and will make me late for _____.
- The train is _____ fine and will make me late for _____ and took him away.
- _____ his _____ his _____ those old bits of string because they could be _____ the later.



mg, 400 mg, 500 mg

Oral suspension (benzovl metronidazole): 200 mg/5 ml

Injection: 500 mg/100 ml ready to use

Powder for injection: 500-mg single-dose vials

ACTION

A direct-acting trichomonocide and amebicide that works at both intestinal and extraintestinal sites. It is thought to enter the cells of microorganisms that contain nitroreductase. Unstable compounds are then formed that bind to DNA and inhibit synthesis, causing cell death.

ONSET, PEAK, DURATION

Onset occurs immediately after I.V. infusion, unknown after oral administration. Peak plasma levels occur immediately after I.V. infusion and within 1 to 2 hours of oral administration. Duration unknown.

INDICATIONS & DOSAGE

Amebic hepatic abscess-

Adults: 500 to 750 mg P.O. t.i.d. for 5 to 10 days.

Children: 30 to 50 mg/kg daily (in three doses) for 10 days.

ADVERSE REACTIONS

CNS: vertigo, headache, ataxia, dizziness, syncope, incoordination, confusion, irritability, depression, weakness, insomnia, seizures, peripheral neuropathy.

CV: ECG change (flattened T wave), edema (with I.V. RTU preparation).

GI: abdominal cramping, stomatitis, epigastric distress, nausea, vomiting, anorexia, diarrhea, constipation, proctitis, dry mouth.

GU: darkened urine, polyuria, dysuria, cystitis, decreased libido, dyspareunia, dryness of vagina and vulva, vaginal candidiasis.

Hematologic: transient leukopenia, neutropenia.

Skin: flushing, rash.

Other: overgrowth of nonsusceptible organisms, especially *Candida* (glossitis, furry tongue); metallic taste; fever; thrombophlebitis after I.V. infusion; fleeting joint pains, sometimes resembling serum sickness.

INTERACTIONS

Cimetidine: increased risk of metronidazole toxicity because of inhibited hepatic metabolism. Monitor closely.

Disulfiram: acute psychoses and confusional states. Don't use together.

EFFECTS ON DIAGNOSTIC TESTS

Metronidazole may interfere with the chemical analyses of aminotransferases and triglyceride, leading to falsely decreased values. It may flatten the T waves on an ECG or interfere with AST, ALT, lactate dehydrogenase, and glucose levels.

CONTRAINDICATIONS

Contraindicated in patients with hypersensitivity to the drug or other nitroimidazole derivatives.

NURSING CONSIDERATIONS

- Use cautiously in patients with a history of blood dyscrasia or CNS disorder and in patients with retinal or visual field changes. Use cautiously in patients with hepatic disease or alcoholism and in conjunction with hepatotoxic drugs.

-If indicated during pregnancy for trichomoniasis, be aware that the 7-day regimen is preferred over the 2-g single-dose regimen.

-Give oral form with meals.

PATIENT TEACHING

- Instruct patient to take oral form with food to minimize GI upset.
- Inform patient that sexual partners should be treated simultaneously to avoid reinfection.

NOTES

1. unstable – нотурфун - нестабильный
2. elapse – ўтмок – проходить, пройти
3. prevention – олдини олиш - предотвращение
4. syncope – хушдан кетиш - обморо

Lesson 9

ACCRETROPIN

(SOMATROPIN RNA ORIGINAL)

9 Look at the photos and tell if you have any associations. Share your opinions about the gadgets you see.



10 Read the expressions below. Then read the text and match them and the words in bold.

- something that increases in value or worth
- a person responsible for specified problems, harm, or damage
- to take on a quality, ability, or asset
- innovative or groundbreaking
- a gadget, especially the one, the speaker does not know or cannot recall
- a person who is responsible for planning and ammunition

11 Complete the headline with an appropriate noun.

economy _____ and the modern gadget

By Dominic Basallo
and Connor Basallo
The modern smart phone was always front-runner when it came to gadget technology. It's sleek, rugged, and comes with a host of features that make it an indispensable part of our lives. The perfect gadget at the perfect time — it appeared to be the unofficial mantra of Britain's intelligence agency as it pushed underground R&D labs, which were once the domain of spies, into the mainstream. () To prepare Agent 007 for battle with the world's *super-villains* (), the remote control, the bombing device, the encryption machine, the car phone, the pager, the laser, the satellite, the dog — were not even on the list. In fact, the gadgets that we use in James Bond films, but they are now part of our everyday tech lexicon.

While it may be too much of a stretch to say that our conception of the modern smart phone was derived from the gadgets of the James Bond era, high-end-technology-as-necessary, you can take anywhere — there's no denying that the smart phone enables its owner to take on the guise of James Bond as we travel anywhere in the world. The technology allows us to communicate with our loved ones, send encrypted messages and understand foreign languages, all with the click of a button. There is now an app for just about anything, each one a high-tech gizmo worthy of a *super-spy*. Part of the reason why we're so hooked on our smart phones is because it creates the mystique that we associate with characters like James Bond, and they give us a sense of being part of something special.

Bond taught us to think big when it comes to innovation, and it was never *incremental* () from the start.

- 12 Fill in the gaps with the appropriate words from the text.
- Using the latest multimedia _____, would Polyglass be usually _____ with an _____ expanding of worldview.
 - I'm doing my best in the way of education and _____ for the _____ behind the plan to acquire the newest _____ to choose from. There are so many _____, but some are arguably better than others.

— It was always terribly *"Mingrevious"* () The name "James Bond" is synonymous with seeing technologies that we've never seen before. For Bond, the difference between life and death. It could mean the difference between life and death. It could be the deadly briefcase in "Dr. No" — with its supply of tear gas and 40 rounds of *ammo* () — or the *penology* () of dangerous devices rigged up to kill. It could be the *survival app* — the one gadget that enabled Bond to elude his foe — like the jet pack in 1965's *"Thunderball"*.

No wonder governments around the world have spent billions of dollars on research and development. In-Q-Tel, the CIA's Virginia-based venture capital arm, is even named after Q, the *mastermind* () behind Bond's gadgets. In an effort to channel James Bond-style innovation from the military to the private sector, the CIA is now calling on small businesses to provide new ideas for innovative technologies for covert ops.

View to a Kill — actually revolved around Silicon Valley's high-tech industry. In the early 1990s, a marketing market by flooding the Valley, each of them to some degree helped to create the modern gadget economy, where the most valuable tech companies have become the companies with the most cash. It's not just about what's in our tech gear bag, and where we all, at some level, love to pull out the latest gizmo and impress our friends with a worldly sophistication worthy of Bond ... James Bond.

13 Rewrite the following sentences to replace vague language with precise language.

Example: Vague Sentence — I think that there should be a law against _____.
Precise Sentence — It should be illegal to waste water.

1. I think it may be true that robots are becoming more clever, because you can see the all around _____.

2. You and me will be able to come at exactly ten at night.

3. Thousands types of technology were destroyed previous year.

4. I think that his gizmo is not the best piece of machinery.

5. Tom is the worst learner in the group.

6. Friends always have the same objectives and share perspectives.

14 Rewrite the following sentences.

1. I will start my work at exactly 10:30 in the morning.

2. We are better than everyone else at checkers.

3. Karen is wearing extremely high quality boots.

4. I just can't believe how incredibly fast time goes by when you are not doing something totally boring.

5. Tom is a generous guy.

6. The twins are alike, perfectly identical.

7. _____ It's getting near the time that the show is going to start.

8. _____



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.

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

NOTES

1. growthfailure – ўсишининг секинлашуви – задержка роста
2. pituitary – шиллик – слизистый
3. subcutaneousadministration – тери остига юбориш – подкожное применение

Lesson 10

Lesson 11

IMMORTAL TRACKS

Look at the pictures and answer the questions.

- What do these people have in common?
- What are their contributions to the development of science?



1 Match the two halves of the expressions and make up the sentences.

- prestigious
- initial
- accidental
- solid
- carbide
- people's

2 Fill in the gaps with the words from the box.

fluorescent scope explode mould altered sawdust

- Nobel realized that nitroglycerine would be a lot safer if only it was possible to find a way to make it, you know, explode randomly.
- Incidentally, Walker tried to explode the substance off the end of the stick.
- He grew a pure culture and discovered it was a penicillium mould.
- They've all been invented or significantly improved by inventions.
- He owed his life to the initial on the ground where the vital had landed, which absorbed the liquid when it hit the ground.

6. In 1895, when he was performing an experiment using cathode rays, he realized that some fluorescent cardboard across the room was lighting up in spite of the fact that there was a thick black block between the cathode ray and the cardboard.

3 (711) Listen to the tape and fill in the table.

	Name of an inventor	Year of invention	Invention
1	Alfred Bernhard Nobel		
2			matches
3		1886	
4	Wilhelm Conrad Roentgen		
5			

4 Listen again and replace the underlined words.

- He invented dynamic in 1867 and it was unapreciated invention.
- Nitroglycerine was becoming a widely used material at the time, largely due to the fact that it was far more stable than it predecessor, gunpowder.
- Let's see who is the next inventor with his invention that changed people's lifestyle.
- He noticed that the stick he'd been using to stir the pot of oatmeal had dried lump on one end.
- From what we learn to the food we eat and our methods of travel - it's all been invented or significantly modified by invention.
- Some inventions comes along that doesn't just change the way we do things but changes the world.

5 Put the sentences into the correct order.

- When he dragged it across the floor, the stick burst into flame.
- Nobel realised the nitroglycerine would be a lot more useful if they could only find the way to make it.
- The only explanation was that light rays were actually passing through the solid block.
- I should find the information about the scientists and their great works.
- In 1886 he relied on Adams draggait to test and help him perfect the recipe for the beverage, which he formulated by trial and error.
- Flaming concluded that the 'mold' released a substance that repressed the growth and lysing the bacteria.

1	2	3	4	5	6
---	---	---	---	---	---

6 Work with your partner and discuss the following questions with your partner.

- What do you know about other scientists and their inventions in science do you know that changed the people's lifestyle?
- 7 Read the following sentences and identify which of them refer to people, object and place.
- After recovering from the initial shock and surprise that he hadn't been blown to bits, Nobel soon realized that he owed his life to the sawdust on the ground where the vital had landed, which absorbed the liquid when it hit the ground.
 - In 1886 he relied on Adams draggait to test and help him perfect the recipe for the beverage, which he formulated by trial and error.
 - He is the scientist who dealt with X-rays.
- 8 Write the separate sentences using the relative clauses.
- Nobel's friend, Dishood, plays the guitar. He has just released a CD.
 - Microsoft has a lot of power in the world of computers. That annoys some people.
 - Crickler is popular in many countries around the world. It is played between two teams of eleven.
 - "Shaynam" was written by Tahir Malik. It is one of my favorite books.
 - Parts of Buckingham Palace are open to the public. It is the place where the queen lives.
 - Rayhan is a famous Greek singer. Her mother was an actress.

Bill Gates who is the famous programmer began programming computers at the age of 13.

PRACTICAL LESSON 13

9 Read the title of the text and try to guess what it can be about.

10 Read the text and fill in the blanks with the words or phrases from the box.

specialities ponder over take to initiate depend on push base on remedy

A Strong Motivator

A Ambition is a strong power that _____ be useful for scientists who like to have maximum results people can find. **A** Ambition is a strong power that _____ be useful for scientists who like to have maximum results people can find. **A** Ambition is a strong power that _____ be useful for scientists who like to have maximum results people can find.

B A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist. _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

C The following steps of scientific achievements should _____ to achieve this or that result in science or in _____ his ambitions. _____ to achieve this or that result in science or in _____ his ambitions.

D Achieving this or that result in science or in _____ his ambitions. _____ to achieve this or that result in science or in _____ his ambitions.

E A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

F A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

G A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

H A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

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J A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

K A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

L A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

M A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

N A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

O A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

P A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

Q A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

R A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

S A person intending to make an excellent career should study hard _____ his job ambitions _____ important in science. But intense ambitions should _____ to keep active, motivated, _____ in life politics. That is a natural _____ of a scientist.

12 Write in pairs. First answer the questions below in the text and discuss them.

- What is ambition as a general notion?
- What may happen to the people who have not ambitions in life according to the passage?
- How essential is ambition for the young scientists?
- What type of a scientific ambition are mentioned in the passage?
- What a popular aphorism is used in the passage to define usefulness of ambition for a person?

13 Make up questions to each paragraph of the text.

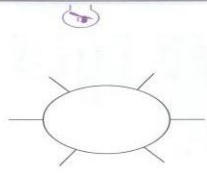
14 Put these steps of critical writing in to order and try to write what can be written in each of them.

- Synopsis
- Critical Thinking
- Knowing the limits
- Analysis
- Fact-Checking

15 Think of a popular documentary film about a well-known scientist and answer the following questions which make all parts of a critical writing.

- What are your first opinions of the film after you have just finished watching it?
- What are some "highlight" parts of the documentary film which cannot be seen from the first look, but does it look at the issues deeper?
- What are general ideas of the documentary film? Make all opinions together and generalize them into a unity.

17 Think of a controversial issue in your specialty. Select a scientific article, read it, and write a critical review over it according to its steps. e.g. making clones as a positive or a negative matter.



SPORANOX (Itraconazole)



Company: Janssen
Pharmaceutica

Approval

Status: Approved
March 1997

Treatment for: oral
thrush

Areas: Immune
System

General Information

SPORANOX (itraconazole) Oral solution has been approved for the treatment of painful and debilitating fungal infections of the esophagus or the mouth, commonly called thrush.

Clinical Results

In clinical studies, SPORANOX Oral Solution was as effective as current front-line therapy in healing the white plaques and raw, ulcerated lesions associated with candidiasis.

Data presented at the 11th International Conference on AIDS in Vancouver in July, comparing SPORANOX Oral Solution to fluconazole tablets, a leading treatment for thrush, showed that an average of 84% of patients with oral thrush were cured or had no visible lesions after treatment with either 7 to 14 days of SPORANOX Oral Solution (200 mg/day) or fluconazole tablets (200 mg

day one, followed by 100 mg for 13 days). There were 190 patients in that trial.

Side Effects

SPORANOX Oral Solution is generally well-tolerated. Gastrointestinal upset and diarrhea are the most frequently observed adverse events at 10.3%. Other side effects include fever (6.3%). Co-administration of SPORANOX Oral Solution with terfenadine, astemizole, cisapride, oral triazolam, oral midazolam, lovastatin or simvastatin is contraindicated. SPORANOX Oral Solution and SPORANOX Capsules should not be used interchangeably. SPORANOX Capsules are not indicated for treatment of oral and esophageal candidiasis.

Additional Information

Thrush affects nearly half of all HIV-positive individuals and up to 95% of patients with AIDS. Oral and esophageal candidiasis cause painful sores in the mouth or esophagus, often causing great difficulty eating or taking medication, and leading to nutritional deficits and weight loss.

NOTES

1. fungalinfections – замбуруғ инфекциялари – грибковые инфекции
2. plaques – доғлар – пятна
3. well-tolerated – яхшиқабулқилинади – хорошоусваиваться
4. painfulsores – оғриқли жаралар – болезненные язвы
5. weight loss – озиш – потеря веса

Lesson 14

Review 4

1 (P4) You will hear a scientific lecture regard to an important discovery, immortality. Predict which of the following topics are likely to hear about? Choose five only.

- Success in sailing in the sea water
- Immortality
- Advantages and disadvantages of being existed in the life
- Benjamin Buttons jellyfish
- Life fish is only one creature can exist for a long time
- How to come up with death and could we do that?
- Friedrich Nietzsche's conception based on "Thus Spoke Zarathustra"

2 Listen to the lecture and identify the 5 words used in the context.

- Overweigh, elvish, account, research, available, invasion, promotion, encounter, reproduction, expertise, overwhelm

3 Listen and fill in the gaps.

- He was conducting research on hundred of organisms by scanning the ocean floor
- often referred to as the Benjamin Buttons jellyfish, is being
- Every living glass, even the rolls the wheel of being
- The population number of the immortal jellyfish is rising at an alarming rate
- This jellyfish is found not only in the off the coasts of Panama, Spain, Florida and Japan but also
- Read the text and decide which of these titles best suit the text.

- Science and the supernatural
- Dogmatic falsification of science
- Intelligent design and scientific method

An important element of the scientific method is that hypotheses must be testable, potentially falsifiable, to be scientific. That we build theories by testing them against evidence is a key feature of science. And not just hypotheses. Prevailing theories are also constantly open to potential falsification, testing against new evidence and changing to incorporate new findings. The concept of falsification in science was popularized by Karl Popper.

But who does this testing? It's not a matter of personal responsibility. A scientist's job is to test ideas, not just to defend them. They have to be able to test and left alone to try to falsify it. After all, scientists are human too. They have their own emotions, biases, beliefs and preconceived ideas. They are just as susceptible as anyone else to adopting a blinkered approach to any such testing. In fact, most scientists probably look for experimental procedures which would show their pet hypothesis in a favorable light, rather than seek conscientiously to develop experiments aimed at proving their pet hypothesis wrong. Most scientists are not designed to confirm a hypothesis may, in the end, show it to be wrong.

Science is a social activity. The real testing of any hypothesis or theory comes not from the individual proposer – but from her colleagues. These ideas do not become accepted without extensive consideration. Proposals are often widely discussed by colleagues in conferences and the like. Most scientists are aware that the work of these colleagues will try to prove the ideas wrong. Skepticism is a natural to scientists – at least about others' work. New and interesting ideas will also be tested by others. Reputability of results is an important requirement for the acceptance of an idea.

Publication is also an important part of acceptance. After all, the research findings don't really count unless they are published. A review is an important part of this. The author's work is subjected to analyses of their methodology, reasoning and conclusions.

5 Find the words in the text with the similar meaning.

- concepts _____
- distortion _____
- possible _____
- by _____
- careful thinking _____
- disapproval _____
- affirmation _____
- argument _____
- help _____

6 Decide if the statements true(T) or false (F).

- The idea of distortion in science was spread by Karl Popper.
- A scientist who gains a new hypothesis is just left alone to try to falsify it.
- Written suggestions are intensively discussed by colleagues in conferences and the scientific introduction of new ideas.
- Peer review has been judged as a way of avoiding introduction of new ideas.
- Providing the untested statements of ID the same status as well taken scientific theory in the name of academic freedom.

7 Write a paragraph on "How to Report a Science Experiment" in which you show step-by-step process (showing the rules from the previous lesson) (Unit 4, Lesson 2)

8 Write your paragraph in 150-200 words in an appropriate style.

Peer review has been criticized as a way of preventing introduction of new ideas. (It's also been said that science progresses one funeral at a time.) But the motive for this criticism is often sour grapes. Many people who are not successful in publishing blame the error on their colleagues. Yes, personalities and ambitions do come into this. And new ideas may face obstacles. But editors are not obliged to accept a reviewer's comments if they consider them unwarranted. There are always other avenues of publication. In the end it's impossible to keep a good idea down.

Beware of untested "science" Some people find the idea of testing of their theories in advance of their work to be troubling to it. Their "science" thus becomes nothing more than unsupported assertion. Claims of belief are not scientific theories.

Intelligent design (ID) ideas are like this. In practice ID just amounts to identifying real or imagined weaknesses in evolutionary science and attacking the scientific method. No ID hypotheses have been proposed, for alone, testing against the scientific method. ID ideas are not, in themselves, should be accepted as science. They argue for discrediting testability as a requirement of scientific acceptability. This has been an element in their campaign to rewrite science standards for some state education boards. It's also behind campaigns like "teach the controversy" and "academic freedom" legislation. These give the same status to ID claims and beliefs as currently tested scientific theories which have survived testing.

Giving the untested claims of ID the same status as well accepted (tested) scientific theory in the name of "academic freedom" or "teaching the controversy" really would, as Ken Miller says, create "an intellectual welfare for an idea that can't make it on its own." (adapted from <http://openparaphrase.wordpress.com/2008/06/27/dogmatic-falsification-of-science/>)

Lesson 15

Prednisolone



HOW SUPPLIED

Injection: 300-mg vial

Aerosol: 300-mg vial

ACTION Interferes with biosynthesis of DNA, RNA, phospholipids, and proteins in susceptible organisms.

ONSET, PEAK, DURATION

Unknown except peak serum levels occur 5 to 1 hour after I.M. injection, immediately after I.V. infusion.

INDICATIONS & DOSAGE

Pneumocystis carinii pneumonia-

Adults and children: 3 to 4 mg/kg I.V. or I.M. once daily for 14 to 21 days.

Prevention of P. carinii pneumonia in high-risk individuals-

Adults: 300 mg by inhalation (using a Respigard II nebulizer) once every 4 weeks.

ADVERSE REACTIONS

CNS: confusion, hallucinations, fatigue, dizziness,

headache.

CV: hypotension, ventricular tachycardia, chest pain.

GI: nausea, metallic taste, decreased appetite, pharyngitis, vomiting, diarrhea, abdominal pain, anorexia, bad taste in mouth.

GU: elevated serum creatinine, acute renal failure.

Hematologic: leukopenia, thrombocytopenia, anemia.

Hepatic: elevated liver function tests.

Respiratory: cough, bronchospasm, shortness of breath, pneumothorax.

Skin: rash, Stevens-Johnson syndrome.

Other: hypoglycemia, hypocalcemia, sterile abscess, pain or induration at injection site, congestion, night sweats, chills, edema, myalgia.

INTERACTIONS

Aminoglycosides, amphotericin B, capreomycin, cisplatin, colistin, methoxyflurane, polymyxin B, vancomycin: increased risk of nephrotoxicity.

EFFECTS ON DIAGNOSTIC TESTS

BUN, serum creatinine, AST and ALT levels may increase during pentamidine therapy. Hyperkalemia and hypocalcemia may occur. Hypoglycemia may occur initially; later, hyperglycemia may result from pancreatic cell damage.

CONTRAINDICATIONS

Contraindicated in patients with a history of an anaphylactic reaction to drug.

NURSING CONSIDERATIONS

- Use cautiously in patients with hypertension, hypotension, hypoglycemia, hypocalcemia, leukopenia, thrombocytopenia, anemia, or hepatic or renal dysfunction.

PATIENT TEACHING

- Instruct the patient to use the aerosol device until the chamber is empty, which may take up to 45 minutes.
- Warn the patient that I.M. injection is painful.

NOTES

1. susceptible – таъсирчан - чувствительный

2. fatigue – чарчок - утомление
3. abdominalpain – қорин оғриғи – боль в животе
4. failure – етишмовчилик - недостаточность
5. celldamage – хужайра жароҳати – повреждение клетки
6. dysfunction – етишмовчилик - недостаточность
7. empty – бұш - пуст

ANTIBIOTICS



Antibiotic substances are chemical compounds pr

oduced 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 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 h

LESSON 16

METHYLDOPA

Tablets, metyldopa 250mg

Uses: hypertension in pregnancy.

Contraindication: depression; active liver disease; phaeochromocytoma, porphyria.

Precaution: history of in hepatic impairment; renal impairment; blood counts- liver function tests advised; history of depression; positive direct Coomb test in up to 20% of patients (affects blood cross -matching); interference with laboratory tests; pregnancy and breastfeeding;

Dosage:

Hypertension in pregnancy, *by mouth*, ADULT initially 250mg 2-3 times daily; if necessary gradually increased at interval of 2 or more days, maximum 3g daily.

Adverse effects: tend to be transient and reversible, including sedation, dizziness, lightheadedness, postural hypotension, weakness, fatigue, headache, fluid retention and oedema, sexual dysfunction; impaired concentration and memory, depression, mild, mild psychosis, disturbed sleep and nightmares; drug fever, influenza – like syndrome; nausea, vomiting, constipation, diarrhea, dry mouth, stomatitis, sail adenitis, liver function impairment, hepatitis, jaundice rarely fatal hepatic necrosis; bone – marrow depression, hemolytic anemia, leucopenia, thrombocytopenia, eosinophilia, parkinsonism; rash (including toxic epidermal necrolysis); nasal congestion; black or sore tongue; bradycardia, exacerbation of angina; myalgia, arthralgia, paraesthesia, Bell palsy; pancreatitis; hypersensitivity reactions including lupus erythematosus - like syndrome, myocarditis, pericarditis; gynaecomastia, hyperprolactinaemia, amenorrhea; urine darkens on standing.

NOTES

1. transient – тез ўтувчи – преходящий
2. reversible – қайтарилувчи – повторяющийся
3. lightheadedness – енгил бош айланиши – легкое головокружение
4. disturbed sleep – уйку бузилиши – нарушение сна
5. nightmares – тунги алаҳсираш – ночные кошмары

III. Self-study themes

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Academic Fields</i>	1. Read the article and write a short review about the article	4
2	Reading and writing <i>Scientific Breakthroughs</i>	1. Make presentation.	4
3	Listening and writing <i>Oriental Contribution</i>	1. Watch a short video and write a summary	4

4	Speaking <i>Meeting society needs</i>	1. Make presentation	5
5	Reading and writing, speaking, listening	1. Making project work	5

№	Themes	Tasks and recommendations for self-study	Hours
1	Listening and writing <i>Academic degrees</i>	1. Write your own letter of application for your dream job.	4
2	Listening and Writing <i>Public Speech</i>	1. Find video interview based on the theme and write short Report	4
3	Speaking <i>Freelance</i>	1. Make presentation 2. Make paper 3. Make cluster.	4
4	Speaking <i>Up-to-date devices</i>	1. Make presentation 2. Make paper	5
5	Reading and writing <i>Immortal tracks</i>	1. Find article and translate it.	5
		Total:	22h

Answer the questions :

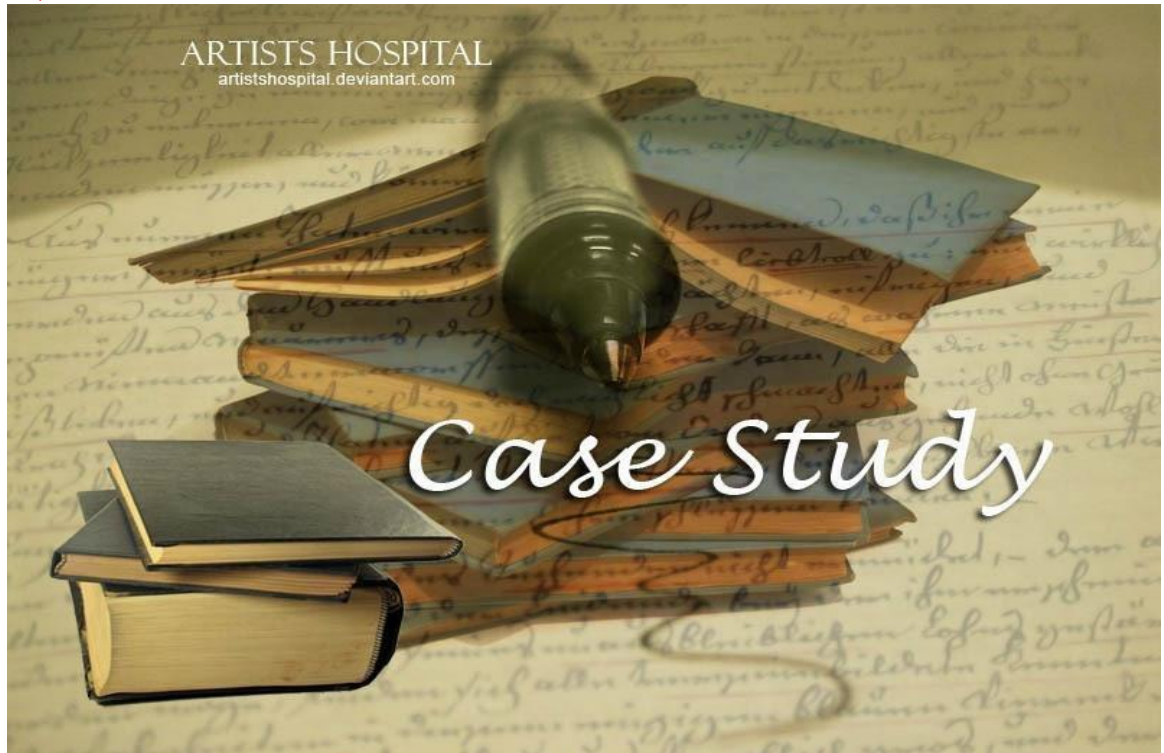
1. What solid medicinal forms do you know?
2. How are they differ with each other?
3. How are solid medicinal forms administered?
4. What semisolid medicinal forms do you know?
5. What fatty materials are used as a base of semisolid medicinal forms?
6. How are semisolid medicinal forms used?
7. What is an ointment?
8. By means of what are liquid extracts prepared?
9. What is a decoction?
10. A tincture is an alcoholic or hydro- alcoholic solution?
11. What are drugs used for?
12. What are drugs obtained by?
13. What is the importance of drugs?
14. What is drug?
15. What legal and illegal substances do drugs include?
16. Describe psychoactive drugs.
17. How many groups are psychoactive drugs divided into?
18. What effects has drug?
19. Describe effects of the drug.
20. What do the effects of drugs depend on?
21. The main reasons of using drugs.
22. What ways to alter consciousness do we have?
23. How many categories are drugs divided into and what are they?
24. What organization can approve to be over-the-counter?
25. What is the amount of active ingredients in prescription and non-prescription drugs?
26. What drugs are protected by patent?
27. What drugs are not protected by patent?
28. How many names has every proprietary drug and what are they?
29. What does the chemical name describe?
30. What does the generic name describe?
31. What does the trade name describe?
32. How many primary considerations can influence drug selection and use?
What are they?
33. Describe Pharmacodynamics.
34. Describe Pharmacokinetics.
35. Why is the science of Pharmacokinetics important?
36. Why must doctor know to select the right dose?
37. How do many drugs get to their site of action?
38. How are they broken down by?

39. What symptoms can antihistamines relieve in allergy?
40. What side effects have antihistamines?
41. How do antihistamines sell?
42. There are 2 goals of drug development: Effectiveness and Safety. What happened if the drug's usual dose is toxic?
43. What side effects can Penicillin have?
44. What new sleep drugs, which have better safety margin do you know?
45. What side effects can Warfarin have?
46. What side effects can Clozapine cause?
47. What must people do?
48. When can drug interactions occur?
49. What should people consult their pharmacist?
50. How can alcohol affect?
51. What information about his patient must doctor (pharmacist) have?
52. What is Drug Abuse?
53. What is Absorption?
54. What is Distribution?
55. What is Elimination?
56. What ways of taking drugs can you describe?
57. What advantages and disadvantages has oral administration?
58. How are oral drugs absorbed?
59. What oral drugs, which can irritate the GIT do you know?
60. What parenteral ways do you know?
61. What advantages and disadvantages has sublingual route?
62. What advantages and disadvantages has rectal route?
63. How does the transdermal administration act?
64. What advantages and disadvantages has the transdermal administration?
65. How do the Inhalants act?
66. What advantages and disadvantages of the Inhalants do you know?
67. What is Bioavailability?
68. How are the drug distributed?
69. What is Metabolism?
70. What organs is the drug excreted (metabolized) by?
71. How can drugs be excreted by?
72. What does Pharmacodynamics describe?
73. How does Atropine act?
74. How does Digitalis act?
75. How do the agonists act?
76. How do the antagonists act?
77. What is Tolerance?
78. There are 2 mechanisms, which are responsible for tolerance: what are they?
79. Who has more chronic diseases?

80. How many prescription and over-the-counter drugs do the elderly people take?
81. Why are adverse reactions more severe in elderly people than in adults?
82. What process do the elderly people have in their kidneys and liver?
83. What should doctors do?
84. What organs of the elderly people are more sensitive for the anticholinergic side effects?
85. effects?
86. How is it called?
87. What can cause problems?
88. What should the elderly people discuss with the doctor?
89. What are drugs used for?
90. What are drugs obtained by?
91. What is the importance of drugs?
92. What is drug?
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146. How are the drug distributed?
147. What is Metabolism?
148. What organs is the drug excreted (metabolized) by?
149. How can drugs be excreted by?
150. What does Pharmacodynamics describe?
151. How does Atropine act?
152. How does Digitalis act?
153. What factors can affect a drug's absorption, distribution, metabolism and excretion?
154. How is the study of genetic differences called?
155. What ways of drug's metabolism do you know?
156. What doctors must individualize?
157. What must he consider?
158. What factors complicate the therapeutical process?

C) CASE STUDY ACTIVITIES



A case study is a puzzle that has to be solved. The first thing to remember about writing a case study is that the case should have a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information, the readers should be able to come up with a proposed solution. Writing an interesting case study is a bit like writing a detective story. You want to keep your readers very interested in the situation.

A good case is more than just a description. It is information arranged in such a way that the reader is put in the same position as the case writer was at the beginning when he or she was faced with a new situation and asked to figure out what was going on. A description, on the other hand, arranges all the information, comes to conclusions, tells the reader everything, and the reader really doesn't have to work very hard.

When you write a case, here are some hints on how to do it so that your readers will be challenged, will "experience" the same things you did when you started your investigation, and will have enough information to come to some answers.

There are three basic steps in case writing: research, analysis, and the actual writing. You start with research, but even when you reach the writing stage you may find you need to go back and research even more information

The case study method usually involves three stages: individual preparation, small group discussion, and large group or class discussion. While both the instructor and the student start with the same information, their roles are clearly different in each of these stages, as shown in

Table 1
Teacher and Student Roles in a Regular Case Class

When	Teacher	Student or Participant
Before Class	Assigns case and often readings	Receives case and assignment
	Prepares for class	Prepares individually
	May consult colleagues	Discusses case in small group
During Class	Deals with readings	Raises questions regarding readings
	Leads case discussion	Participates in discussion
After Class	Evaluates and records student participation	Compares personal analysis with colleagues' analysis.
	Evaluates materials and updates teaching note	Reviews class discussion for major concepts learned.

Source: Michiel R. Leeenders, Louise A. Mauffette-Launders and James Erskine, Writing Cases, (Ivey Publishing 4th edition) 3.

Case Studies in the Classroom

Case studies are usually discussed in class, in a large group. However, sometimes, instructors may require individuals or groups of students to provide a written analysis of a case study, or make an oral presentation on the case study in the classroom.

Preparing for a Case Discussion

Unlike lecture-based teaching, the case method requires intensive preparation by the students, before each class. If a case has been assigned for discussion in the class, the student must prepare carefully and thoroughly for the case discussion.

The first step in this preparation is to read the case thoroughly. To grasp the situation described in a case study, the student will need to read it several times. The first reading of the case can be a light one, to get a broad idea of the story. The subsequent readings must be more focused, to help the student become familiar with the facts of the case, and the issues that are important in the situation being described in the case – the who, what, where, why and how of the case.

However, familiarity with the facts described in the case is not enough. The student must also acquire a thorough understanding of the case situation, through a detailed analysis of the case. During the case analysis process, she must to attempt to identify the main protagonists in the case study (organizations, groups, or individuals described in the case) and their relationships.

The student must also keep in mind that different kinds of information are presented in the case study. There are facts, which are verifiable from several sources. There are inferences, which represent an individual's judgment in a given situation. There is speculation, which is information which cannot be verified. There are also assumptions, which cannot be verified, and are generated during case analysis or discussion. Clearly, all these different types of information are not equally valuable for managerial

decision-making. Usually, the greater your reliance on facts (rather than speculation or assumptions), the better the logic and persuasiveness of your arguments and the quality of your decisions.

Broadly speaking, the different stages in the case analysis process could be as follows:

1. Gaining familiarity with the case situation (critical case facts, persons, activities, contexts)
2. Recognizing the symptoms (what are the things that are not as expected, or as they should be?)
3. Identifying goals/objectives
4. Conducting the analysis
5. Making the diagnosis (identifying problems, i.e., discrepancies between goals and performance, prioritizing problems etc.)
6. Preparing the action plan (identifying feasible action alternatives, selecting a course of action, implementation planning, plan for monitoring implementation)

129 newer drugs as better solutions. That's what good sales people do.

Once per day dosing results in much better compliance levels and therefore higher treatment successes. Even with kids, a single dose taken once in the morning before going to school is all that's needed for the entire day. This is much easier than multidosing!

Smart drug reps convey the point that although the older versions of drugs are less expensive, they are useless if treatment failures are high due to non-compliance. Doctors will usually agree and start using more SR/LA forms to avoid these kinds of treatment failures.

When physicians switch to using the newer long acting medications, it becomes a win-win situation for all. Patients get better treatments, doctors achieve higher success rates (fewer problem patients) and pharmaceutical companies earn more with sales of the higher priced newer drugs.

The Lesson. The lesson here is that it is possible to successfully sell customers more expensive products if the value of using them could be proven. Drug reps must find problems that physicians have with cheaper older drugs and offer their products as better solution. Helping doctors with their treatment problems will result in sales.

I have personally been involved in the selling of a few SR drugs in the fields of hypertension and ADHD (attention deficit hyperactivity disorder) where this type of strategy against older drugs was used.

For aspiring drug reps, convincing pharmaceutical companies to hire you is similar as you have to show them the value of your skills for their sales forces. You have to prove to them that you are the best solution compared to your competition.

CASE STUDY 1

Selling an Older Drug Against Newer Popular Medications

Here is an interesting pharmaceutical sales scenario involving the very competitive antihypertensive market (blood pressure lowering agents).

This is a market where new antihypertensive drugs are received quite well by many physicians as pharmaceutical companies who market them tend to aggressively promote the additional cardiovascular benefits of their products besides just saying that they simply lower blood pressure.

Not surprising, the most popular antihypertensive drugs on the market tend to be the fairly newer ones. It is extremely difficult to market an older blood pressure drug against the top blockbusters widely used today. But one company was actually successful in doing just that.

This pharmaceutical company had marketing rights to an older but unique alpha-beta blocker antihypertensive that was not widely used, even when it was first launched in the market many years ago by another company.

When the drug reps with this company asked doctors what they used for their hypertensive patients, the newer drugs were usually mentioned. This was of no surprise. Most of these doctors showed little interest in using an older drug like an alpha-beta blocker. So the company had to find a workable niche.

CASE STUDY 2 THE CONFLICT

Here is the case how the Directorate of –NIKA FARM‖ producer plant acted in a conflicting situation.

The root reason for the conflict was insufficient quality of the equipment delivered by a West European supplier. The maximum capacity reached was about 1600-1800 pieces of steel moulds per hour instead of 2000 pieces designed. Another complaint was that part of the equipment was still in a warehouse where it had been for more than 2 years. Progressively the losses were running into a huge sum.

To cut the loss, the management of the plant decided to exercise their legal right to compensation. They made a formal claim on their business partners and submitted all relevant supporting documents.

Under the law the liability for damages is limited to 50 per cent of the value of the goods supplied. The plant management was determined to recover the amount of loss.

Words and word combinations

Producerplantзавод-изготовитель

Rootreasonосновнаяпричина

Capacityмощность

Exerciseone_srightпользоватьсяправом

Analyse the case

Questions

1. Do you find the position of the Buyers substantiated?
2. What losses were incurred by the Buyers?
3. What could be the Sellers_ position in the dispute?
4. Who has a real chance to win the case if the matter is submitted to Arbitration?

Roles

The Buyers_ side: Managing Director, Manager of the Finance and Currency Department.

The Sellers_ side: Chief Business Executive, Product Manager, Technical Expert.

Buyers

You represent the interests of the Production Plant.

You claim full compensation for the losses.

The list of damages includes:

1. part of the purchase price for the delivered equipment,

2. projected transport charges back to the country of origin,
3. the fee to the Experts_ Commission.

You also claim the lost profit. Under the Law that is the profit that could be gained if the supplied equipment ran at its designed capacity. If your partner blocks the negotiation the only option left is to submit the case to Arbitration. Tell your partner that you are ready to present.

1. An Act of Experts_ Examination,
 2. Chemical analysis of the content of steel.
- During the negotiation you may refer to the Civil Code.

Article 219 entitles you to compensation.

Seller

You represent the interests of the Suppliers.

During the talks you cannot deny poor operation of the equipment as finished products have visual defects. But you are sure that the only reason for malfunction is improper steel. You are dead sure that poor quality steel affected the quality of the finished product.

In business you are always committed to a customer and your rescue plan may be:

1. to run a test with your own sample of steel used.
(It will help to discover the real fault),
2. to complete the commissioning of the full set of equipment.
(You will select people of better professional skills).

You may devise another plan. Just remember, that your main purpose is to dissuade your partners from rash actions.

Useful language

Anything the matter?

The thing is...

Your claim should be supported by evidence.

That sounds reasonable.

There are complaints because...

There is also the problem of...

It came as a surprise.

It happened through no fault of ours.

Let's split the expenses.

That's just what we are going to suggest...

That seems fair.

Further Subjects for Discussion

An efficient business manager must know the law governing in a country where he runs his business. In business management it is a crucial point, especially when disputes arise.

How must a manager behave in a conflicting situation?

What are his rights by law?

Where can he apply for help?

- - - these are the key questions to answer if you want expert management. Exchange your opinions on the problem.

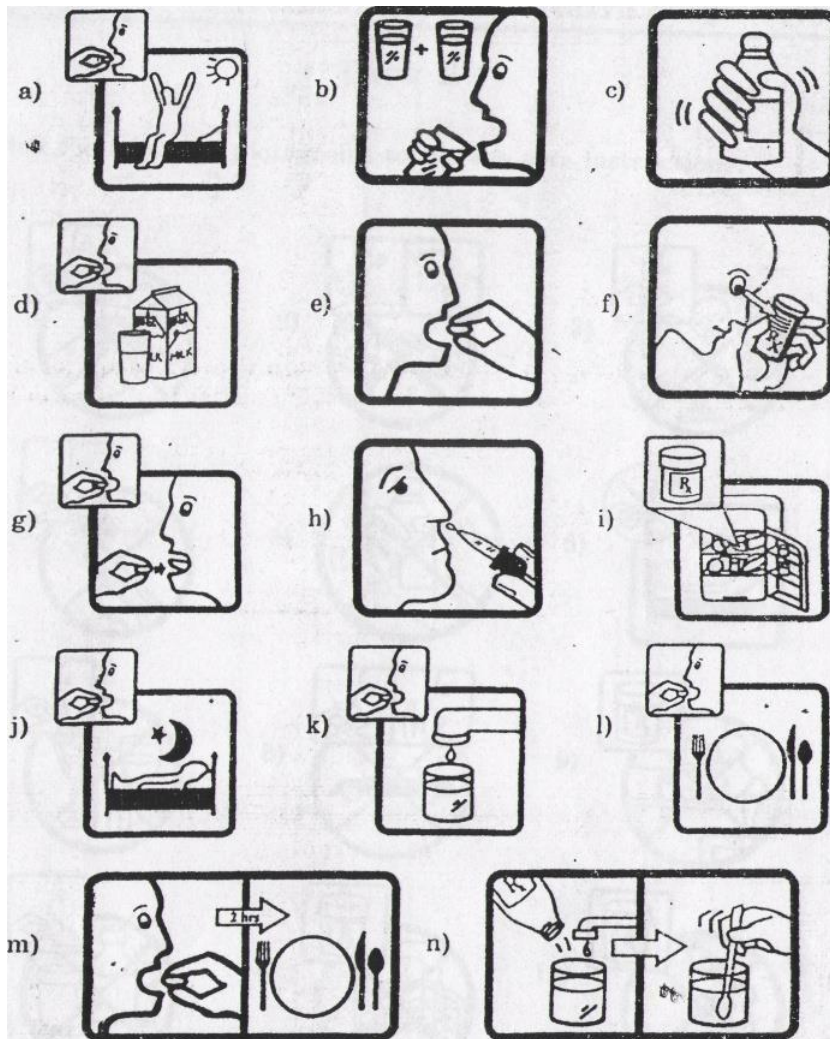
Written follow-up

Write up the minutes of the meeting.

ARE YOU A GOOD PHARMACIST?

Match the following commonly used directions for appropriate drug use to the pictograms.

- 1) Read the label.
- 2) Shake well.
- 3) Store in refrigerator.
- 4) Take by mouth.
- 5) Take with glass of water.
- 6) Take with milk.
- 7) Take with meals.
- 8) Take in the morning.
- 9) Take at bedtime.
- 10) Take two hours before meals.
- 11) Dilute with water.
- 12) Drink additional water.
- 13) Dissolve under the tongue.
- 14) Place drops in nose.



Write these words in the correct place:

Powder, tablet, infusion, ointment, salve, capsule, solution, globule, tincture, pluster, decoction, pill, mixture, granule, lozenge, liniment, suppository, extract.

Solid medicinal forms	
Semisolid medicinal forms	
Liquid medicinal forms	

III. Глоссарий



- enhance – кучайтирмоқ, оширмоқ – усиливать, увеличивать-to improve the quality or value of something
- unstable – нотурғун–нестабильный-not solid and firm and therefore not strong, safe
- elapse – ўтмоқ – проходить, пройти-to slip or pass by:
- prevention – олдиниолиш–предотвращение- The action of stopping something from happening or arising
- syncope – хушданкетиш–обморок-Temporary loss of consciousness caused by a fall in blood pressure.
- drymouth – оғиз қуриши – сухость во рту
- rash – тошма - сыпь
- retinal – кўз тўр пардаси – сетчатка глаза
- visual – кўриш қобилияти - зрительный
- inconjunction – биргаликда – в сочетании
- simultaneously – барабар –одновременно
- susceptible – таъсирчан - чувствительный
- fatigue – чарчоқ - утомление
- abdominalpain – қорин оғриғи – боль в животе
- failure – етишмовчилик - недостаточность
- celldamage – хужайра жароҳати – повреждение клетки
- dysfunction – етишмовчилик - недостаточность
- empty – бўш - пустой
- permeability – ўтказувчанлик – проницаемость
- seizures – хуруж – приступ
- jaundice – сариқ касал – желтуха
- to reduce – пасайтирмоқ – снижать
- precipitation – чўкма – осадок
- to penetrate – ёриб кирмоқ – проникать
- hearing loss – эшитиш қобилиятини йўқотиш – потеря слуха
-
- duodenal ulcer – 12 бармоқли ичак яраси – язва 12-перстной кишки
- chestpain – кўкракдаги оғриқ – боль в груди
- bonemarrowssuppression – илик суяги жароҳати – подавленное состояние костного мозга

- thrust – СТОМАТИТ

- cutaneous – тери - кожный
 - somnolence – ярим хушсизлик – полубессознательное состояние
 - nails – тирноқлар - ногти
 - lesion – жароҳат – поражение – повреждение
 - reassure – огоҳлантирмоқ – предупредить
 - visual disturbances – кўриш қобилиятининг бузилиши – расстройство зрения
 - pallor – рангпар – бледный
 - tinnitus – қулоқдаги шовқин – шум в ушах
 - exacerbate – қўзғатмоқ, кучайтирмоқ
 - light skinned – оқ тери ранги - светлокожий
 - stomach – ошқозон – желудок
 - vomiting – қусиш – рвота
 - suppressive cure – секинлаштирувчи даво – подавляющее лечение
 - dosage adjustment – доза тартиби – регулирование дозы
 - breast-feeding – эмизиш – грудное вскармливание
 - prevalent – кенг тарқалган - распространенный
 - notify – хабар бермоқ - сообщить
-
- induration – қотиш – затвердение
 - bleeding – қон кетиш – кровотечение
 - concomitant use – биргаликда қўллаш – сопутствующее применение
 - urticaria – эшакеми – крапивница
 - hypersensitivity – юқори сезгирлик – высокая чувствительность
 - potency – таъсирчанлик - действенность
 - growth failure – ўсишнинг секинлашуви – задержка роста
-
- pituitary – шиллик – слизистый
 - subcutaneous administration – тери остига юбориш – подкожное применение
 - assessment of compliance – розилик олиш – получить согласие
 - under nutrition – озуқа етишмовчилиги – нехватка питания
 - single arm – бир маргалик – однократный
 - open-label – очик кўрсатмали - безуказательный
 - multicenter – кўп мақсадли - многоцелевой
 - acne infection – хуснбузар инфекцияси – инфекция угрей
-
- non-inflammatory – яллиғланишсиз – без воспаления
 - nodules – тугунлар - узелки
 - disfiguring – ўсишдаги сезиларли етишмовчилик -

- permanent scarring – яранинг узок вақт битиши – долговременное рубцевание
- peeling – терининг пўст ташлаши – отшелушивание кожи
- oiliness – ёғлилик - жирность
- tenderness of the skin – терининг юпқалашуви – истончение кожи
- urinary tract infections – сийдик йўллари инфекциялари – инфекции мочеполовой системы
- biliarytractinfections – ўт йўллари инфекциялари – инфекции желчевыводящих путей
- cellgrowth – ҳужайралар ўсиши – рост клеток
- volunteers – кўнгиллилар - добровольцы
- life-threatening – ҳаёт учун хавфли – опасность для жизни
- fetus – ҳомила – плод
- nursingmothers – эмизикли оналар – кормящие матери
- tumors – ўсимталар - опухоли
- ergotderivatives – шоҳқуя ҳосилалари – производные спорыньи
- cessation – тўхташ - прекращение
- infertility – пуштсизлик - бесплодие
- pain relief – оғриқ белгиси - характер боли
- stomach acidity – ошқозон шираси – желудочная кислотность
- be swallowed whole – бутунлигича ютиш – глотать целиком
- lowerdose – майда доза – мелкая доза
- soft tissue – юмшоқ тўқима – мягкая ткань
- b. endoscopic evaluation – ошқозон йўллари текшируви – осмотр желудочно-кишечного тракта
- endpoint – чегара – граница
- constipation – қабзият – запор
- gastric secretion – ошқозонда шира ажралиши – желудочная секреция
- to interfere – тўскинликқилмоқ - препятствовать
- insomnia – уйқусизлик – бессонница
- taste perversion – таъмсезишнингбузилиши – расстройствовосприятиявкуса oral monilia – оғизбўшлиғишилликқаватимикози микозслизистойоболочкиполостирта
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- potency – таъсирчанлик - действенность chickenproх – товук тери – гусиная кожа
- measles – қизамиқ – корь
- vertebral – умуртқа - позвоночный
- tendonrupture – пай чўзилиши – разрыв сухожилии
- refrigeratedstorage – музлатгичда сақлаш – хранение в холодильнике
- hemorrhage – қон кетиши - кровотечение
- birth – туғилиш – рождение
- adolescent – ўсмир – подросток
- lightheadedness – енгил бош айланиши – легкое головокружение
- disturbedsleep – уйқу бузилиши – нарушение сна
- nightmares – тунги алаҳсираш – ночные кошмары
- quiescenttuberculosis – симптомсиз туберкулёз - бессимптомный туберкулёз
- stroke – фалаж - паралич
- congestiveheartfailure – турғунюракетишмовчилиги – застойнаясердечная недостаточность
- hematocrit – гематокрит – асбоб – прибор
- centralvenouspressure – марказий веноз қон босими – центральное венозное давлени
- nasal congestion – бурундан узоқ вақт қон кетиши – застойное кровотечение из носа
- inbleedingtime – қон кетиш вақтида – во время кровотечения
- transient – тез ўтувчи – преходящий
- reversible – қайтарилувчи – повторяющийся
- psychomotor impairment – ҳаракатланишининг бузилиши – расстройство психомоторики
- sweating – терлаш – потение
- irritant – таъсирчан - раздражительный
- activated charcoal – фаоллаштирилган кўмир – активированный уголь
- poisoning – заҳарланиш – отравление

- aspiration – бўшлиқдан сув чиқариб олиш – удаление жидкости из полости
- leprosy – мохов – лепра
- persistent nausea – давомий кўнгил айниши – устойчивая тошнота
- malaise – беҳоллик – недомогание
- intermittent therapy – узилишли даволаш – прерывистое лечение
- pemphigoid – сувли тошма – пузырчатка
- saliva – сўлак - слюна
- scalp – бош териси – кожа головы
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- endpoint – чегара – граница
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- gastric secretion – ошқозонда шира ажралиши – желудочная секреция
- randomized – тасодифан - случайный
- double-blind – икки карра текширилган – дважды проверенный
- cleavage – парчаланиш - расщепление
- production of immature – хом, етилмаган маҳсулот – продукция незрелости
- fungalinfections – замбуруғ инфекциялари – грибковые инфекции
- plaques – доғлар – пятна
- well-tolerated – яхшиқабулқилинади – хорошоусваиваться
- painfulsores – оғриқли яралар – болезненные язвы
- weightloss – озиш – потеря веса
- inhalationalanesthetic – нафас йўли оғриқ қолдирувчиси – вдыхательное обезболиваущerespiratory
- disease – нафас йўли касаллиги – заболевание дыхательных путей
- tissuenecrosis – тўқима емирилиши – некроз ткани
- cloudiness – хиралик – мутность
- hiccup – хикичоқ – икота
- inflamedskin – яллиғланган тери – воспаленная кожа
- heartdisease – юрак касаллиги – заболевание сердца
- caudal – думғаза – хвостовой
- tremor – титроқ – дрожь
- unconsciousness – хушсизлик – бессознательность
- faecalincontinence – ахлат ушламаслик – недержание кала
- premedication – дастлабки даволаш – предварительное лечение
- drugabuse – дорини нотўғри қўллаш – неправильное употребление лекарств
- erratic – беқарор, чидамсиз - неустойчивый
- resuscitationequipment – реанимацияасбоблари – реанимационноеоборудование
- excitability– тезтаъсирланиш - возбудимость
- delirium – босинқираш – бред
- colon – тўғри ичак – прямая кишка
- duetotoxins – заҳарлар чақирган – вызванныйтоксинами

- circulatory – айланибтурувчи - циркулирующий
- juvenile arthritis – ўсмирлар артрити - подростковый артрит
- peptic ulceration – ошқозон яраси – язва желудка
- fluid retention – суюқлик тўпланиши – скапливание жидкости
- coated tablets – қобикли таблеткалар – таблетки с оболочкой
- sore throat – томоқ қуриши – сухость в горле
- loss of appetite – иштаҳа йўқолиши – потеря аппетита
- contact lenses – кўз линзалари – контактные линзы
- insect stings – ҳашоротлар чақиши – укусы насекомых

***STANDARTIZED
PROGRAMME***

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ БД – _____ – 1.05
2018 йил "26" 05

Олий ва ўрта махсус таълим
вазирлиги



**ХОРИЖИЙ ТИЛ
ФАН ДАСТУРИ**
(Барча таълим йўналишлари учун)

ТОШКЕНТ - 2018

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги 2018 йил “14” июндаги “531”- сонли буйруғининг 1-қисми билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи кенгашнинг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетда ишлаб чиқилди.

Тузатувчилар:

- | | |
|---------------------|--------------------------------------------------------------------------------------|
| Бокиева Г. Ҳ. | - ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети |
| Самадова Б. Р. | - кафедра мудири, Тошкент давлат юридик университети, Тил ўргатиш маркази |
| Турсунов М. М. | - катта ўқитувчи, Бухоро давлат университети, Инглиз тили ва адабиёти кафедраси |
| Дадаходжаева М.С | - п.ф.и. доцент, Ўзбекистон давлат жаҳон тиллари университети, немис тили ўқитувчиси |
| Мурадқасимова К. Ш. | - ўқитувчи, Ўзбекистон давлат жаҳон тиллари университети |
| Ширинова Р. Ҳ. | - ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори |
| Исраилова Д. Ш. | - Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси |

Таърихчилар:

- | | |
|----------------|-------------------------------------------------------------------------------------------|
| Ҳашимова Д. Ў. | - Тошкент давлат юридик университети, Тил ўргатиш маркази профессори, п.ф.д. |
| Собирова Г. С. | - Тошкент ахборот технологиялари университети, Чет тиллар кафедраси катта ўқитувчиси, PhD |

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2018 йил “28” апрелдаги 9 - сонли баённома).

I Ўқув фанининг долзарблиги ва олий касбий таълимдан ўрни

Ўзбекистон таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқинлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар”га мувофиқ олий таълим муассасаларининг истисосини чет тили бўлмаган факультетлари битирувчилари чет тили бўйича В2 даражасини эгаллашлари белгиланб берилган.

Хорвский тил фан дастури мазмун-моҳиятда кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлвуси касбий фаолиятларида фойдаланадиган тил компетенцияларини ривожлантиришга мослаштирилган. Мустақил таълим талабаларда тилдан эркин фойдаланиш кўникма ва малакаларини эгаллаш мотивациясини шакллантириш ва ривожлантиришга қаратилган.

Ушбу дастур “Хорвский тил” фанини ўқитиш даврида талабаларнинг умумий академик ва касбга йўналтирилган тил кўникма ва малакаларини ривожлантиришга қаратилган. Хорвский тилни ўрганишнинг мустақил мулоқот (В2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

II. Ўқув фанининг мақсади ва вазифаси

Хорвский тилни ўргатишдан асосий мақсад – бўлвуси мутахассисларда кундалик ҳаёлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил ишлари, билим ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий маз уларда мантвий фикрлаш юбилитларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги **вазифалар** илгари сурилади:

- талабаларнинг кутубий (ўқиш, ёзиш, тинглаб тушуниш, талғириш), тил (лексик, грамматик), ижтимоий-маданый ва прагматик компетенцияларини ДТСи талабларига биноан ривожлантириш;
- илмий, касбий ва маиший фаолиятда боғлиқ маз улар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва илмий қадриятлар билан таништириш, маданиятлараро бағриёнлик ва милоқатлараро ҳамдўстлик ҳисларини сиғдириш;

- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан ҳолда муस्ताҳил ишларни ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қуйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража биттирувчилари тайёрларлиги даражасига қўйиладиган талаблар асосида қуйидаги компетенцияларни эгаллаш кўзда тутилган.

Монументал компетенция

Нутқий компетенция

Гўнаҳаб туридидаги

- кент қўлампини нутқ ёки қатор мураккаб фикрлар баён этиш;
- маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва иқтисодий тақдиротлар, сўров ва фикрларнинг моҳиятини;
- эълон ва хабарларни;
- танитиш ва нотанитиш контекстдаги мураккаб аутентик нутқни;
- ўрганилаётган тил эгаси бўлган сўзлашувчиларнинг суҳбат ёки мунозарасининг аксарият қисmini;
- радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисmini тушуна олади.

Гапарчи

Диалог:

- ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
- олдиндан тайёрларлик қўрилмаган жонли муҳокама ва мунозара юритиш;
- ўз соҳаларига оид интервьюда иштирок эта олиш;
- битимга келишув ёки муаммо ечимини топишда расмийлик ва кушмушамал аниқдан фойдаланиш;
- расмий муҳокама доирасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
- ўз ҳамкорлари билан мунозара юритиш;
- маълум масала юзасидан маданий тартибга амал қилиб маълумот ёки иштифот сўраш;
- муҳокамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
- расмий доираларда (масалан, септинар ва ҳоказолар) жос равишда савол-жавоб қилиш.

Монолог:

- маълум мавзуб бўйича яхши тақдирот қилиш;
- ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
- маълум мавзуб бўйича оғзаки маъруза қилиш;

:

электрон мулоқотларини чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллаш олиш.

Прагматик компетенция

таҳрирот қилиш маҳоратини янада такомиллаштириш;
фикрларни оғзаки ва ёзма шаклда логикан ифодалаш;
турли иқтисодий, таълим ва мутахассислик доираларида мос равишда тилини тегинли расмий шаклда қўллашни аниқлаш;
мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талқин этиш,
жумлаларни тузатиш, тўлдирини ва бошқа стратегияларини идрок этиш ва амалиётда қўллаш олиш.

III. Асосий қисм (асолий мазмулар)

Ўқувчи мазмулар

Иқтисодий мазмулар (атроф-муҳит, маиший масалалар, шахс ва касб психологияси, глобал муаммолар)

Иқтисодий-маданий мазмулар (ишвий ва соҳага оид вазиятларда маданий тафовутлар, дунё ва тили ўрганилаётган мамлакатларини маданий, иқтисодий хусусиятлари)

Таълим мазмулари (таълим тизими, давлат таълим, маърузалар, мақола, тезис ва ишвий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва х.к.)

Интернет ва ахборот технологияларига оид мазмулар. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютувлари, интернет тармоқларидан фойдаланиш)

Мутахассислик соҳасига оид мазмулар (соҳа йўналишлари, долзарб мазмулари, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги ишвий ва амалий ютувлар, инновацион ролялар ва янгиликлар)

Грамматик мазмулар

Ишвий тили

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъл;
- аралаш шарт эргаш гаплари;
- модаль феъллар – can't have, needn't have;

- ҳикоя феъллари;
- мажҳул нисбатлар;
- ўтган туталланган;
- ўтган туталланган давом феъллари;
- қўшма гаплар;
- ўзлаштирма гап;
- герундий, сифатдош, равишдошли қуришмалар;
- wish;
- would (содаларни ифодалаш, ўтган замон).

Немец тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-жисмни содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ айтишларнинг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wer, wie, was, wozu боғловчилари эртанган қўшма гаплар;
- шарт майлининг ясаллиши.

Француз тили:

- дарак, сўроқ, инкор шаклдаги феъл ва от-жисмни содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модал феълларнинг қўлланилиши;
- феълнинг шахсий шакллари;
- мажҳул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қуришмаларнинг ясаллиши.

IV. Амалий машғулотлар бўйича кўрсатма ва тасвирлар

Дастур талабалар учун белгилаб берилган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришиш талабаларда илмий ва соҳавий фаолиятда юзага келадиган тип билан боғлиқ вазиятларда эркин мулоқотта қиринишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тип кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарсликлар яратилишда асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқадилар.

Амалий машғулотларни ташкиллаштиришда дастурларда белгиланган мажмулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

келгайтивиритган вазифалар белгилаб олинди ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нужий компетенциянинг тинлаб тушувиш, гапиритиш, ўқиб тушувиш, қанда ёзиш қўниқма ва малакалари дарсларда интеграциялашилган рақибда олиб борилади. Маззунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу қўниқма ва малака дарсларда асосий деб олинди.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралиқ ва якуний назоратлар воситасида амалга оширилади.

IV. Мустақил тақлим ва мустақилликлар

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва қўниқмаларни янада мустақиллаш ва тақлимлаштиришдан иборат.

Дарс машғулотларида қўтарилган маззуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиқа ишларнинг амалга оширишлари, портфолио ва тақдимотлар (слайд, қисобот, муаммоли вазият ва ҳз. кўринишида) тайёрлашлари кўзда тутилади.

Ўқиниш: амалий машғулотларда ўтилган маззулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиб, тақлим қилиш ва уларни ветирословларига боғлаш.

Тинглаш: ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

Гапиритиш: тайёрланган тақдимотларни гуруҳ олдида оғзаки тақдим этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

Ёзув: машғулотларда ёритилган маззулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма қисоботлар, тақдимотлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг маззулари амалий машғулотларда ёритилган маззуларга мос ҳолда бўлиши лозим. Маззулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёритилиши ва ёзма ёки оғзаки тақдимот шифатида ўқитувчиларга тақдим этилиши лозим.

VI. Асосий ва қўшимча ўқув адабиётлар ҳамда ахборот манбалари¹

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¹ Адабиётлар рўйхатида ОИМ ахборот-ресурс марказлари ва бошқаларнинг оғзақ билан тақдим этилган адабиётлар ва ҳар бир тақдим этилган адабиётнинг оғзақ билан тақдим этилган адабиётлар марказлари ва бошқаларнинг Интернет-ресурслари ва бошқаларнинг ахборот манбалари кўрсатилган.

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2. http://www.usc.edu/dept/education/CMLMR/CMLMR_B TSA_home.html#Resources_Beginning_Teachers
3. <http://www.teachmentors.com/MCenter%20Site/Be gTchrNeeds.html>
4. <http://www.inspiringteachers.com/>
5. <http://teachnet.org/ftp/itsearch/prep/Cooper/http://www.alt-teacher.org/Mentoring.html>
6. www.examenglish.com
7. <http://www.education.gouv.fr>
8. <http://www.educnet.education.fr>
9. <http://www.educationprioritaire.education.fr>
10. <http://www.elodil.com/historique>
11. <http://www.edufle.net>
12. <http://www.francparler.info/accueil>
13. <http://www.francparler.info/accueil>
14. <http://www.kplaisirdapprendre.com>
15. http://www.enseigner.tv/Enseigner_avec_TV5
16. <https://www.dw.com/de/deutsch-lernen/s-2055>

17. <https://www.goethe.de/ile/spr/ueb.html>
18. <https://deutschlernerblog.de/tipps-wann-deutschlernen/>
19. <http://www.kern-german-online.net/kerning-german-resources/deutsch-via-internet.htm>
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WORKING PROGRAMME

**O'ZBEKISTON RESPUBLIKASI
SOG'LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA
INSTITUTI
TILLAR KAFEDRASI**

“TASDIQLAYMAN»
O_quv va tarbiyaviy ishlar
bo`yicha prorektor, prof.
Z.A.Yuldashev _____
2020 yil —__|| _____

**XORIJIY (INGLIZ) TIL FANINING
ISHCHI O`QUV DASTURI
3-kurs talabalari uchun**

Bilim sohasi: 500000 – Sog`liqni saqlash va ijtimoiy ta`minot
Ta`lim sohasi: 510000 – Sog`liqni saqlash
Ta`lim yo`nalishi
mutaxassislik: 5320500 – Biotexnologiya (Farmatsevtik Biotexnologiya)
5310901- Metrologiya, standartlashtirish va mahsulot sifati
menejmenti (Dori vositalari)

Umumiy o`quv soati -108 soat

Shu jumladan:

Amaliy mashg`ulotlari – 64s (5 semestr -32 soat; 6 semestr -32 soat)

Mustaqil ish -44s (5 semestr -22soat; 6 semest₈r₇-22 soat)

TOSHKENT-2020

Fanning ishchi o`quv dasturi O`zbekiston Respublikasi Oliy va o`rta maxsus ta`lim vazirligi 2018yil — 14-iyundagi 531 -sonli buyrug`i bilan (buyruqning 1 -ilovasi) tasdiqlangan -Xorijiy tillar fani dasturi asosida tayyorlangan.

Ishchi – o`quv dastur Toshkent farmatsevtika instituti MUK 20 __yil — __||____dagi ____-sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

Yunusova U.M. – Tillar kafedrasida katta o`qituvchisi

Taqrizchilar:

Jalilov F. - Toshkent Farmatsevtika instituti DVSSM kafedrasida
kafedra mudiri

H.R. Alimova - O`zbekiston Milliy Universiteti Xorijiy filologiya fakulteti
ingliz tili katta o`qituvchisi

Toshfarmi Sanoat farmatsiyasi
fakulteti dekani:

2020 yil — ____||_____Z.U.Mamatqulov

Tillar
kafedrasida mudiri:

2020 yil — ____||_____S.M.Tuychiyeva

KIRISH

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

Farmatsevtika institutida ingliz tili o'qitishning asosiy maqsadi ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunib, savodli tarzda qo'llay oladigan, mutaxassislikka oid adabiyotlarni o'qib, tarjima qila oladigan, ingliz tilida muloqot yurita oladigan mutaxassislarni tayyorlashdir.

Talaba quyidagi ko'nikmalarga ega bo'lishi kerak:

- Chet tili morfologiyasi, fonetikasi va sintaksisi;
- Chet tilida uchraydigan o'ziga xos ilmiy atamalar;
- Mutaxassisligi bo'yicha chet tilida ilmiy manba va adabiyotlarni tanlay olish;
- Chet tilida ilmiy ish, taqriz va annotatsiya yozish usullari.

Talaba quyidagilarni qo'llay bilishi kerak:

- Mutaxassislik bo'yicha adabiyotlarni tarjima qilish;
- Chet tilida ilmiy munozara va ma'ruzalar tayyorlash;
- Chet tilini og'zaki nutqda qo'llay olish.

Talaba quyidagi malakaga ega bo'lishi kerak:

- Chet tilidagi ilmiy va dolzarb adabiyotlarni tarjima qilish;
- Chet tilida dolzarb mavzular yuzasidan suhbat olib borish;

Asosiy qismda fan mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati, asosiy tushunchalari mutaxassislikka oid matnlar orqali ochib beriladi. Bunda mavzu bo'yicha talabalarga DTS asosida yetkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbliigi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohatlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'nggi yutuqlari e'tiborga olinishi tavsiya etiladi.

Kasbga yo'naltirilgan bosqichning asosiy maqsadi:

- Nutq turlari bo'yicha kasbiy sohada ingliz tilini amaliy egallash;
- Talabani ijodiy shaxs sifatida rivojlantirish;
- Soha bo'yicha adabiyotlarni tarjima qilish malaka va ko'nikmalarini rivojlantirish. Tinglab tushunish
- Kasbga yo'naltirilgan autentik materialni bir marta eshitib asosiy mazmunini tushunish va zarur axborotni olish;
- kundalik voqealar haqida, reportajlarni tushunish, film qaxramonlari nutqini tushunish.

Gapirish:

- Diologik nutq
- Til sohiblari bilan erkin muloqotda bo'lish va kasbiy mavzularda o'z fikr va mulohozalarida isbotlab berish;
- Suhbatni boshlash va tugatishni bilish, axborot almashish va savollarga javob

berish.

O'qish:

- Matnni lug'atsiz, berilgan savollar umumiy mazmunini tushunish maqsadida o'qish;
 - Matn: 10 %gacha notanish so'z bo'lgan ilmiy- ommabop, ijtimoiy- siyosiy, maxsus badiiy matnlar;
 - Matn mazmunini chet tilida yoki ona tilida so'zlab berish, paragraflarni nomlash, test topshirish.
- Yozma nutq
- Kaqsbga yo'naltirilgan bosqichda shakllangan malakalarni takomillashtirish;
 - Referat, annotatsiya yozish texnikasini takomillashtirish;
 - Xujjatlarni rasmiylashtirishni bilish(tuzulishi, uslubi, xujjat tili) va u asosida xujjatlarni namunaga qarab sxemaga ko'ra rasmiylashtirish.

Amaliy mashg'ulotlarda takrorlash uchun tavsiya etiladigan mavzular

Grammatik kompetentsiya:

- Ot. Otlarda son, kelishik
- Sifat, sifat darajasi.
- Olmosh
- Fe'l
- Majhullik nisbati
- Buyruq mayli
- Qo'shma to'ldiruvchi
- If, That, before, when, as soon as, till, until bog'lovchili ergashgan qo'shma qaplarni qo'llash

Og'zaki nutqni rivojlantirish uchun mavzular

1. Dorixona
2. Dori turlari
3. Qattiq dori shakllari
4. Yumshoq dori shakllari
5. Suyuq dori shakllari
6. Asosiy dori shakllari
7. Dori vositalari annotatsiyalari

5- semestr

№	Themes	Hours
1	Introduction : Unit 1 World's new vision Integrated skills: Lesson 1 Speaking: <i>The history of Academic Discipline</i> Listening : <i>Academic Disciplines</i> Text: " <i>The common forms of drugs</i> "	2
2	Audition. <i>Academic Fields</i> Integrated skills: Grammar: Phrasal Verbs (<i>Bring</i>) Reading: <i>Academic Field and Education</i> Writing: <i>Review writing</i> Text: " <i>Solid medicinal forms</i> "	2
3	Integrated skills: Lesson 2 Speaking: <i>Predictions</i> Listening: <i>Top Scientific Breakthroughs</i> Text: " <i>Liquid medicinal forms</i> "	2
4	Integrated skills: Grammar: <i>Adverbs and their role in a sentences</i> Reading: <i>Accelerating Universe</i> Writing: <i>Abstract writing</i> Text: " <i>Semisolid medicinal forms</i> "	2
5	Integrated skills: Lesson 3 Speaking <i>Novelties</i> Listening: <i>Oriental Inventions and discoveries</i> Grammar: <i>Reporting verbs (have created-to be claimed to have created)</i> The drug annotation: " <i>Dostinex tablets</i> ".	2
6	Integrated skills: Reading: <i>Oriental Contributions to Civilization</i> Writing: <i>Article review</i> Text: " <i>The chemist's shop</i> "	2
7	Review: Listening: <i>Interview</i> Reading: <i>ICT</i>	2
8	Unit 2 Futurology Integrated skills: Lesson 4 <i>Meeting society needs</i> Speaking: <i>Importance of social need analysis</i> Listening: <i>Social needs and their solutions</i> Reading and Writing	2

9	Integrated skills: Grammar: <i>Phrasal verbs</i> (come to, come back to...) Reading: <i>Social needs and Education</i> Writing: <i>Report writing</i> Reading and Writing Text: " <i>Solution</i> " (TB, p. 216). The drug annotation " <i>Duexis</i> ". (DA, p.30).	2
10	Integrated skills: Lesson 5 Speaking: <i>Professional networking</i> Listening: <i>What is Networking?</i> Text: " <i>Preparation of tablets</i> ", (TB, p.197).	2
11	Integrated skills: Grammar: <i>Generalizing and Qualifying</i> Reading: <i>Global Networking</i> Writing: <i>Dos and Don'ts</i> Reading and Speaking Text: " <i>Filling of ampoules</i> "	2
12	Integrated skills: Lesson 6 <i>Professional Contentment</i> Speaking: <i>Discussing Personal Contentment</i> Listening: <i>Job satisfaction</i> Text: " <i>Ointments</i> "	2
13	Integrated skills: Grammar: <i>Time Expressions</i> Reading: <i>Employees who are Engaged in their Work have Happier Home Life</i> Writing: <i>Newspaper Article</i>	2
14	Review: Speaking and Writing <i>Networking</i>	2
15	Text: " <i>Vitamins</i> " Integrated skills: Reading and Writing The drug annotation: " <i>Amphotericin B</i> " (DA, p.11).	2
16	Final lesson Translation of drug annotations. Revision of oral themes	2

6-semester

№	Themes	Hours
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1	Introduction : Unit 3 Academic Life Integrated skills: Lesson 7 Academic degrees Speaking: Earning a degree Listening : Earning academic degrees Text: "The English prescription I/u, p. 1.	2
2	Integrated skills: Grammar: Wish sentences Reading: Emergence of the Doctor's and Master's Degrees Writing: Rubric writing The drug annotation: "Dostinex tablets" . (DA, p. 29).	2
3	Integrated skills: Lesson 8 Public Speech Speaking: Preparation vs. Running with What you have Listening: The art of public speech Text: "The English prescription" p. 2.	2
4	Integrated skills: Grammar: Quantifiers Reading: Public Speaking Exercises Writing: Persuasive Essays Text: "Cardiac glycosides"	2
5	Integrated skills: Lesson 9 Freelance Speaking Why Freelancing Listening: An Interview with a Freelance Grammar: Reporting verbs Text: "Cardiac glycosides"	2
6	Integrated skills: Reading: Recognition Writing: Letter of Certificate The drug annotation: "Kaletra" . (DA, p.32).	2
7	Review: Listening and Reading Freelance	2
8	Unit 4 Benefits Lesson 10 Up -to -date devices Integrated skills: Speaking: Me Gadgets Listening : Top Devises The drug annotation : "Metronidazole"	2
9	Integrated skills: Reading: Agent 007 Gadgets Speaking: My Gadgets The drug annotation "Accretropin"	2

10	Lesson 11 Immortal Tracks Integrated skills: Speaking: <i>Great Works</i> Listening: <i>Inventions that Changed our Lives</i>	2
11	Integrated skills: Grammar: <i>Relative Clauses</i> Reading: <i>Minor Planet "Samarkand"</i> Writing: <i>Process Analysis</i>	2
12	Lesson 12 Personal Ambition in science Integrated skills: Speaking: <i>Learner's Ambitions</i> Listening: <i>Akbar's Story</i> Text: -Solutionl (TB, p. 216).	2
13	Integrated skills: Grammar: <i>Tag Questions</i> Reading: <i>A strong Motivator</i> Writing: <i>Critical writing</i> The drug annotation: " <i>Sporanox</i> ". (DA, p.33).	2
14	Review: Listening and Reading <i>Personal Ambition in Science</i>	2
15	Integrated skills: Listening and Speaking. Text: . " <i>Antibiotic</i> " The drug annotation: " <i>Prednisolone</i> "	2
16	Final lesson Translation of drug annotations. Revision of oral themes	2

Mustaqil ta'limni tashkil etishning shakli va mazmuni

«Xorijiy til» fanidan farmatsiya va sanoat farmatsiyasi yo_nalishi talabalari uchun mustaqil ish rejalashtirilgan. Talabalarning mustaqil ishi kafedrada qabul qilingan talabalarning mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to_g_risidagi nizom asosida baholanadi.

«Ingliz tili» fani bo`yicha mustaqil ishlarni bajarishda quyidagi shakllardan foydalaniladi:

1. Leksik birliklar yordamida krossvordlar tuzish
2. Matnlarni tarjima qilish
3. Prezentatsiyalar tayyorlash
4. Grammatik slaydlar tayyorlash
5. Test savollari tuzish.

Leksik birliklar yordamida krossvordlar tuzish.

Talabalar berilgan mavzularning leksik birliklari bo`yicha turli xil krossvordlar tuzadilar. Tarkibida ma`lum mavzudagi otlar bo`lgan krossvordlar tuzishda talabalar mavzularga oid so`zlarni takrorlaydilar.

Talabalarga mataxassislikka oid matnlarni lug`at yordamida tarjima qilish ko`nikmalarini oshirishga yordam beradi.

Grammatik jadvallar va slaydlar tuzish talabalarning egallagan bilim va ko`nikmalarini amaliyotda to_g`ri qo`llay olishga yordam beradi.

Test savollarini tuzish talabalarga leksik va grammatik bilimlarni mustahkamlashga yordam beradi.

Mustaqil ishni qabul qilish jarayonida talaba o`qituvchi bilan birgalikda faoliyat ko`rsatib, bilimlarni o`zlashtirish bilan birga, uni o`zining ijodiy kashfiyoti sifatida his etadi. O`qituvchi tafakkurni o`stirishga mo`ljallangan savollar yordamida talabalarning bilish faoliyatini boshqarib boradi. Bunda o`qish faoliyati shaxsiy yutuq sifatida his etiladi, bilish motivatsiyasi o`sadi, o`qishga qiziqish kelib chiqadi.

**3 kurs Biotexnologiya va metrologiya, standartlashtirish va mahsulot sifati menejmenti
yo`nalishlari uchun mustaqil ish mavzulari
(5 semestr)**

№	Themes	Tasks and recommendations for self-study	Hours
1	Speaking <i>Academic Fields</i>	1. Read the article and write a short review about the article	4
2	Reading and writing <i>Scientific Breakthroughs</i>	1. Make presentation.	4
3	Listening and writing <i>Oriental Contribution</i>	1. Watch a short video and write a summary	4
4	Speaking <i>Meeting society needs</i>	1. Make presentation	5
5	Reading and writing, speaking, listening	1. Making project work	5
		Jami;	22 s

**3 kurs Biotexnologiya va metrologiya, standartlashtirish va mahsulot sifati menejmenti
yo`nalishlari uchun mustaqil ish mavzulari
(6 semestr)**

№	Themes	Tasks and recommendations for self-study	Hours

1	Listening and writing <i>Academic degrees</i>	1. Write your own letter of application for your dream job.	4
2	Listening and Writing <i>Public Speech</i>	1. Find video interview based on the theme and write short Report	4
3	Speaking <i>Freelance</i>	4. Make presentation 5. Make paper 6. Make cluster.	4
4	Speaking <i>Up-to-date devices</i>	3. Make presentation 4. Make paper	4
5	Reading and writing <i>Immortal tracks</i>	1. Find article and translate it.	3
6	Listening and writing <i>Personal Ambition in science</i>	1. Find article or information and translate it.	3
		Jami;	22 s

Dasturning informatsion uslubi ta'minoti

Ta'lim va tarbiya jarayonida talabalarni mustaqil fikrlashga o'rgatish asosiy o'ringa ko'tarilishi zamon talabidir. Pedagogik texnologiya ta'lim jarayonida mustaqil ishlashga o'rgatishni va mustaqillik ta'lim jarayonining asosini tashkil etishini talab etadi. Pedagogik texnologiyaning tub mohiyati, o'qitishning an'anaviy og'zaki bayon etish ustunlik qiladigan usulidan voz kechib, talabalarni ko'proq mustaqil ta'lim olishga undashdan iboratdir. Darsda rejalashtirilgan bilimni o'zlashtirishga intilish talabaning shaxsiy vazifasiga aylanishi, ta'limda talaba faol ishlaydigan usullarni yaratish pedagogik texnologiyaning asosiy vazifasidir. Pedagogik texnologiyani yaratishni va amaliyotga joriy etishni pedagogik amaliyot talab etmoqda. Chunki bugungi kunda keng qamrovli fikr yurita oladigan, mustaqil ilm olish yo'llarini egallagan va o'z bilimini hayotda mustaqil qo'llay oladigan shaxs talab etiladi.

Laboratoriya mashg'ulotlari rejalashtirilmagan.

Kurs ishlari rejalashtirilmagan.

Malakaviy amaliyot rejalashtirilmagan.

4. Fan bo'yicha talabalar bilimni baholash va nazorat qilish mezonlari.

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son –Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxtlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida'gi qaroriga muvofiq ishlab chiqilgan.

Talabalarning fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, –Xorijiy til II 1-kurs fani bo'yicha talabalar bilimni nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

— Xorijiy til II fani bo'yicha talabaning semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baxolash usullari	Yozma so'rov, yozma ishlar, og'zaki so'rov
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Baholash mezonlari	5 baho “a’lo” - fanga oid nazariy va amaliy tushunchalarni to‘la o‘zlashtira oladi - fanga oid o‘zlashtirilgan bilim va amaliy ko‘nikmalarni ijodiy fikrlay oladi - Talabalar uy vazifasini xatosiz bajaradi; tez va xatosiz o‘qiydi; leksik birlikni yozishda 1 ta orfografik xatoga yo‘l qo‘yadi, o‘tilgan mavzuni tahlil qiladi va qo‘llaydi, umumlashtiradi, darsda faol qatnashadi.
	4 baho “yaxshi” -fanga oid o‘zlashtirilgan bilimlarni mustaqil fikrlaydi. - Uy vazifasini xatosiz bajaradi; so‘zlarni o‘qishda 1,2 ta xatoga yo‘l qo‘yadi, leksik birlikni yozishda 1,2 ta orfografik xatoga yo‘l qo‘yadi va 1 ta so‘zni bilmaydi, o‘tilgan mavzuni tushunadi va qo‘llaydi, darsda faol qatnashadi.
	3 baho “qoniqarli” - Uy vazifasini bajarishda 1ta grammatik xatoga yo‘l qo‘yadi; so‘zlarni o‘qishda 2 ta xatoga yo‘l qo‘yadi, leksik birlikni yozishda 2,3 ta orfografik xatoga yo‘l qo‘yadi va 2 ta so‘zni bilmaydi, o‘tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi.
	2 baho “qoniqarsiz” -o‘tilgan fanning nazariy va amaliy tushunchalarni bilmaslik. - Talaba uy vazifasini daftoriga yozib kelgan, lekin mavzu bo‘yicha savollarga javob bera olmaydi. Mohiyatini tushunmaydi, aniq tassavurga ega emas, mustaqil fikrlay olmaydi. Leksik birlikni to‘g‘ri yoza olmaydi.

TMIning baholash mezonlari

Talabaning mustaqil ishi O‘zR Oily va o‘rta maxsus ta‘lim vazirligining 21.02.2005 yil 34-sonli buyrug‘i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan –Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to‘g‘risida Nizom asosida tashkil etiladi.

Talabalarning mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	-5
Yaxshi	-4
qoniqarli	-3
qoniqarsiz	-2

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatlari
1	“5” a'lo	1. Og‘zaki va yozma nutqda grammatika va leksikani 90-100% to‘g‘ri va xatosiz ishlatsa; 2. Tarjimalarni a‘lo darajada qila olsa; 3. Mavzuga bog‘liq qisqacha xulosani 90-100% tog‘ri yoza olsa; 4. Mavzu bo‘yicha a‘lo taqdimot tayyorlasa
2	“4” yaxshi	1. Og‘zaki va yozma nutqda grammatika va leksikani 70- 89% 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 70- 89% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha yaxshi taqdimot tayyorlasa
3	“3”qoniqarli	1. Og‘zaki va yozma nutqda grammatika va leksikani 60-69% 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 60 - 69% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha qoniqarli taqdimot tayyorlasa
4	“2” qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o‘tkazish O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta‘lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug‘iga va O‘zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son –Oliy ta‘lim muassasalarida ta‘lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxtlarda faol ishtirokini ta‘minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘grisida‘gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo‘lgan fanlar bo‘yicha ON o‘tkazilmaydi.

Yakuniy nazoratni baholash mezonlari

Yakuniy baholash –Xorijiy til|| 1-kurs fani bo‘yicha mashg‘ulotlar tugagandan so‘ng o‘tkaziladi. YaN ga –Xorijiy til|| 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo‘lgan talabalar qo‘yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o‘tkaziladi.

Yakuniy baholash mezonlari:

YaN ga — Xorijiy til || 3-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo‘lgan talabalar qo‘yiladi. Yakuniy baholash mezonlari: agar talaba 30 savoldan iborat bo‘lgan testning 90–100% ga to‘g‘ri javob bersa

5 baho; 2) agar talaba 30 savoldan iborat boʻlgan testning 70– 89 % ga toʻgʻri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat boʻlgan testning 60 - 69 % ga toʻgʻri javob bersa 3 baho; 4) 60 % dan past – 2- qoniqarsiz baho qoʻyiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
aʻlo	5
Yahshi	4
Qoniqarli	3

YaN da talabani bilim, koʻnikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan boʻyicha oʻquv mashgʻulotlari tugaganidan soʻng oʻtkaziladi. YaN ning maksimal balli 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini toʻplagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN oʻtkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni oʻzlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan oʻtishga ruxsat beriladi:

- qoldirilgan amaliy mashgʻulot kelgusi darsga qadar guruh oʻqituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashgʻulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta oʻzlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida oʻzlashtira olmagan talaba belgilangan tartibda rektorning buyrugʻi bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga oʻquv yili yakunlari boʻyicha amalga oshirish maqsadga muvofiqdir).

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HANDOUTS

The Common forms of drugs

Solids

Greatly differ in shape, size and colour

Powders, granules, tablets, lozenges, globules, capsules and pills

They are administered internally

Semisolids

Usually having fatty material as petrolatum, lard, wool fat as a base differ in shapes, consistency and methods of application

Ointments, salves, liniments, suppositories and plasters

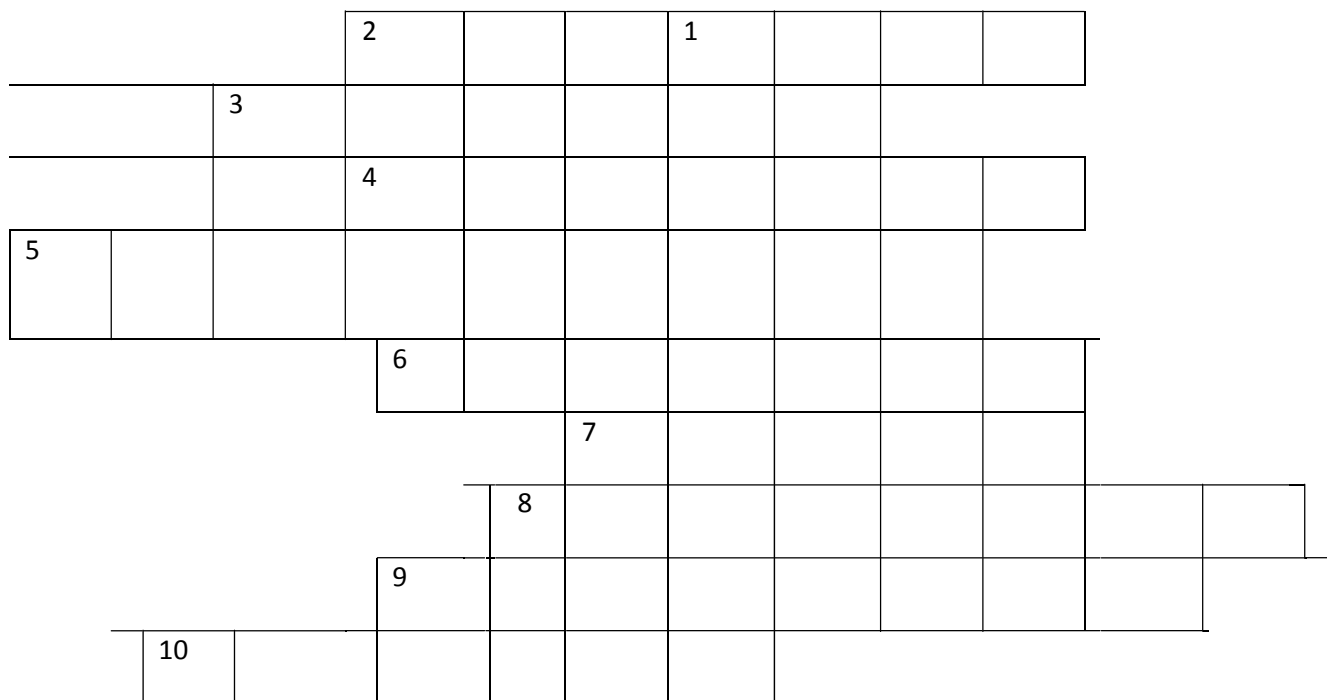
They are used externally for local application

Liquids

Infusion, decoction, tincture, mixture and solution

They are administered internally and externally

THE COMMON FORMS OF DRUGS



Down 1. The form of drugs.

Horizontal 2. A small cylindrical or spherical gelatinous container with a dose of medicine inside.

3. A compressed solid mass of medicated material usually in the shape of a disk of flat square.

4. An unctuous preparation of a soft consistence, used for application to the skin for medical purposes or a cosmetic.

5. A liquid preparation made by boiling a medicinal plant with water.

6. A medicinal agents are incorporated in an adhesive base intended for application to the skin.

7. A finely ground or comminuted mass of free particles formed from a solid substance in the dry state.

8. A typically liquid homogenous mixture formed by dissolving.

9. A preparation of a consistency thinner than an ointment applied to the skin with friction.

10. The form of drugs

Present Perfect

We use the present perfect:

- a) for an action which started in the past and continues up to the present, especially with state verbs such as *be*, *have*, *like*, *know*, etc. In this case, we often use *for* and *since*.

Rachel has had the dog for three years. (She got the dog three years ago and she still has it.)



- b) for an action which has recently finished and whose result is visible in the present.

She has just washed her hair. (She has now wrapped her hair in a towel, so the action has finished.)



- c) for an action which happened at an unstated time in the past. The exact time is not mentioned because it is either unknown or unimportant. The emphasis is placed on the action.

The Taylors have bought a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat.)



- d) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as *today*, *this morning/evening/week/month*, etc.

She has taken fifteen pictures today. (The time period - today - is not over yet. She may take more pictures.)



BUT: *She took twenty pictures yesterday. (The time period - yesterday - is over.)*

Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.

The police have finally arrested Peter Duncan. He was trying to leave the country when they caught him.

The present perfect is used with the following time expressions: *for*, *since*, *already*, *yet*, *always*, *just*, *ever*, *never*, *so far*, *today*, *this week/month*, etc., *how long*, *lately*, *recently*, *still* (in negations), etc.

Present Perfect Continuous

We use the present perfect continuous:

- a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for*, *since*, *all morning/day/year*, etc.

Sam has been talking on the phone for half an hour. (He began talking on the phone half an hour ago and he is still talking.)



- b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.

Her feet hurt. She has been walking all morning. (The result of the action is visible in the present - her feet hurt.)



- c) to express anger, irritation or annoyance.



(The speaker is irritated.)

Note: With the verbs *live*, *work*, *teach* and *feel* (= have a particular emotion) we can use the present perfect or present perfect continuous with no difference in meaning.

We have lived/have been living here for twenty years.

The present perfect continuous is used with the following time expressions: *for*, *since*, *how long*, *lately*, *recently*.

Present Simple Tense

MULTIPLE CHOICE


<p>1) She _ so le. o - sets b - ... c - ...</p> 	<p>2) Peter _ of today o - think b - thinks c - think</p> 	<p>3) Tim _ the o - sets b - settles c - set</p> 	<p>4) The baby _ to o - try b - tries c - tries</p> 	<p>5) " _ . o - tell b - ... c - ...</p>
<p>6) Tim and Kim never _ contest, o - will b - win c - wins</p>	<p>7) Bobby a Both, o - has b - has c - have</p> 	<p>8) The boys always o - fight b - fight c - fight</p>	<p>9) Tim says - sing on c contu t . o - sings b - sing c - sings</p> 	<p>10) Mother fos.. a - runs b - runs c - run</p> 
<p>11) Tim, eye _ herself in the mirror.</p>	<p>12) Mindy _ the flowers twice a week. o - water b - waters c - waters</p> 	<p>13) Nino happy. a - am b - is c - are</p>	<p>14) The boy - the bed. o - sleeps b - sleep c - sleeps</p> 	<p>15) The boy - with his car. a - plays b - play c - play</p> 
<p>16) The telephone _ twice the day. o - rings b - ring c - rings</p> 	<p>17) Mindy _ her books in the bag. o - puts b - put c - put</p> 	<p>18) Greg often o cold. a - catch b - catches c - catches</p>	<p>19) Mr. ... the home work. o - do b - does c - does</p> 	<p>20) Mrs. Moore _ Pencil. a - teach b - teaches c - teaches</p> 
<p>21) They _ well. o - do b - don't c - do, don't</p> 	<p>22) Tim _ tea for her doll and herself. o - make b - makes c - makes</p> 	<p>23) Tim _ Mother. o - kiss b - kisses c - kisses</p> 	<p>24) The students learn at school, o - learn b - learns</p> 	<p>25) The alarm clock - yles up. o - wakes b - wakes c - wakes</p> 
<p>26) John people's hair. o - cuts b - aites c - cut</p> 	<p>27) I _ with my credit card in the shop. o - pay b - pays c - pays</p>	<p>28) Bob _ in the river. a - swim b - swims c - swim</p> 	<p>29) Bob wonderful photos. o - take b - takes c - takes</p> 	<p>30) Grandpa and granny TV. o - watch b - watch c - watches</p>
<p>31) We point in the museum. o - see b - see c - see</p>	<p>32) This postcard for Santa Claus. o - am b - am c - is</p> 	<p>33) They grandpa. a - love b - loves c - likes</p> 	<p>34) Use _ letter to _ penfriend. o - write b - write c - writes</p> 	<p>35) Mr. ... reading interesting books. a - like b - like c - likes</p> 

http://www.phillipmorling.com/

36) ...
a - wash
b - washes
c - washes



37) Mark always
o - cry
b - cries
c - cries



32 Identify the tenses, then match them to the correct descriptions.

- 1 I like these shoes. I'll buy them.
- 2 They **will have eaten** lunch by two o'clock this afternoon.
- 3 I'm **going to open** my own business in the future.
- 4 This time tomorrow, I'll **be taking** my driving test.
- 5 By the time Jack finishes the race, he **will have been running** for two hours.
- 6 Everyone believes he **will win** the competition.
- 7 I'll tell Paul about the party. I'll **be seeing** him at work anyway.
- 8 **Will you be speaking** to Rob later? I've got a message for him.
- 9 Look at them! They **are going to catch** the thieves.
- 10 Since you're tired, I'll **cook** dinner tonight.

- a for offers, promises, threats, etc
- b action which will definitely happen in the future as a result of a routine or arrangement
- c for plans, intentions or ambitions we have for the future
- d predictions about the future
- e asking politely about someone's plans for the near future
- f action which will be finished before a stated future time
- g to emphasise the duration of an action up to a certain time in the future
- h action which will be in progress at a stated future time
- i on-the-spot decision
- j predictions when there is evidence that something will happen in the near future

33 A Fill in the gaps with an appropriate tense form.

Next month, Maggie 1) *is going...* (go) to Australia to visit her sister, who she hasn't seen for fifteen years. The plane 2) (leave) early in the morning and 3) (stop off) at Singapore before flying on to Sydney. It 4) (be) a very long, tiring journey, but Maggie is very excited because this time next month, she 5) (begin) her adventure on the other side of the world. She 6) (stay) in Australia for one month. She has booked her flight, so she 7) (fly) back to Britain on 31st May. She hopes that she 8) (visit) lots of fascinating places and seen many interesting things by the time her holidays are over.

B Which of the tense forms in the text above are used to express:

- 1 timetables/programmes
- 2 actions which will have finished before a stated future time
- 3 plans or intentions
- 4 fixed arrangements in the near future
- 5 actions which will be in progress at a stated future time
- 6 predictions based on what we know

34 Put the verbs in brackets into the correct future form.



Dear Lionel,

I'm writing to tell you my exciting news. I have won a competition! I think my life 1) *will change...* (change) a lot now! I 2) (meet) the competition organisers next week to get my prize – a cheque for £50,000.

As soon as I 3) (have) the money, I 4) (buy) a new car, and I 5) (also/redecorate) my house. Hopefully, I 6) (finish) the whole house by the end of June. Then, on the fifth of July, I 7) (fly) to Tahiti for an exotic holiday in the sun. I 8) (return) by the end of July and then I 9) (throw) a big party for all my friends. I hope you 10) (come).

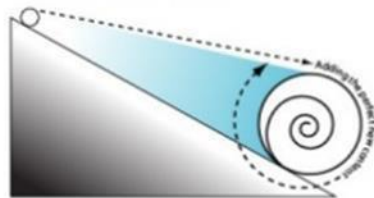
Well, it's almost lunchtime, so I 11) (say) goodbye for now. I promise I 12) (send) you a postcard from Tahiti.

Best wishes,
Emily

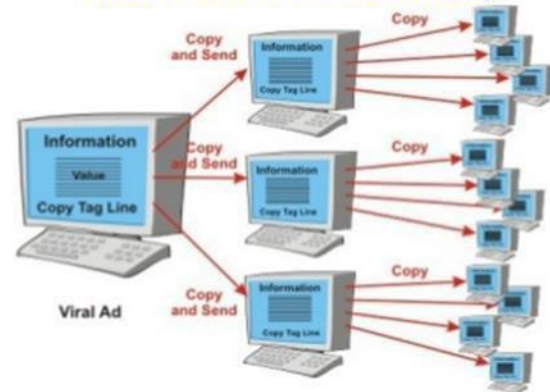
Snowball Sampling



- Is a highly specialised method of sampling. It involves starting a process with one individual or group and using their contacts to develop the sample, hence “snowball”



When this is undertaken via email this is also referred to as **Viral Marketing or viral research**, as like a virus it start with one person and spreads. This is a very effective tool, when used correctly



Interactive methods in classroom

Method	Technology	Benefit
Pyramid	Word, PowerPoint (layout)	information gathering, opinion exchange
Flash	PowerPoint (animation effects)	waking up, activation of cognitive structures
Brainstorming	Word (web layout), Excel	generation of ideas
Divided poster	PowerPoint (layout, animation effects)	conceptualization of science notions

Infinitive/The -ing form/Too-Enough/Participles

Verbs taking the to -infinitive or the -ing form with a change in meaning

- ◆ **forget + to - inf = not remember**
e.g. I have to go out. I **forgot to buy** a newspaper.
forget + -ing form = not recall
e.g. I'll never **forget travelling** by plane for the first time.
- ◆ **remember + to - inf = not forget**
e.g. Did you **remember to tell** Sam about the meeting?
remember + -ing form = recall
e.g. I **remember talking** to him before.
- ◆ **go on + to - inf = then**
e.g. She introduced herself and **went on to talk** about her new book.
go on + -ing form = continue
e.g. He **went on writing** letters until 10.00.
- ◆ **mean + to - inf = intend to**
e.g. She **means to buy** a new car soon.
mean + -ing form = involve
e.g. She is determined to get a ticket for the concert, even if it **means paying** a lot of money.
- ◆ **regret + to - inf = be sorry to (it is normally used in the present simple and is followed by verbs such as say, tell, inform)**
e.g. We **regret to inform** you that you have failed.
regret + -ing form = feel sorry about
e.g. He **regretted selling** his house.
- ◆ **try + to - inf = attempt, do one's best**
e.g. We **tried to move** the heavy branch to the side of the road.
try + -ing form = do sth as an experiment
e.g. If you can't go to sleep, **try drinking** some milk.
- ◆ **stop + to - inf = stop briefly to do sth else**
e.g. He **stopped to fill** the tank with petrol, then continued driving.
stop + -ing form = finish, give up
e.g. He **stopped drinking** coffee because it upset his stomach.
- ◆ **be sorry + to - inf = apologise for a present action**
e.g. I'm **sorry to say** this, but your work is rather unsatisfactory.
be sorry for + -ing form = apologise for an earlier action
e.g. We **are sorry for keeping** you waiting.
- ◆ **like + to - inf = think that sth is good or right to do**
e.g. I **like to pay** my bills as soon as I get them.
like + -ing form = enjoy (general preference)
e.g. Tom **likes meeting** new people.
would like + to - inf = want (specific preference)
e.g. I **would like to go** to that new restaurant.

- ◆ **be afraid + to - inf = the subject is unwilling to do sth**
e.g. He is **afraid to touch** the dog in case it bites him.
- be afraid of + -ing form = (the subject is afraid that what is described by the -ing form may happen)**
e.g. She doesn't want to drive her father's car. She's **afraid of crashing** it.

Verbs taking the to -infinitive or the -ing form without a change in meaning

- ◆ **begin, start, continue, propose, bother, intend**
We never have two -ing forms together.
e.g. We **continued to discuss/discussing** the plans.
Don't **bother to lay/laying** the table.
It's **starting to get** cold. (NOT: ~~it's starting-getting cold.~~)
- ◆ **advise, allow, permit, recommend, encourage**
take the to-infinitive when they are followed by an object or when they are in the passive form. They take the -ing form when they are not followed by an object.
e.g. He **advised us to book** in advance. (object)
We **were advised to book** in advance. (passive)
We **advise booking** in advance. (no object)
- ◆ **need/require/want + -ing form**
This construction often shows that it is necessary to repair or improve something. 'Need' can also be followed by a passive infinitive.
e.g. The carpet **needs hoovering**.
The carpet **needs to be hoovered**.

12

Put the verbs in brackets into the correct infinitive form or the -ing form.

- 1 Jane went on *sleeping* ... (sleep) for another two hours.
- 2 He told us his name and went on (introduce) us to his wife.
- 3 We didn't mean (interrupt) you.
- 4 Being a doctor means (work) long hours.
- 5 She tried (finish) her homework, but it was too difficult.
- 6 You should try (eat) more fruit. It's good for your health.

X. TESTS BANK

1. Certain diseases _____ with antibiotics.

+are treated

-to be treated

-treated

-to treat

2. Copper, gold and silver _____ metals.

+are

-to be

-were

-is

3. Magnesium is _____ than aluminium.

+lighter

-light

-more light

-lightest

4. Althea comes from the Greek and _____ to cure or to cool.

+means

-mean

-to mean

-meant

5. The generic name comes _____ the Latin VALERE.

+from

-of

-at

-out

6. Pharmacy is the science which treats _____ medicinal substances.

+of

-in

-with

-off

7. A capsule is a small starch or gelatinous container _____ a dose of medicine inside.

+with

-in

-of

-to

8. The prescription _____ in 2 hours.

+will be prepared

-to prepare

-prepared

-prepares

9. Valerian drugs are used as sedatives_____ hysteria and palpitation.

+in

-at

-with

-for

10. The effect of antibiotics_____by Fleming in 1929.

+was discovered

-discovered

-has been discovered

-discover

11. Hippocrates_____as an excellent practitioner and a teacher of medicine.

+was known

-known

-to know

-knew

12. Mustard plasters are applied_____the skin_____the dry form.

+ to/in

-of/on

-in/to

-on/in

13. The size and shape _____the suppositories depend_____its projected use.

+of/on

-on/of

-of/in

-of/for

14. _____particle of an element is an atom.

+the smallest

-smallest

-small

-smaller

15. Based on their penetration ointments have been divided_____3 classes.

+into

-to

-for

-in

16. Keep the medicine_____a cold place.

+in

-on

-at

-under

17. Glidants_____to the tablet materials to improve their flow property.

+are added

-added

-was added

-is added

18. A liniment is a preparation of a consistency thinner than an ointment applied _____ the skin with friction.

+to

-on

-into

-at

19. The elements of the Periodic Table _____ according to a definite system.

+were arranged

-arranged

-is arranged

-arrange

20. Ointments of the emulsion type and water-soluble bases belong _____ the group of absorption base.

+to

-at

-of

-in

21. The two most plentiful components of air _____ nitrogen and oxygen.

+are

-is

-to be

-was

22. Gold is stable _____ air under normal conditions.

+in

-at

-for

-to

23. Iodine has a high antibacterial potency and _____ in solution as a sterilizing agent on unbroken skin.

+is used

-used

-uses

-are used

24. The food of man and animals contains small amounts of organic substances _____ vitamins.

+called

-call

-calling

-to call

25. The roots of wild growing ginseng _____ than the roots of cultivated ginseng.

+are stronger

-is stronger

-strong

-stronger

26. There_____several vacant spaces in Mendeleev_s periodic table.

+were

-was

-is

-will be

27. Drugs_____for treatment of eye diseases have a pink colour.

+used

-use

-are used

-is used

28. In recent years hundreds of wild herbs_____analyzed and tested.

+have been

-had been

-has been

-having been

29. Chemistry_____thousands of years ago with the use of fire.

+began

-begun

-beginning

-begin

30. In the past all medicines came_____plants and animals.

+from

-to

-in

-out of

31. Senna is gathered by hand and dried_____the sun.

+in

-on

-at

-of

32. Solid medicinal forms are mainly administered_____.

+internally

-internal

-externally

-external

33. Medicines are exported_____many countries.

+to

-in

-from

-into

34. Tablets are divided _____two general classes depending upon their method of manufacture or their use.

+into

-on

-in

-to

35. Senna was introduced into European medicine in the 9th or 10th century_____the Arabians.

+by

-to

-for

-from

36. Some drugs_____from fruits, leaves, flowers, roots, seeds of the plants.

+are made

-made

-is made

-make

37. Alcohol has a very negative influence_____the effect of medicines.

+on

-to

-at

-in

38. Corrosion is_____enemy of metals.

+the worst

-bad

-worse

-worst

39. Pharmacology is a very important subject and we must pay great attention_____it at our studies.

+to

-at

-of

-in

40. Various types of topical preparations_____available.

+are

-is

-was

-be

41. Resins are important_____of industry.

+raw materials

-materials

-raw

-material

42. Pure acetic acid is_____miscible with water.

+completely

-complete

-completed

-complicated

43. _____ordinary temperature the amino acids are white crystalline solids.

+in

-at

-of

-from

44. Alchemy was a major source of knowledge _____1600s.

+until

-since

-from

-up to

45. Electrons are _____constant motion.

+in

-at

-of

73. The development of the microscope as a scientific tool _____the 17th century brought new insights _____botany.

+during/to

-between/to

-since/at

-until/to

74. Today the botanists _____about 400,000 species.

+have described

-has described

-had described

-will have described

75. No one _____ever _____a perpetual motion machine.

+has/invented

-have/invented

-had/invented

-will have/invented

76. Modern medical research _____us some powerful medicines.

+has given

-have given

-had given

-has giving

77. Drugs _____our lives and improved quality of life in countless ways.

+have extended

-has extended

-have extending

-had extending

78. There _____thousands of studies on the effect of herbs.

+have been

-has been

-had been

-having been

79. Over the past century the concentration of carbon dioxide in the atmosphere _____ by about 25%.

+has risen

-have risen

-had risen

-have rised

80. Ancient men _____ and _____ at least 12 elements.

+knew/used

-know/use

-knew/using

-known/used

81. By 1750 the list of natural elements _____ 20 names. By 1900 new discoveries _____ the list to 75.

+included/raised

-include/raise

-included/raising

-include/raisen

82. Use only clean dry test-tubes _____ your experiments.

+for

-of

-from

-at

83. Always wash hands _____ experiments.

+after

-in

-at

-during

84. Rub this medicine gently _____ your skin.

+into

-in

-to

-for

85. _____ contact with chemicals. Wear safety glasses whenever necessary.

+avoid

-avoiding

-avoided

-will avoid

86. Never _____ the shape, size or colour of the bottle. Read the label.

+rely on

-rely in

-rely at

-rely of

87. Leave the building _____.

+immediately

-immediate

-immediating

-immediated

88. Store this medicine away _____ heat and direct light.

+from

-for

-of

-out

89. Store _____ a dark, cool, dry place.

+in

-at

-from

-for

90. Keep this medicine _____ the reach of children.

+out of

-out from

-out off

-out for

91. Do not give this medicine _____ anyone else.

+to

-for

-from

-at

92. Take this medicine _____ meals or snacks.

+with

-for

-from

-of

93. Take _____ a full glass _____ water.

+with/of

-of/with

-off/in

-with/for

94. Liquid _____ constantly _____ to flow.

-+is/trying

-are trying

-is /tried

-are tried

95. One answer _____ pollution is to reduce wastes.

+to

-for

-from

-in

96. Hot gases_____the sun have high pressure and try to expand.

+in

-on

-at

-of

97. Shortage_____water in the body begins to cause obvious changes when the water is reduced _____about 10%.

+of/by

-off/by

-of/for

-off/in

98. The Sun's energy_____ the surface of the ocean, causing water to evaporate.

+heats

-heat

-heating

-heated

99. More than 80% of all plants_____today are flowering plants.

+living

-live

-lived

-lives

100. Matter is changing all the time because of_____conditions in the world around us.

+changing

-changed

-change

-changes

101. Algae_____simple do not develop flowers; they do not have true roots, stems or leaves.

+being

-be

-is

-are

102. Combining theory with practical activity D.I.Mendeleev_____enormous research in coal, petroleum, iron and steel industries in Russia.

+carried out

-carrying out

-carry out

-carries out

103. Early humans obtained the food_____fruits and vegetables and_____ animals without using weapons.

+by gathering/hunting

-gathering/hunted

-by gathering/hunted

-gathered/hunted

104. Ice melts when_____.

- +heated
- heating
- heats
- heat

105. I showed him the letter_____by my friend.

- +written
- writed
- writing
- wrote

106. _____air and pure air differ in composition.

- +polluted
- pollution
- polluting
- pollutes

107. Silver dissolved in water kills many_____bacteria.

- +harmful
- harm
- harmless
- harmed

108. Cellulose is_____substance found in the plant kingdom.

- +the most abundant
- either/nor

179. What is Stella_____today?

- + wearing
- to wear
- wore
- wear

180. Do you eat_____fruit?

- + a lot of
- many
- lots
- a few

181. _____you walk to school or take a bus?

- +do
- are
- is
- does

182. Are you good_____swimming?

- +at
- in
- for
- on

183. Her mobile phone is_____than mine.

- + more expensive

- many expensive
- much expensive
- a lot expensive

184. Can you get me a _____ of mineral water, please?

- + bottle
- box
- packet
- bag

185. We can go to school and use the library on Saturday afternoons if you like. But we _____.

- + don_ t have to
- mustn_ t
- don_ t used to
- can_ t

186. What are you doing _____?

- + at the moment
- often
- usually
- every day

187. I can_ t _____ without my glasses.

- + see
- watch
- hear
- look

188. John is visiting his girlfriend. He always _____ her on Friday evenings.

- +visits
- to visit
- visited
- visiting

189. – How _____ do you watch a film in English? – Every month.

- + often
- many
- often
- every

190. Did you come here _____ car?

- +by your
- by
- on your
- with your

191. _____ stand and touch your toes?

- +can you
- able you
- have you
- are you

192. The weather is beautiful today. _____ sunny and warm.

- +it_ s
- there is
- it has
- its

193. How _____ sugar do you put in your coffee?

- + much
- many
- any
- some

194. She _____ television every evening.

- +watches
- watch
- to watch
- sees

195. Elephants _____ drink a lot of water every day.

- + must
- has
- was
- need

196. –How _____ you today? – I _____ fine thanks.

- +are
- am
- is
- be

197. – _____ Russian? – No, I can _____.

- + can you speak
- you can
- speak you
- speak

198. I _____ this coat at a shop in London last summer.

- + bought
- buy
- brought
- bring

199. You can have either orange juice _____ tomato juice.

- +or
- both
- neither
- nor

200. Franco _____ 7 years old in 1999.

- + was
- am
- are
- were

201. Sao Paolo is _____ biggest city in South America.

- +the
- an
- a
- than

202. _____ you going to be at home this evening?

- + are
- was

-have

-did

203. –Where did you see Titanic? – I_____it at Cineworld.

+saw

-see

-seen

-look

204. Cities are much_____than they were in the past.

+ noisier

-noisiest

-noisy

-noise

205. Look at _____ aeroplane in the sky! It_s very big!

+that

-it

-this

- these

206. The hunter didn_t _____ the tiger with his gun.

+shoot

-shooting

-shot

-shoots

207. Franco _____ to the cinema after the lesson.

+ went

-wanted

-did go

- gone

208. How _____ is that CD player? – It_s 9 pounds 50 pence.

+ much

-price

-many

-cost

209. _____ never seen a tornado.

+I have

-I_m

-I haven_t

-I was

210. Animals_____their nitrogen from eating plants or other animals.

+obtain

-obtaining

-obtained

-obtains

211. Why do you avoid _____ to me?

+speaking

-speak

-speaks

-spoke

212. The doctor insisted ____ sending the sick man to hospital.

- +on
- in
- at
- for

213. In ____ this experiment they came across some very interesting phenomena.

- +making
- make
- made
- makes

214. The watch requires _____.

- +repairing
- repair
- repaired
- repaires

215. The Independence Day of Uzbekistan _____ on August 31, in 1991 by our President.

- +was declared
- declared
- declaring
- is declared

216. On March 2, 1992 the United Nations Organization _____ the decision to list the Republic of Uzbekistan into the membership.

- +approved
- proved
- approving
- proving

217. The Constitution of Uzbekistan _____ on December 8, in 1992.

- +was adopted
- is adopted
- were adopted
- adopted

218. The law on the state emblem of Uzbekistan _____ on July 2, 1992 at the 8th session of the Supreme Soviet of Uzbekistan.

- +was passed
- is passed
- passed
- was passing

219. -We were at the theatre 2 days ago. The performance was excellent. -Who _____ the leading part?

- +played
- would play
- has played
- did play

220. One day the boys found a man in the forest. He _____.

+was dying

-will die

-had been dying

-had died

221. His father _____ a doctor and he _____ to make his son a doctor, too.

+was/wanted

-was/wants

-will be/would want

-were/wanted

222. During his school years Cronin _____ great attention _____ literature.

+paid/to

-paid/at

-pay/to

-pay/for

223. He _____ the box yesterday, because he had to do it.

+opened

-have opened

-opens

-had opening

224. While the gentlemen _____ the recent events, the ladies _____ about the weather.

+were discussing/were talking

-being discussed/being talked

-are discussing/was talking

-discuss/talk

225. She _____ you a letter three weeks ago.

+sent

-has sent

-had sent

-was sending

226. When he _____ home I _____ him the book.

+comes/will show

-came/showed

-comes/showed

-came/shall show

227. They _____ breakfast at 7 and _____ home at eight.

+had/left

-had/had left

-have/leaves

-had/leave

228. He goes skiing _____ winter.

+every

-always

-very

-ever

229. Certain diseases _____ with antibiotics.

- +are treated
- to be treated
- treated
- to treat

230. Copper, gold and silver _____ metals.

- +are
- to be
- are
- is

231. Magnesium is _____ than aluminium.

- +lighter
- light
- more light
- lightest

232. Althea comes from the Greek and _____ to cure or to cool.

- +means
- mean
- to mean
- meant

233. The generic name comes _____ the Latin VALERE.

- +from
- of
- at
- out

234. Pharmacy is the science which treats _____ medicinal substances.

- +of
- in
- with
- off

235. A capsule is a small starch or gelatinous container _____ a dose of medicine inside.

- +with
- in
- of
- to

236. The prescription _____ in 2 hours.

- +will be prepared
- to prepare
- prepared
- prepares

237. Valerian drugs are used as sedatives _____ hysteria and palpitation.

- +in
- at
- with

-for

238. The effect of antibiotics_____by Fleming in 1929.

+was discovered

-discovered

-has been discovered

-discover

239. Hippocrates_____as an excellent practitioner and a teacher of medicine.

+was known

-known

-to know

-knew

240. Mustard plasters are applied_____the skin_____the dry form.

+ to/in

-of/on

-in/to

-on/in

241. The size and shape_____the suppositories depend_____its projected use.

+of/on

-on/of

-of/in

-of/for

242. _____particle of an element is an atom.

+the smallest

-smallest

-small

-smaller

243. Based on their penetration ointments have been divided_____3 classes.

+into

-to

-for

-in

244. Keep the medicine_____a cold place.

+in

-on

-at

-under

245. Glidants_____to the tablet materials to improve their flow property.

+are added

-added

-was added

-is added

246. A liniment is a preparation of a consistency thinner than an ointment applied_____the skin with friction.

+to

-on

-into

-at

247. The elements of the Periodic Table _____ according to a definite system.

+were arranged

-arranged

-is arranged

-arrange

248. Ointments of the emulsion type and water-soluble bases belong _____ the group of absorption base.

+to

-at

-of

-in

249. The two most plentiful components of air _____ nitrogen and oxygen.

+are

-is

-to be

-was

250. Gold is stable _____ air under normal conditions.

+in

-at

-for

-to

251. Iodine has a high antibacterial potency and _____ in solution as a sterilizing agent on unbroken skin.

+is used

-used

-uses

-are used

252. The food of man and animals contains small amounts of organic substances _____ vitamins.

+called

-call

-calling

-to call

253. The roots of wild growing ginseng _____ than the roots of cultivated ginseng.

+are stronger

-is stronger

-strong

-stronger

254. There _____ several vacant spaces in Mendeleev's periodic table.

+were

-was

-is

-will be

255. Drugs_____for treatment of eye diseases have a pink colour.

+used

-use

-are used

-is used

256. In recent years hundreds of wild herbs_____analyzed and tested.

+have been

-had been

-has been

-having been

257. Chemistry_____thousands of years ago with the use of fire.

+began

-begun

-beginning

-begin

258. In the past all medicines came_____plants and animals.

+from

-to

-in

-out of

259. Senna is gathered by hand and dried_____the sun.

+in

-on

-at

-of

300. Solid medicinal forms are mainly administered_____.

+internally

-internal

-externally

-external

301. Medicines are exported_____many countries.

+to

-in

-from

-into

302. Tablets are divided_____two general classes depending upon their method of manufacture or their use.

+into

-on

-in

-to

303. Senna was introduced into European medicine in the 9th or 10th century_____the Arabians.

+by

-to

-for

-from

304. Some drugs _____ from fruits, leaves, flowers, roots, seeds of the plants.

+are made

-made

-is made

-make

305. Alcohol has a very negative influence _____ the effect of medicines.

+on

-to

-at

-in

306. Corrosion is _____ enemy of metals.

+the worst

-bad

-worse

-worst

307. Pharmacology is a very important subject and we must pay great attention _____ it at our studies.

+to

-at

-of

-in

308. Various types of topical preparations _____ available.

+are

-is

-was

-be

309. Resins are important _____ of industry.

+raw materials

-materials

-raw

-material

310. Pure acetic acid is _____ miscible with water.

+completely

-complete

-completed

-complicated

311. _____ ordinary temperature the amino acids are white crystalline solids.

+in

-at

-of

-from

312. Alchemy was a major source of knowledge ____ 1600s.

+until

-since

-from

-up to

313. Electrons are ____ constant motion.

+in

-at

-of

-to

314. Titanium is more resistant ____ than steel.

+to

-at

-of

-in

315. Lithium is ____ metal in existence.

+the lightest

-light

-lightest

-lighter

316. The ____ atom in the universe is hydrogen.

+most common

-common

-commonest

-most commoner

317. Silver is the best ____ of heat and electricity of all the metals.

+conductor

-conduct

-conducted

-conducting

318. Ozone is toxic ____ the pulmonary system.

+to

-at

-in

-of

319. There ____ many hundreds of millions of chemical compounds.

+are

-is

-were

-be

320. Besides nitrogen and oxygen, there ____ small proportion of the gases in the air.

+is

-are

-were

-will be

321. There are just over 100 different elements ____Earth.

+on

-in

-at

-under

322. There are massive amounts _____magnesium in seawater.

+of

-in

-off

-at

323. _____oxygen there is no life.

+without

-with

-of

-out of

324. There ____a lot of important research last year.

+was

-is

-are

-were

325. There _____several vacant spaces in Mendeleev_s periodic table.

+were

-was

-is

-will be

326. Friction between two objects_____heat.

+produces

-produce

-produced

-producer

327. About 90 elements occur naturally ____Earth and ____the universe.

+on/in

-in/on

-at/in

-in/of

328. The number _____protons equals the number ____electrons in each atom.

+of/of

-off/out

-at/of

-in/of

329. ____combination with hydrogen, oxygen forms water.

+in

-on

-at

-of

330. Nitrogen _____ 80 per cent of the air.

+makes up

-make up

-making

-made

331. The electron is _____ elementary particle which possesses an electric charge.

+the lightest

-lighter

-light

-lightest

332. Vitamins are organic compounds that _____ a variety of functions.

+serve

-served

-service

-serving

333. In the past all medicines _____ from plants and animals.

+came

-come

-coming

-comed

334. Stone Age people _____ fires by rubbing sticks together.

+lit

-light

-lighted

-lited

335. D.I. Mendeleev _____ three gaps in his table and _____ a prediction of the new elements_ properties.

+left/made

-leave/make

-left/make

-leaved/made

336. N. Bohr, a Danish physicist _____ the idea of quanta into atomic physics.

+brought

-bring

-bright

-broughted

337. M. Faraday _____ the nature of the link between electricity and magnetism.

+found

-find

-founded

-finded

338. Alchemy was a form of investigation which _____ in Ancient China.

+arose
-arise
-arisen
-arosen

339. Early men _____ the underground parts of plants and _____ those that tasted good.

+dug up/ate
-dig up/eaten
-dug up/eat
-dug up /aten

340. The discovery of plastic led _____ the development of a whole new family of materials.

+to
-in
-at
-from

341. The development of the microscope as a scientific tool _____ the 17th century brought new insights _____ botany.

+during/to
-between/to
-since/at
-until/to

342. Today the botanists _____ about 400,000 species.

+have described
-has described
-had described
-will have described

343. No one _____ ever _____ a perpetual motion machine.

+has/invented
-have/invented
-had/invented
-will have/invented

344. Modern medical research _____ us some powerful medicines.

+has given
-have given
-had given
-has giving

345. Drugs _____ our lives and improved quality of life in countless ways.

+have extended
-has extended
-have extending
-had extending

346. There _____ thousands of studies on the effect of herbs.

+have been
-has been
-had been

-having been

347. Over the past century the concentration of carbon dioxide in the atmosphere_____by about 25%.

+has risen

-have risen

-had risen

-have rised

348. Ancient men_____and_____at least 12 elements.

+knew/used

-kn-knew/using

-at

-from

-for

358. Keep this medicine_____the reach of children.

+out of

-out from

-out off

-out for

359. Do not give this medicine_____anyone else.

+to

-for

-from

-at

360. Take this medicine_____meals or snacks.

+with

-for

-from

-of

361. Take_____a full glass_____water.

+with/of

-of/with

-off/in

-with/for

362. Liquid_____constantly_____to flow.

+is/trying

-are trying

-is /tried

-are tried

363. One answer_____pollution is to reduce wastes.

+to

-for

-from

-in

364. Hot gases _____ the sun have high pressure and try to expand.

- +in
- on
- at
- of

365. Shortage _____ water in the body begins to cause obvious changes when the water is reduced _____ about 10%.

- +of/by
- off/by
- of/for
- off/in

366. The Sun's energy _____ the surface of the ocean, causing water to evaporate.

- +heats
- heat
- heating
- heated

367. More than 80% of all plants _____ today are flowering plants.

- +living
- live
- lived
- lives

368. A forceful earthquake _____ in Tashkent on April 26, 1966.

- +took place
- take place
- taken place
- taking place

369. The Republic of Uzbekistan is rich _____ various mineral water sources which have medicinal properties.

- +in
- with
- on
- at

370. Last year I _____ to Costa Rica.

- +went
- have gone
- am going
- go

371. Mercedes _____ a new car. It _____s called the Smart car.

- +have built
- build
- had built
- building

372. I haven_ t seen John _____ 2001.

- +since

-before

-for

-until

373. Usually Sue cycles to college but today she ____.

+is walking

-walk

-walking

-walks

374. Ouch! I ____ my finger!

+have just cut

-had just cut

-am just cutting

-will just cut

375. Have you ever ____ to Bangkok?

+been

-went394. In the future, everyone ____ a computer in their car.

+will have

-has

-is having

-having

395. I thought the book was very ____.

+exciting

-excite

-excitement

-excited

396. The hotel ____ by a large fire.

+was destroyed

-destroys

-is destroyed

-destroy

397. Is this the boy ____ bike you found?

+whose

-that

-which

-who

398. I ____ your jacket is in the sitting room.

+think

-am thinking

-will think

-thought

399. Dad can't come to the phone because he ____ the dinner.

+is cooking

-cooks

-cooked

-will cook

400. What_____to do?

+do you want

-are you want

-does you want

-is you want

401. I_____in ghosts.

+don_t believe

-am not believe

-don_t believing

-aren_t believe

402. If the weather is good, I_____the children to the park.

+will take

-taken

-have taken

-took

403. Write soon and give me all your_____.

+news

-information

-facts

-stories

404. Nicky_____a film when the fire started.

+was watching

-watches

-is watching

-will watch

405. There is a cinema in the town centre,_____there?

+isn_t

-doesn_t

-hasn_t

-wasn_t

406. It_s Sunday so I_____ get up early.

+don_t have to

-didn_t had

-haven_t to

-hadn_t to

407. ____a lot of people on this train.

+there are

-it is

-there is

-they are

408. Next year I_____seventeen.

+will be

-be

-can be

- am being

409. The manager will see you ____ Tuesday morning.

+on

-in

-at

-during

410. I__m sorry Peter isn__t here. He ____ out.

+has gone

-will go

-goes

-is going

411. There is____at home. I__ve been ringing all day.

+no one

-everyone

-anyone

-someone

412. ____these shoes in size 37, please?

+have you got

-do you got

-are you got

-you got

413. The dentist told me____my teeth after every meal.

+to clean

-clean

-cleaning

-cleaned

414. Look! The cat is in the tree. We should____it.

+help

-to help

-helping

-will help

415. Nathan is very selfish. He never thinks about____people.

+other

-any

-some

-every

416. When____finish?

+did you

-have you

-are you

-you

417. If you____ice, it melts.

+heat

-heats

-heated

-will heat

418. Where can I get ____ information about the sports centre?

+any

-a

-some

-an

419. I think your letter is _____ on my desk.

+somewhere

-nowhere

-anywhere

-everywhere

420. When _____ the party?

+did you leave

-have you left

-did you left

-do you left

421. -Have you ever seen an eclipse?|| – No, I ____.

+haven_ t

-don_ t

-didn_ t

-hadn_ t

422. Everybody says that Rio de Janeiro is very ____.

+beautiful

-more beautiful

-beautifully

-beauty

423. What is the _____ mammal in the world?

+biggest

-big

-bigger

-most big

424. Drugs are chemical substances _____ in medicine in the cure, treatment, or prevention of disease in man and animals.

+used

-using

-uses

-use

425. Drugs _____ from various parts of plants, such as roots, leaves and fruit.

+are obtained

-is obtained

-obtaining

-obtained

426. Drugs may be classified according_____their morphology, the taxonomy of the plants and animals from which they are obtained, their therapeutic applications, their chemical constituents.

+to

-for

-in

-with

427. When starch_____with dilute sulphuric acid, it transforms into glucose.

+is heated

-heated

-heats

-heating

428. All proteins are_____in water though some proteins are soluble in alcohol.

+insoluble

-unsoluble

-undersoluble

-insolubled

429. Leaves of this plant_____in spring before first flowers appear.

+are collected

-is collected

-collected

-are collecting

430. Many of our most useful drugs_____in antiquity long before the development of sciences.

+were known

-was known

-is known

-known

431. Pharmaceutical firms_____continually_____new drugs.

+are developing

-is developing

-developing

-developed

432. Stella's father is a_____. He built my house.

-building

+ builder

- built

- build

433. Simon has lost_____mobile phone.

-he

- its

+his

- their

434. We_____go to school yesterday because it was Sunday.

+didn't

- weren't

- wasn't
- don't
435. What _____ you going to do tomorrow evening?

-was
+are
-can
- did

436. Franco _____ like eating English breakfast.
-aren't
- isn't
-don't
+doesn't

437. David borrowed some money _____ a car.
-buy
- buying
+ to buy
-going to buy

438. What is Stella _____ today?
-wore
-to wear
+wearing
- wear

439. Do you eat _____ fruit?
-many
+ a lot of
- lots
- a few

488. There is a cinema in the town centre, _____ there?
-doesn't
-hasn't
-wasn't
+isn't

489. It's Sunday so I _____ get up early.
-didn't had
+don't have to
-haven't to
-hadn't to

490. Diana hasn't got _____ money.
+any
-some
-many
-no

491. _____ a lot of people on this train.
-It is
-They are
+There are

-There is

492. Next year I _____ seventeen.

-can be

-be

+will be

-am being

493. The manager will see you _____ Tuesday morning.

-In

+on

-at

-during

494. I _____m sorry. Peter isn't here. He _____out.

-is going

-goes

-will go

+has gone

495. There is _____at home. I _____ve been ringing all day.

-everyone

-anyone

+no one

-someone

496. _____these shoes in size 37, please?

-You got

-Do you got

+Have you got

-Are you got

497. The dentist told me _____my teeth after every meal.

-cleaned

-clean

+to clean

-cleaning

498. Look! The cat is in the tree. We should _____it.

-to help

-will help

+help

-helping

499. Nathan is very selfish. He never thinks about _____people.

+other

-any

-some

-every

500. When _____finish?

-you

-have you

+did you

-are you

501. If you _____ice, it melts.

-heats

+heat

-heated

-will heat

502. Where can I get _____ information about the sports centre?

-any

-a

+some

-an

503. I think your letter is _____ on my desk.

-nowhere

+somewhere

- anywhere

-everywhere

504. He needs _____ new printer. He should buy one soon.

-the

-a

+an

-some

505. Is that _____ car over there?

+their

-they

-there

-them

ASSESSMENT CRITERIA

**O'ZBEKISTON RESPUBLIKASI SOG'LIQNI SAQLASH
VAZIRLIGI TOSHKENT FARMASEVTIKA INSTITUTI
TILLAR KAFEDRASI**

“TASDIQLAYMAN
O_quv va tarbiyaviy ishlar
bo`yicha prorektor, prof.
Z.A.Yuldashev _____
2020 yil — ___ || _____

XORIJIY (INGLIZ) TIL FANIDAN

3-KURS TALABALARI BILMINI

BAHOLASH MEZONLARI

**Kafedra yig`ilishida tasdiqlangan
Bayonnoma № _____ 2020**

TOSHKENT -2020

Fan bo'yicha talabalar bilimni baholash va nazorat qilish mezonlari.

Ushbu baholash me'zoni O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug'iga va O'zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son -Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'grisida'gi qaroriga muvofiq ishlab chiqilgan.

Talabalarining fan bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi, -Xorijiy til II 1-kurs fani bo'yicha talabalar bilimni nazorat qilish va baholash tizimi quyidagicha belgilandi:

- joriy nazorat (JN);
- mustaqil ish (TMI)
- yakuniy nazorat (YaN).

— Xorijiy til II fani bo'yicha talabaning semester davomida o'zlashtirish ko'rsatkichi 5 baho bilan amaliy mashg'ulotning ikkinchi darsidan baholanadi.

Baxolash usullari	Yozma so'rov, yozma ishlar, og'zaki so'rov
Baholash mezonlari	5 baho "a'lo" - fanga oid nazariy va amaliy tushunchalarni to'la o'zlashtira oladi - fanga oid o'zlashtirilgan bilim va amaliy ko'nikmalarni ijodiy fikrlay oladi - Talabalar uy vazifasini xatosiz bajaradi; tez va xatosiz o'qiydi; leksik birlikni yozishda 1 ta orfografik xatoga yo'l qo'yadi, o'tilgan mavzuni tahlil qiladi va qo'llaydi, umumlashtiradi, darsda faol qatnashadi.

	<p>4 baho “yaxshi” -fanga oid o_zlashtirilgan bilimlarni mustaqil fikrlaydi. - Uy vazifasini xatosiz bajaradi; so`zlarni o`qishda 1,2 ta xatoga yo`l qo`yadi, leksik birlikni yozishda 1,2 ta orfografik xatoga yo`l qo`yadi va 1 ta so`zni bilmaydi, o`tilgan mavzuni tushunadi va qo`llaydi, darsda faol qatnashadi.</p>
	<p>3 baho “qoniqarli” - Uy vazifasini bajarishda 1ta grammatik xatoga yo`l qo`yadi; so`zlarni o`qishda 2 ta xatoga yo`l qo`yadi, leksik birlikni yozishda 2,3 ta orfografik xatoga yo`l qo`yadi va 2 ta so`zni bilmaydi, o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi.</p>
	<p>2 baho “qoniqarsiz” -o`tilgan fanning nazariy va amaliy tushunchalarni bilmaslik. - Talaba uy vazifasini daftariga yozib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi. Mohiyatini tushunmaydi, aniq tassavurga ega emas, mustaqil fikrlay olmaydi. Leksik birlikni to`g`ri yoza olmaydi.</p>

TMIning baholash mezonlari

Talabani mustaqil ishi O`zR Oily va o`rta maxsus ta`lim vazirligining 21.02.2005 yil 34-sonli buyrug`i va instituti rektori tomonidan 2005 yil 3 sentyabrda tasdiqlangan -Talaba mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to`g`risida Nizom asosida tashkil etiladi.

Talabalarning mustaqil ishi uchun maksimal 5 baho bilan baholanadi:

a'lo	-5
Yaxshi	-4
Qoniqarli	-3
Qoniqarsiz	-2

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatleri
1	“5” a'lo	1. Og`zaki va yozma nutqda grammatika va leksikani 90-100% to`g`ri va xatosiz ishlatsa; 2. Tarjimalarni a`lo darajada qila olsa; 3. Mavzuga bog`liq qisqacha xulosani 90-100% to`g`ri yoza olsa; 4. Mavzu bo`yicha a`lo taqdimot tayyorlasa
2	“4” yaxshi	1. Og`zaki va yozma nutqda grammatika va leksikani 70- 89% 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 70- 89% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha yaxshi taqdimot tayyorlasa
3	“3”qoniqarli	1. Og‘zaki va yozma nutqda grammatika va leksikani 60-69% 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 60 - 69% to‘g‘ri yoza olsa; 4. Mavzu bo‘yicha qoniqarli taqdimot tayyorlasa
4	“2”qoniqarsiz	Belgilangan topshiriqlarni bajarmasa

Oraliq nazoratni baholash

Oraliq nazoratni o‘tkazish O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta‘lim vazirining 2018 yil 9 avgustdagi 19-2018-son buyrug‘iga va O‘zbekiston Respublikasi Prezidentining 2018 yil 5 iyundagi PQ 3775-son –Oliy ta‘lim muassasalarida ta‘lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng kamrovli isloxlarda faol ishtirokini ta‘minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida‘gi qaroriga muvofiq semestr davomida haftasiga 4 akademik soatdan kam bo‘lgan fanlar bo‘yicha ON o‘tkazilmaydi.

Yakuniy nazoratni baholash mezonlari

Yakuniy baholash –Xorijiy tillar 1-kurs fani bo‘yicha mashg‘ulotlar tugagandan so‘ng o‘tkaziladi. YaN ga –Xorijiy tillar 1-kurs fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo‘lgan talabalar qo‘yiladi. YaN institut ilmiy kengashi qaroriga binoan test shaklida o‘tkaziladi.

Yakuniy baholash mezonlari:

YaN ga — Xorijiy til || 3-kurs fanini muvaffaqiyatli yakunlagan hamda JN, va TMI dan ijobiy bahoga ega bo‘lgan talabalar qo‘yiladi. Yakuniy baholash mezonlari:
agar talaba 30 savoldan iborat bo‘lgan testning 90–100% ga to‘g‘ri javob bersa 5 baho; 2) agar talaba 30 savoldan iborat bo‘lgan testning 70– 89 % ga to‘g‘ri javob bersa 4 baho; 3) agar talaba 30 savoldan iborat bo‘lgan testning 60 - 69 % ga to‘g‘ri javob bersa 3 baho; 4) 60 % dan past – 2- qoniqarsiz|| baho qo‘yiladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a‘lo	5
Yahshi	4
Qoniqarli	3

YaN da talabaniing bilim, ko`nikma va malakalari fanning umumiy mazmuni doirasida baholanadi. YaN fan bo`yicha o`quv mashg`ulotlari tugaganidan so`ng o`tkaziladi. YaN da maksimal ball 5 baho.

JN, TM ga ajratilgan umumiy baholarning har biridan saralash balini to`plagan talabaga YaN ga ishtirok etishga huquq beriladi.

YaN o`tkazish shakli – test Ilmiy Kengash qarori bilan belgilanadi.

JN, YaN turlarida fanni 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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