

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



**THE TASHKENT PHARMACEUTICAL INSTITUTE  
LANGUAGES CHAIR**

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

**TASHKENT-2019**

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

**THE TASHKENT PHARMACEUTICAL INSTITUTE**

**LANGUAGES CHAIR**

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

**Knowledge domain:** 500000 - Healthcare and Social provision  
**Educational domain:** 510000 - Healthcare  
**Educational directions:** 5320500 – Biotechnology (Pharmaceutical  
Biotechnology)  
5310901– Metrology, stantardization and management of  
Production Quality (Medicinal substances)

**TASHKENT-2019**

**This teaching - methodical complex was prepared according to the teaching programme confirmed order № 107 on 1 March, 2017 of The Ministry of Higher and Secondary Special Education.**

**Compilers:**

**U.M. Yunusova- senior teacher of the Languages Chair of the  
Tashkent Pharmaceutical Institute**

**N.A. Akhmedova - teacher of the Languages Chair of the  
Tashkent Pharmaceutical Institute**

**Reviewers:**

***Jalilov F.* – Chairman in the Tashkent Pharmaceutical Institute**

***Alimova H.-* senior teacher of the Foreign Languages Chair,  
Uzbekistan National University**

**TMC on the Foreign Language for the 3<sup>rd</sup> year students of Bachelor degree in Biotechnology and Metrology, standardization and management of Production Quality direction of Industrial Pharmacy faculty is discussed and recommended to confirm on the Branch Methodical Council of Languages on the “ \_\_\_\_\_ ” of \_\_\_\_\_ in 201\_\_.  
Record № \_\_\_\_\_**

**Chief of the Branch Methodical Council of Languages \_\_\_\_\_ PhD. S.M.Tuychieva**

**TMC is discussed and recommended to confirm on the Central Methodical Council of the Tashkent Pharmaceutical Institute on the “ \_\_\_\_\_ ” of \_\_\_\_\_ in 201\_\_.  
Record № \_\_\_\_\_**

**Chief of the Central Methodical Council \_\_\_\_\_ Z.A.Yuldashev**

**TMC is discussed and confirmed on the Academic Board of the Tashkent Pharmaceutical Institute on the “ \_\_\_\_\_ ” of \_\_\_\_\_ in 201\_\_. Record № \_\_\_\_\_**

**Scientific Secretary \_\_\_\_\_ V.Haydarov**

---

## CONTENTS



INTRODUCTION .....	5
I. TEACHING MATERIALS .....	10
CASE STUDY .....	78
II. SELF –STUDY THEMES.....	85
III. GLOSSARY .....	91
IV APPENDIX .....	98
a) STANDARTIZED PROGRAMME .....	99
b) WORKING PROGRAMME.....	114
c) HANDOUTS.....	127
d) TESTS .....	137
e) ASSESSMENT CRITERIA .....	172
V. LIST OF USED LITERATURE .....	177

## **INTRODUCTION**

**This Teaching-Methodical Complex is intended for the 3<sup>rd</sup> -year students in Biotechnology and Metrology, standardization and management of Production Quality direction 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 3<sup>rd</sup> -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	Mark
1	Introduction : <b>Unit 1 World's new vision</b> 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	100
3	Integrated skills: Lesson 2 Speaking: <i>Predictions</i> Listening: <i>Top Scientific Breakthroughs</i> Text: <i>"Liquid medicinal forms"</i>	2	100
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	100
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> Text: <i>"Practice of pharmacy"</i>	2	100
6	Integrated skills: Reading: <i>Oriental Contributions to Civilization</i> Writing: <i>Article review</i> Text: <i>"The chemist's shop"</i>	2	100
7	<b>Review:</b> Listening: <i>Interview</i> Reading: <i>ICT</i>	2	100
8	<b>Unit 2 Futurology</b> 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 The drug annotation: <i>"Dostinex tablets"</i> .	2	100
9	Integrated skills: Grammar: <i>Phrasal verbs</i> (come to, come back to...)	2	100

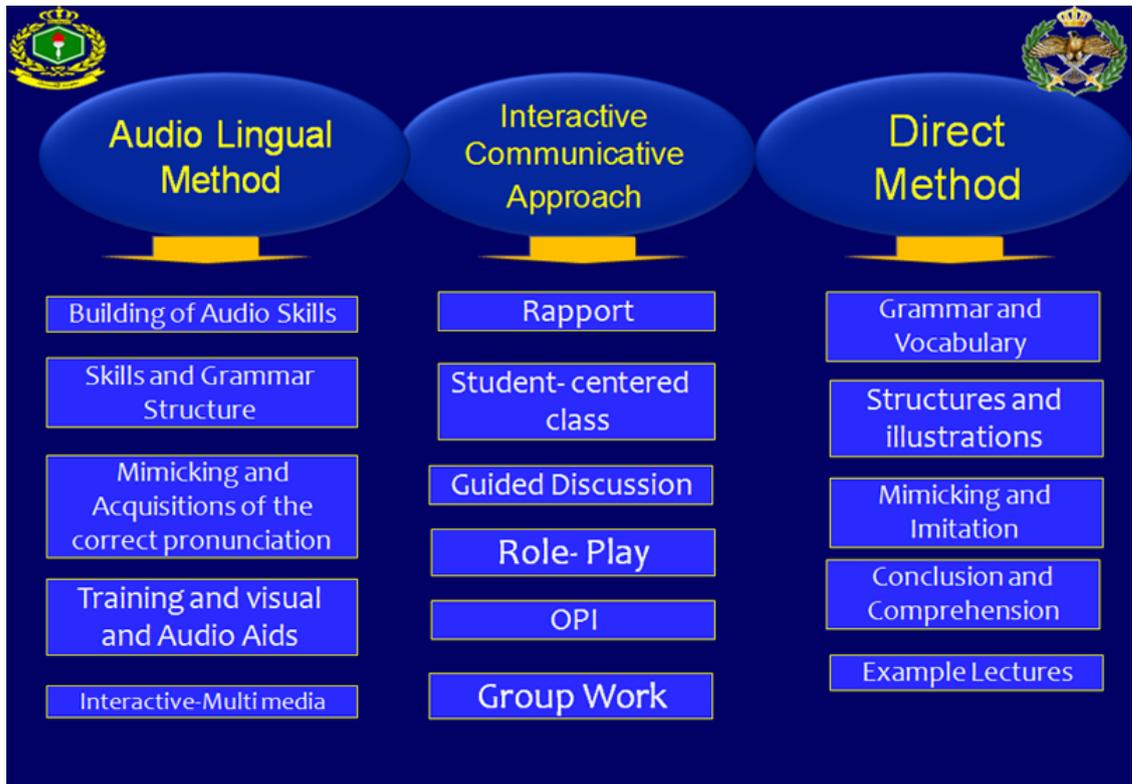
	Reading: <i>Social needs and Education</i> Writing: <i>Report writing</i> Reading and Writing Text: " <i>Solution</i> " (TB, p. 216). The drug annotation " <i>Duexis</i> ". (DA, p.30).		
10	Integrated skills: Lesson 5 Speaking: <i>Professional networking</i> Listening: <i>What is Networking?</i> Text: " <i>Preparation of tablets</i> ", (TB, p.197).		100
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	100
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	100
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	100
14	<b>Review:</b> Speaking and Writing <i>Networking</i>	2	100
15	Text: " <i>Vitamins</i> " Integrated skills: Reading and Writing The drug annotation: " <i>Amphotericin B</i> " (DA, p.11).	2	100
16	Integrated skills: Reading and Writing Text: " <i>Vitamin B1</i> " The translation of drug annotation " <i>Benzamycin</i> "	2	100
17	Text: " <i>Sulfanilamide and its derivatives</i> ", p. 1. (TB, p. 238)	2	100
18	<b>Final lesson</b> Translation of drug annotations. Revision of oral themes	2	<b>100</b>

## 6-semester

№	Themes	Hours	Mark
1	Introduction : <b>Unit 3 Academic Life</b> 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	100
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	100
4	Integrated skills: Grammar: <i>Quantifiers</i> Reading: <i>Public Speaking Exercises</i> Writing: <i>Persuasive Essays</i> Text: <i>“Cardiac glycosides”</i>	2	100
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	100
6	Integrated skills: Reading: <i>Recognition</i> Writing: <i>Letter of Certificate</i> The drug annotation: <i>“Kaletra”</i> . (DA, p.32).	2	100
7	<b>Review:</b> Listening and Reading <i>Freelance</i>	2	100
8	<b>Unit 4 Benefits</b> 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	100
9	Integrated skills:	2	100

	Reading: <i>Agent 007 Gadgets</i> Speaking: <i>My Gadgets</i> The drug annotation " <i>Accretropin</i> "		
<b>10</b>	Lesson 11 Immortal Tracks Integrated skills: Speaking: <i>Great Works</i> Listening: <i>Inventions that Changed our Lives</i>		100
<b>11</b>	Integrated skills: Grammar: <i>Relative Clauses</i> Reading: <i>Minor Planet "Samarkand"</i> Writing: <i>Process Analysis</i>	2	100
<b>12</b>	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	100
<b>13</b>	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	100
<b>14</b>	<b>Review:</b> Listening and Reading <i>Personal Ambition in Science</i>	2	100
<b>15</b>	Integrated skills: Reading and Speaking. <i>"My future profession is a pharmacist"</i>	2	100
<b>16</b>	Integrated skills: Listening and Speaking. The drug annotation: " <i>Prednizolone</i> ". (DA, p.51). " <i>My native town</i> "	2	100
<b>17</b>	The drug annotation: " <i>Methyldopa</i> ". (DA, p.51). Text: " <i>Antibiotics</i> "	2	100
<b>18</b>	<b>Final lesson</b> Translation of drug annotations. Revision of oral themes	2	<b>100</b>

***TEACHING  
MATERIAL***



## Audio-lingual method

### Procedures:

Mimicry, memorization, repetition

Mainly speaking

No grammar explanations

Very little vocabulary teaching

A grammatical syllabus

Emphasis on accuracy

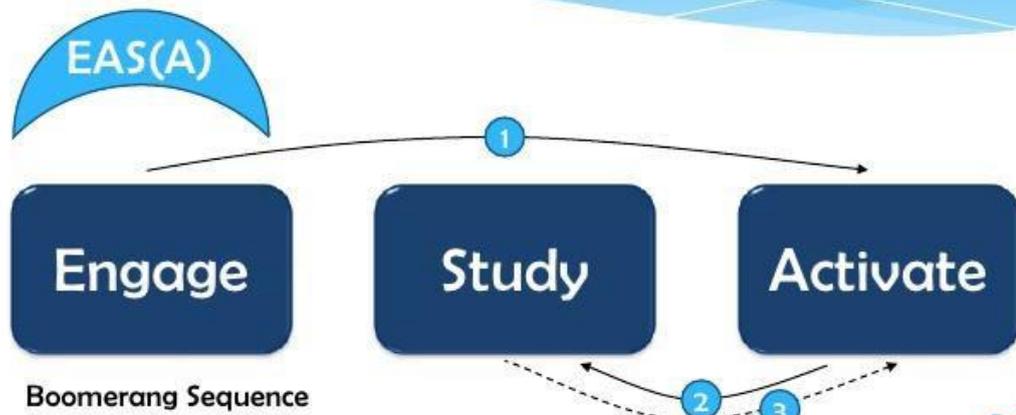
### Underlying rationale:

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.)

# 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.*

# 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	→ <b>to work</b>
he is working / will be working	→ <b>to be working</b>
he worked / has worked / had worked / will have worked	→ <b>to have worked</b>
he was working / has been working / had been working / will have been working	→ <b>to have been working</b>

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?

## 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

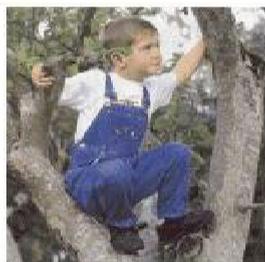
- ◆ **Compound nouns** are nouns that are made of two or more parts and are formed as follows:
  - a) **noun + noun.** The plural is usually formed by adding *-s/-es* to the second noun.  
e.g. *ticket inspector* → *ticket inspectors*
  - b) **-ing form/adjective + noun.** The plural is formed by adding *-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

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)

## 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.*

## 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 **stony** 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, 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** southwest/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.*



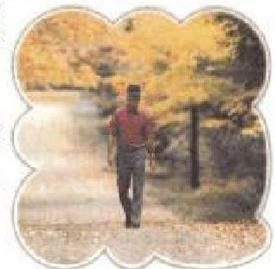
- c) for two or more simultaneous past actions.

*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

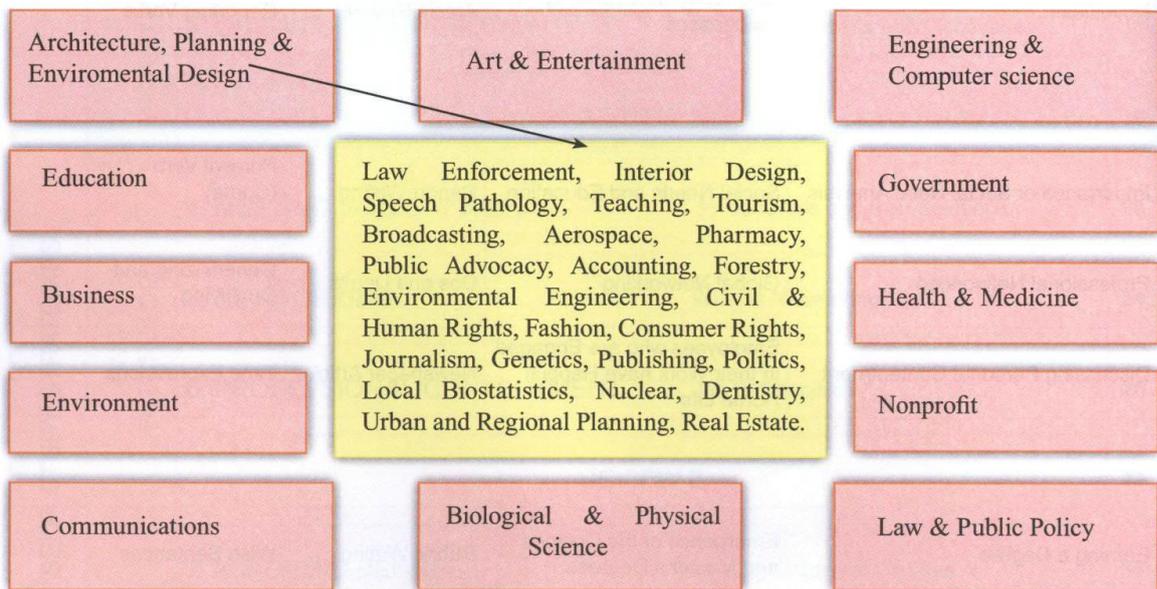
# UNIT 1

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.



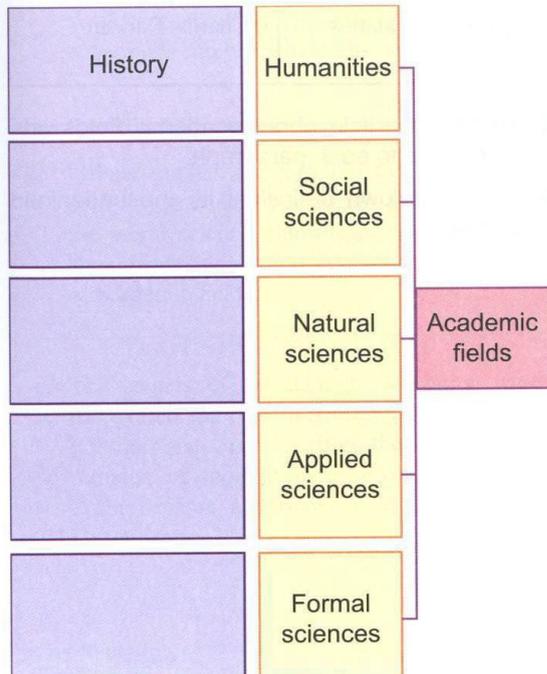
### 1 Match the words and their definitions

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.



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) Eulicid
	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 20<sup>th</sup> 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.

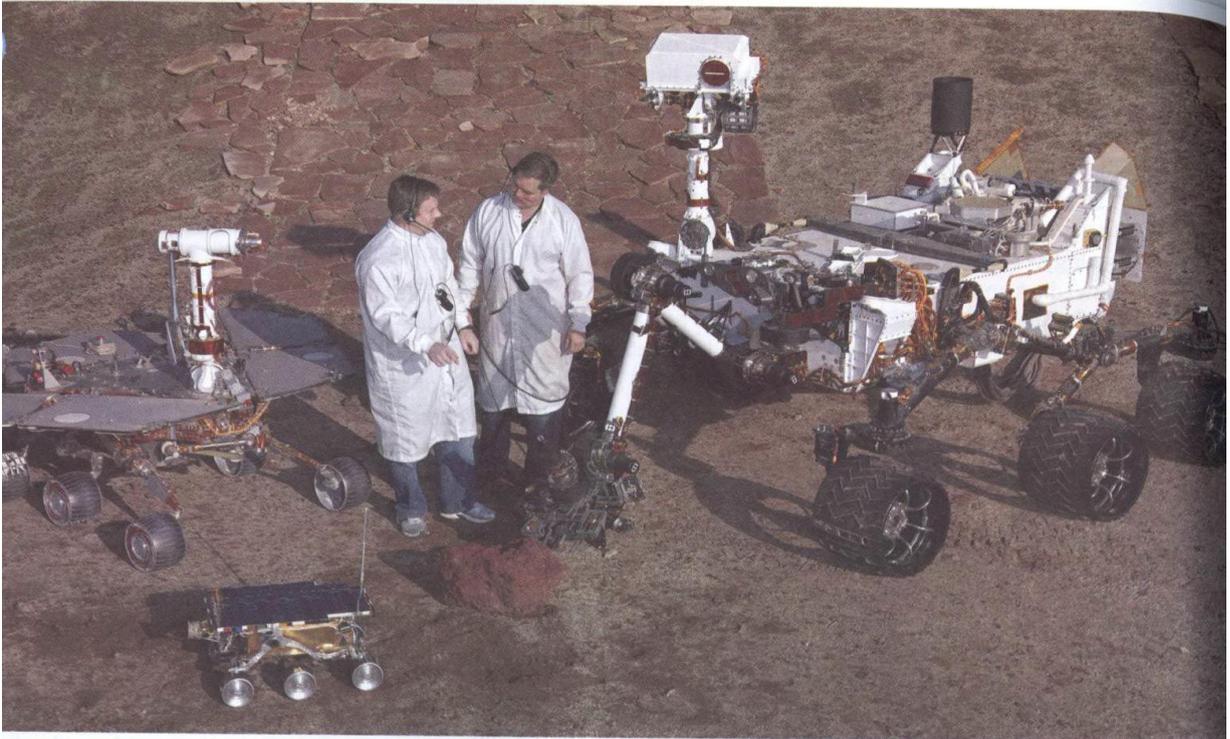
Solid medicinal forms are mainly administered internally.



# 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.

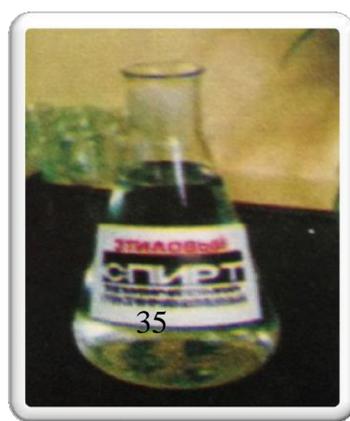
**An infusion** is a liquid extract obtained by steeping or soaking any substance in water without boiling (infusion of the Lily of the Valley).

**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.

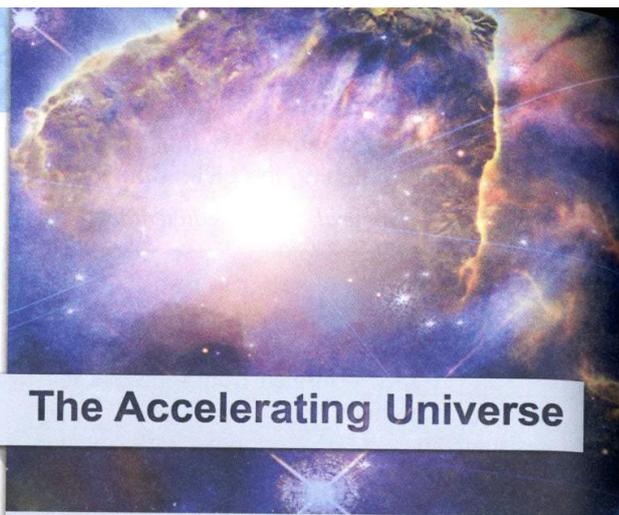
- |                  |                           |
|------------------|---------------------------|
| a. an expansion  | 1. a crisis               |
| b. a curvature   | 2. an enlargement, growth |
| c. to verify     | 3. a swing, variation     |
| d. to encompass  | 4. bending                |
| e. 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.

- reporting about current knowledge of the research problem – \_\_\_\_\_
- defining main objectives or key features of the research paper – \_\_\_\_\_
- stating research methods – \_\_\_\_\_
- describing or giving a summary of the research results – \_\_\_\_\_
- 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.

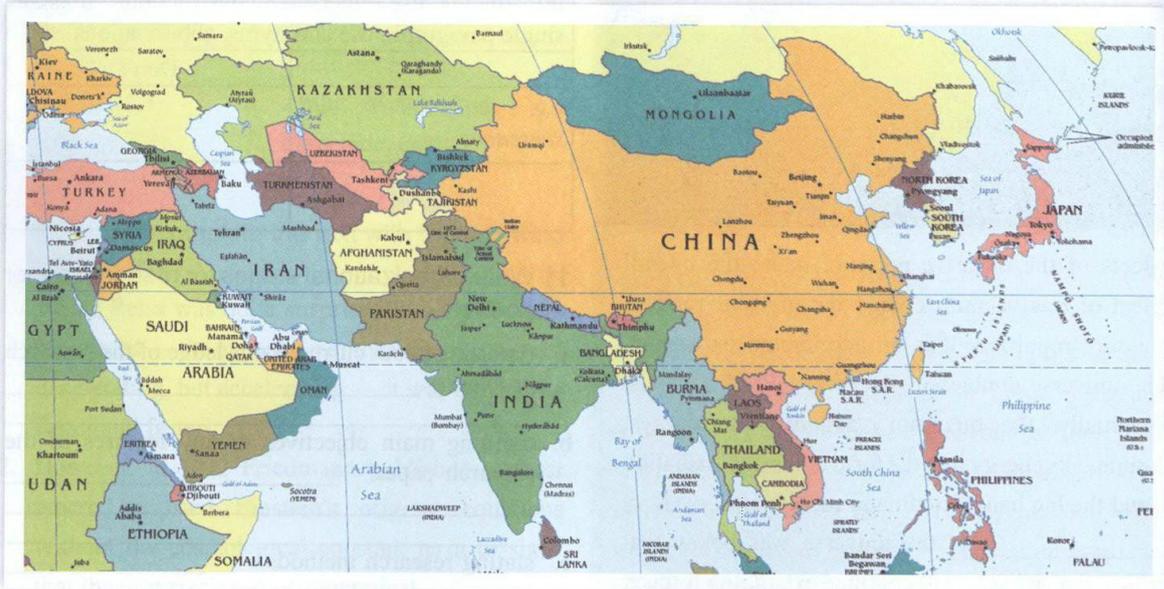


# PRACTICAL LESSON 5

## 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 – шоҳкуя 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/ Samarkand manuscript/

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](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 4<sup>th</sup> century.
- c) Senna was introduced into European medicine in the 9<sup>th</sup> or 10<sup>th</sup> century by the Arabians.

**5. Speak on the topic: "Forms of drugs".**

## ***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) Tabletkalar soʻzi lotincha “tabula” soʻzidan olingan. (Слово таблетка произошло от латинского слова “tabula”).

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

c) Ampulanibirinchi marta Rusolimi 1885 yilda taklif etgan. (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”.**

## ***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".**

# 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?

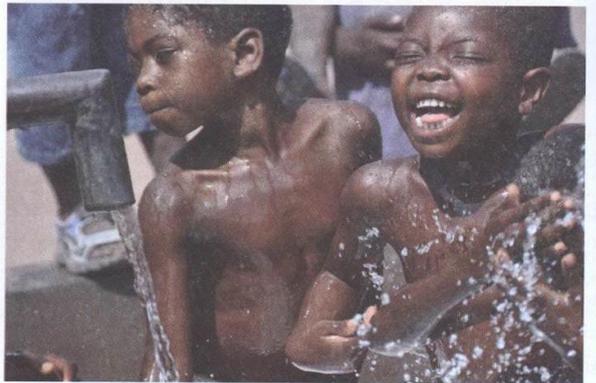
---



---



---



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.



## 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 H<sub>2</sub> 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 H<sub>2</sub> 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 H<sub>2</sub>-receptors. The primary clinically important pharmacologic activity of famotidine is inhibition of gastric secretion.

### **NOTES**

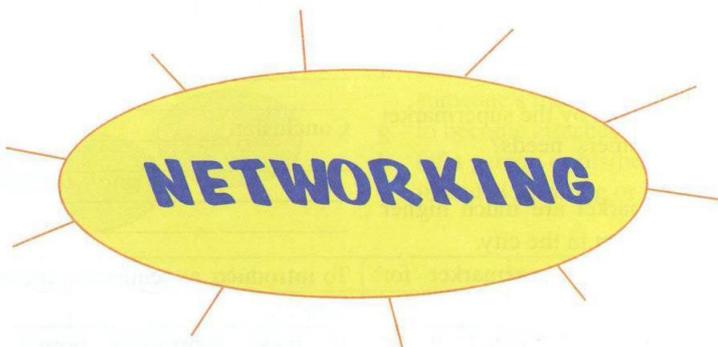
1. pain relief – оғрик белгиси - характер боли
2. stomach acidity – ошқозон шираси – желудочная кислотность
3. be swallowed whole – бутунлигича ютиш – глотать целиком
4. lowerdose – майда доза – мелкая доза
5. soft tissue – юмшоқ тўқима – мягкая ткань
6. endoscopic evaluation – ошқозон йўллари текшируви – 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 2. mutually beneficial bonds 3. buzzword 4. referral 5. hidden job market 6. the payoff 7. social media 8. a valuable supplement 9. a stand-alone approach 10. face time 11. bend 12. agile 13. complimentary services	a) a close connection joining two or more people to be helpful or have a good effect on each other; 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; 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 d) building relationships in order to obtain certain benefits in the future; e) market which deals with unemployment; f) praising or expressing admiration for someone; if tickets, books, etc. are complimentary, they are given free. g) quick in movement and nimble h) the main means of mass communication relating to society, organizations or communities; i) the way, which is used when one can operate on his own without help from others; j) time spent in face-to-face contact with someone k) to force or to be forced; l) upscale thing which is added to something else in order to improve it or complete it; something extra; 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.

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**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:

- What is satisfaction in science?
- Does satisfaction hold any "must" criteria?
- Does satisfaction have a limit?
- Is satisfaction based on moral or finance?
- Does 'satisfaction' have any correlation with 'proud'?
- What are the emotional features of a 'satisfied science man'?
- 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 \_\_\_\_\_.

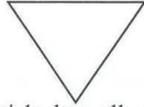
### Employees Who Are Engaged In Their Work Have Happier Home Life

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

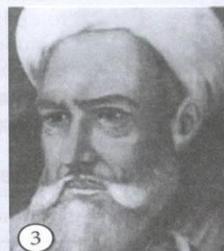
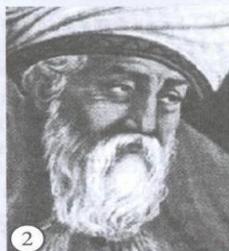
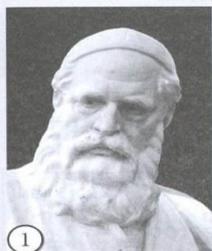
Why: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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 Perford \_\_\_\_\_

<b>Title:</b>	
<b>Author:</b>	
<b>Publication:</b>	
<b>Page(s):</b>	<b>Date:</b>
<b>Summary:</b>	
<b>Critique:</b>	

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 D<sub>5</sub> 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<sup>o</sup> to 8<sup>o</sup> C (35.6<sup>o</sup> to 46.4<sup>o</sup> 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

### VITAMIN B<sub>1</sub> (THIAMINUM BROMATUM)



It is a white crystalline powder with a slightly yellow colour and specific odour. Vitamin B<sub>1</sub> is readily soluble in water, methyl alcohol and insoluble in ether. Melting point of thiaminum bromatum is 210-215<sup>0</sup>. It is easily destroyed in neutral and alkaline solutions and stable in acid.

Thiaminum bromatum is a synthetic preparation which fully corresponds to natural vitamin B<sub>1</sub>. In nature it is contained in yeast, in brown bread and other products. Man and most animals are incapable to manufacture B<sub>1</sub> and one receives it with food. It is stored to a considerable extent especially by the liver and kidneys. In spite of the fact that vitamin B<sub>1</sub> is present in many food products, the requirements of the organism in it are not always satisfied.

Vitamin B<sub>1</sub> is essential for human nutrition. It is connected with carbohydrate metabolism. The deficiency of vitamin B<sub>1</sub> may lead to the accumulation of lactose in the tissues and this may cause polyneuritis and decompensation of cardiovascular action. The lack of vitamin B<sub>1</sub> in food leads to a serious disease—beriberi.

Minimum daily requirement of this vitamin for children till 7 years 1 mg, for adults—2 mg and for pregnant women — 2,5 - 3 mg.

### BENZAMYCIN



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

**Company:** Dermik Laboratories **Approval Status:** Approved November 2000

**Treatment for:** Acne vulgaris

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

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

### **Side Effects**

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

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

### **Mechanism of Action**

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

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

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

### **NOTES**

1. acne infection – хуснбузар инфекцияси – инфекция угрей
2. non-inflammatory – яллиғланишсиз – без воспаления
3. nodules – тугунлар - узелки
4. disfiguring – ўсишдаги сезиларли етишмовчилик -

5. permanent scarring – яраининг узоқ вақт битиши – долговременное рубцевание
6. peeling – терининг пўст ташлаши – отшелушивание кожи
7. oiliness – ёғлилик - жирность
8. tenderness of the skin – терининг юққалашуви – истончение кожи

## **PRACTICAL LESSON 17**

### **SULFANILAMIDE AND ITS DERIVATIVES**



The most important development in the history of chemotherapy was the discovery of the antibacterial powers of p-aminobenzene sulfonamide and its derivatives. This compound is better known as sulfanilamide, which is a perfectly proper chemical name, since it is the amide of sulfanilic acid.

Synthesis. The fundamental intermediate common to all the derivatives of sulfanilamide is N—acetylsulfanilyl chloride.

On treatment with excess ammonia and hydrolysis of the acetyl group with excess mineral acid or base sulfanilamide is produced.

The choice of base or acid for hydrolysis depends on the nature of the compound.

Sulfanilamide is a white, odourless, crystalline compound with a slightly sweet taste, melting range 164,5° to 166,5°, soluble in water. It is readily soluble in boiling water, hot alcohol, cold hydrochloric acid, cold dilute sodium hydroxide, and cold acetone. It is soluble in ether, chloroform, and benzene. It is assayed by solution in hydrochloric acid and diazotization with standard sodium nitrite solution, using starch - iodine to determine the end point. This same method of assay is used for all N— substituted sulfanilamides.

Sulfanilamide is usually given in the form of tablets. In both mild and severe infections, the usual dose is calculated as 0,1 gm kilogram of body weight per day, divided into six parts and given at intervals of 4 h, day and night until the temperature of the patient normal for 5 days. The drug exhibits a number of toxic reactions such as dizziness, cyanosis, hemolytic anemia, psychosis, acidosis, fever and rash. Adequate care by a physician is, therefore, essential in the use of the drug. Sodium bicarbonate is commonly given to counteract acidosis. It has been found that p - aminobenzoic acid in relatively small amounts overcomes the

antibacterial action of sulfanilamide its derivatives.

The administration of local anaesthetics derived from this compound such as procaine, monocaine, etc., therefore, must be avoided.

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

### **THIOPENTAL SODIUM**

Thiopental is a representative of intravenous anaesthetics. Various drugs can serve as alternatives.

*Injection* (powder for solution injection), thiopental sodium, 0.5g and 1g ampoules.

**Uses:** indication for anaesthetic prior to administration of inhalational anaesthetic; anaesthesia of short duration.

**Contraindications:** inability to maintain airway; hypersensitivity to barbiturates; cardiovascular disease; dyspnoea or obstructive respiratory disease; porphyria.

**Precaution:** local extravasations can result in extensive tissue necrosis and sloughing; intra – arterial injection causes intense pain and may result in arteriospasm; hepatic impairment; pregnancy.

**Interactions:** skilled tasks. Warn patient not to perform skilled tasks, for example operating machinery, driving, for 24 hours and also to avoided alcohol for 24 hours.

**Dosage:**

Induction, by intravenous injection as a 2.5 % (25 mg/ml) solution over 10 – 15 seconds, ADULT 100-150mg (reduced in elderly or debilitated patients), followed by a further 100-150mg if necessary according to response after 60 seconds; or up to 4 mg/kg; CHILD 2-7mg/kg repeated if necessary according to response after 60seconds.

**Adverse effects:** rapid injection may result in severe hypotension and hiccup; cough, laryngeal spasm, allergic reactions.

## **PRACTICAL LESSON 18**

### **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.

№	Themes	Hours
1	Introduction : <b>Unit 3 Academic Life</b> 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”. (DA, p. 29).</i>	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”. (DA, p.32).</i>	2
7	<b>Review:</b> Listening and Reading <i>Freelance</i>	2

8	<b>Unit 4 Benefits</b> 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: <i>Solution</i> (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	<b>Review:</b> Listening and Reading <i>Personal Ambition in Science</i>	2
15	Integrated skills: Reading and Speaking. “ <i>My future profession is a pharmacist</i> ”	2

16	Integrated skills: Listening and Speaking. The drug annotation: <i>“Prednizolone”</i> . (DA, p.51). <i>“My native town”</i>	2
17	The drug annotation: <i>“Methyldopa”</i> . (DA, p.50). Text: <i>“Antibiotics”</i> .	2
18	<b>Final lesson</b> Revision of oral themes	2

## Lesson 1

### THE ENGLISH PRESCRIPTION



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

A more serious problem is naming 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.

<sup>^</sup>/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<sup>^</sup>

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

1. Name and address of the physidian and his telephone number. The title M. D. (Medical doctor) should follow the physician’s name to indicate that he or she is a physician.

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

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

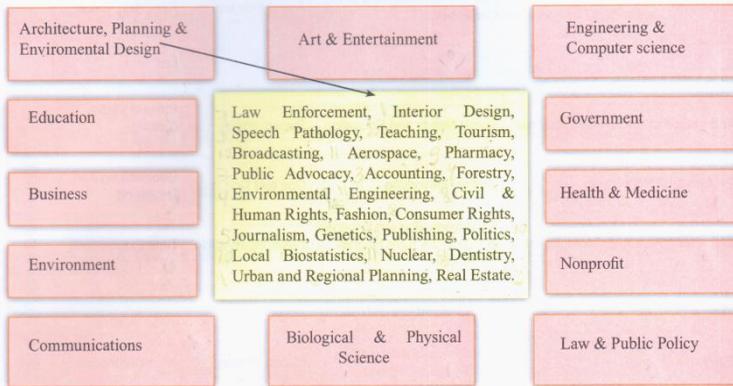
## WORLD'S NEW VISION

### 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.

(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.

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.

# Lesson 2



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, comment (how much detail, minimize, control, style (subsections, narrative story, past tense, passive voice, verbs (1st person), text (a 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

**Introductions:** \_\_\_\_\_

**Methods:** \_\_\_\_\_

**Results:** \_\_\_\_\_

**Discussions:** \_\_\_\_\_

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

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 ecclesiastical scholar. 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», «doctors» (from

7. Work in pairs. Read the questions and answer them.

1. What was the difference between the terms «master», «doctor» and «professor» in the past?
2. What did a universal license to teach stand for in the past?
3. How present concepts of Sciences and Humanities were classified in the past?

8. Read the text and match the questions in Ex1 and the paragraphs A-E.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

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

1. date back \_\_\_\_\_
2. to swear \_\_\_\_\_
3. Preade \_\_\_\_\_
4. at the most \_\_\_\_\_
5. Credo \_\_\_\_\_
6. experimental \_\_\_\_\_
7. 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;

# **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



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

A more serious problem is naming 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 dnig has its own dose specification dependent on pharmacological properties, metabolism of the drug. It should have the following information:

1. Name and address of the physidian and his telephone number. The title M. D. (Medical doctor) should follow the physician’s name to indicate that he or she is a physician.



## Lesson 4

### CARDIAC GLYCOSIDES

Cardiac glycosides include crude drugs and their preparations which possess cardiotoxic properties by virtue of their glycosidal content. The important drugs are: Digitalis, Strophanthus, their preparations, and purified Glycosides obtained from them.

Digitalis has been the subject of long investigation. The constituents which are now recognized as being of the greatest importance as cardiovascular agents are digitoxin, gitoxin, digoxin and lantoside. Digitoxin is the most active principle. Other constituents of digitalis are digitotlavin, 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.

1. Les Kirkham says that freelance means...
  - a. working free for the community.
  - b. working free for yourself.
  - c. working free for the family.
  - d. working free for the society.

2. Being a freelance...

- a. you can do whatever you want.
- b. you can decide what to do, when to do, where you do it.
- c. you can go wherever you want at any time.
- d. you can meet whoever you want.

3. Les Kirkham mentions some advantages of freelancing.
- a. setting fixed on freelance work for all your income
  - b. believing it to be long-lasting
  - c. being out of the family
  - d. being short of resources

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

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

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

1. How long has he been working as a freelance?
2. What is the main requirement of being a freelance?
3. 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?

–Why?

–Would you choose freelancing in your future life?

Give specific examples to prove your ideas.

5. Complete the text with appropriate phrasal verbs.

head breathes X(2) go lift flush 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 back, followed by your head and arms. Repeat the exercise at least once before you (8) ... to your desk again.

6. Using a dictionary if necessary, rewrite these sentences in a more informal style, using appropriate forms of these phrasal verbs.

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

1. 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.
2. My father has abandoned his attempt to get the university to abolish tuition fees.  
My dad \_\_\_\_\_

3. It was necessary to reduce our spending after we discovered that our rent was increasing.  
We had to \_\_\_\_\_

4. 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.

# Lesson 6

7 Match the freelance related words and their definitions.

- self-employed \_\_\_\_\_, contract \_\_\_\_\_, expenses \_\_\_\_\_, per diem \_\_\_\_\_, fee \_\_\_\_\_, 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.

- Recognition
- Self-consciousness
- Purification

When I decided to start my freelance copywriting career a few months ago, one of the biggest obstacles I had to overcome was my lack of experience in the field I wanted to get into. I had a degree in English, but I decided to explore 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 was going to involve writing of some sorts. I discovered I had a knack for words (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 will pay me for a bunch of words I put together? Luckily, my friend 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" freelance story in EX7 regarding a freelance worker 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 Subroto SahaRoy,

We are writing this letter to certify the qualifications of Mariona Bobova in regards to her post-secondary education at Jzrah Institute of Polytechnic. During the period of 2008-2012, Mariona 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 her studies in the regard of all teachers and peers. She has shown her potential to be an outstanding citizen, and would be a great asset to your organization.

Sincerely,  
Firdays Salimov

### Letter of Certification

To whom it may concern,

This letter is to certify that Muhammad Bohijonov worked as a general accountant at SamAuto corp. for the period from November 5<sup>th</sup>, 2010 to December 12<sup>th</sup>, 2013.

While at our company, his responsibilities were to design and implement pricing strategy in relation to our line of mathematical measuring devices. 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,  
Mirzo Abdurashimov

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)

\_\_\_\_\_ (position) \_\_\_\_\_ (joining date) \_\_\_\_\_ (last working date)

\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_

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)

\_\_\_\_\_ (position)

\_\_\_\_\_ (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/ mm<sup>3</sup> for the Kaletra group and 150 cells/ mm<sup>3</sup> 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/ mm<sup>3</sup> 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/ mm<sup>3</sup> 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.





## The drug annotation **METRONIDAZOLE**



### **HOW SUPPLIED**

*Tablets:* 200 mg, 250 mg, 375 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

sinsledose vials

### **ACTION**

A direct-acting trichomonacide 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



# **ACCRETROPIN**

## **(SOMATROPIN RDNA ORIGINAL)**



**Company:** Cangene Corp

**Approval Status:** Approved January 2008

**Treatment for:** growth failure in pediatrics

**Areas:** Diabetes / Endocrinology; Pediatrics

### **General Information**

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

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

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

#### **Growth Hormone Deficiency**

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

#### **Turner Syndrome**

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

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

### **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 – ўсишнинг 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
  - cathode
  - people's
- rays
  - shock
  - lifestyle
  - prize
  - invention
  - block

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

fluorescent scrape explode mould  
altered swastika

- Nobel realized that nitroglycerine would be a lot more useful if only it's possible to find a way to make it safe to use. He did this by adding a substance off the end of the stick.
- Just before you saw me, I was taking the penicillium.....
- He grew a pure culture and discovered it was a..... by inventions.
- They're all been invented or significantly.....
- He owed his life to the..... on the ground where the viral had landed, which absorbed the liquid when it hit the ground.

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

3 (TTT) 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 unappreciated invention.
- Nitroglycerine was becoming a widely produced flammable material at the time, largely due to the fact that it was far more volatile than it predecessor, gunpowder.
- Let's see who is the next scholar with his invention that changed people's lifestyle.
- He noticed that the stick he'd been using to stir the pot of acid had drifted lump on one end.
- From what we peruse to the food we eat and our methods of travel - it's all been invented or significantly modified by invention.
- Sometimes a disease comes along that doesn't just change the way we do things but changes the word.

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 Altmann druggist to test and help him perfect the recipe for the beverage, which he formulated by trial and error.
- Fleming concluded that the mould 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 great works?
  - What 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 swabster on the ground where the viral had landed, which absorbed the liquid when it hit the ground.
  - In 1886 he relied on Altmann druggist 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 Unite the separate sentences using the relative clauses.

- Nodira's friend, Dilshod, plays the guitar. He has just released a CD.
- Microsoft has a lot of power in the world of computers. That amazes some people.
- Cricket is popular in many countries around the world. It is played between two teams of eleven.
- "Shaytanat" was written by Tahiri Malik. It is one of my favorite books.
- Pans of Buckingham Palace are open to the public. It is the place where the queen lives.
- Raydon is a famous Uzbek singer. Her mother was an actress.

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



# PRACTICAL LESSON 12

## Lesson 12 PERSONAL AMBITION IN SCIENCE

Look at the pictures and fill the blanks with messages they carry.




Work with your partner. Choose a quote below and discuss it.

- The upper panel is higher on the iron. (Steven Wilkinson 1967)
- It is not the machine that is the problem, it is the man who uses it. (G. K. Beveland)
- Ambition is the path to success. (Proverbial)
- Intelligence without ambition is a bird without wings. (Oscar Wilde)
- Match the adjectives and the words/phrases in the box.
 

to explain	controversial	attractive
expensive	gravity	in fact, to see
a force which attracts things towards each other	a strength which makes objects fall to the ground	a way of thinking or a way of life
a way of thinking or a way of life	a way of thinking or a way of life	a way of thinking or a way of life
- Match the adjectives with the words/phrases in the box.
 

to explain	controversial	attractive
expensive	gravity	in fact, to see
a force which attracts things towards each other	a strength which makes objects fall to the ground	a way of thinking or a way of life
a way of thinking or a way of life	a way of thinking or a way of life	a way of thinking or a way of life

7 Complete the questions to the following sentences using different auxiliary verbs.

- You know what your ambitions are in the field you are working in.
- Scientists achieve more fast progress of most popular sciences in the world.
- Scientists' ambitions had always been aimed by hard struggles and experiments.
- Scientists should raise people's self-ambitions in order to achieve their purposes and goals.
- As many questions about science is pushed forward by strongly-motivated and additional plans for their developments.
- The main reason for the progress is the scientific ambition.

8 Answer the questions.

- They have to ask somebody else to help them.
  - do they
  - don't they
  - do they
  - don't they
- You had been there months ago.
  - did you
  - didn't you
  - do you
  - don't you
- There won't be any results.
  - won't there
  - do there
  - will there
  - won't there
- The number of advertising people in Britain is quite big.
  - is it
  - isn't it
  - isn't it
  - is it

3 Try to remember how the following words or phrases were used in the text.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

4 Work with your partner. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

5 Work with your partner. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

4 Listen to the tape again and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

5 Work with your partner. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

6 Match each year picture. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

7 Complete the questions to the following sentences using different auxiliary verbs.

- You know what your ambitions are in the field you are working in.
- Scientists achieve more fast progress of most popular sciences in the world.
- Scientists' ambitions had always been aimed by hard struggles and experiments.
- Scientists should raise people's self-ambitions in order to achieve their purposes and goals.
- As many questions about science is pushed forward by strongly-motivated and additional plans for their developments.
- The main reason for the progress is the scientific ambition.

8 Answer the questions.

- They have to ask somebody else to help them.
  - do they
  - don't they
  - do they
  - don't they
- You had been there months ago.
  - did you
  - didn't you
  - do you
  - don't you
- There won't be any results.
  - won't there
  - do there
  - will there
  - won't there
- The number of advertising people in Britain is quite big.
  - is it
  - isn't it
  - isn't it
  - is it

8 Work with your partner. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

9 Work with your partner. Ask and answer the following questions.

- Why did Akbar decide to be a scientist? What useful life can he for society? What are benefits when inventors in Akbar working at once and how do they work together?
- What can Akbar announce useful ideas of his invention? Why didn't he do it in the past?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?
- What are three personal ambitions of Akbar in science? What did he do to fulfill his ambitions? How did he work to achieve his goals? How did he work to achieve his goals?

Psychologists recommend keeping away from people who belittle your achievements or who are not interested in science and be great!

# 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.

possibilities, powder over, due to, involve, depend on, push, have on, remedy

## A Strong Motivator

A. Ambition is a strong power that \_\_\_\_\_ be useful for anyone who has to have minimum results people into vital decisions or planned deeds of them. \_\_\_\_\_ in science. Finally, select a concrete theme for writing A human being who keeps on existing on the Earth \_\_\_\_\_ at your field of interest. Secondly, find out special should have or special wishes in front of him to keep \_\_\_\_\_ and characteristic motivated in life matters. That is a natural \_\_\_\_\_ features of a future invention according to which B. \_\_\_\_\_ inside everyone. People who \_\_\_\_\_ you can develop your science. Thirdly, a science or lack life or career ambitions face a lot of difficulties as \_\_\_\_\_ a pain of your future work should be avoided or in filling into depression or illness. Ambition is an alternative \_\_\_\_\_ details. Fourth, experimental needs should be planned C. \_\_\_\_\_ to keep active, motivated, \_\_\_\_\_ beforehand as well. These targets may be changed aimed at the path. \_\_\_\_\_ f) \_\_\_\_\_ situations. As D. \_\_\_\_\_ a person intending to make an excellent ambition clearing is vital in achieving something career should finally work out his job ambitions \_\_\_\_\_ important in science. But science ambitions should according to which he will keep on regarding his \_\_\_\_\_ be set being g) \_\_\_\_\_ life deeds. For instance, a young scientist who wants to \_\_\_\_\_ ambitions of a person. \_\_\_\_\_ need the top of scientific achievements should deeply \_\_\_\_\_ D. Achieving this or that result in science is in \_\_\_\_\_ his ambitions. These \_\_\_\_\_ any career overhead h) \_\_\_\_\_ ambitions can lead a young scholar to his dreams. A \_\_\_\_\_ how well one cleared out his ambitions which assist scientists without certain set of ambitions books like a \_\_\_\_\_ creating something personal. As John Lubbock said man intending to get much profit from the fields for \_\_\_\_\_ once 'Our ambitions should be to make ourselves, the his progress to plant seeds in soil. \_\_\_\_\_ three English for each one of us; and true progress is \_\_\_\_\_ C. The following steps of scientific ambitions can \_\_\_\_\_ to know more, and to move, and to do more'.

11 Give definitions to the words and phrases underlined in the text.

12 Work in pairs. First answer the questions. What facts are given in the documentary film in 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? Give the reasons for your answer.
- What steps of a scientific ambition are mentioned in the passage?
- What a popular ambition is used in the passage to define readiness of ambition for a person?

13 Make up questions to each paragraph of the text.

14 Put these steps of critical writing in its order and show what can be written in each of them.

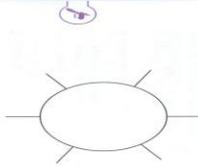
- Synthesis
- Critical Thinking
- Knowing the Limits
- Analysis
- Fact-Checking

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 "hidden" parts of the documentary film which cannot be seen from the first look, but does to look at the issues deeper?

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 яралар – болезненные язвы
5. weight loss – озиш – потеря веса



## PRACTICAL LESSON 15

### MY FUTURE PROFESSION



There are a lot of interesting and useful professions but I like the profession of a pharmacist. Now I am a student of the

Tashkent Pharmaceutical Institute. It is the only institute in our republic which trains pharmacists. In a few years I'll be able to become a pharmacist.

We must remember that it is not easy to become a good pharmacist. A good pharmacist must have not only deep knowledge of different branches of chemistry and special subjects. He must give all his strength, knowledge and abilities to people who need his help. He has to devote all his life to the protection of people's health. A good pharmacist must love people and have a kind heart.

Now I do all my best to acquire a good knowledge of chemistry, pharmacognozy, pharmacology. I am sure that a good knowledge of English will help me in my future profession.

## Lesson 16

# 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, leucopenia, 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 – чарчоқ - утомление
3. abdominal pain – қорин оғриғи – боль в животе
4. failure – етишмовчилик - недостаточность
5. cell damage – хужайра жароҳати – повреждение клетки
6. dysfunction – етишмовчилик - недостаточность
7. empty – бўш - пуст

# Uzbekistan



The sovereign Republic of Uzbekistan was founded on August 31, 1991.

The country is situated in Central Asia between the two

great rivers - the Amu-Darya and the Syr-Darya. Its territory occupies 447.000 square kilometers and its population is about 26 million.

Uzbekistan consists of 12 regions and the Republic of Karakalpakstan. The slate language is Uzbek, and Karakalpak in Karakalpakstan. Being a sovereign republic, Uzbekistan has its own Constitution, state flag and emblem. The Constitution of Uzbekistan was adopted on December 8, 1992.

Tashkent is the capital of Uzbekistan.

Uzbekistan is a sunny republic. It is located far from oceans and other water sources, and that's why the climate of Uzbekistan is arid and extremely continental. It results in small quantity of atmospheric precipitation and low air humidity in summer time, absence of clouds and presence of many bright sunny days.

Uzbekistan is rich in mineral resources such as coal, oil, ore, copper, gold, gas and other minerals.

Uzbekistan is the 7-th largest gold producer and the 4-th biggest cotton producer according to world ranking.

The important changes are taking place in the republic. The development of international ties, integration and practical relations has also been increased at a new level. Cooperation is being developed between the Republic and almost all of the states of the world. The contacts and joint activity with the biggest world wide firms in the spheres of transport and telecommunications, raw mining, light and heavy industry attract wide-spread attention. 4.500

joint-stock enterprises are now working in the country.

The modern automobile giant was constructed in partnership with the Korean „DAEWOO" company in Asaka town of Andijan region. It produces a number of very popular models.

From March 1992 the Republic of Uzbekistan became a member of the United Nations.

Now the Republic of Uzbekistan is making good progress along this new and difficult road.

## LESSON 17

### METHYLDOPA

*Tablets, metyldopa 250mg*

**Uses:** hypertension in pregnancy.

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

**Precaution:** history of 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, salivary glanditis, 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 – кайтарилувчи – повторяющийся
3. lightheadedness – энгил бош айланиши – легкое головокружение
4. disturbed sleep – уйку бузилиши – нарушение сна
5. nightmares – тунги алахсираш – ночные кошмары

## ANTIBIOTICS



Antibiotic substances are chemical compounds produced

as a result of the metabolic activities of living cells which inhibit, in very low concentrations, the growth of microorganisms.

Penicillin was the first antibiotic to be produced and it still assumes a position of major importance in this field.

Antibiotic-producing organisms can be obtained by: testing pure cultures of organisms available in culture collections or isolated from natural sources, and selection from the vast heterogeneous mixed populations of the soil or other natural habitations of microorganisms.

Once detected, the antagonist is isolated in pure culture and identified, and the conditions for maximum production of the antibiotic substance produced by it are investigated. Generally, this involves finding the optimum temperature, pH, and age of the culture. Important also is the composition of the medium.

Different organic and inorganic nitrogenous substances are tested, with and without various carbohydrates, minerals, heavy metals, etc.

Antibiotics are complex, rather large molecular weight substances whose synthesis may be extremely difficult.

Chloramphenicol is believed to be the first naturally occurring compound which contains a nitro group or which is a derivative of dichloroacetic acid.

Chloramphenicol can be obtained from the filtrate of a *Streptomyces* culture by extraction with ethyl acetate.

Chloramphenicol is rapidly absorbed from the gastrointestinal tract; significant serum levels are obtained in 30 minutes and peak blood concentrations of 40 to 60 mg/ml are reached in about 2 hours. The drug is no longer detectable in the blood after 12 to 18 hours.

Chloramphenicol is marketed in capsules (50, 100, 250) for oral use, as an ophthalmic ointment and solution (25 mg in a special buffer to be diluted with distilled water), and an injection for parenteral use. The drug is ordinarily administered by the oral route, but it can be injected intramuscularly or intravenously.

The initial oral dose is 3 to 5 mg followed by 0,25 to 0,5 mg every 3 hours. The intravenous dose is 1 mg — every 12 hours. The 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

### III. Self-study themes

No	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	
2	Reading and writing <i>Scientific Breakthroughs</i>	1. Make presentation.	
3	Listening and writing <i>Oriental Contribution</i>	1. Watch a short video and write a summary	
4	Speaking <i>Meeting society needs</i>	1. Make presentation	
5	Reading and writing, speaking, listening <i>Effective study habits</i>	1. Making project work	
6	Reading and writing <i>Professional Contentment</i>	1. Read the Newspaper article and write a short report about the article	

No	Themes	Tasks and recommendations for self-study	Hours
1	<b>Listening and writing</b> <i>Academic degrees</i>	1. Write your own letter of application for your dream job.	
2	<b>Listening and Writing</b> <i>Public Speech</i>	1. Find video interview based on the theme and write short report	
3	<b>Speaking</b>	1. Make presentation	

	<i>Freelance</i>	2. Make paper 3. Make cluster.	
4	<b>Speaking</b> <i>Up-to-date devices</i>	1. Make presentation 2. Make paper	
5	<b>Reading and writing</b> <i>Immortal taracks</i>	1. Find article and translate it.	
6	<b>Listening and writing</b> <i>Personal Ambition in science</i>	1. Find article or information and translate it.	

## ***Answer the questions :***

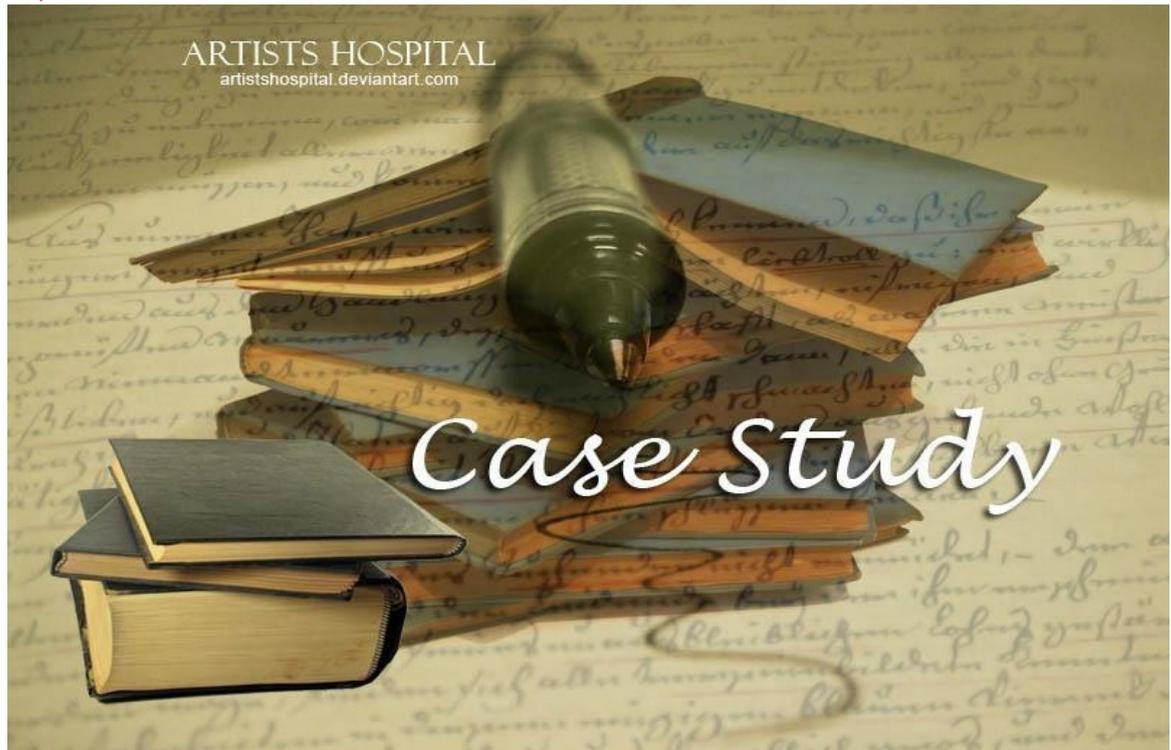
1. What solid medicinal forms do you know?
2. How are they differ with each other?
3. How are solid medicinal forms administered?
4. What semisolid medicinal forms do you know?
5. What fatty materials are used as a base of semisolid medicinal forms?
6. How are semisolid medicinal forms used?
7. What 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?
93. What legal and illegal substances do drugs include?
94. Describe psychoactive drugs.
95. How many groups are psychoactive drugs divided into?
96. What effects has drug?
97. Describe effects of the drug.
98. What do the effects of drugs depend on?
99. The main reasons of using drugs.
100. What ways to alter consciousness do we have?
101. How many categories are drugs divided into and what are they?
102. What organization can approve to be over-the-counter?
103. What is the amount of active ingredients in prescription and non-prescription drugs?
104. What drugs are protected by patent?
105. What drugs are not protected by patent?
106. How many names has every proprietary drug and what are they?
107. What does the chemical name describe?
108. What does the generic name describe?
109. What does the trade name describe?
110. How many primary considerations can influence drug selection and use? What are they?
111. Describe Pharmacodynamics.
112. Describe Pharmacokinetics.
113. Why is the science of Pharmacokinetics important?
114. Why must doctor know to select the right dose?
115. How do many drugs get to their site of action?
116. How are they broken down by?
117. What symptoms can antihistamines relieve in allergy?
118. What side effects have antihistamines?

119. How do antihistamines sell?
120. There are 2 goals of drug development: Effectiveness and Safety.  
What happened if the drug's usual dose is toxic?
121. What side effects can Penicillin have?
122. What new sleep drugs, which have better safety margin do you know?
123. What side effects can Warfarin have?
124. What side effects can Clozapine cause?
125. What must people do?
126. When can drug interactions occur?
127. What should people consult their pharmacist?
128. How can alcohol affect?
129. What information about his patient must doctor (pharmacist) have?
130. What is Drug Abuse?
131. What is Absorption?
132. What is Distribution?
133. What is Elimination?
134. What ways of taking drugs can you describe?
135. What advantages and disadvantages has oral administration?
136. How are oral drugs absorbed?
137. What oral drugs, which can irritate the GIT do you know?
138. What parenteral ways do you know?
139. What advantages and disadvantages has sublingual route?
140. What advantages and disadvantages has rectal route?
141. How does the transdermal administration act?
142. What advantages and disadvantages has the transdermal administration?
143. How do the Inhalants act?
144. What advantages and disadvantages of the Inhalants do you know?
145. What is Bioavailability?
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**

<b>When</b>	<b>Teacher</b>	<b>Student or Participant</b>
<b>Before Class</b>	Assigns case and often readings	Receives case and assignment
	Prepares for class	Prepares individually
	May consult colleagues	Discusses case in small group
<b>During Class</b>	Deals with readings	Raises questions regarding readings
	Leads case discussion	Participates in discussion
<b>After Class</b>	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 4<sup>th</sup> 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 winwin 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.

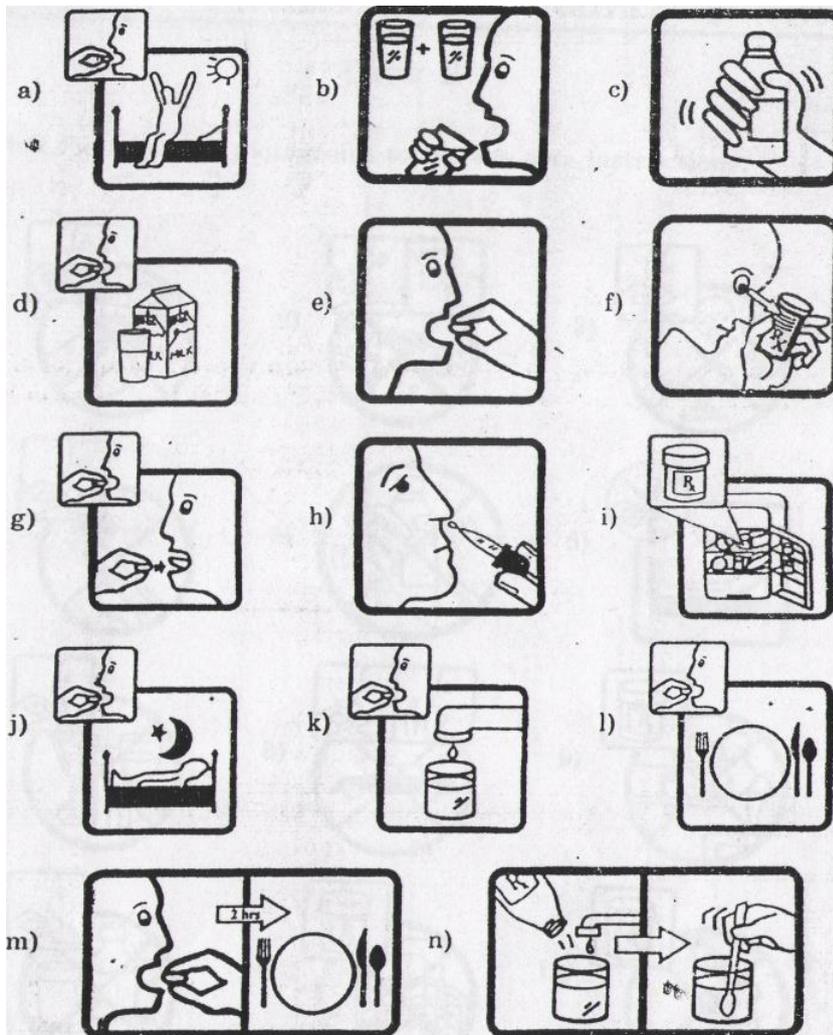
### **Written follow-up**

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.**

<b>Solid medicinal forms</b>	
<b>Semisolid medicinal forms</b>	
<b>Liquid medicinal forms</b>	

### 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 куриши – 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 – предупреждать
  - visual disturbances – кўриш қобилиятининг бузилиши – расстройство зрения
  - pallor – рангпар – бледный
  - tinnitus – кулоқдаги шовқин – шум в ушах
  - exacerbate – кўзғатмоқ, 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 – затверждение
  - 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 – шоҳкуя 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 – оғизбўшлиғишиллиққаватимикози микозслизистойоболочкиполостирта
- enhance – кучайтирмоқ, оширмоқ – усиливать, увеличивать
- unstable – нотурғун - нестабильный
- elapse – ўтмоқ – проходить, пройти
- prevention – олдини олиш - предотвращение
- syncope – ҳушдан кетиш - обморок

- dry mouth – оғиз қуриши – сухость во рту
- rash – тошма - сыпь
- retinal – кўз тўр пардаси – сетчатка глаза
- visual – кўриш қобилияти - зрительный
- in conjunction – биргаликда – в сочетании
- simultaneously – барабар - одновременно
- susceptible – таъсирчан - чувствительный
- fatigue – чарчоқ - утомление
- abdominal pain – қорин оғриғи – боль в животе
- failure – етишмовчилик - недостаточность
- cell damage – хужайра жароҳати – повреждение клетки
- dysfunction – етишмовчилик - недостаточность
- empty – бўш - пустой
- permeability – ўтказувчанлик – проницаемость
- seizures – хуруж – приступ
- jaundice – сариқ касал – желтуха
- to reduce – пасайтирмақ – 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
- chest pain – кўкракдаги оғриқ – боль в груди
- bone marrow suppression – 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 – огоҳлантirmaқ – предупреждать
- visual disturbances – кўриш қобилиятининг бузилиши – расстройство зрения
- pallor – рангпар – бледный
- tinnitus – кулоқдаги шовқин – шум в ушах
- exacerbate – кўзғатмоқ, кучайтirmaқ
- light skinned – оқ тери ранги - светлокожий
- stomach – ошқозон – желудок
- vomiting – қушиш – 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
- concomitantuse – биргаликда қўллаш – сопутствующее применение
- urticaria – эшакеми – крапивница
- hypersensitivity – юқори сезгирлик – высокая чувствительность
- potency – таъсирчанлик - действенность chickenproх – товук тери – гусиная кожа
- measles – кизамиқ – 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 – харакатланишининг 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
- growthfailure – ўсишнинг секинлашуви – задержка роста
- pituitary – шиллик – слизистый
- subcutaneousadministration – тери остига юбориш – подкожное применение
- assessmentofcompliance – розилик олиш – получить согласие
- undernutrition – озуқа етишмовчилиги – нехватка питания
- singlearm – бир марталик – одноразовый
- open-label – очик кўрсатмали - безуказательный
- multicenter –кўп мақсадли - многоцелевой
- acneinfection – ҳуснбузар 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
- urinarytractinfections – 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
- ergot derivatives – шоҳкуя 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
- endoscopic evaluation – ошқозон йўллари текшируви – осмотр желудочно-кишечного тракта
- endpoint – чегара – граница
- constipation – қабзият – запор
- 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

2018 йил "4" 06



**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 фахрийини Мувофиқлаштирувчи кенгашининг 2018 йил “26” майдаги 2 - сонли мажлис баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

#### **Тузатувчилар:**

- |                     |  |
|---------------------|--|
| Бокиева Г. Ҳ.       | - ф.ф.д., профессор, Ўзбекистон давлат жаҳон тиллари университети                    |
| Саматова 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                             |
| Ширнинова Р. Х.     | - ф.ф.д., Ўзбекистон миллий университети, Француз филологияси кафедраси профессори   |
| Исраилова Д. Ш.     | - Ўзбекистон миллий университети, Немис филологияси кафедраси катта ўқитувчиси       |

#### **Тажрибачилар:**

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

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тасвир қилинган (2018 йил “26” апрелдаги 9 - сонли баённома).

## **I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни**

Ўзбекистон таълим тизимининг чет тиллар бўйича давлат таълим стандартидаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларнинг тайёрларлик даражасига кўйилмаган талаблар”га мувофиқ олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари битирувчилари чет тили бўйича B2 даражасини эгаллашлари белгиланган.

Хорвский тил фан дастури мазмун-моҳиятига кўра умумий илмий (академик) тил кўникмаларини ривожлантиришга қаратилган, талабаларнинг бўлувчи 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 мулоҳот (E2) даражаси талабаларда кўпроқ академик ва касбга йўналтирилган тил кўникмаларини ривожлантиришни тақозо этади.

## **II. Ўқув фанининг мақсади ва вазифаси**

Хорвский тилни ўргатишдан асосий мақсад – бўлувчи мутахассисларда кундалик ҳаётлари, илмий ва касбий фаолиятларида чет тили ёки бир неча тиллардан эркин фойдаланувчи мутахассисларни тайёрлаш. Шу билан бирга, уларда ватанпарварлик ҳиссини ривожлантириш, мустақил ишловчи, бевосита ва кўникмаларини дарсдан ташқари, ОТМни битирганларидан кейин ҳам ривожлантириш малакаларини ҳамда умумбашарий ва соҳага оид илмий мавзуларда мангизий фикрлаш ҳобияятларини ривожлантиришдан иборат.

Ушбу мақсадга эришиш учун қуйидаги вазифалар илгари сурилади:

- талабаларнинг нутқий (ўқиш, ёзиш, тинглаб тушуниш, гапирish), тил (лексик, грамматик), ихтисосий-маданий ва прагматик компетенцияларини ДТСи талабларига биндан ривожлантириш;
- илмий, касбий ва мангизий фаолиятга боғлиқ мавзулар юзасидан оғзаки ва ёзма равишда баён этиш кўникма ва малакаларини ривожлантириш;
- умумбашарий ва илмий кадрлар билан таништириш, маданиятлараро бағриёнлик ва мислаллараро ҳамдўстлик ҳисларини шакллантириш;

- илмий ва касбий фаолиятда қўлланиладиган термин ва атамаларни ўргатиш;
- талабаларнинг илмий ва соҳавий йўналишларидан келиб чиққан жолда мунозараларни ташкил этиш.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйида келтирилган талаблар қўйилади. Давлат таълим стандартларига кўра чет тили бўйича В2 даража билирувчилари тайёртарлиги даражасига қўйиладиган талаблар асосида қўйидаги компетенцияларни эгаллаш кўзда тутилган.

### *Лингвистик компетенция*

#### **Нутқий компетенция:**

##### *Талаб турлари ш:*

- кент қўлампини нутқ ёки қатор мураккаб фикрлар баёнлиги;
- маъруза, нутқ, баёнот, тафсилотли йўриқномалар, илмий ва иқтисодлик 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.

##### *Газарли:*

##### *Диалог:*

- ўрганилаётган тилда сўзлашувчилар билан мулоқотга киришиш;
- ондандан тайёртарлик қўришлаган жонли муҳожам ва мунозара юритиш;
- ўз соҳаларига онд интервьюда иштирок эта олиш;
- билимга келишув ёки муаммо ечимини топишда расмийлик ва кушмуолап алмадан фойдаланиш;
- расмий муҳожам доктрасида ўз фикр ва мулоҳазаларини аниқ ифодалаш;
- ўз ҳамкорлари билан муозакара юриштиш;
- маълум масала юзасидан маданый тартибта амал қилиб маълумот ёки иштифот сўраш;
- муҳожамаларда ўз фикрларини асослаш, ўзгартириб талқин эта олиш ва тузатиш;
- расмий доктраларда (масала, селтинар ва қоззолар) қос равинида савол-жавоб қилиш.

##### *Монолог:*

- маълум мавзуб бўйича лхши тақдирот қилиш;
- ўз соҳаси бўйича маълумотларни аниқ ва батафсил баён этиш;
- маълум мавзуб бўйича оғзаки маъруза қилиш;

:

мақола, маъруза ёки муҳожама возасидан аниқ умулланган ҳулоса қилиш;  
танниш мавзуга оид қараш ёки фикрнинг ривожлантириш, далиллар, мисоллар  
келтириш орқали асослаш.

#### *Ўқилиш*

танниш ва нотанниш мавзулардаги мағнларнинг асосий/айрим жиҳатларини;  
ўз соҳалари ва қизиқишларига мос ёзишмаларни;  
жадвал, графикларнинг қисқа ивожини;  
мураккаб номларни;  
маҳсус ва мураккаб ёзма йўриқнома ва йўналтишларни;  
тезислар, маъруза матнлари, конференция дастурлари, мундарижа ва шу  
каби матнларни;  
касбий соҳаларига оид мақола ва маърузалардан тегишли маълумотни  
ажрата олиш.

*Ривожлантирилмаган маълумотлар:* Чет тилидаги материалларнинг  
умумий мазмунини тушуниш, айрим маълумотларни олиш, тафсилотларни  
тушуниш ва йўналтишни аниқлаш учун ўқиш (Белгилар, кўрсаткичлар ва б).

#### *Ёзув:*

Маҳсус расмий ва норасмий нома/хатлар;  
шаклдан ва мазмундан тўғри ташкилланган ишчи ва маърузалар;  
етарли даражада грамматик, мазмун жиҳатдан тўғри тузилган ва мос  
устубдаги илмий мақолалар;  
таклифлар, ҳулосалар, аңнотациялар ва тезислар;  
зарур ҳолда ўз соҳалари бўйича биттирув малакавий ишлар ёза олиш.

### **Тил компетенцияси:**

#### *Лексик:*

В2 даражасидаги лексикани эгаллаш;  
сўз ясаллиги (қўشма сўзлар ва аффиксация), ўзлашма (Байналтимила) ва  
ўз ақдош сўзлар;  
антонимлар, синонимлар ва бошқа умумлексик муносабатларни қўлай  
олиш.

#### *Грамматик:*

ўтилган грамматик материал (фейл замонлари, модал феъллар, сифат ва  
равешларнинг қиёсий даражалари, детерминатив сўзлар, предлоглар ва  
ҳоким)ни қундалик, илмий ва соҳавий контекстларда тўғри қўлай олиш.

#### *Социалмаънавиятик компетенция*

Ўзбекистон ва тили ўрганганлаётган мамлакатлар маданиятлари мисолида  
(ижтимоий ва таълим доираларида) **маданиятлараро муносабатни** чуқурроқ  
тушуниб етиш ва унинг мулоқот билан боғлиқ хусусиятлари, жумладан,  
саломлашиш, муносабат шакллари, хушмуомалалик ва ҳоказо;  
турли маданиятлардаги коммуникациянинг новербал элементлари: хатти-  
ҳаракатлар, нима-ишоралар устида ишлашни давом эттириш;

электрон мулоқотларнинг чет тилида ёзиш хусусиятларини билиш ва амалиётда қўллаш олиш.

#### *Прагматик компетенция*

таъдирот қилиш маҳоратини янада такомиллаштириш;  
фикрларни оғзаки ва ёзма нуқтада мантқиқан ифодалаш;  
турли ижтимоий, таълим ва мутахассислик доираларида мос равишда тилини  
тегишли расмий шаклда қўллаганини аниқлаш;  
мулоқот жараёнида нутқни бўлиш, аниқлик киритиш, бошқача талвин этиш,  
қўллаганини тuzатиш, тўлдирини ва бошқа стратегияларини идрок этиш ва  
амалиётда қўллаш олиш.

### **III. Асосий қисм (амалий машғулотлар)**

#### *Ўқувчи мазмуни*

**Ижтимоий мазмуни** (атроф-муҳит, маънавий масалалар, шахс ва касб психологияси, глобал муаммолар)

**Ижтимоий-маданый мазмуни** (илмий ва соҳага оид вазиятларда маданый тафовутлар, дунё ва тили ўрганмаётган мамлакатларнинг маданый, ижтимоий хусусиятлари)

**Таълим мазмуни** (таълим тизими, давомий таълим, маърузалар, мақола, тезис ва илмий ишлар ёзиш, ўқиш ва ўрганиш стратегиялари ва ҳ.к.)

**Интернет ва ақборот технологияларига оид мазмуни**. (жаҳон ва юртимиз миқёсидаги фан ва техника янгиликлари, ютувлари, интернет тармоқларидан фойдаланиш)

**Мутахассислик соҳасига оид мазмуни** (соҳа йўналишлари, долзарб мазмуни, масъулият, ҳужжатлар юритиш, касбий этика, музокаралар олиб бориш, мутахассислик соҳасидаги илмий ва амалий ютуқлар, инновацион ютуқлар ва янгиликлар)

#### *Грамматик мазмуни*

##### *Иккилик тили*

- сифат ва равишлар;
- келаси прогрессив феъл;
- келаси тугалланган феъл;
- келаси тугалланган давом феъл;
- аралаш шарт эргашгалар;
- модал феъллар – can't have, needn't have;

- ҳисоя феъллари;
- мажҳул нисбатлар;
- ўтган туталпонтан;
- ўтган туталпонтан давом феъллари;
- қўшма гаплар;
- ўзлаштира гап;
- герундий, сифатдош, равишдошли қуришмалар;
- wish;
- would (содаларни ифодалаш, ўтган замон).

#### *Немец тили:*

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- аниқ, ноаниқ, артикъларнинг қўлланилиши;
- модэл феълларнинг қўлланилиши;
- феълнинг шахсиз шакллари;
- und, aber, den, oder боғловчилари билан боғланувчи қўшма гаплар;
- dass, ob, wenn, wie, was, woan боғловчилари эргалган қўшма гаплар;
- шарт майлининг ясаллиши.

#### *Француз тили*

- дарак, сўроқ, инкор шаклдаги феъл ва от-кесимли содда гапларнинг қўлланилиши;
- буйруқ майли, инкор шаклининг қўлланилиши;
- модэл феълларнинг қўлланилиши;
- феълнинг шахсиз шакллари;
- мажҳул нисбатнинг қўлланилиши;
- герундий, сифатдош, равишдошли қуришмаларнинг ясаллиши.

### **IV. Амалий машғулотлар бўйича кўрсатма ва тасвирлар**

Дастур талабалар учун белгиланган В2 (ДТС) ва ундан юқори даражаларни эгаллашга қаратилган. Ушбу даражага эришни талабаларда илмий ва соҳавий фаолиятда юзага келадиган тил билан боғлиқ вазиятларда эркин мулоқотта қиринишларини ва вазиятни самарали ҳал қилишларини таъминлайди.

Фан дастури тил кафедралари томонидан ишчи дастурлар, ўқув-услубий мажмуалар, ўқув қўлланмалар ва дарснинг яратилишига асос бўлади. Ишчи дастурлар асосида педагог ходимлар ўзларининг календар режаларини ишлаб чиқаришади.

Амалий машғулотларни ташкиллаштиришида дастурларда белгиланган мақсулар асосида талабаларнинг илмий ва соҳавий эҳтиёжларидан келиб чиқиб

келтирилган вазифалар белгилаб олинди ва улар юзасидан талабаларга белгиланган вазифани ўзлаштиришга қаратилган амалий машғулотлар режаси тузилади.

Нужий компетенциянинг тинглаб тушуниш, гапирриш, ўқиб тушуниш, ҳамда ёзиш кўникма ва малакалари дарсларда **интеграцияланган равишда** олиб борилади. Маззунинг моҳияти ва мутахассислик хусусиятларидан келиб чиқиб, у ёки бу кўникма ва малака дарсларда асосий деб олинди.

Талабаларни баҳолаш ОТМда белгиланган тартиб асосида, жорий, оралиқ ва якуний назоратлар воситасида амалга оширилади.

#### **IV. Мустақил таълим ва мустақил ишлар**

Чет тили фанидан мустақил ишларнинг мақсади – амалий машғулотлар давомида олинган билим ва кўникмаларни янада мустаҳкамлаш ва такомиллаштиришдан иборат.

Дарс машғулотларида кўтарилган маззуларни ўз мутахассислик соҳаларига боғланган ҳолда лойиҳа ишларини амалга оширишлари, портфолио ва тақдиротлар (слайд, ҳисобот, муаммоли вазият ва ҳ.к. кўринишида) тайёрлашлари кўзда тутилади.

**Ўқиниш:** амалий машғулотларда ўтилган маззулар юзасидан қўшимча материалларни мустақил ёки гуруҳлар билан ўқиш, тақлим қилиш ва уларни икतिбилларига боғлаш.

**Тинглаш:** ўқитувчи томонидан белгиланган аудио ёки видео материаллар билан ишлаш.

**Гапирриш:** тайёрланган тақдиротларни гуруҳ олдида оғзаки тақдимот этиш, савол-жавобларда иштирок этиш ва фикр билдириш.

**Ёзув:** машғулотларда ёрилган маззулар асосида берилган ёзма ишларни амалга ошириш, портфолио талабларига асосан ўз фикрларини қисқача ёзма баён қилиш, ёзма ҳисоботлар, тақдиротлар, соҳага оид шакллар тайёрлаш.

Мустақил ишларнинг маззулари амалий машғулотларда ёрилган маззуларга мос ҳолда бўлиши лозим. Маззулар талабаларнинг соҳаларига боғланган ҳолда кенгроқ ёрилтириши ва ёзма ёки оғзаки тақдимот шифатида ўқитувчиларга тақдим этилиши лозим.



8. Ибрагимова Р.С. Француз тили // Ўқув қўлланма. – Т.: Фан ва технология, 2010.
9. Илмузалимов Р. Абдуқодиров А. Пардаев А. Ташкил ва инновацион технологиялар (таълим муассасалари педагог-ўқитувчилари учун аниқлаш таълимлари). Т.: Истеъдод, 2008.
10. Kerr P., Jones C. *Straightforward. Intermediate. Student's Book. 2<sup>nd</sup> edition.* — Macmillan, 2007.
11. Scrivener J., Eingham C., Tennant A., Wasserman S. *Straightforward Intermediate. Teacher's book* – Macmillan, 2007.
12. Tibury A., Hendra L. A. *English Unlimited. Upper Intermediate E2. Student's Book.* – Cambridge University Press, 2011.
13. Tibury A., Hendra L. A. *English Unlimited. Upper Intermediate E2. Teacher's Book.* – Cambridge University Press, 2011.
14. Michele B., Beajouin P. *Expression Oracle 2 - B1.* – CLE International, 2005.
15. Perhmann-Bahne M., Schwalb D., Weers S. *EM neu Hauptkurs* (Kursbuch) – Hueber Verlag, 2008.
16. Ilse Sander, Birgit Braun, Margir Doubek u.a. *DaF kompakt A1-B1 Kursbuch mit 3 Audio –CDs* Ernst Klett Sprachen. Stuttgart, 2011.
17. Birgit Braun, Margir Doubek, Andrea Frater - Vogel u.a. *DaF kompakt A1-B1 Übungsbuch mit 3 Audio –CDs* Ernst Klett Sprachen. Stuttgart, 2011.
18. *DaF kompakt A1-B1 Grammatik. Deutsch als Fremdsprache für Erwachsene.* Ernst Klett Sprachen. Stuttgart, 2012.
19. Усманова Г., Маркурова Г., Ишмакулова Н. *Deutsch. Учебник немецкого языка.* – Т.: Фан, 2013.
20. Jordan, R. *English for Academic Purposes.* – Cambridge University Press, 1997.
21. Kirkham L., Iriskulov A., Rashidova F. *A Handbook for teachers of FL with reference to the CEFR.* – Tashkent, 2013.

### Интернет сайтлари

1. <http://www.teachingenglish.org.uk/think/articles/listening>
2. [http://www.usc.edu/dept/education/CMLMR/CMLMR\\_B TSA\\_home.html#Resources\\_BeginningTeachers](http://www.usc.edu/dept/education/CMLMR/CMLMR_B TSA_home.html#Resources_BeginningTeachers)
3. <http://www.teachermentors.com/IMCenter%20Site/BeginTchrNeeds.html>
4. <http://www.inspiringteachers.com/>
5. <http://teachnet.org/ghttp/itsearch/prep/Cooper/http://www.altteacher.org/mentoring.html>
6. [www.examenglish.com](http://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.franparler.info/accueil>
13. <http://www.franparler.info/accueil>
14. <http://www.leplaisirdapprendre.com>
15. [http://www.enseigner.tv/Enseigner\\_avec\\_TV5](http://www.enseigner.tv/Enseigner_avec_TV5)
16. <https://www.dw.com/de/deutsch-lernen/s-2055>

17. <https://www.goethe.de/le/spr/ueb.html>
18. <https://deutschlernerblog.de/tipps-zum-deutschlernen/>
19. <http://www.learn-german-online.net/learn-german-resources/deutsch-via-internet.htm>
20. <https://www.alumniportal-deutschland.org/deutsche-sprache/online-deutsch-lernen/wide-os-und-interaktive-uebungen/>

# ***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 \_\_\_\_\_  
\_\_\_\_\_2019y

**XORIJIY (INGLIZ) TIL FANINING**

**ISHCHI O`QUV DASTURI**

**3-kurs talabalari uchun**

Ta`lim sohasi: 510000 - Sog`liqni saqlash  
310000 – Muhandislik ishi  
320000 – Ishlab chiqarish texnologiyasi  
Ta`lim yo`nalishi: 5320500 – Biotexnologiya (Farmatsevtik biotexnologiya)  
5310901- Metrologiya, standartlashtirish va mahsulot  
sifati menejmenti (Dori vositalari)

**Umumiy o`quv soati -144**

Shu jumladan:

**Amaliy mashg`ulotlari - 72 (5 semestr -36 soat; 6 semestr -36 soat)**

**Mustaqil ish -48 (5 semestr -24 soat; 6 semestr -24 soat)**

**Toshkent - 2019**

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligi 201\_\_yil " \_\_" \_\_\_dagi \_\_\_-sonli buyrug'i bilan (buyruqning -ilovasi) tasdiqlangan "Xorijiy til" fani dasturi asosida tayyorlangan.

Ishchi – o'quv dastur Toshkent farmatsevtika instituti MUK 201\_\_yil " \_\_" \_\_\_dagi \_\_\_-sonli bayoni bilan tasdiqlangan.

**Tuzuvchi:**

U.M. Yunusova - Tillar kafedrasining katta o'qituvchisi

N.A. Axmedova – Tillar kafedrasining o'qituvchisi

**Taqrizchilar:**

Jalilov F. - Toshkent Farmatsevtika instituti DVSSM

kafedrasi kafedra mudiri

H.R. Alimova - O'zbekiston Milliy Universiteti Xorijiy filologiya

fakulteti ingliz tili katta o'qituvchisi

Toshfarmi Sanoat farmatsiyasi

fakulteti dekani:

2019 yil " \_\_\_\_\_" \_\_\_\_\_ Z.U.Mamatqulov

Tillar

kafedrasi mudiri:

2019 yil " \_\_\_\_\_" \_\_\_\_\_ S.M.Tuychiyeva

## 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 : <b>Unit 1 World’s new vision</b> 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	<b>Review:</b> Listening: <i>Interview</i> Reading: <i>ICT</i>	2
8	<b>Unit 2 Futurology</b> 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: <b>Phrasal verbs</b> (come to, come back to...) Reading: <b>Social needs and Education</b> Writing: <b>Report writing</b> Reading and Writing Text: " <b>Solution</b> " (TB, p. 216). The drug annotation " <b>Duexis</b> ". (DA, p.30).	2
1 0	Integrated skills: Lesson 5 Speaking: <b>Professional networking</b> Listening: <b>What is Networking?</b> Text: " <b>Preparation of tablets</b> ", (TB, p.197).	2
1 1	Integrated skills: Grammar: <b>Generalizing and Qualifying</b> Reading: <b>Global Networking</b> Writing: <b>Dos and Don'ts</b> Reading and Speaking Text: " <b>Filling of ampoules</b> "	2
1 2	Integrated skills: Lesson 6 <b>Professional Contentment</b> Speaking: <b>Discussing Personal Contentment</b> Listening: <b>Job</b> <b>satisfaction</b> Text: " <b>Ointments</b> "	2
1 3	Integrated skills: Grammar: <b>Time Expressions</b> Reading: <b>Employees who are Engaged in their</b> <b>Work have Happier Home Life</b> Writing: <b>Newspaper Article</b>	2
1 4	<b>Review:</b> Speaking and Writing <b>Networking</b>	2
1 5	Text: " <b>Vitamins</b> " Integrated skills: Reading and Writing The drug annotation: " <b>Amphotericin B</b> " (DA, p.11).	2
1 6	Integrated skills: Reading and Writing Text: " <b>Vitamin B1</b> " The translation of drug annotation " <b>Benzamycin</b> "	2
1 7	Text: " <b>Sulfanilamide and its derivatives</b> ", p. 1. (TB, p. 238)	2
1 8	<b>Final lesson</b> Translation of drug annotations. Revision of oral themes	2

6-semester

№	Themes	Hours
1	Introduction : <b>Unit 3 Academic Life</b> Integrated skills: Lesson 7 Academic degrees Speaking: <i>Earning a degree</i> Listening : <i>Earning academic degrees</i> Text: “ <i>The English prescription</i> /u, p. 1.	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	<b>Review:</b> Listening and Reading <i>Freelance</i>	2
8	<b>Unit 4 Benefits</b> 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: -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	<b>Review:</b> Listening and Reading <i>Personal Ambition in Science</i>	2
15	Integrated skills: Reading and Speaking. <i>"My future profession is a pharmacist"</i>	2
16	Integrated skills: Listening and Speaking. Text: <i>"The English prescription /u, p. 1. "My native town"</i>	2
17	Text: <i>"The English prescription" p. 2.</i> Text: <i>"Antibiotics" p. 1.</i>	2
18	<b>Final lesson</b> Translation of drug annotations. Revision of oral themes	2

### Mustaqil ta'limni tashkil etishning shakli va mazmuni

«Xorijiy til» fanidan farmatsiya va sanoat farmatsiyasi yoʻnalishi talabalari uchun mustaqil ish rejalashtirilgan. Talabalarning mustaqil ishi kafedrada qabul qilingan talabalarning mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi toʻgʻrisidagi nizom asosida baholanadi.

«Ingliz tili» fani boʻyicha 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.

**Self -study plan on English for the 3<sup>rd</sup> year students of  
Metrology and Biotechnology direction of Industrial  
Pharmacy faculty  
( the 5<sup>th</sup> term of the academic year of 2019-2020)**

<b>N</b>	<b>Themes</b>	<b>Tasks and recommendations for self-study</b>	<b>Hours</b>
1	<b>Speaking</b> <i>Academic Fields</i>	1. Read the article and write a short review about the article	5
2	<b>Reading and writing</b> <i>Scientific Breakthroughs</i>	1. Make presentation.	5
3	<b>Listening and writing</b> <i>Oriental Contribution</i>	1. Watch a short video and write a summary	4
4	<b>Speaking</b> <i>Meeting society needs</i>	1. Make presentation	5
5	<b>Reading and writing, speaking, listening</b>	1. Making project work	5

**Self -study plan on English for the 3<sup>rd</sup> year students of  
Metrology and Biotechnology direction of Industrial  
Pharmacy faculty  
( the 6<sup>th</sup> term of the academic year of 2019-2020)**

<b>№</b>	<b>Theme s</b>	<b>Tasks and recommendations for self- study</b>	<b>Hours</b>
1	<b>Listening and writing</b> <i>Academic degrees</i>	1. Write your own letter of application for your dream job.	4
2	<b>Listening and Writing</b> <i>Public Speech</i>	1. Find video interview based on the theme and write short report	4
3	<b>Speaking</b> <i>Freelance</i>	1. Make presentation 2. Make paper 3. Make cluster.	4
4	<b>Speaking</b> <i>Up-to-date devices</i>	1. Make presentation 2. Make paper	4
5	<b>Reading and writing</b> <i>Immortal tracks</i>	1. Find article and translate it.	4
6	<b>Listening and writing</b> <i>Personal Ambition in science</i>	1. Find article or information and translate it.	4

## Dasturning informatsion uslubiy 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 talabning 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 bilimini baholash va nazorat qilish mezonlari

<b>Baxolash usullari</b>	Yozma so`rov, yozma ishlar, og`zaki so`rov
<b>Baholash mezonlari</b>	<b>86-100 ball "a'lo"</b> - 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><b>71-85 ball “yaxshi”</b>          -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><b>55-70 ball “qoniqarli”</b>          - 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><b>0-54 ball “qoniqarsiz”</b>          -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>			
	<b>Reyting baxolash turlari</b>	<b>Maks. ball</b>	<b>O‘tkazish vaqti</b>
	<b>Joriy nazorat:</b> Amaliy mashg‘ulotlarda	<b>45</b>	Semestr boshlangandan ikkinchi  mashg'ulotdan oxirgi mashg'ulotga qadar har bir mashg'ulotda 100 ballik tizimda joriy baholanadi, so'ngra ushbu ballar yig'indisidan o'rtacha  ball chiqarilib, 0,45 koeffitsientga ko'paytiriladi. JN har bir mavzuning xususiyatidan kelib chiqqan holda yozma, yoki test

			shaklida amalga oshiriladi.
	<b>Mustaqil ta'lim</b>	<b>5</b>	
	<b>Oraliq nazorat:</b> Amaliy mashg'ulotdan nazorat haftasida yozma ish shaklida o'tkaziladi. Oraliq nazorat savollari 1 hafta oldin e'lonlar doskasiga joylashtiriladi. Oraliq nazorat 10 ballni tashkil (86-100 %) 8,6 – 10 (71-85 %) 7,1 – 8,5 <b>Yaxshi "4"</b> (55- 70 %) 5,5 – 7,0 <b>Qoniqarli "3"</b> (0-54 %) 5,5 dan kam <b>Qoniqarsiz "2"</b>	<b>20</b>	har bir semestrda 10 balldan ikki marotoba o'tkaziladi. 10, 17 haftalar Jami: 10x2=20 ball
	<b>Yakuniy nazorat (yozma)</b>	<b>30</b>	19-20 haftada
	<b>JAMI</b>	<b>100</b>	

**Tavsiya etilgan adabiyotlar ro'yxati**  
**Asosiy adabiyotlar**

1. Boqieva G.H., Rashidova F.M. va boshqalar. Scale up. Student's book. Course 1 – T.: G'afur G'ulom, 2015.
2. Boqiyeva G.H., Rashidova F.M. va boshqalar. Scale up. Workbook. Course 1 – T.: G'afur G'ulom, 2015.

### Qo`shimcha adabiyotlar:

1. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. O'zbekiston Respublikasi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollari bag'ishlangan majlisidagi O'zbekiston Respublikasi Prezidentining nutqi. // Xalq so'zi gazetasi. 2017 yil 16 yanvar, №11.
2. O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi —Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar to'g'risidagi 124-sonli qarori.
3. O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 11 avgustdagi —Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risidagi 610-sonli qarori
4. O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi —Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risidagi PQ-2909-sonli qarori
5. Boqieva G.H., Rashidova F.M. va boshqalar.. Scale up. Teacher's book. Course 1. – T.: G'afur G'ulom, 2015
6. John and Liz Soars —New Headway| Pre-intermediate Student's book Oxford University Press, 2010
7. Raymond Murphy —Essential Grammar in Use| Cambridge University Press, 2005
8. Sue Kay and Vaughan Jones —New Inside Out| Elementary Student's book. Macmillan, 2012
9. Peter Maggs and Catherine Smith —New Inside Out| Elementary Work book. Macmillan, 2012
10. Sue Kay and Vaughan Jones —New Inside Out| Pre-intermediate Student's book. Macmillan, 2012
11. Sue Kay and Vaughan Jones —New Inside Out| Pre-intermediate Student's book. Macmillan, 2012
12. Английский язык грамматический практикум для фармацевтов | под редакций Марковина И.Ю. М., 2006г.
13. Марковина И.Ю. —Английский язык грамматический практикум для фармацевтов | М., 2010 г.
14. Virginia Evans. English grammar book. “Round up 2” LONGMAN, 2005
15. Virginia Evans. English grammar book. “Round up 3” LONGMAN, 2005
16. L.X. Bozorova, V.N.Kovtunenکو. — Ingliz tili |, 2005y.
17. Л.Х.Базарова, В.Н.Ковтуненко —Английский язык| 2010y.

# *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

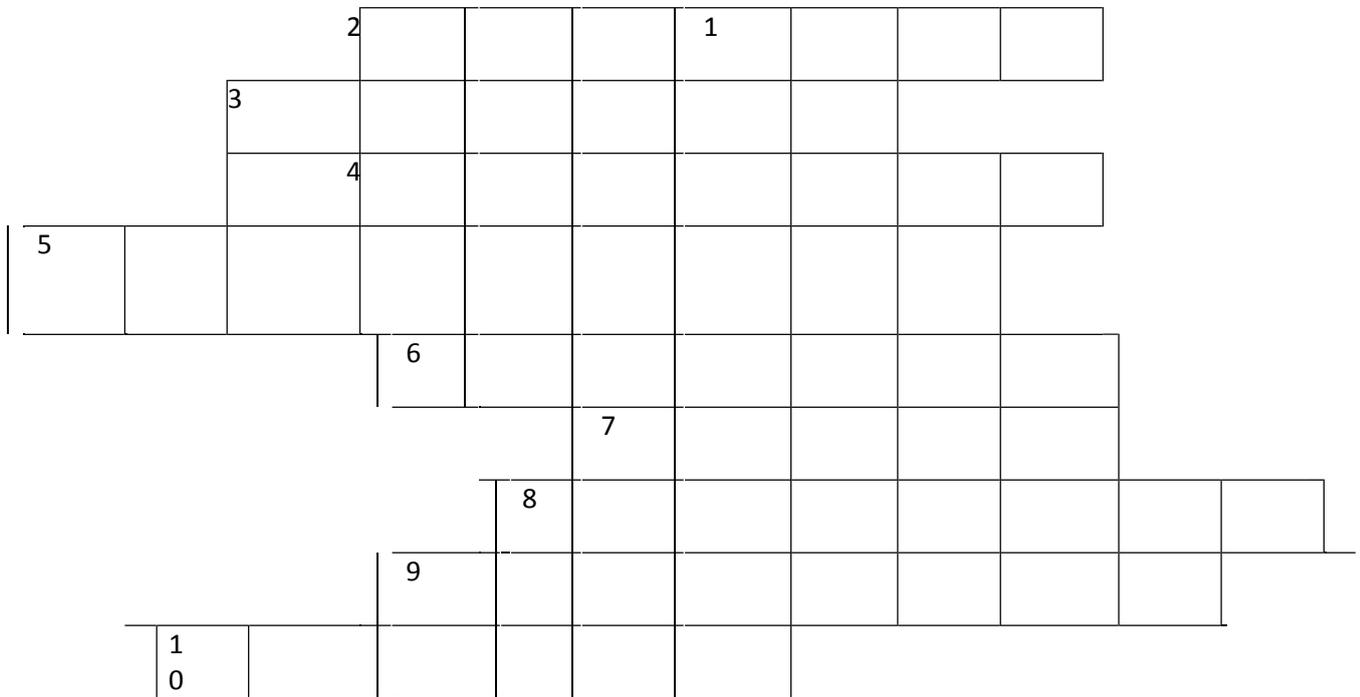
They are used externally for local application

## 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) The boy _ of today o - think b - thinks c - think</p> 	<p>3) Tim _ the o - sets b - sets c - set</p> 	<p>4) The baby _ to o - try b - tries c - tries</p> 	<p>5) _ o - tell ... ... ...</p> 
<p>6) Tim and Kim never _ o - win 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) The girl always sings on c S (school) c - sings</p> 	<p>10) The girl a - runs b - runs c - runs</p> 
<p>11) She _ 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 _ o - sleeps b - sleeps c - sleeps</p> 	<p>15) The boy _ with his car. a - plays b - plays c - plays</p> 
<p>16) The telephone _ twice a day. o - rings b - rings c - rings</p> 	<p>17) Mindy _ her books in the bag. o - puts b - puts c - puts</p> 	<p>18) Greg often o - catches a - catches b - catches c - catches</p> 	<p>19) The boy _ the o - does b - does c - does</p> 	<p>20) Mrs. Moore _ Pencil. a - teaches b - teaches c - teaches</p> 
<p>21) They _ well. o - dance b - dance c - dance</p> 	<p>22) Trino _ tea for her doll and herself. o - makes b - makes c - makes</p> 	<p>23) Tim _ Mortho. o - kisses b - kisses c - kisses</p> 	<p>24) The students learn at school. o - learn b - learn c - learn</p> 	<p>25) The alarm clock o - wakes b - wakes c - wakes</p> 
<p>26) John _ people's hair. o - cuts b - cuts c - cuts</p> 	<p>27) I _ with my credit card in the shop. o - pays b - pays c - pays</p> 	<p>28) Bob _ in the river. a - swims b - swims c - swims</p> 	<p>29) Bob _ wonderful photos. o - takes b - takes c - takes</p> 	<p>30) Grandpa and granny TV. o - watch b - watch c - watch</p> 
<p>31) We _ the o - see b - see c - see</p> 	<p>32) This _ postcard of Santa Daisy. o - is b - is c - is</p> 	<p>33) They _ the grandpa. a - love b - love c - love</p> 	<p>34) Use _ letter to her penfriend. o - writes b - writes c - writes</p> 	<p>35) Mr. ... reading interesting books. a - like b - like c - like</p> 

<http://www.phillipmorlin.com/>

ISLCollective.com

36) Mark always  
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 **will buy** them.
- 2 They **will have eaten** lunch by two o'clock this afternoon.
- 3 I **am going to open** my own business in the future.
- 4 This time tomorrow, I **will 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 **will 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 **will 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).

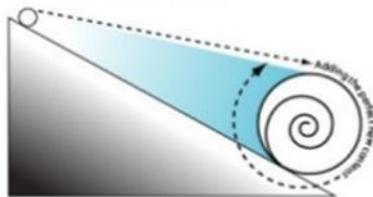
Well, it's almost lunchtime, so I 11) ..... (say) goodbye for now. I promise I 12) ..... (send) you a postcard from Tahiti.

Best wishes,  
Emily

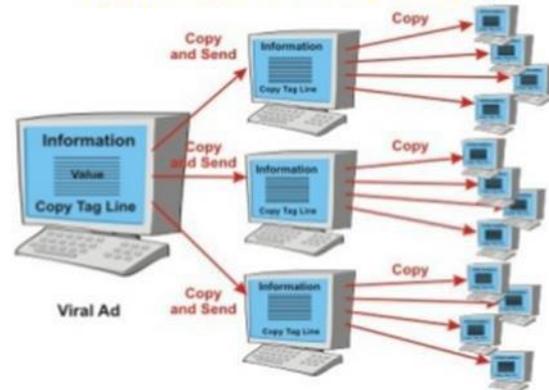
# Snowball Sampling



- 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 9<sup>th</sup> or 10<sup>th</sup> 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 17<sup>th</sup> 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’m fine thanks.

- +are
- am
- is
- be

197. – \_\_\_\_\_ Russian? – No, I can’t.

- + 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 8<sup>th</sup> 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 9<sup>th</sup> or 10<sup>th</sup> 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 17<sup>th</sup> 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

394. 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 FARMATSEVTIKA INSTITUTI  
TILLAR KAFEDRASI**

**“TASDIQLAYMAN”**

O‘quv va tarbiyaviy ishlar  
bo‘yicha prorektor, prof.

Z.A.Yuldashev \_\_\_\_\_

2019 yil “ \_\_\_ ” \_\_\_\_\_

**INGLIZ TILI FANIDAN  
III KURS  
TALABALARI  
BILIMINI  
BAHOLASH MEZONI**

**Kafedra yig‘ilishida tasdiqlangan**

**Bayonnoma № \_\_\_\_\_ .2019**

**Toshkent - 2019**

## **Ingliz tili fanidan talabalar bilimini reyting tizimi asosida baholash mezonlari**

O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 2011 yil 26-avgustdagi 1981-1-sonli buyrug'iga asosan, -Ingliz tili fani bo'yicha talabalar bilimini nazorat qilish va baholashning reyting tizimi quyidagicha belgilandi:

Talabaning -Ingliztili fani bo'yicha o'zlashtirishini baholash o'quv yili davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi:

- joriy baholash (JB);
- mustaqil ta'lim (MT);
- oraliq baholash (OB);
- yakuniy baholash (YaB).

-Ingliz tili fani bo'yicha talabaning yildavomida o'zlashtirish ko'rsatkichi 100 ball tizimida baholanadi.

**Izoh:** Joriy baholashga maksimal 50 ball ajratilgan bo'lib, shundan 45 balli joriy nazoratga va 5 balli mustaqil ta'limga ajratilgan.

**Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:**

- joriy baholash – 45 ball
- mustaqil ta'lim – 5 ball
- oraliq baholash – 20 ball
- yakuniy baholash – 30 ball

### **Fan bo'yicha talabalar bilimini baholash va nazorat qilish mezonlari**

<b>Baxolash usullari</b>	Yozma so'rov, yozma ishlar, og_zaki surov
<b>Baholash mezonlari</b>	<b>86-100 ball "a'lo"</b> - fanga oid nazariy va amaliy tushunchalarni to'la o'zlashtirish olish. - fanga oid o'zlashtirilgan bilim va amaliy ko'nikmalarni ijodiy fikrlay olishi. - 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><b>71-85 ball “yaxshi”</b></p> <p>-fanga oid o‘zlashtirilgan bilimlarni mustaqil fikrlash.</p> <p>- 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‘lqo‘yadi va1 ta so‘zni bilmaydi, o‘tilgan mavzunitushunadiva qo‘llaydi, darsda faol qatnashadi.</p>		
	<p><b>55-70 ball “qoniqarli”</b></p> <p>- 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><b>0-54 ball “qoniqarsiz”</b></p> <p>-o‘tilgan fanning nazariy va amaliy tushunchalarni bilmaslik.</p> <p>- 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>		
	<p><b>Reyting baholash turlari</b></p>	<p><b>Mak s. ball</b></p>	<p><b>O‘tkazish vaqti</b></p>
	<p><b>Joriy nazorat:</b> Amaliy mashg‘ulotlarda faolliги, savollarga to‘g‘ri javob berganligi, uchun</p>	<p><b>45</b></p>	<p>Semestr boshlangandan ikkinchi mashg'ulotdan oxirgi mashg'ulotga qadar har bir mashg'ulotda 100 ballik tizimda joriy baholanadi, so'ngra ushbu ballar</p>

		<p>yig'indisidan o'rtacha ball chiqarilib, 0,45 koeffitsientga ko'paytiriladi. JN har bir mavzuning xususiyatidan kelib chiqqan hold a yozma, yoki test shaklida amalga oshiriladi.</p>
--	--	---

	<b>Mustaqil ta'lim</b>	<b>5</b>	
	<b>Oraliq nazorat:</b> Amaliy mashg'ulotdan tashqari oraliq nazorat haftasida yozma ish shaklida o'tkaziladi. Oraliq nazorat savollari joylashtiriladi. Oraliq nazorat 10 ballni tashkil etib, undan: (86-100 %) 8,6 – 10 <b>A'lo "5"</b> (71-85 %) 7,1 – 8,5 <b>Yaxshi "4"</b> (55- 70 %) 5,5 – 7,0 <b>Qoniqarli "3"</b> (0-54 %) 5,5 dan kam <b>Qoniqarsiz "2"</b>	<b>20</b>	har bir semestrda 10 balldan ikki marotoba o'tkaziladi. 10, 17 haftalar Jami: 10x2=20 ball
	<b>Yakuniy nazorat (yozma)</b>	<b>30</b>	19-20 haftada
	<b>JAMI</b>	<b>100</b>	

### **Tavsiya etilgan adabiyotlar ro'yxati** **Asosiy adabiyotlar**

1. Boqieva G.H., Rashidova F.M. va boshqalar. Scale up. Student's book. Course 1 – T.: G'afur G'ulom, 2015.
2. Boqieva G.H., Rashidova F.M. va boshqalar. Scale up. Workbook. Course 1 – T.: G'afur G'ulom, 2015.

#### **Qo'shimcha adabiyotlar:**

3. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. O'zbekiston Respublikasi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollari bag'ishlangan majlisidagi O'zbekiston Respublikasi Prezidentining nutqi. // Xalq so'zi gazetasi. 2017 yil 16 yanvar, №11.
4. O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi —Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar to'g'risidagi 124-sonli qarori.
5. O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 11 avgustdagi —Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risidagi 610-sonli qarori

6. O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi —Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risidagi PQ-2909-sonli qarori
7. Boqieva G.H., Rashidova F.M. va boshqalar.. Scale up. Teacher's book. Course 1. – T.: G'afur G'ulom, 2015
8. John and Liz Soars —New Headway|| Pre-intermediate Student's book Oxford University Press, 2010
9. Raymond Murphy —Essential Grammar in Use|| Cambridge University Press, 2005
10. Sue Kay and Vaughan Jones —New Inside Out|| Elementary Student's book. Macmillan, 2012
11. Peter Maggs and Catherine Smith —New Inside Out|| Elementary Work book. Macmillan, 2012
12. Sue Kay and Vaughan Jones —New Inside Out|| Pre-intermediate Student's book. Macmillan, 2012
13. Sue Kay and Vaughan Jones —New Inside Out|| Pre-intermediate Student's book. Macmillan, 2012
14. Английский язык грамматический практикум для фармацевтов || под редакций Марковина И.Ю. М., 2006г.
15. Марковина И.Ю. —Английский язык грамматический практикум для фармацевтов || М., 2010 г.
16. Virginia Evans. English grammar book. “Round up 2” LONGMAN, 2005
17. Virginia Evans. English grammar book. “Round up 3” LONGMAN, 2005
18. L.X. Bozorova, V.N. Kovtunenکو. — Ingliz tili ||, 2005y.
19. Л.Х.Базарова, В.Н.Ковтуненко —Английский язык|| 2010

#### **Internet saytlari**

<http://learnenglish.britishcouncil.org/en/>

<http://www.englishteststore.net/>

<http://www.ascend.edu.sg/index.html?gclid=COLuhNywybUCFcJ3cAodYyoAZg>

<http://www.teachingenglish.org.uk/think/articles/listening>

# V. LIST OF LITERATURE



## Main literature

1. Boqieva G.H., Rashidova F.M. va boshqalar. Scale up. Student's book. Course 1 – T.: G'afur G'ulom, 2015.
2. Boqieva G.H., Rashidova F.M. va boshqalar. Scale up. Workbook. Course 1 – T.: G'afur G'ulom, 2015.

## Additional literature:

3. Mirziyoyev Sh.M. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. O'zbekiston Respublikasi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollariga bag'ishlangan majlisidagi O'zbekiston Respublikasi Prezidentining nutqi. // Xalq so'zi gazetasi. 2017 yil 16 yanvar, №11.
5. O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi —Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar to'g'risidagi 124-sonli qarori.
5. O'zbekiston Respublikasi Vazirlar Mahkamasining 2017 yil 11 avgustdagi —Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risidagi 610-sonli qarori
14. O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi —Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risidagi PQ-2909-sonli qarori
15. Boqieva G.H., Rashidova F.M. va boshqalar.. Scale up. Teacher's book. Course 1. – T.: G'afur G'ulom, 2015
16. John and Liz Soars —New Headway|| Pre-intermediate Student's book Oxford University Press, 2010
17. Raymond Murphy —Essential Grammar in Use|| Cambridge University Press, 2005
18. Sue Kay and Vaughan Jones —New Inside Out|| Elementary Student's book. Macmillan, 2012
19. Peter Maggs and Catherine Smith —New Inside Out|| Elementary Work book. Macmillan, 2012
20. Sue Kay and Vaughan Jones —New Inside Out|| Pre-intermediate Student's book. Macmillan, 2012
21. Sue Kay and Vaughan Jones —New Inside Out|| Pre-intermediate Student's book. Macmillan, 2012

14. Английский язык грамматический практикум для фармацевтов || под редакций Марковина И.Ю. М., 2006г.
15. Марковина И.Ю. — Английский язык грамматический практикум для фармацевтов || М., 2010 г.
17. Virginia Evans. English grammar book. “Round up 2” LONGMAN, 2005
17. Virginia Evans. English grammar book. “Round up 3” LONGMAN, 2005
18. L.X. Vozorova, V.N. Kovtunenکو. — Ingliz tili ||, 2005y.
19. Л.Х. Базарова, В.Н. Ковтуненко — Английский язык || 2010

### Internet sources



1. [www. Ziyounet. Uz](http://www.ziyounet.uz)
2. [www. edu. Uz](http://www.edu.uz)
3. [www.infocom.uz](http://www.infocom.uz) электрон журналы
4. [www.press-service.uz](http://www.press-service.uz) Ўзбекистон Республикасы Президентининг Матбуот маркази сайты
5. [www.gov.uz](http://www.gov.uz) Ўзбекистон Республикасы Давлат Ҳокимияти порталы  
[www.lugat.uz](http://www.lugat.uz), [www.glossaiy.uz](http://www.glossaiy.uz) Axborot-kommunikatsiya texnologiyalari izohli lug'ati, 2004, UNDP DDI: Programme
6. [www.uz](http://www.uz) Ўзбек интернет ресурсларининг каталоги
7. <http://learnenglish.britishcouncil.org/en/>
8. [http://www.english-hilfen.de/en/download/test\\_tenses\\_en.pdf](http://www.english-hilfen.de/en/download/test_tenses_en.pdf)
9. <http://www.englishteststore.net/>
10. <http://www.ascend.edu.sg/index.html?gclid=COLuhNywybUCFcJ3cAodYyoAZg>
11. <http://iteslj.org/>
12. <http://iteslj.org/Techniques/Yang-Writing.html>
13. <http://iteslj.org/Techniques/Ross-ListeningComprehension.html>
14. <http://www.teachingenglish.org.uk/think/articles/listening>
15. [http://www.usc.edu/dept/education/CMMR/CMMR\\_BTSA\\_home.html#Resources\\_BeginningTeachers](http://www.usc.edu/dept/education/CMMR/CMMR_BTSA_home.html#Resources_BeginningTeachers)
16. <http://www.teachermentors.com/MCenter%20Site/BegTchrNeeds.html>
17. <http://www.inspiringteachers.com/>
18. <http://teachnet.org/nspi/research/prep/Cooper/http://www.altteacher.org/Mentoring.html>
19. [www.examenglish.com](http://www.examenglish.com)  
<http://www.education.gouv.fr/>