THE MINISTRY OF HEALTHCARE
OF THE REPUBLIC OF UZBEKISTAN

THE TASHKENT PHARMACEUTICAL INSTITUTE

LANGUAGES CHAIR

TEACHING-METHODICAL COMPLEX ON PRACTICAL ENGLISH FOR THE 1ST YEAR STUDENTS OF MASTER DEGREE

TASHKENT -2019

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5A510603 - Industrial Technology of Drugs
5A510502 - Organization of Pharmaceutical Affairs and Administration
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Total educational hours – 120
Including:
Practical lessons – 80 hours
Self-study work – 40 hours

TASHKENT-2019

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TMC on the Foreign Language for the 1st year students of Bachelor degree in all directions of Pharmacy and Industrial Pharmacy faculties is discussed and recommended to confirm on the Branch Methodical Council of Languages on the "____" of_____in 201_. Record№_____

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Scientific Secretary_____V.Haydarov

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Lesson plan on Practical English for the 1st year students of Master degree
(1st term)

№	Themes	Hours
1	Grammar: Word formation. Noun and adjective suffixes. Vocabulary: Terms used in pharmaceutical industry. Reading:Text: “Pharmaceutical Industry in Uzbekistan” p.1 (OTM, p.4)	2
2	International exam: IELTS Reading: Headings, Cambridge IELTS 3 Test 1 Listening: Gap filling, Cambridge IELTS 3 Test 1 Text:“Pharmaceutical Industry in Uzbekistan”. Conversation on the text (Speaking).	2
3	Grammar: Passive and active voice. Vocabulary: Terms used in pharmaceutical industry. Text: “Pharmaceutical Industry in the UK ”, p.1(OTM, p.5)	2
4	Writing: Types of letters. Formal and informal. Speaking: Text: “Pharmaceutical Industry in the UK”, p.2 (OTM, p.5) Conversation on the text.	2
5	International exam: IELTS Reading: Multiple choice, Cambridge IELTS 3 Test 2 Listening: Multiple choice, Cambridge IELTS 3 Test 2	2
6	Grammar: Modal verbs The Past and Present Indefinite Tenses. Vocabulary: Text: “Pharmaceutical Education in the UK”, p.1(OTM, p.6)	2
7	Grammar: Indefinite tenses. The Future Indefinite	2

	Tense. Text: “Pharmaceutical Education in the UK”, p.2 (OTM, p.6)	
8	Grammar Adverbs: meanings and functions Advantages and disadvantages of social media	2
9	International exam: IELTS Reading: True, False, Not given CambridgeIELTS Writing Task 1 Pie chart	2
10	Revision	2
11	Grammar: complex sentences (*which, that)* Vocabulary: terms of medicinal plants Text: “Drugs made by Medicinal Plants”, p.1 (OTM, p.8)	2
12	Grammar: Participle II. Perfect tenses. Text: “Drugs made by Medicinal Plants”p.2 (OTM, p.8). Conversation on the text (Speaking).	2
13	Grammar: Modal verbs and their Equivalents. Text: “Plants as a source of drugs”, p.1 (OTM, p.9)	2
14	Text: “Plants as a source of drugs”, p.2 (OTM, p.9) Writing: How to write C/V	2
15	International exam: IELTS Reading: Multiple choice, Cambridge IELTS 3 Test 2 Listening: Multiple choice, Cambridge IELTS 3 Test 2	2
16	Speaking: How to organize presentation Text for translating: “Herbal Medicine” (OTM, p.24)	2
17	Making individual presentations on the topic “Biological Engineering” (OTM, p.25)	2
18	Revision	2
19	Grammar: Prepositions. Text for translating: “Aromatherapy” (OTM, p.27)	2
20	Final lesson.	2

Lesson plan on Practical English for the 1st year students of Master degree
(2nd term)

№	Themes	Hours
1	Grammar: Indirect Speech. Text: “Clinical Pharmacy”, p.1 (OTM, p.12)	2
2	Grammar: Indirect Speech. Special Question. Text : “ Clinical Pharmacy”, p.2 (OTM, p.12)	2
3	International exam: IELTS Reading. Grammar: Indirect Speech. General Question. Text : “ Clinical Pharmacy”. Conversation on the text (Speaking)	2
4	Repeating Grammar material. Text for outlesson reading: “Veterinary Pharmacy” (OTM, p.39)	2
5	Grammar: The Infinitive. Text: “Industrial Pharmacy”, p.1 (OTM, p.13)	2
6	Grammar: The Imperative Mood. Text: “Industrial Pharmacy”, p.2 (OTM, p.13)	2
7	Grammar: The Gerund. Text: “Industrial Pharmacy” (OTM, p.13) Conversation on the text (Speaking)	2
8	International exam: IELTS Listening. Grammar: Types of questions. Text: “Branches of Biotechnology”, p.1 (OTM, p.14) Text for outlesson reading: “Pharmacogenomics” (OTM, p.40)	2
9	Grammar: Using articles with Proper nouns. Text: “Branches of Biotechnology”, p.2 (OTM, p.14) Text for outlesson reading: “History of Pharmacy” (OTM, p.41)	2
10	Text: “Branches of Biotechnology”. Conversation on the text (Speaking) Text for outlesson reading: “Poisonous Plants” (OTM, p.42)	2
11	Revision	2

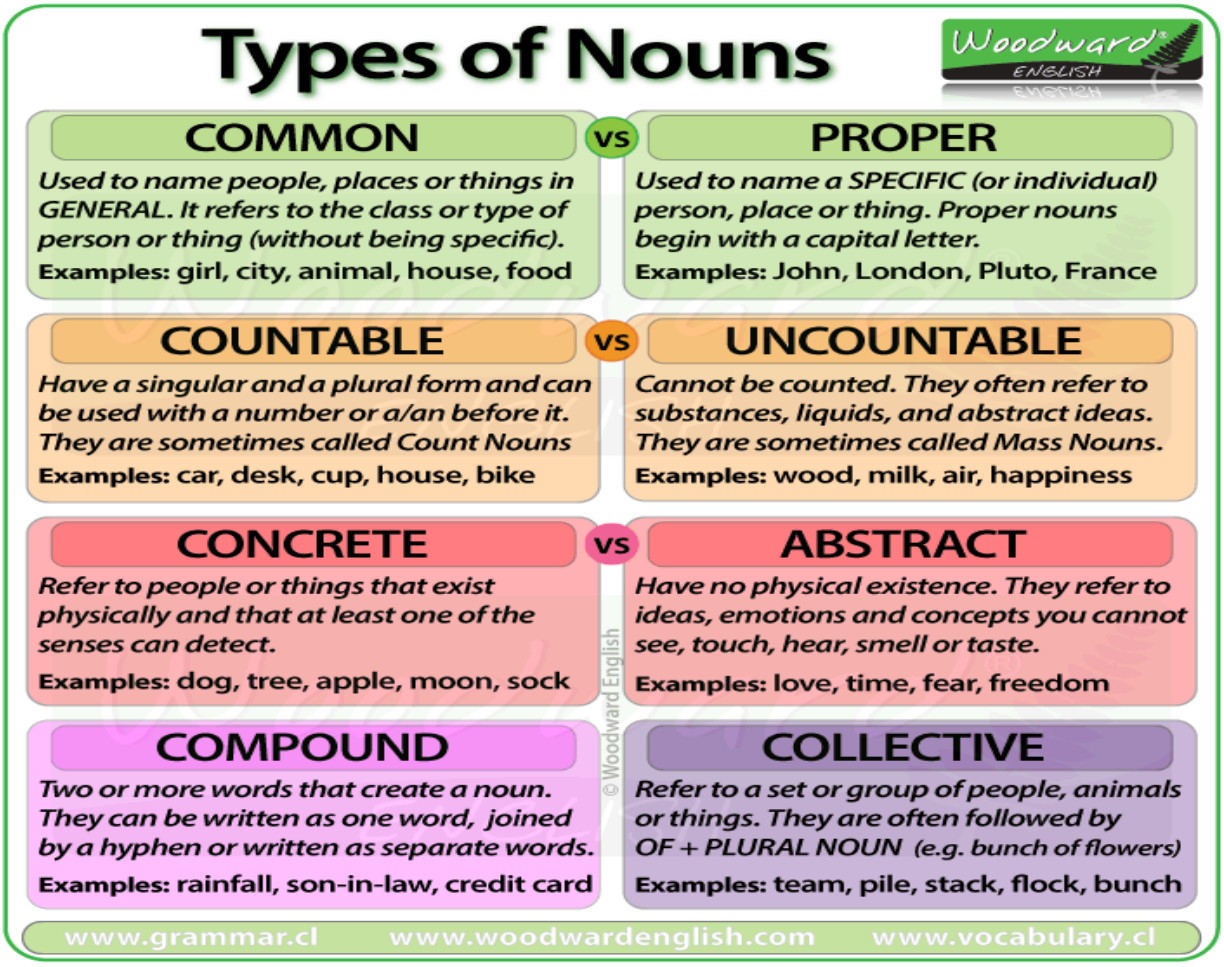
12	International exam: IELTS Reading. Grammar: Sequence of Tenses. Text for outlesson reading: “Genetic testing” (OTM, p.46)	2
13	Grammar: Punctuation Marks. Text: “Medicinal Chemistry”, p.1 (OTM, p.16)	2
14	Grammar: The Imperative and Exclamatory Sentences. Text: “Medicinal Chemistry”, p.2 (OTM, p.16)	2
15	Text: “Medicinal Chemistry”. Conversation on the text (Speaking) Text for outlesson reading: “Pharmacogenetics ” (OTM, p.47)	2
16	Text for translating: “Gene Therapy” (OTM, p.28) Text: “Pharmaceutical Industry”, p.1(OTM, p.17)	2
17	Revision	2
18	International exam: IELTS Listening. Text for translating: “Biopharmaceuticals” (OTM, p.30) Text: “Pharmaceutical Industry”. Conversation on the text (Speaking)	2
19	Text for translating: “Role of Industrial Microbiology in Biotechnology” (OTM, p.32) Text: “My Scientific work”.	2
20	Final Lesson	2

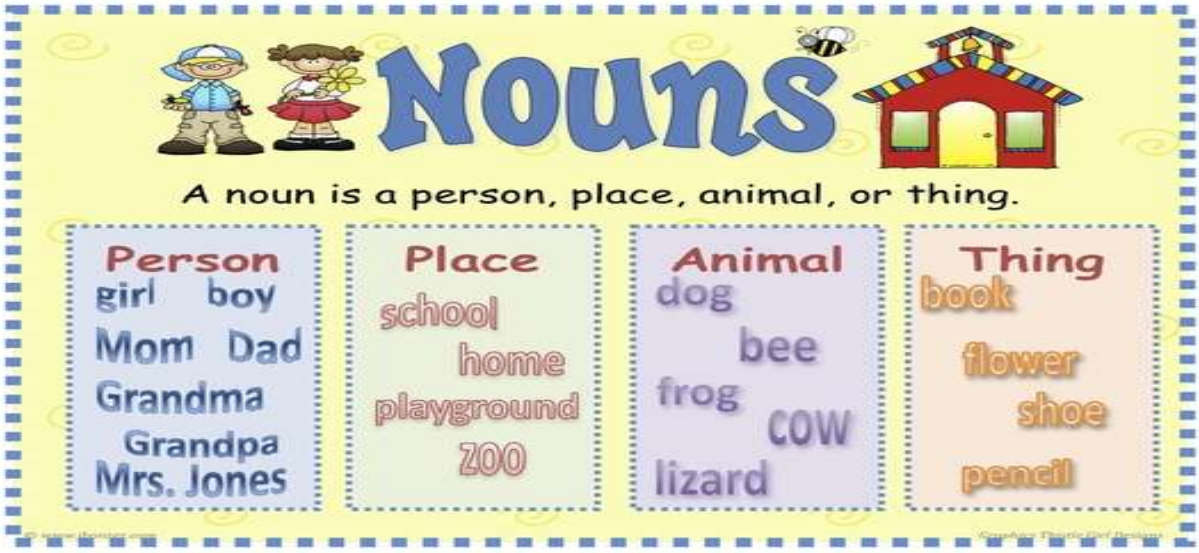
I. TEACHING MATERIALS
1st term

LESSON 1

Grammar: Word formation. Noun and adjective suffixes.
Vocabulary: Terms used in pharmaceutical industry.
Reading:Text: "Pharmaceutical Industry in Uzbekistan" p.1 (OTM, p.4)

Follow up





Noun or *Verb*	*Suffix*	*Adjectives*
danger, fame	-ous	dangerous, famous (= well-known)
music, politics industry, economics	-al	musical, political, industrial, economical (= saves you money)
cloud, fog, sun, dirt	-y	cloudy, foggy, sunny, dirty (not clean)
attract, create	-ive	attractive (= pretty, nice to look at); creative (= ableto produce new ideas; with imagination)

Note: Sometimes there is a spelling change. Here are common examples:
double the consonant,

- sun/sunny,
- fog/foggy

leave out the final ‘e’,

- create/creative,
- fame/famous

leave out the final’s’ before ‘al’,

- politics/political;

- economics/economical

change ‘y’ to ‘i’ before ‘al’,

- industry/industrial

-able /abl/
This suffix (also -ible in some words) is used to form many adjectives from nouns or verbs:

- enjoyable

- comfortable

- knowledgeable (= knows a lot)

- suitable (= right/correct for a particular situation)
  Quite often, **-able** (and **-ible)** has the meaning ‘can be done’.
- Something that is washable ‘can be washed’.

- drinkable
- comprehensible (= can be comprehended or understood)
- reliable (= can be relied on or trusted, e.g. a car or other machine that never goes wrong or breaks down).

Words ending -able quite often express the opposite meaning by adding the prefix **un-:**

- undrinkable
- unreliable
- unbreakable (= cannot be broken)
- unsuitable
- uncomfortable

Words ending –**ible** add the prefix **in-:**

- incomprehensible
- inflexible (somebody who is inflexible has a fixed idea about something and cannot change quickly or easily; an inflexible timetable cannot be changed easily)
- inedible (= cannot be eaten).

-ful and -less

*The suffix **-ful** often means ‘full of + the meaning of the adjective:*

- careful, you are full of care
- if you are helpful you are full of help.
- painful (= hurts a lot)

- useful
- thoughtful (= someone who is thoughtful is kind and always thinks about others; a thoughtful action shows care for others)

The suffix -less means ‘without’ + the meaning of the adjective:

- if you are careless, you do something ‘without care’.
- painless, useless (= has no use or function) thoughtless, jobless and homeless (= with nowhere to live)

Vocabulary

NOTES

1. envisage – imagine
2. effort – attempt
3. reinforcement – strengthening
4. implement – put into action
5. redundant – not needed, especially for a particular job
6. mutual – given or done to each other

7. collaboration – working together on a job
8. expansion – a wide area

PHARMACEUTICAL INDUSTRY IN UZBEKISTAN

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

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

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

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

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

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

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

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

To this end, the concern is actively making business and research contracts to develop and start manufacturing new competitive medical drugs. Close

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

The list of main medical drugs includes347 drugs including 136 (or 39.1%) produced by domestic companies. Domestic manufacturers have got registered 130 medical drugs in 11 non-CIS and CIS countries (Afghanistan, Azerbaijan, Armenia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Russia, Tajikistan, Turkmenistan, and the Ukraine). Upon expansion of manufacturing base of research institutions and starting production of substances with consideration for mineral resources and industrial potential, production of a wide range of substances and components for medical drugs of animal and plant origin as well as based on inorganic, mineral, synthetic materials, production of radiopharmaceutical preparations and blood products can be arranged in Uzbekistan.

LESSON 2

International exam: IELTS
Reading: Headings, Cambridge IELTS 3 Test 1
Listening: Gap filling, Cambridge IELTS 3 Test 1
Text:"Pharmaceutical Industry in Uzbekistan".
Conversation on the text (Speaking).

Follow up

IELTS Reading Exam Tips & Strategies: How to Answer Match Heading Questions

The most essential skill to answer Match Heading questions is skimming, which is being able to read a text quickly to get a general idea of meaning. The following answer strategy explains how you can utilize skimming skills to tackle this question type.

1. Skim the first paragraph. When you skim it, read the first one or two sentences and the last sentence to understand the general meaning.
2. Once you have a general idea of the first paragraph, you should be able to identify some keywords that are important Usually keywords are found in the first and the second sentences. For example, in the above sample question, the keywords in the paragraph A is government and environmental management

3. Browse through all headings and match any headings that are very obvious and you are sure about. Usually by this step, you can already find the answer. However, if there is more than one heading, and you are not sure which one is correct, continue to the next step
4. Write all potential headings beside the paragraph. Identify the difference between each of them. Pay attention to any synonyms in the paragraph to keywords in the headings. If you still can't pick one, move one. The answer will often reveal itself later.

Follow this step by step process for each paragraph.

Using this strategy, you're certain to find answers efficiently. Remember, this is for some of the easier question types in the reading exam, so you should aim to match each of headings in 1 minute. This way, you will have more time for the more difficult questions.

Also, if you have several question types for the same passage, always do the matching headings questions first, as the headings summarize the text and can help you scan the answers for other questions.

Free IELTS Reading Samples

Let's do some IELTS reading practices to hone the new skills, tips, and strategies you've learned. You are welcome to leave your answers in the comment section.

Here is an example of Match Heading IELTS reading sample question.

Reading Passage

Section A The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsidies create.

Section B No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising.

World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of monoculture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land. The annual value of these subsidies is immense: about $250 billion, or more than all World Bank lending in the 1980s. To increase the output of crops per acre, a farmer's easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too: by 69 per cent in 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land- clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil erosion.

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land in environmentally friendlier ways, or to leave

it fallow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow. They are therefore less likely to contribute to the greenhouse effect. But they are rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides and artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute of pesticide use by farmers in South East Asia found that, with pest-resistant varieties of rice, even moderate applications of pesticide frequently cost farmers more than they saved. Such waste puts farmers on a chemical treadmill: bugs and weeds become resistant to poisons, so next year's poisons must be more lethal. One cost is to human health. Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid 1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, in turn, may make soil erosion worse.

Section F A result of the Uruguay Round of world trade negotiations is likely to be a reduction of 36 per cent in the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It will undoubtedly mean more pressure to convert natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown in the environments to which they are naturally suited. And more farmers in poor countries will have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Questions 1 – 5

Reading Passage 6 has six sections, **A-F**.
Choose the correct heading for sections **A-D** and **F** from the list of headings below.

Write the correct number **i-ix** in boxes **1-5** on your answer sheet.

List of Headings

i. The probable effects of the new international trade agreement
ii. The environmental impact of modern farming
iii. Farming and soil erosion
iv. The effects of government policy in rich countries
v. Governments and management of the environment
vi. The effects of government policy in poor countries
vii. Farming and food output
viii. The effects of government policy on food output
ix. The new prospects for world trade

1. Section A _____ v
2. Section B _____ vii
3. Section C _____ ii
4. Section D _____ iv
5. Section F _____ i

IELTS Listening Tips

1. You will have to practice listening to both one person speaking (a monologue) and more than one person speaking at the same time. Listening to monologues is challenging because the person doesn't often stop speaking for very long so students can feel like they are being overwhelmed. Listening to more than one person can be difficult because there may be different accents or styles of speaking and it is tricky to 'tune-in' to what is being said. For lots of free practice activities for both monologues and more than one person talking, please check out our guide on **IELTS listening practice**.
2. Be careful with your spelling. Lots of easy marks are thrown away because of poor spelling. My advice is to keep a notebook of words you find difficult to

spell. Even native speakers have a hard time with some English words, so the only way is to record and learn. Both US and UK spelling are allowed in the listening test.

3. You will be given a short break (normally around 30-40 seconds) before each section and in the middle of sections 1, 2 and 3. You should NOT use this time to check your answers from the previous section. You should look at the questions in the next section and try to understand the questions and predict the answers coming next. When you predict try to think about the context of the question. Can you guess the answer? For example, if there is a '$' in front of the answer, you will probably be listening for an amount of money. Also, establish what type of word (adjective, noun, verb etc.) the answer will be.
4. At the end, you will be given 10 minutes to transfer your answers to the answer sheet. When you are doing this make sure you are very careful with spelling and make sure your answers are correct grammatically. For example, if the question was 'The man wanted to _____ a _____ car.' the answers are likely to be a verb and then an adjective. If your answers are not grammatically correct or spelled incorrectly, then they will be marked as wrong.
5. Be careful with capital letters. If your word is someone's name or a place, then it must have a capital letter to be correct.
6. Make sure you follow the instructions carefully especially when it comes to word limit. If the question states 'No more than three words' you can't write any more than this. If your answer is four words for this answer it will be incorrect.
7. A range of accents are used to reflect the international nature of English. These could be from anywhere in the English-speaking world, including the US, Canada, South Africa, New Zealand, Ireland or Australia. You could also hear one of many regional accents from the UK. You should, therefore, try to get used to all of these different accents. Instead of just listening to the **BBC News,** you could try listening to the news, or anything else for that matter, from a range of different countries. A quick search on **Google** is all you need to find these.
8. It is important to familiarise yourself with the different types of test questions and **practice IELTS past papers**. When you practice these tests it should be under exam conditions, but then it is important to find out why you got certain questions wrong. Focusing on your mistakes is very important. You should listen again and again until you find out why you got the question wrong, don't just look at the answers and forget about them. If you do this you will not improve very quickly. You can also look at the transcripts and find out where you went wrong by reading.

9. I did just say that you should practice past papers, however, you should also remember that this is a test of your general level of English, so you should listen to not only IELTS but everything you can in English. In general, those who do the best on the listening test are those who have practiced listening in English the most. The best candidates listen to English a little every day. Please check out our article on **25 online language learning tools** for lots of ways you can listen at home for free.
10. Focus on getting the easy questions correct first before worrying about the more difficult questions. Anyone hoping to do well on the IELTS listening test should be getting 10 out of 10 on the first part of the test. Make sure you can do this consistently in the first part before worrying about the other parts, especially part four.
11. Make sure you don't get tricked. IELTS listening tests will often try to fool you by giving you something that seems like the correct answer first and then changing this to something else later in the recording. For example, your questions might be 'The man would like a _____ car.' At the start of the recording the person might say they want a 'big family car', but then change their minds and say they want a 'small sports car'. If you wrote down the first option you would be wrong.
12. You have to get used to listening to things only once. Lots of teachers allow their students to listen to a recording three or four times. You can, of course, listen again and again when analysing your mistakes, but when practicing the exam you should do it under exam conditions and that means listening just once.
13. Do you have messy handwriting? Lots of people do, don't worry. In the listening test, you should write your answers in all capital letters if your writing is messy.
14. Remember to bring an eraser. You will have to write your answers in pencil, so make sure you can change any notes or answers using an eraser.
15. It's not just a listening test; it's an understanding, reading, writing, vocabulary and spelling test. Make sure you practice all of these skills under exam conditions.
16. Write your answers on the question paper as you do the test. I know lots of students who don't do this and try to remember all of the answers and then use their memory to fill out the answer sheet. You are under enough pressure without making it a memory test on top of everything else. Keep it simple and note down the answers as you go.
17. Practice your shorthand. Shorthand is when you write a shortened version of a word. For example, you might write approx. for approximately or Eng. for English. This will help you save time in the exam.

Text:“Pharmaceutical Industry in Uzbekistan”.Conversation on the text, make round table discussion on the topic.

LESSON 3

Grammar: Passive and active voice.
Vocabulary: Terms used in pharmaceutical industry.
Text: “Pharmaceutical Industry in the UK ”, p.1(OTM, p.5)

Follow up

Passive definition:
The passive voice is a grammatical voice of verb where what would be the object of a corresponding active sentence becomes the subject of a sentence in the passive voice. The passive voice is formed with the appropriate tense of the verb to be + past participle.
Passive examples:

- *The letters would be typed by her.*
- *My uncle was visited by me last week.*

More active vs passive voice example sentences:

- *The snake might have killed him.* (Active) –> *He might have been killed by the snake.* (Passive)
- *My father had Tom wash his car.* (Active) –> *My father had his car washed by Tom.* (Passive)

Examples of active and passive voice for different tenses in English

Passive Voice Rules & Usage with Examples

The passive is used:

- When the agent (= the person who does the action) is unknown, unimportant or obvious from the context.
  Examples:

  Jane was shot. (We don’t know who shot her.)
  This house was built in 1815. (unimportant agent).
- To make more polite or formal statements.
  Examples:

  The trees haven’t been watered. (more polite)
  You haven’t watered the trees. (less polite)

- When the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.
  Example:

  60 people were killed in shootings across Chicago between Friday and Monday morning.
- To put emphasis on the agent.
  Example:

  The new bar will be opened by Sean.

Complete the questions using the verb in brackets in passive. Then answer the questions.

1. When _____ America _____ (discover)?
2. In what year _____ the Olympic Games _____ (hold) in Barcelona?
3. In what century _____ William Shakespeare _____ (bear)?
4. Where _____ Coca-Cola _____ (invent)?
5. What _____ _____ (consider) the highest mountain in the world?
6. Where _____ rubles_____ (use)?
7. In what country_____ Kiev_____ (locate)?
8. In what country _____ Thai _____ (speak) by 92% of the population?
9. How many Harry Potter´snovels have _____ _____ (write)?
10. When _____ Halloween _____ (celebrate)?
11. When _____ St Patrick´s Day _____ (celebrate)?
12. When _____ Thanksgiving Day _____ (celebrate)?
13. When _____ the Eiffel Tower _____ (build)?
14. _____ the Channel Islands _____ (include) in the “United Kingdom”?
15. In what century _____ Australia _____ (settle
2
) by the British?
16. Where _____ most bananas _____ (produce)?
17. In what museum can LaGiocondapainting _____ _____ (see)?
18. How many stars and bars _____ _____ (represent) in the flag of the USA?
19. What two ingredients _____ candy floss
3
_____ (make) of?
20. What _____ the largest lake in the world _____ (call)?

Complete these sentences with one of the followingverbs in the correct form: carry, check, drive, find, hear, knock, make, spend, translate, wake.
Example:
The music at the party was very loud and could be heardfrom far away.

1 A decision will not …… until the next meeting.

2 That building is dangerous. It ought to …… down before it falls
down.
3 When you go through Customs, your luggage may …… by a customs
officer.
4 I told the hotel receptionist that I wanted to …… up at 6.30.
5 Her new book will probably …… into a number of foreign languages.
6 Police are looking for the missing boy. He can't …… anywhere.
7 Do you think that less money should …… on arms?
8 The injured man couldn't walk and had to …… .
9 I don't mind driving but I prefer to …… by other people.

Put these sentences into the passive.

1 People don't use this road very often.
……
……
2 They're building a new ring-road round the city.
……
……
3 I didn't realize that somebody was recording our voice.
……
……
4 They have changed the date of the meeting.
……
……
5 Brian told me that somebody had attacked and robbed him in the street.
……
……

PHARMACEUTICAL INDUSTRY IN THE UNITED KINGDOM

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

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

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

NOTES

1. ensure – guarantee
2. devices – equipment
3. share – each of the equal parts

LESSON 4

Writing: Types of letters. Formal and informal.
Speaking: Text: "Pharmaceutical Industry in the UK", p.2 (OTM, p.5) Conversation on the text.

Follow up

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

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

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

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

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

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

1. Dear Mr. Bass

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

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

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

   Best regards

   Simon Pilgrim

Hi Sylvie

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

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

Despite this, have a nice day!

Regards Jean

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

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

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

Speaking: Text: "Pharmaceutical Industry in the UK", p.2 (OTM, p.5) Discuss achievements in UK pharmaceutical industry.

LESSON 5

International exam: IELTS
Reading: Multiple choice, Cambridge IELTS 3 Test 2
Listening: Multiple choice, Cambridge IELTS 3 Test 2
Reading Skills

MCQs test your ability to understand the main ideas contained in a text and then look for specific information.

You will need to quickly identify the main idea in order to locate the correct section of the text.

When you do this it will seem like two or three of the options could be the correct answer and you, therefore, must read in much more detail to find the specific information that gives you the correct answer.

Common Problems

Reading the text before the questions– If you do this you are reading 'blind' because you are not sure what you are looking for. You also waste time because you will have to read the questions and then read the text again, so you have just wasted your time on the first reading.

Not answering questions– This seems like an obvious one but it would shock you how many people don't answer the question at all.

Being tricked by the examiner– examiners love to try and trick you with 'distractors'. Distractors are things that look like the correct answer but are actually incorrect. When you locate the correct section in the reading text, there will appear to be two or three plausible correct answers. A very common trick is matching lots of keywords from the question options to parts of the text. Just because there are lots of matching keywords doesn't mean it is the correct answer. Also look at the context of the whole sentence and any qualifying words like *most, all, always, sometimes.*

Not reading the whole sentence– The first part of a sentence might look correct but the second half of it might change the meaning. Words like *but and however* can change the meaning of a whole sentence. Examiners know you are trying to get the answers as quickly as possible and will try to trick you in this way.

Not reading the text carefully– Because there are so many 'distractors', some of the 'correct' answers will appear to 'jump out' at you. If you don't read the text carefully, you will choose the incorrect answer. Take some time to really understand the meaning of each sentence.

Top 10 Tips

1. Read the questions before you read the text.

2. You will often be able to eliminate 2 of the four answers and this leaves you with two choices. Think about the difference in meaning between these two choices and this will help you get the correct answers.

3. If you are unsure of what the difference is between two or three sentences, it can help to rephrase them in your own words.
4. If you are running out of time or you really don't know the answer, have a guess. You will not lose marks for wrong answers and you have a 25% chance of getting the correct answer just by guessing.
5. Don't be tricked by the examiner's 'distractors' especially keywords from the questions that look the same as the text.
6. If you don't know anything about the topic, don't panic. It is a reading test, not a test of your knowledge.
7. Try to predict the correct answer before you read the text. This will help you find the correct answer.
8. Before deciding on your answer, always go back and carefully read the questions before making your final decision.
9. The answers will be in the same order as the text.
10. You might be asked about both facts and opinions. Facts are things that are always true or cannot be disproved but opinions are just what people think.

Strategy

This is my suggested strategy. There are many different strategies and you should use the one you feel comfortable with. You can also adapt this strategy to what suits you.

1. Read the questions carefully.
2. Skim the text to get the general meaning.
3. Underline any keywords in the question and think about any synonyms that might appear in the text.

4. Read the choices and underline any keywords. Think about the difference in meaning between the different choices.
5. Predict the correct answer.
6. Read the text and using keywords and synonyms locate the part containing the answers.
7. Read that part of the text very carefully, thinking about the difference in meanings.
8. Think about not only which options are correct but how the other options are wrong.
9. Go back and read the question again and mark your final choice.

Some multiple choice questions require you to choose more than one answer from a variety of options. You may be asked to choose two answers from five options or four answers from seven options. Approach these in the same way you would a single answer question.

Common Problems

1. When given three choices, like above, you are likely to hear the speaker talking about all three options. Just because you hear it mentioned, doesn't make it correct. You must select the correct answer, not the first one you hear.
2. The answers will normally come in the form of synonyms or paraphrases. Don't just listen for exact matches; think about how the answer could be expressed using synonyms or paraphrasing.
3. The three choices often look similar in meaning and it may be difficult for you to tell the difference. Look for keywords in the different options that allow you

to tell the difference between the different options.

4. This is not just a test of your listening skills but also your reading skills. There is much more to read in multiple choice questions, so practice underlining the keywords in the questions and quickly understanding the difference between the different options.

Tips

1. Don’t check your answers from the previous section when you have a break. It is important that you read the multiple choice questions and try to understand them.
2. Highlight keywords. The keyword in the question will help you answer the question correctly. The keywords in the different options are those that differentiate meaning between the choices.
3. Don’t write the first answer you hear. Remember that they will try and trick you.
4. Don’t spend too much time on one question. If you didn’t get the answer or you are unsure, make an educated guess and move on.
5. Be careful if you hear words like ‘but’ or ‘however’. This often means that the speaker is going to qualify a previous statement.
6. Practice makes perfect.
7. Your answer will often be a letter and not a word. Read the instructions to make sure and be careful when transferring your answers at the end.

Strategy

1. Read the instructions carefully.
2. Read the questions and identify what is actually being asked. Highlight the keyword in the question.
3. Look at the different options and underline any keywords that help you tell the difference in meaning.
4. Think of any synonyms or paraphrases you might hear.
5. Predict the answer.
6. When listening, listen for any keywords and synonyms.
7. Don't write the first answer you hear. They will probably talk about more than one option so wait until they have talked about them all and then answer. Be careful with answers that are given by the speaker and then taken away.
8. If you think an answer is correct, put a tick beside it and keep listening to make sure.
9. Don't spend any more time than is necessary. If you miss an answer, make a guess and move on.

Practice reading and listening tests from Cambridge IELTS 7

LESSON 6

Grammar: Modal verbs
The Past and Present Indefinite Tenses.
Vocabulary:
Text: "Pharmaceutical Education in the UK", p.1(OTM, p.6)

MODALS

Modals are those helping verbs, which express the ‘mode’ or ‘manner’ of the action indicated by the main verbs. They express modes such as ability, possibility,
probability, permission, obligation, etc.

The most commonly used modals are shall, should, will, would, can, could, may,
might, must, ought to, used to, need and dare.

Modals are used to:

• Ask permission—may, can, could

Examples: May I come in?
Could I use your pen, please?

• Make a request—can, could

Example: Could you please give me the doctor’s telephone number?

• Express a possibility—may, might, could

Example: It might rain during the night.

• Give advice or suggestion—should

Example: You should wear a helmet while riding your motorbike.

• Express necessity or compulsion—must, have to

Examples: We must slow down while driving in front of a school.
I have to submit my project by tomorrow.

• Express prohibition

Example: You must not talk loudly in the library.

• Express a promise or intention—will, shall

Example: I will mail you my address.

• Express a wish—may

Example: May you have a long life!

Fill in the blanks in the following sentences by using appropriate modals.

a) _____ you please tell me the direction to the hotel?
b) You _____ pay in cash. They do not accept credit cards.
c) I _____ come home from the office today.
d) _____ I help you?
e) You _____ clean your room.
f) We _____ keep the lights and fans switched off when they are not in use.
g) We _____ improve the existing education system.
h) _____ you have a wonderful day!
i) I _____ go to see the movie. The reviews are good.
j) I _____ definitely be at the airport to receive you.
k) She _____ take her meals regularly.

l) You _____ reach home before eleven, she said.
m) _____ we go for a walk?
n) The soldiers in the Army _____ wear a uniform.
o) There is one more point I _____ refer to.
p) You have worked hard. You _____ pass.
q) It is very cloudy. It _____ rain.
r) You _____ be properly dressed when you come to office.
s) _____ you like to come to the party tomorrow?
t) People _____ not tell lies.

Fill in the blanks with the correct modals given in the brackets.

God is great and we (a) _____ (should/would) be grateful to him. We (b) _____ (might/should) do our duty and leave the reward in the hands of God. Ultimately, God (c) _____ (might/will) help us. We (d) _____ (might/should/may) leave everything to God.

PHARMACY EDUCATION IN THE UNITED KINGDOM

This article provides an overview of the current status of pharmacy education in the United Kingdom. A characteristic program is described which is based on the master of pharmacy (MPharm) model, which is an “undergraduate” master's degree. The type and length of training, numbers entering and leaving the profession, and criteria for admission are discussed, and an overview of the curriculum, which is normally based over 4 years, is given. The career opportunities of UK pharmacy graduates are discussed, as well as educational challenges such as plagiarism and the changing profile of schools of pharmacy, which is affecting supply and demand of pharmacists. The changing face of the profession in the UK is then addressed, including the advent of the prescribing pharmacist.

Historically, entrance to the pharmacy profession required successful completion of a 3-year Bachelor of Science (BSc) degree followed by 1 year preregistration work under appropriate supervision. Since the turn of the century, however, the recognized qualification that permits registration with the Royal Pharmaceutical Society of Great Britain (RPSGB) has been the 4-year MPharm program, followed by the compulsory 1-year work program prior to application for registration as a pharmacist.

The United Kingdom's 4-year degree is the shortest of the European pharmacy degrees. The MPharm programs fulfill all of the criteria required under European regulations concerning equivalence of qualifications: a European Union citizen achieving an MPharm degree is thus eligible to apply for registration in any of the European member states having completed their work placement experience.

There are 22 schools of pharmacy in the United Kingdom offering MPharm degrees.

Each school admits an average of 150 students to their MPharm program each year; thus, the United Kingdom provides approximately 3300 undergraduate pharmacy places per year (for a total population of about 60 million); this may rise in the future.

In the case of medical school, students can apply to 4 medical programs only, plus 1 other non-medicine program. The majority of students applying for pharmacy apply exclusively to pharmacy programs, although approximately 20% list pharmacy as their fifth choice after the 4 medicine applications. On average, each school of pharmacy receives approximately 8-10 applicants for each place on their MPharm program, but taking into account that each applicant has applied to 4 other schools of pharmacy, this translates to 10,000 applicants for the 3,300 places across the UK per year.

Entry qualifications vary slightly across the 22 UK schools of pharmacy, but the most important deciding factor for most applicants is performance in the national school-leaving examinations (Advanced Levels also known as A-Levels). A-Levels are the final examinations taken by 18-year-old school-leavers. The 3 subjects normally studied at A-Level before applying for the MPharm program are chemistry, math, and biology.

In recent years, funding of UK higher education has changed. There are no formal requirements for experiential education or clinical placements (which is the term used in the UK) within the MPharm program, but it has become an expectation. Most schools offer at least 1 week total over the 4 years; some offer much more (up to 4 weeks). It is clinical placements that have created most anguish to program leaders over the last few years. Hospitals and some other pharmacists have made it a requirement that students have been fully screened by the UK Criminal Records Bureau (CRB) before being allowed entry to hospital premises. In comparison to other European pharmacy programs, the UK programs stand out in that they provide the underlying scientific and theoretical knowledge, alongside experimental and clinical expertise. Therefore, at the end of the 4-year program, the graduate is fully equipped to enter the clinical/practice arena. This differs from some other European programs where the university components of the education concentrates purely on the scientific aspects before the students graduate and enter the pharmacy practice training arena. The UK programs, at 4 years, are the shortest university programs in Europe (elsewhere in Europe, pharmacy programs are 5-6 years).

NOTES

1. overview – general survey or summary
2. curriculum – the subjects included in a course of study
3. compulsory – obligatory
4. eligible – meeting the conditions to do or receive something

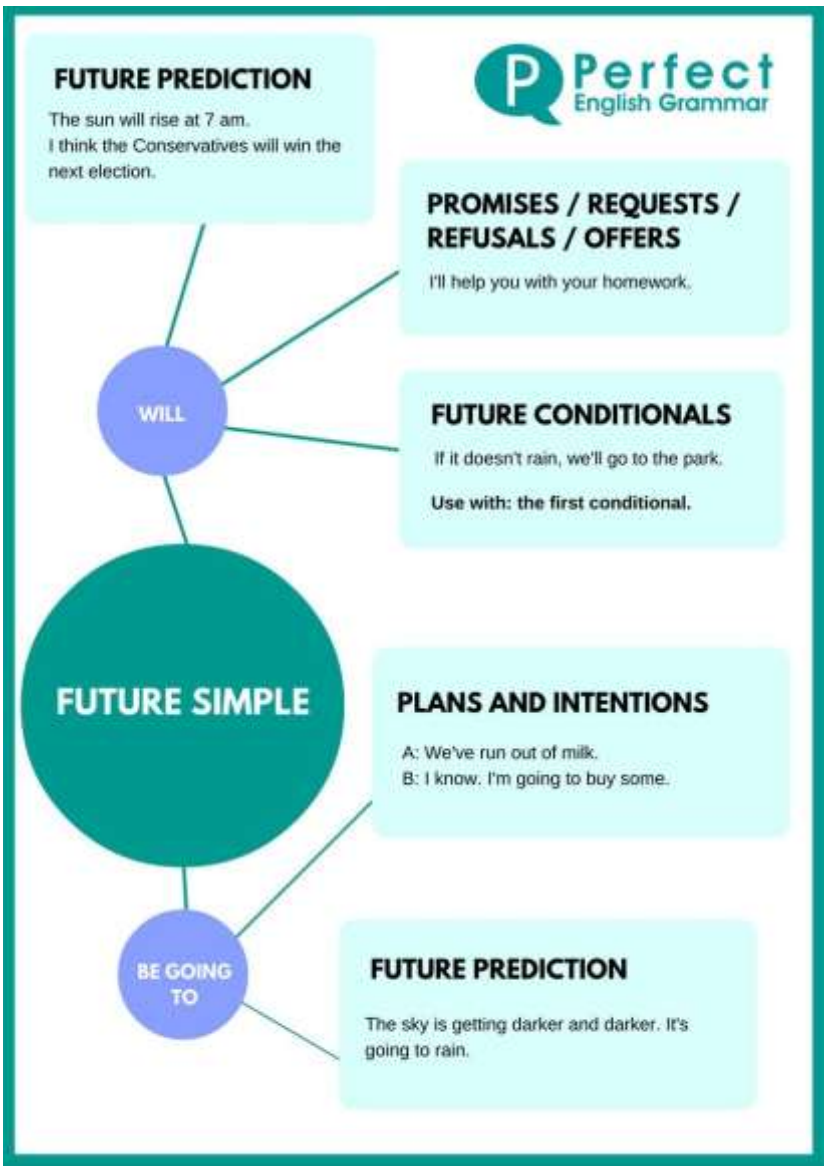
5. admit – allow to enter
6. requirement – something that is compulsory (needed)
7. anguish – severe pain or distress
8. experiential – relating to experience and observation

LESSON 7

Grammar: Indefinite tenses. The Future Indefinite Tense.
Text: "Pharmaceutical Education in the UK", p.2 (OTM, p.6)

Follow up

How to use the Simple Future with Will and Be Going To



Will

1: We use the future simple with 'will' to predict the future. It is the basic way we talk about the future in English, and we often use it if there is no reason to use another

future tense. We can use it for future facts and for things that are less certain.

The sun will rise at 7am.
I think the Conservatives will win the next election.

2: Promises / requests / refusals / offers. This is sometimes called 'volitional' will. It's about wanting to do something or not wanting to do something in the future.

I'll help you with your homework.
Will you give me a hand?
I won't go!

In a similar way, we often use 'will' when we're talking about a decision at the moment of speaking. We are usually making an offer or promise or talking about something that we want to do.

A: I'm cold. B: I'll close the window.

3: We use the simple future with 'will' in the **first conditional**, and in other sentences that have a conditional feeling.

If it doesn't rain, we'll go to the park.
Let's arrive early. That will give us time to relax.

Shall

'Shall' is used mainly in the forms 'shall I?' and 'shall we?' in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions.

Shall I open the window? (= Do you want me to open the window?)
Where shall we go tonight? (= What's your opinion?)

Be going to

1: We often use 'be going to' to talk about our future intentions and plans. We have usually made our plans before the moment of speaking.

A: We've run out of milk. B: I know, I'm going to buy some.

2: We can also use 'be going to' to make a prediction about the future. Often it's possible to use both 'be going to' and 'will' but it's more common to use 'be going to' if we can see evidence in the present.

Look at those boys playing football! They're going to break the window.
The sky is getting darker and darker. It's going to rain.

Put the words in the correct order.

1 you / to / tell / him / going / are / ?

_____

_____

2 going / him / I'm / tell / no, / not / to

_____

_____

3 later / are / what / do / you / going / to / ?

_____

_____

4 watch / I'm / a / to / DVD / going

_____

_____

5 Steve / going / is / to / be / the / barbecue / at / ?

_____

_____

6 going / to / what / wear / you / are / ?

_____

_____

7 wear / I'm / jeans / going / a / T-shirt / to / and

_____

_____

8 late / we / are / going / be / to

_____

_____

PHARMACY PROGRAMS in UK

There are 22 schools of pharmacy in the United Kingdom offering MPharm degrees, of which 4 also offer the OSPAP. A further 4 universities are currently in negotiation with RPSGB regarding possible accreditation of new MPharm programs. Each school admits an average of 150 students to their MPharm program each year; thus, the United Kingdom provides approximately 3300 undergraduate pharmacy places per year (for a total population of about 60 million); this may rise in the future. In addition there are about 120 places available on OSPAP programs per year. Under the current UK system, students applying for university entrance can apply to a maximum of 5 courses, which may be at the same or different universities. In the case of medical school, students can apply to 4 medical programs only, plus 1 other non-medicine program. The majority of students applying for pharmacy apply exclusively to pharmacy programs, although approximately 20% list pharmacy as their fifth choice after the 4 medicine applications.[3] On average, each school of pharmacy receives approximately 8-10 applicants for each place on their MPharm program, but taking into account that each applicant has applied to 4 other schools of pharmacy, this translates to 10,000 applicants for the 3,300 places across the UK per year. OSPAP programs are also over-subscribed with waiting lists for applications, the current undercapacity in number of places resulting in 3 applicants for each place.

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ENTRY QUALIFICATIONS

Entry qualifications vary slightly across the 22 UK schools of pharmacy, but the most important deciding factor for most applicants is performance in the national school-leaving examinations (Advanced Levels also known as A-Levels). A-Levels are the final examinations taken by 18-year-old school-leavers. The 3 subjects normally studied at A-Level before applying for the MPharm program are chemistry, math, and biology. Typical entry qualifications would approximate to 3 A grades at A-Level or 1 A grade and 2 B grades; invariably A-level chemistry is mandatory. Other equivalent qualifications are acceptable, but heretofore, 15%-20% of entrants already hold a bachelor's degree (graduate entry). Typically graduates would be expected to have achieved an upper-second class honors degree (ie, >60% average) if they are to be offered a place on the program. The practice regarding the interviewing of applicants also differs. Some schools of pharmacy place great emphasis on performance at interview and use this as an important factor in their selection process. Other schools have abandoned interviews on the grounds that a 15-minute interview provides no information additional to the entry qualification grades, the applicant's written “personal statement,” and their academic referee's comments. Other disincentives to interviews are the person-hours required to interview up to 800 applicants (800 × 0.25 h × 2 interviewers) and the threat of judicial review by unsuccessful applicants if it is shown that each applicant did not have an identical “experience” (ie, the same interviewers) with the same structured interview. At least one school has adopted a “middle-way” in utilizing a written entrance examination as part of their selection process.

A further criterion for entry to an MPharm or OSPAP program is “fitness to practice.” Although, formally, universities provide an academic qualification while the RPSGB controls professional registration, it is deemed unethical to knowingly admit a student to a program if it is clear that the student would later be barred from registration due to “fitness to practice” issues. Each university is therefore required to ensure that the applicant does not suffer from any disability or illness that may prevent registration, and that there is no history of criminal conviction that may prevent registration. Although RPSGB expects the individual universities to make such decisions, they have recently offered to assist with the decision-making process where the outcome is unclear or borderline. A similar process could occur should a student already registered in a program commit an offence or become ill or disabled; the decision would need to be made as to whether to exclude the student from the MPharm program.

:

EDUCATION COSTS

In recent years, funding of UK higher education has changed. Thirty years ago higher education was free to all qualified UK applicants, and the government paid a means-tested allowance to cover accommodation and subsistence. Non-UK entrants paid the full costs of the program. This changed so that tuition fees were paid, but living expenses had to be funded by means of an interest-free loan from the Government's Student Loan Company, which was repayable when the eventual graduate reached a threshold salary. At about the same time, a reciprocal arrangement within the EU meant that EU citizens were eligible for free tuition. Approximately 10 years ago the government introduced a subsidized tuition fee for all UK and EU students of approximately £1000 per year (£1 = $2.00 approximately) which had to be paid on registration with the university. Three years ago the system became more complicated with the introduction of “top-up” fees. The government decreed that universities would no longer receive the £1000 student contribution, but that universities may opt to charge a fee of up to £3000 per year, which would be payable in installments by students after graduation when they reached a threshold salary. This applied to UK and EU citizens; thus, in theory, a student from Greece attending university in the United Kingdom and then returning to employment in Greece would be monitored by UK authorities and invoiced when they achieved the euro equivalent to the salary threshold. Universities almost unanimously opted to charge the full £3000 discretionary fee. UK and EU students attending university in England therefore accumulate debts of £3000 per year tuition fees for 4 years, together with the costs of accommodation and subsistence. However, the Welsh and Scottish regional governments have chosen not to impose the top-up fees; thus, tuition is free for Scottish, Welsh, or other EU students, but £3000 per year for English students studying in Scotland or Wales.

LESSON 8

Grammar Adverbs: meanings and functions

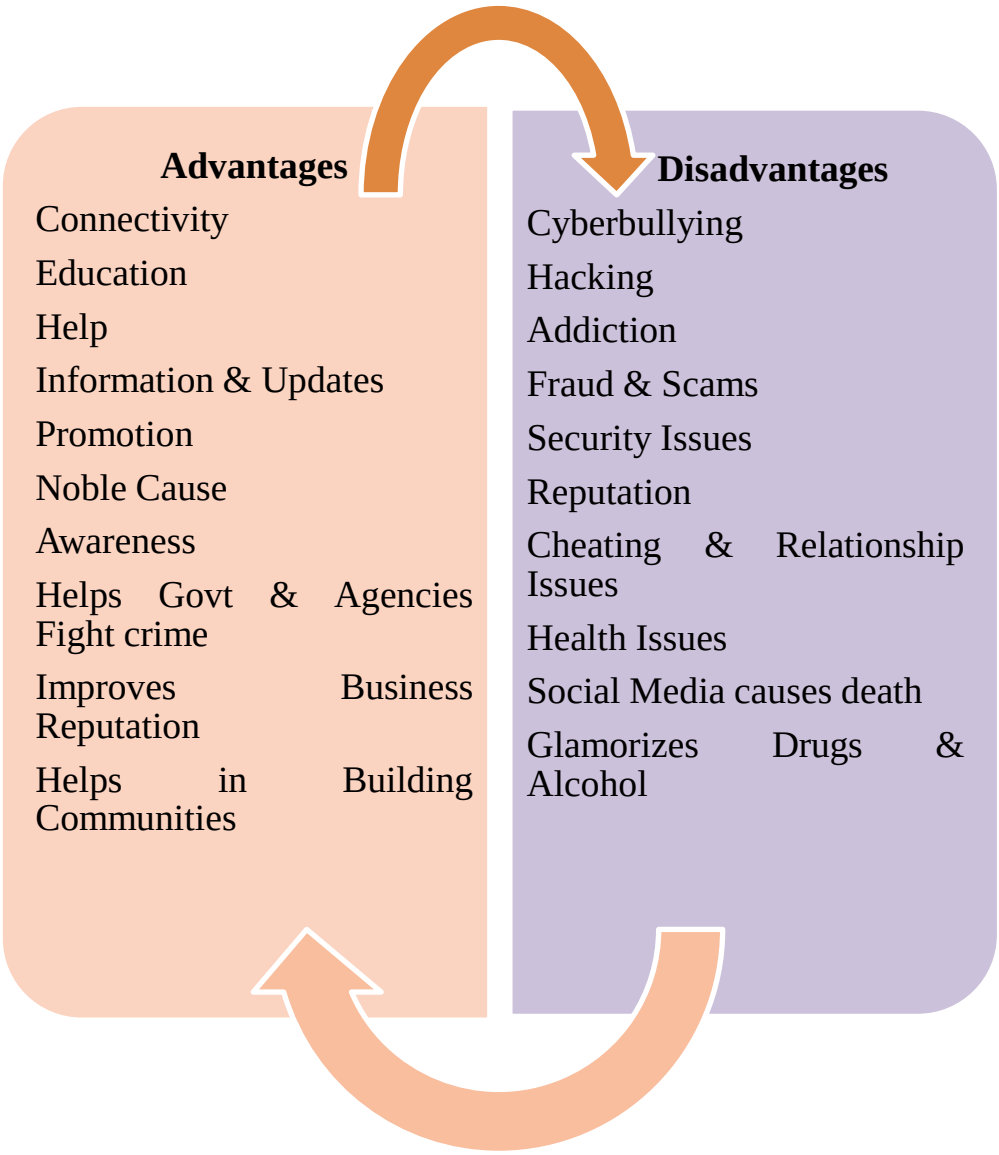
Advantages and disadvantages of social media

Lead in

1 Work in group and discuss the questions below

a) advantages of social media

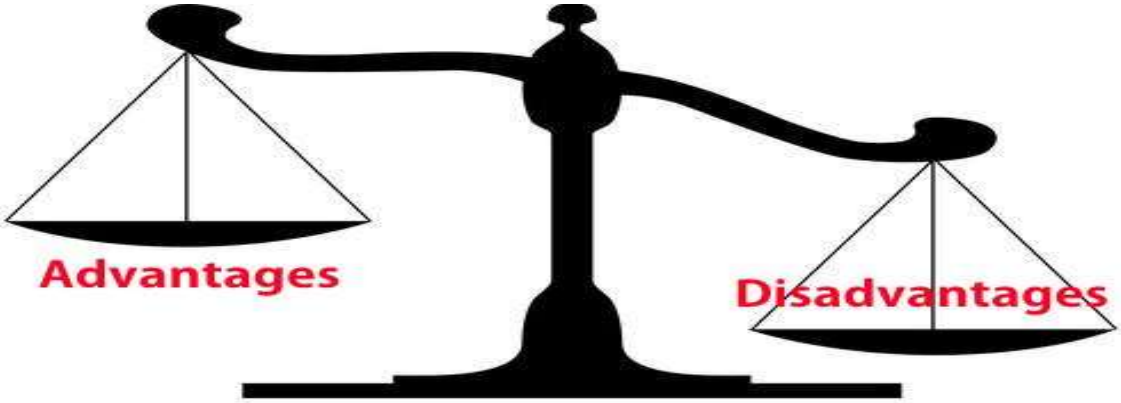
b) Disadvantages of social media



[44] https://www.techmaish.com/advantages-and-disadvantages-of-social-media-for-society/

READ!

Try to identify the words given in bold!



10 Disadvantages of Social Media for the Society

1:- Cyberbullying – According to a report published by PewCenter.org most of the children have become victims of the cyberbulling over the past. Since anyone can create a fake account and do anything without being traced, it has become quite easy for anyone to bully on the Internet. Threats, intimidation messages and rumors can be sent to the masses to create discomfort and chaos in the society.

2: – Hacking – Personal data and privacy can easily be hacked and shared on the Internet. Which can make financial losses and loss to personal life. Similarly, identity theft is another issue that can give financial losses to anyone by hacking their personal accounts. Several personal twitter and Facebook accounts have been hacked in the past and the hacker had posted materials that have affected the individuals personal lives. This is one of the dangerous disadvantages of the social media and every user is advised to keep their personal data and accounts safe to avoid such accidents.

3:- Addiction – The addictive part of the social media is very bad and can disturb personal lives as well. The teenagers are the most affected by the addiction of the social media. They get involved very extensively and are eventually cut off from the society. It can also waste individual time that could have been utilized by productive tasks and activities.

4:- Fraud and Scams – Several examples are available where individuals have scammed and commit fraud through the social media.

5:- Security Issues – Now a day's security agencies have access to people personal accounts. Which makes the privacy almost compromised. You never know when you are visited by any investigation officer regarding any issue that you mistakenly or unknowingly discussed over the internet.

6:- Reputation – Social media can easily ruin someone's reputation just by creating a false story and spreading across the social media. Similarly businesses can also suffer losses due to bad reputation being conveyed over the social media.

7:- Cheating and Relationship Issues – Most of the people have used the social media platform to propose and marry each other. However, after some time they turn to be wrong in their decision and part ways. Similarly, couples have cheated each other by showing the fake feelings and incorrect information.

8:- Health Issues – The excess usage of social media can also have a negative impact on the health. Since exercise is the key to lose weight, most of the people get lazy because of the excessive use of social networking sites. Which in result brings disorder in the routine life.

9:- Social Media causes death – Not just by using it, but by following the stunts and other crazy stuffs that are shared on the internet. For example bikers doing the unnecessary stunts, people doing the jump over the trains and other life threatening stuffs. These types of stunts are performed by the teenagers because of the successful stunts made and shared over the social media.

10:- Glamorizes Drugs and Alcohol – One of the disadvantages of the social media is that people start to follow others who are wealthy or drug addicted and share their views and videos on the web. Which eventually inspires others to follow the same and get addicted to the drugs and alcohol.

10 Advantages of Social Media for the Society

1:- Connectivity – The first and main advantage of the social media is connectivity. People from anywhere can connect with anyone. Regardless of the location and religion.

2:- Education – Social media has a lot of benefits for the students and teachers. It is very easy to educate from others who are experts and professionals via the social media. You can follow anyone to learn from him/her and enhance your knowledge about any field. Regardless of your location and education background you can educate yourself, without paying for it.

3:- Help – You can share your issues with the community to get help and giddiness. Whether it is helping in term of money or in term of advice, you can get it from the community you are connected with.

4:- Information and Updates – The main advantage of the social media is that you update yourself from the latest happenings around in the world. Most of the time, Television and print media these days are biased and does not convey the true message. With the help of social media you can get the facts and true information by doing some research.

5:- Promotion – Whether you have an offline business or online, you can promote your business to the largest audience. The whole world is open for you, and can promote to them.

6:- Noble Cause – Social media can also be used for the noble causes. People are using social media for donation for needy people and it can be a quick way to help such people.

7:- Awareness – Social media also create awareness and innovate the way people live. It is the social media which has helped people discover new and innovative stuffs that can enhance personal lives. From farmers to teachers, students to lawyers every individual of the society can benefit from the social media and its awareness factor.

8:- Helps Govt and Agencies Fight Crime- It is also one of the advantages of the social media that it helps Governments and Security Agencies to spy and catch criminals to fight crime.

9:- Improves Business Reputation – Just like it can ruin any business reputation, It can also improve business sales and reputation. Positive comments and sharing about a company can help them with sales and goodwill.

10:- Helps in Building Communities – Since our world has different religions and beliefs. Social media helps in building and participating in the community of own religion and believes to discuss and learn about it. Similarly, people of different communities can connect to discuss and share related stuffs.

Choose main advantages and disadvantages of social media and discuss it with your partner

[45] https://www.techmaish.com/advantages-and-disadvantages-of-social-media-for-society/

Adverbs: uses

Adverbs are one of the four major word classes, along with nouns, verbs and adjectives. We use adverbs to add more information about a verb, an adjective, another adverb, a clause or a whole sentence and, less commonly, about a noun phrase.

*Can you move it **carefully**? It's fragile.*

***Quickly**! We're late.*

*She swims **really** well.*

*Don't go so **fast**.*

*You have to turn it **clockwise**.*

*Come over **here**.*

***Actually**, I don't know her.*

*I haven't seen them **recently**.*

*The bathroom's **upstairs** on the left.*

Adverbs: meanings and functions

Adverbs have many different meanings and functions. They are especially important for indicating the time, manner, place, degree and frequency of something.

time	*I never get up **early**at the weekends.*
manner	*Walk across the road **carefully**!*
place	*When we got **there**, the tickets had sold out.*
degree	*It's **rather** cold, isn't it?*
frequency	*I'm **always** losing my keys.*

Find the adjective in the first sentence and fill the gap with the adverb.

Joanne is happy. She smiles happily.

The boy is loud. He shouts _____.

Her English is fluent. She speaks English _____.

Our mum was angry. She spoke to us _____.

My neighbour is a careless driver. He drives _____.

The painter is awful. He paints _____.

Jim is a wonderful piano player. He plays the piano _____.

This girl is very quiet. She often sneaks out of the house _____.

She is a good dancer. She dances really _____.

.This exercise is simple. You _____ have to put one word in each space.

Makearole-playonsociallife

LESSON 9

International exam: IELTS
Reading: True, False, Not given Cambridge IELTS 3 Test 2
Writing Task 1 Pie chart

Follow up

'True, False, Not Given' questions requires you to identify if information in a text is true or not.

You will be given a number of factual statements and you have to check the text to see if they are true or not.

This is probably the most difficult question on the reading paper.

This post will:

- look at example questions
- discuss common problems
- define 'True', 'False' and 'Not Given'
- give you tips and advice
- provide you with a strategy to use on exam day

In this article when I refer to ‘statements’ I am talking about the questions, not the text in the main reading article.

Example True, False, Not Given Question

This sample is taken from ielts.org and more sample reading questions can be viewed here.

Questions 1 – 8

Do the following statements agree with the information given in the text?

In boxes 1-8 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

1 You should not arrive more than half an hour before your allocated starting time.

2 Your Rider Identity Card will be sent to you before the event.

3 Some roads may have normal traffic flow on them.

4 Helmets are compulsory for all participants.

5 Refreshments are free to all participants during the ride.

6 If you need a rest you must get off the road.

7 First aid staff can provide cycle capes.

8 Bike Events will charge you for the return of your bike.

Source: Cambridge English IELTS Past Papers.

As you can see above, you will be given a number of factual statements and asked to look at the text and decide if the statement is true, false or not given.

Common Problems

The biggest problem here is the ‘not given’ option. Most students are not used to answering questions like this and it causes them lots of problems because they are not sure what to look for. They also spend too much time making sure that it is ‘not given’ and this affects the rest of their test.

Students also fail to understand exactly what each statement means and therefore cannot identify if it is true or false. Many focus on keywords instead of understanding what the **statement as a whole** means.

Another common mistake is identifying keywords in the statements and then trying to find words that exactly match them in the text. You can do this, but more often the words will be synonyms.

Finally, some students fail to understand exactly what true, false and not given actually mean and get confused.

Now let's look at solving these common problems.

What do TRUE, FALSE and NOT GIVEN mean?

The **most important** thing to remember is what the words 'true', 'false' and 'not given' actually mean and therefore what IELTS wants you to write.

- If the text agrees with or confirms the information in the statement, the answer is **TRUE**
- If the text contradicts or is the opposite to the information in the statement, the answer is **FALSE**
- If there is no information or it is impossible to know, the answer is **NOT GIVEN**

True means that the meaning is the **same**. It is just **similar** then it is **FALSE.** Remember that we are dealing with factual information so there is no room to say it is *similar or nearly the same.*

Lots of students have argued with me during practice and said the statement is true because it 'kind of' means the same. There is no 'kind of' with these questions, only facts.

Very important- Just because an answer is **NOT GIVEN** does not mean there are no words in the statements that match words in the text. This is something that confuses people, if words match then it must be **TRUE** or **FALSE,** right? Not really. This is not a good way to think about these questions because there probably will be matching words for **NOT GIVEN** answers, they just don't have enough information to answer the question **as a whole**.

Top 10 Tips

1. Ignore anything you already know about the topic and don't make assumptions.

Base your answers on the text only.

2. Identify any words that qualify the statement, for example, *some, all, mainly, often, always and occasionally.* These words are there to test if you have read the whole statement because they can change the meaning. For example, 'Coca-Cola has **always** made its drinks in the U.S.A.' has a different meaning from 'Coca-Cola has **mainly** made its drinks in the U.S.A.'
3. Be careful when you see verbs that qualify statements, such as *suggest, claim, believe and know.* For example, 'The man **claimed** he was a British citizen,' and 'The man **is** a British citizen' mean two different things.
4. There will be **at least one** of all three answers. If you don't have at least one 'true', 'false' or 'not given' you have at least one answer wrong.
5. Don't skim and scan the text to find the final answer. You will have to read the appropriate part of the text very carefully in order to understand what the author means.
6. Don't look for words that exactly match those in the statements. You should also look for synonyms. Remember that you are **matching meaning, not words.**
7. If you can't find the information you are looking for, then it is probably 'not given'. Don't waste time looking for something that is not there.
8. If you have no idea what the answer is put 'not given'. You probably have no idea because the answer is not there.
9. Answers are in the same order they appear in the text. Do not waste time going back. Keep on reading.

10. YES/NO/NOT GIVEN questions are slightly different because they deal with **opinion**. TRUE/FALSE/NOT GIVEN questions deal with **facts**.

True, False, Not Given Strategy

This is my suggested strategy. There are many different strategies and you should use the one you feel comfortable with. You can also adapt this strategy to what suits you.

1. Always read the instructions carefully and make sure you know if it is a TRUE/FALSE/NOT GIVEN or YES/NO/NOT GIVEN question.
2. Read all the statements carefully, trying to understand what the whole sentence means rather than simply highlighting keywords. Watch out for qualifying words such as *some or always.*
3. Try to think of what synonyms might be in the text. This will help you identify the matching part of the text.
4. Match the statement with the correct part of the text.
5. Focus on the statement again and then carefully read the matching part of the text to establish if it is true or false. Remember the meaning should exactly match that of the statement if it is true.
6. Underline the words that give you the answer, this will help you focus and you can check back later. Again, be careful there are no qualifying words in the text.
7. If you can't find the answer, mark it as 'not given' and move on to the next question.
8. If you are really unsure or can't find the answer, mark it as 'not given'.

Writing Task 1 Pie chart

Below is a writing task 1 pie chart question on the changing populations of two countries over time. This post will include:

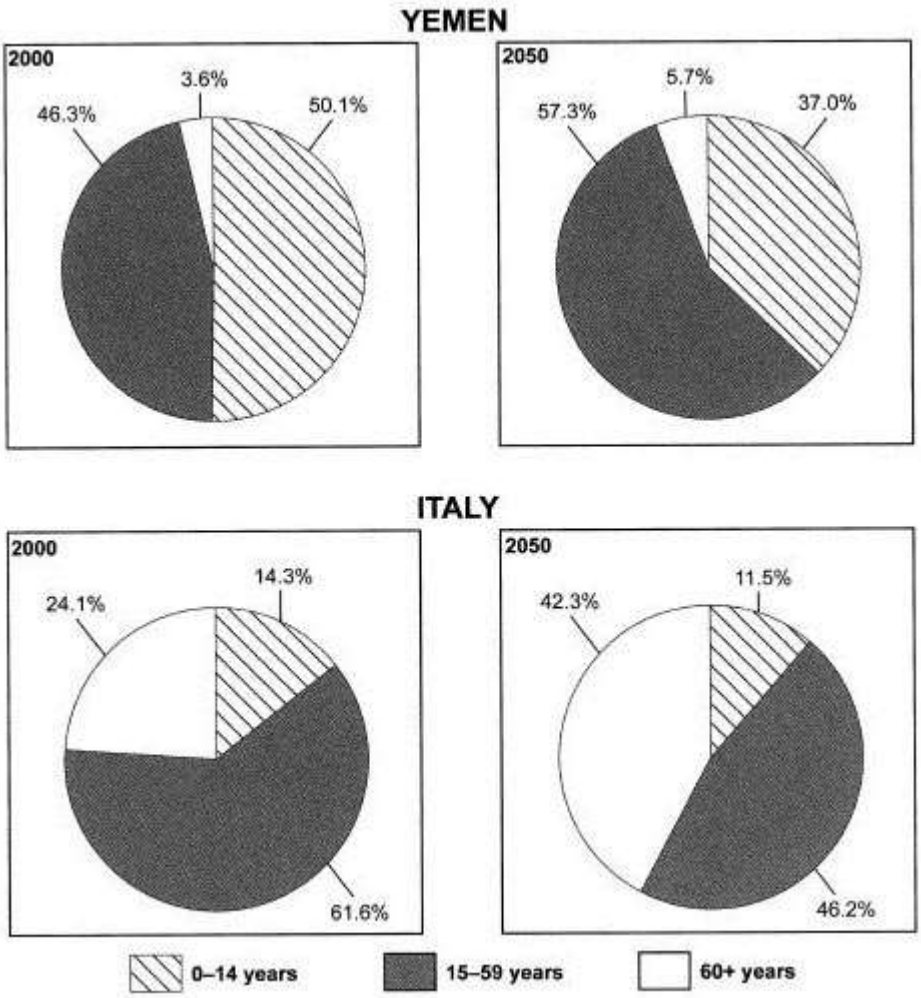
- example question
- checklist
- structure
- sample answer
- examiner's report

You should try to answer the question before reading the sample answer and then compare what you have written. You can ask me any questions about this post on the **IELTS Advantage Facebook Page.**

Question

The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Source: Cambridge English IELTS Past Papers.

Checklist

In order to answer this task effectively, we need to ask ourselves some questions beforehand. Below is a checklist which shows you how I think about IELTS writing task 1 chart questions.

1. *What kind of chart is it?* This is a pie chart and we will, therefore, have to use different language sometimes as compared to other charts. For example, with pie charts, we are more likely to use the language of proportions. See my **task 1 grammar guide** for more information.

2. *What does the title say about the chart?* The title gives us all the basic information we need to answer the question. We should read this at least

twice to make sure we fully understand the question.

3. *What information is contained on both axes?* There are no axes in this question because it is a pie chart.

4. *What are the units of measurements?* The units of measurements are principally ages and percentages. We will, therefore, have to use specific language for percentages.

5. *What groups are compared?* There are two countries (Yemen and Italy) and three age groups.

6. *What is the time period?* This is very important because it will affect the tense we use. There are two different time periods- 2000 and 2050. We will, therefore, have to use past and future tenses.

7. *What is the most obvious thing that the data shows you?* The two most obvious things are that Italy had a much older population than Yemen in 2000 (or Yemen had a younger population) and both populations are predicted to be much older in the future.

8. *What is the most important or significant piece of information displayed?* The fact that Yemen has a very small proportion of people over 60.

9. *Can any comparisons be made?* Yes, the observations we made in points 7 and 8 above.

10. Is it a static chart or dynamic chart? There are four static charts but put together

and they are dynamic i.e. it changes over time and this will be reflected in the language you use.

I am not suggesting that you write these ten questions out in the exam, it would take too long, however, I do tell my students to use this checklist when they are practicing. If you think about the ten things above, you have a much better chance of answering the question effectively. If you practice enough, you will mentally ask yourself these questions every time you answer a task 1 IELTS question.

Structure

For pie charts, I advise my students to use a simple four paragraph structure.

Paragraph 1

Sentence 1- **Paraphrase question**

Paragraph 2

Sentence 1- Overview of first main feature.

Sentence 2- Overview of second main feature.

Paragraph 3

2-3 sentences detailing **first** main feature.

Paragraph 4

2-3 sentences detailing **second** main feature.

Task

Try using the checklist and structure above to try and answer the question **before** looking at the answer below. This is a really useful exercise because you will identify the areas you need to work on and make mistakes. Fixing them is the key to success in IELTS.

Answer

The pie charts compare the proportions of Italian and Yemeni citizens in three age groups in 2000 and projections for 2050.

It is clear that Yemen had the younger population in the year 2000, and the same is predicted for the year 2050. The populations of both countries are predicted to get older over the 50 year period.

In 2000 just over half the Yemeni population were under 14, compared to just over 14% of Italians in the same age group. Only a very small percentage of people in Yemen were over 60 at 3.6%, in contrast to nearly a quarter of the Italian population. The largest group for Italy was the 15-59-year-olds with just over 60% while Yemen had 46.3% of its population in this category.

Yemen's average age is set to increase with the proportion of over 60s increasing by just over 2% and the middle group rising by 11%, leaving the youngest group with a decrease of nearly 13%. It is envisaged that by 2050 the number of people in Italy over 60 will jump to 42.3%, the percentage of those in the youngest bracket will drop to 11.5% and the share in the middle category will decrease to 46.2%.

Examiner's Report

The answer addresses the task, reporting the main features and reporting enough detail for the reader to be completely informed. Very clear comparisons are made between the two countries throughout the essay. A very clear overview is given that gives a general picture of both countries, all age groups and both times. The information is very well organised with good linking phrases such as 'in contrast to', 'respectively' and 'It is envisaged'. Vocabulary is wide-ranging and accurate with words such as 'Yemeni', 'bracket', 'category' and 'proportion'. Data is described well with words and phrases such as 'over half', 'just over', 'jump to' and 'drop to' put to good use. The range of grammatical structures is both wide-ranging and accurate with past, present and future tenses used effectively.

LESSON 10

Revision

Speaking on the topics:

- Pharmaceutical Industry in Uzbekistan;

- Pharmaceutical Industry in the UK;
- Pharmaceutical Education in the UK.

Reading Cambridge IELTS

Academic Reading - section 1

This is the first section of your IELTS Reading test. You should spend about twenty minutes on it. Read the passage and answer questions 1-13.

Making time for science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are

adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–7

Do the following statements agree with the information given in Reading passage 1? Answer True, False or Not given to questions 1–7.

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

QUESTIONS

1) Chronobiology is the study of how living things have evolved over time.

2) The rise and fall of sea levels affects how sea creatures behave.

3) Most animals are active during the daytime.

4) Circadian rhythms identify how we do different things on different days.

5) A ‘night person’ can still have a healthy circadian rhythm.

6) New therapies can permanently change circadian rhythms without causing harm.

7) Naturally-produced vegetables have more nutritional value.

Questions 8–13

Choose the correct letter, A, B, C or D.

QUESTIONS

8) What did researchers identify as the ideal time to wake up in the morning?

A) 6.04

B) 7.00

C) 7.22

D) 7.30

9) In order to lose weight, we should

A) avoid eating breakfast

B) eat a low carbohydrate breakfast

C) exercise before breakfast

D) exercise after breakfast

10) Which is NOT mentioned as a way to improve supplement absorption?

A) avoiding drinks containing caffeine while taking supplements

B) taking supplements at breakfast

C) taking supplements with foods that can dissolve them

D) storing supplements in a cool, dry environment

11) The best time to stop drinking coffee is

A) mid-afternoon

B) 10 p.m.

C) only when feeling anxious

D) after dinner

12) In the evening, we should

A) stay away from carbohydrates

B) stop exercising

C) eat as much as possible

D) eat a light meal

13) Which of the following phrases best describes the main aim of Reading Passage 1?

A) to suggest healthier ways of eating, sleeping and exercising

B) to describe how modern life has made chronobiology largely irrelevant

C) to introduce chronobiology and describe some practical applications

D) to plan a daily schedule that can alter our natural chronobiological rhythms

LESSON 11

Grammar: complex sentences (*which, that)*
Vocabulary: terms of medicinal plants
Text: "Drugs made by Medicinal Plants", p.1 (OTM, p.8)

Complex Sentences

What is a complex sentence?

Definition: A complex sentence is made up of an independent clause (the main clause) and one or more dependent clauses.

The INDEPENDENT CLAUSE has a subject and verb and can stand alone as a complete sentence. It is also called a simple sentence.

Example: John *wrote* an amazing paragraph.

The DEPENDENT CLAUSE also has a subject and a verb, but it cannot stand alone. There are two types of dependent clauses, those that begin with *subordinating conjunctions* and those that begin with *relative pronouns*.

Examples:

When John *wrote* an amazing paragraph (subordinating conjunction)

Who *wrote* an amazing paragraph (relative pronoun)

Examples of complex sentences:

When John *wrote* an amazing paragraph, he *earned* an A+ in the course.

John, ***who*** *wrote* an amazing paragraph, *is* very happy with his grade.

I love fish and vegetables, which *are* the most common foods in Japan.

Fish and vegetables are plural, so the rest of the sentence has to agree. Now, the concept to understand is that "which" is non-restrictive, whereas "that" is restrictive. Have a look at these:

I'm interested in attending one of the Ivy League schools, which are among the highest-rated schools in the world.
I'm interested in attending one of the Ivy League schools that are among the highest-rated schools in the world.

The first one says two things: I want to go to an Ivy League school. Ivy League schools are among the highest rated in the world. The first sentence doesn't restrict the first one; it provides additional related information.

The second one says only one thing: I want to go to an Ivy League school, but only an Ivy League school that is among the highest rated in the world (by implication, not one of the other Ivy League schools that is not among the highest rated in the world). This sentence is restrictive; the "that" clause restricts or qualifies the main clause.

In the simplest terms:

"that" refers back to the noun before it:

My father made me read a book that I hate.

(=I hate the book)

"which" refers back to the situation before it:

My father made me read a book, which I hate.

(=I hate reading) -or- (I hate it when he makes me read)

TEXT: DRUGS MADE BY MEDICINAL PLANTS p.1 (OTM, p.8)

Ancient medical texts, some dating back to the early Greeks, talk about medicinal plants. Now modern science is taking this ancient art to new levels.

Artemisia annua.

This grey-green aromatic plant and its relatives in the genus *Artemisia* have been used to make absinthe and flavoured wines since earliest times. Now this plant family could bring anew gift: Its natural pest-fighting defence may protect humans from malaria. It's no secret that malaria-fighting drugs have done a lot for civilization—the Panama canal is one testimony of their success. But what happens when the organisms that cause the disease develop resistance to current treatments?

Right now, scientists are preparing to solve this problem before it ever occurs by having alternative treatments ready. One of these under study cures could be artemisinin, a natural compound produced by *Artemisia* plants.

Medical researchers, especially in the military, want to know more about worm wood's

malaria-fighting properties. Knowing the physiologywould play a role in increasing the supply of this beneficial compound.
It was already known that worm wood has little balloon like glands on its leaf surface. It was that as the plant matures, these balloons fill with artemisinin. Pest-protection is nature's goal. As the plant matures, the glands swell big gerand finally burst, covering the plant with self-made pesticide. Knowing how a plant's DNA program sit for pest protection may lead researchers to ways to provide the same pest resistance to currently vulnerable plants.
Besides the crop protection aspects of their research, scientists are also looking at the pharmaceutical value of these plants. In fact, *Artemisia* is just one of the plants they're exploring.
Another plant is St. John's-wort, which belongs to the genus *Hypericum*.
Greek texts dating back to 2000 B.C. have noted uses and harvesting techniques for this plant. Currently, its claim to fame is as an alternative treatment for depression.
St. John's-wort is the preferred treatment for mild depression in Europe. "Physicians there choose it four to five times more often than synthetic drugs because they believe it has fewer side effects. Europeans get their supply from Albania, but it grows wild in the United States.

St. Jones-wort tablets are standardized by the amount of red pigment, called hypericin, which some researchers suspect is the active ingredient. Hypericin is being studied as both an anti-viral and anti-cancer drug.

It was already known that hypericin was concentrated in small black and red dots found on the flowers and leaves of St. Jones-wort and that it was effective in pest control. But hypericin, if given in a high enough concentration, is toxic to all living things including St. Jones-wort. The plant protects itself by scaling the hypericin dots off with a thin cell layer.

Notes
1. testimony – evidence or proof of something
2. beneficial – having a good effect
3. vulnerable – exposed to being attached or harmed
4. suspect – believe to be likely or possible
5. scale – remove scale or scales from

LESSON 12

Grammar: Participle II. Perfect tenses.
Text: "Drugs made by Medicinal Plants"p.2 (OTM, p.8).
Conversation on the text (Speaking).

ParticipleII. Perfect tenses.

Причастие 2 иногда называют причастием прошедшего времени - Past Participle. У этого причастия всего одна неизменяемая форма, которая соответствует 3 форме глагола. Если это правильный глагол, то форма причастия имеет окончание -ed, если глагол - не правильный, то он имеет свою особую форму. Причастие 2 не имеет отдельных категорий времени и залога, так как может выражать действия, относящиеся к любому времени в зависимости от времени сказуемого.
Форму Past Participle можно встретить во временах группы Perfect и в страдательном залоге.
Participle 2 имеет свойства глагола, прилагательного (определения) и обстоятельства.

Давайте подробно на примерах разберем все функции Participle 2 и для большей наглядности параллельно будем передавать причастные обороты при помощи придаточных предложений.
В функции **определения** Participle 2 может употребляться **перед** существительным (объектом):

There were many beautifully **dressed** people near the theatre. - **с причастием**
Рядом с театром было много красиво одетых людей.
Сравним
There were many people near the theatre **that were** beautifully **dressed**. - **без причастия**
Рядом с театром было много людей, которые были красиво одеты.

и **после**: (здесь причастие очень легко заменяется придаточным предложением со страдательным залогом)

The documents **lost** in the park are of great importance. - **спричастием**
Документы, потерянныевпарке, оченьважны.
Сравним
The documents **that were (have been)** lost in the park are of great importance. - **безпричастия**
Документы, которыебылипотерянывпарке - оченьважны.
Обстоятельство
Обстоятельство причины

Captured by the traffic jam we missed the train. - **с причастием**
Задержанные дорожной пробкой, мы опоздали на поезд.
Сравним
As we **were captured** by the traffic jam we missed the train. - **без причастия**
Так как мы были задержаны дорожной пробкой, то опоздали на поезд.
Обстоятельство времени

Taken by surprise he never showed his embarrassment. - **с причастием**
Будучи застигнутым врасплох, он никогда не показывал своего смущения.
Сравним
When he **was taken** by surprise, he never showed his embarrassment. - **без причастия**
Когда его застигали врасплох, он никогда не показывал своего смущения.

Как и перед другими причастными оборотами, выражающими обстоятельство времени, часто ставится союз **when**:
When asked stupid questions, he frowned and answered nothing.
Когда ему задавали глупые вопросы, он хмурился и ничего не отвечал.
Примечание
Обстоятельства времени и причины - основные виды обстоятельства, функции которых выполняет Participle 2. Тем не менее, Participle 2 в отдельных случаях может выполнять другие обстоятельственные функции - **условия**и **уступок**

If deleted these data will never be recovered. - **обстоятельство условия**
Если эти данные будут стерты, их уже будет не восстановить.
Сравним
If these **data are deleted**, they will never be recovered.

Though scared the brave travelers continued their way. - **обстоятельство уступки**
Даже будучи напуганными, храбрые путешественники продолжили свой путь.

Сравним
The travellers **were scared**, but they continued their way.

TEXT: DRUGS MADE BY MEDICINAL PLANTSp.2(OTM, p.8)

Ancient medical texts, some dating back to the early Greeks, talk about medicinal plants. Now modern science is taking this ancient art to new levels.

Artemisia annua.

This grey-green aromatic plant and its relatives in the genus *Artemisia* have been used to make absinthe and flavoured wines since earliest times. Now this plant family could bring anew gift: Its natural pest-fighting defence may protect humans from malaria. It's no secret that malaria-fighting drugs have done a lot for civilization—the Panama canal is one testimony of their success. But what happens when the organisms that cause the disease develop resistance to current treatments?

Right now, scientists are preparing to solve this problem before it ever occurs by having alternative treatments ready. One of these under study cures could be artemisinin, a natural compound produced by *Artemisia* plants.

Medical researchers, especially in the military, want to know more about worm wood's malaria-fighting properties. Knowing the physiologywould play a role in increasing the supply of this beneficial compound.

It was already known that worm wood has little balloon like glands on its leaf surface. It was that as the plant matures, these balloons fill with artemisinin. Pest-protection is nature's goal. As the plant matures, the glands swell big gerand finally burst, covering the plant with self-made pesticide. Knowing how a plant's DNA program sit for pest protection may lead researchers to ways to provide the same pest resistance to currently vulnerable plants.

Besides the crop protection aspects of their research, scientists are also looking at the pharmaceutical value of these plants. In fact, *Artemisia* is just one of the plants they're exploring.

Another plant is St. John's-wort, which belongs to the genus *Hypericum*.

Greek texts dating back to 2000 B.C. have noted uses and harvesting techniques for this plant. Currently, its claim to fame is as an alternative treatment for depression.

St. John's-wort is the preferred treatment for mild depression in Europe. "Physicians there choose it four to five times more often than synthetic drugs because they believe it has fewer side effects. Europeans get their supply from Albania, but it grows wild in the United States.

St. Jones-wort tablets are standardized by the amount of red pigment, called hypericin, which some researchers suspect is the active ingredient. Hypericin is being studied as both an anti-viral and anti-cancer drug.

It was already known that hypericin was concentrated in small black and red dots found on the flowers and leaves of St. Jones-wort and that it was effective in pest control. But hypericin, if given in a high enough concentration, is toxic to all living things including St. Jones-wort. The plant protects itself by scaling the hypericin dots off with a thin cell layer.

Notes

1. testimony – evidence or proof of something
2. beneficial – having a good effect
3. vulnerable – exposed to being attached or harmed
4. suspect – believe to be likely or possible
5. scale – remove scale or scales from

1. What plant has a natural pest-fighting defence?
2. What disease do these plants protect from?
3. What glands has Worm-wood?
4. What can St. John's-wort treat?
5. Where does St. John's –wort grow wildly?
6. What actions has Hypericin?
7. Where is Hypericin concentrated?
8. What effects may Hypericin have in a high concentration?
9. What synthetic drugs from malaria do you know?
10. What synthetic drugs from depression do you know?
11. What a natural compound does *Artemisia* produce?

LESSON 13

Grammar: Modal verbs and their Equivalents.

Text: "Plants as a source of drugs", p.1 (OTM, p.9)

Modal verbs and their equivalents.

Modal verbs are a part of the larger category called *auxiliary verbs*, which are verbs that cannot be used on their own. They need to be accompanied by another (main) verb. Sometimes modal verbs are called *modal auxiliaries*.
The following words are modal verbs: **Can, Could, May, Might, Must, Shall, Should, Will, Would**.
They are modal auxiliary verbs that provide additional information about the verb that follows it.
Modal verbs are used to express ability, obligation, permission, assumptions, probability and possibility, requests and offers, and advice. Each modal verb can have more than meaning which depends on the context of that sentence (or question).
You **can** go now. (= permission)
I **can** play the guitar. (= ability)

Structure with Modal Verbs

A Modal verb is followed by another verb in the base form (the infinitive without the 'To') and they are not conjugated (we don't add an 'S' in third person). See the following structure:
Subject + Modal Verb + Verb (base form of the infinitive)
I **can** speak English (NOT: I can ~~to~~ speak English)
He **can** speak Spanish (NOT: He can speak~~s~~ Spanish)
She **can** speak Spanish (NOT: She can~~s~~ speak Spanish)

Modal Verbs in Negative Sentences

Subject + Modal Verb + **not** + Verb (base form of the infinitive)
You **must not** walk on the grass. (= You mustn't walk on the grass.)
He **cannot** speak Arabic. (= He can't speak Arabic.)
We **should not** be late. (= We shouldn't be late.)
As you can see in the examples above, contractions of the **Modal verb + not** are normally possible.
The negative of can is cannot ('not' is joined to 'can') and the contraction is **can't**

Modal Verbs in Questions

Modal Verb + Subject + Verb (base form of the infinitive)

May I help you?
Can I have another piece of cake please?
Would you like to come with us?

Uses of Modal Verbs

Below we have a list of Modal verbs and the different uses of each with examples.

Can - Could
May - Might
Must
Should
Shall
Will
Would

What are Modal Verbs?

Modal verbs are special verbs, which behave very differently from normal verbs. Here are some important differences:

1. Modal verbs do not take "-s" in the third person.

Examples:
He can speak Chinese.
She should be here by 9:00.

2. You use "not" to make modal verbs negative, even in Simple Present and Simple Past.

Examples:
He should not be late.
They might not come to the party.

3. Many modal verbs cannot be used in the past tenses or the future tenses.

Examples:
He will can go with us. ***Not Correct***
She musted study very hard. ***Not Correct***

Common Modal Verbs

Can	Ought to
Could	Shall
May	Should
Might	Will
Must	Would

Modal verbs are very common and widely used in speech and writing. There are also quite a few substitutes for modal verbs, such as the phrases "be able to, have to, have got to, had better, be to, be supposed to, be going to, used to", the adverbs "probably, maybe", and some others.

Some substitutes are also very common and widely used, for example, HAVE TO instead of MUST in the meaning "strong necessity"; PROBABLY instead of MUST in the meaning "strong probability"; MAYBE instead of MAY, MIGHT, COULD in the meaning "possibility".

The most important use of substitute phrases is in those cases where modal verbs can't be used. For example, the modal verb MUST in the meaning "strong necessity" doesn't have the past form, so the substitute phrase HAVE TO (necessity) is typically used instead of the modal verb MUST in the past tense, with a little change in meaning.

Maria must go to the bank today. (strong necessity)
Мария должна пойти в банк сегодня. (большаянеобходимость)
She has to go to the bank today. (necessity)
Она должна пойти в банк сегодня. (необходимость)
She had to go to the bank yesterday. (necessity; realized action)
Она должна была / ей пришлось пойти в банк вчера. (необходимость; реализованноедействие)

Substitute phrases are described together with the modal verbs they substitute for in the materials on specific modal verbs.

1. Ted's flight from Amsterdam took more than 11 hours. He_____ be exhausted after such a long flight.
2. The book is optional. My professor said we could read it if we needed extra credit. But we_____ read it if we don't want to.
3. Susan _____ hear the speaker because the crowd was cheering so loudly.
4. The television isn't working. It_____ damaged during the move.
5. Kate:_____ hold your breath for more than a minute? Jack: No, I can't.
6. You _____ be rich to be a success. Some of the most successful people I know haven't got a penny to their name.
7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book _____ be wrong!
8. You _____ do the job if you didn't speak Japanese fluently.
9. You _____ worry so much. It doesn't do you any good. Either you get the job, or you don't. If you don't, just apply for another one. Eventually, you will find work.
10. You _____ be kidding! That can't be true.
11. You _____ leave the table once you have finished your meal and politely excused yourself.
12. Jenny's engagement ring is enormous! It _____ a fortune.
13. _____ we move into the living room? It's more comfortable in there and there's a beautiful view of the lake.
14. If I had gone white water rafting with my friends, I _____ down the Colorado River right now.
15. At first, my boss didn't want to hire Sam. But, because I had previously worked with Sam, I told my boss that he _____ take another look at his resume and reconsider him for the position.
16. You _____ take along some cash. The restaurant may not accept credit cards.
17. The machine _____ on by flipping this switch.
18. I can't stand these people – I _____ get out of here. I'm going to take off for awhile while you get rid of them.
19. You _____ forget to pay the rent tomorrow. The landlord is very strict about paying on time.
20. Do you always have to say the first thing that pops into your head _____ you think once in a while before you speak?

PLANTS AS A SOURCE OF DRUGS p.1 (OTM, p.9)

The use of natural products with therapeutic properties is as ancient as human civilisation and, for a long time, mineral, plant and animal products were the main sources of drugs. Furthermore, throughout the development of human culture, the use of natural products has had magical-religious significance and different points of view regarding the concepts of health and disease existed within each culture. About 25% of the drugs prescribed worldwide come from plants, 121 such active compounds being in current use. Of the 252 drugs considered as basic and essential by the World Health Organisation (WHO), 11% are exclusively of plant origin and a significant number are synthetic drugs obtained from natural precursors. It is estimated that 60% of anti-tumour and anti-infectious drugs already on the market or under clinical trial are of natural origin. The vast majority of these cannot yet be synthesised economically and are still obtained from wild or cultivated plants. Natural

compounds can be lead compounds, allowing the design and rational planning of new drugs, biomimetic synthesis development and the discovery of new therapeutic properties not yet attributed to known compounds. In addition, compounds such as muscarine, physostigmine, cannabinoids, yohimbine, forskolin, colchicine and phorbol esters, all obtained from plants, are important tools used in pharmacological, physiological and biochemical studies.

The potential use of higher plants as a source of new drugs is still poorly explored. Of the estimated 250,000–500,000 plant species, only a small percentage has been investigated phytochemically and even a smaller percentage has been properly studied in terms of their pharmacological properties; in most cases, only pharmacological screening or preliminary studies have been carried out. It is estimated that 5000 species have been studied for medical use.

The approach for drug development from plant resources depends on the aim. Different strategies will result in a herbal medicine or in an isolated active compound. However, apart from this consideration, the selection of a suitable plant for a pharmacological study is a very important and decisive step. There are several ways in which this can be done, including traditional use, chemical content, toxicity, randomised selection or a combination of several criteria. The most common strategy is careful observation of the use of natural resources in folk medicine in different cultures; this is known as ethnobotany or ethnopharmacology.

The choice of a biological material to be screened for active compounds and the subsequent development of a drug must take into account that the exploration of natural resources should meet global and regional needs for new efficient and safe drugs, while preserving natural diversity and the environment. The present situation of exploitation of the world's vegetation may lead to the extinction of some species, which means not only the loss of interesting chemical compounds as potential drugs, but also the loss of genes, which could be of use in plant improvement or in the biosynthesis of new compounds. It is, therefore, crucial; both for the development of areas with rich flora, such as Asia and Latin America, and for the pharmaceutical industry, to protect and promote the rational exploitation of biodiversity as a source of chemical compounds that have direct biological activity or can be used for the rational planning of new drugs.

The dried or stabilised plant material should then be powdered and subjected to a suitable extraction process. When the chemical nature of the compounds involved is known, extraction methods should be directed at obtaining these compounds in as high a yield and purity as possible. When the chemical composition is unknown, the extraction procedure can be based on how the plant is used in folk medicine, or several extractions with solvents of increasing polarity can be performed.

To obtain isolated active compounds, the plant extracts are first qualitatively analysed by thin layer chromatography (TLC) and/or other chromatographic methods and screened to determine the biological activity or to obtain a general evaluation of biological activities. For purification and isolation, the active plant extracts are sequentially fractionated each fraction and/or pure compound being subjected to bioassay and toxicity evaluation in animals. This strategy is called bioactivity-guided fractionation. Bioassays can be performed using microorganisms, molluscs, insects, cellular systems (enzymes, receptors, etc), cell culture (animal and human), and isolated organs or in vivo (mammals, amphibians, birds, etc).

In general, a plant extract contains low concentrations of active compounds and a large number of promising compounds, requiring the use of sensitive bioassays suitable for the wide chemical variety and small amounts of the tested samples. Tests must be simple, reproducible, fast and cheap.

In summary, research into medicinal plants and the search for plant-derived drugs require a multidisciplinary approach with integrated projects, financial and technical support, and a very carefully planned strategy. The aims should consider demands in terms of public health, preservation of Biodiversity and the technical qualification of each laboratory or research group involved. Finally, advances in technology and knowledge of natural products must be viewed not merely from the perspective of drug development, but also as a special tool for the understanding biological phenomenon in order to contribute to the well-being of humanity.

NOTES

1. estimate – calculate the value, number or amount of something

2. decisive – having great importance for the outcome of a situation

3. random – done or happening without a deliberate order, purpose or choice

4. exploit – make good use of a resource

5. crucial – of great importance

LESSON 14

Text: "Plants as a source of drugs", p.2 (OTM, p.9)

Writing: How to write C/V

PLANTS AS A SOURCE OF DRUGSp.2(OTM, p.9)

The use of natural products with therapeutic properties is as ancient as human civilisation and, for a long time, mineral, plant and animal products were the main sources of drugs. Furthermore, throughout the development of human culture, the use of natural products has had magical-religious significance and different points of view regarding the concepts of health and disease existed within each culture. About 25% of the drugs prescribed worldwide come from plants, 121 such active compounds being in current use. Of the 252 drugs considered as basic and essential by the World Health Organisation (WHO), 11% are exclusively of plant origin and a significant number are synthetic drugs obtained from natural precursors. It is estimated that 60% of anti-tumour and anti-infectious drugs already on the market or under clinical trial are of natural origin. The vast majority of these cannot yet be

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4. exploit – make good use of a resource

5. crucial – of great importance

Plants as a source of Drugs

1. What were the main sources of drugs from the ancient time?
2. What has the use of natural products?
3. How many drugs does the WHO consider as basic and essential?
4. How many per cent are obtained by plant origin?
5. What chemical compounds obtained from plants do you know?
6. What studies are used for obtaining these compounds?
7. How many plant species are estimated?
8. What studies have been carried out?
9. What do you know about Ethnobotany and Ethnopharmacology?
10. What methods can be used for obtaining isolated active compounds?
11. What process must be conducted for purification and isolation?
12. How is it called?
13. What can bioassays be performed?

Writing: **How to Write a CV (Curriculum Vitae)**

What is a CV?

In its full form, *CV* stands for curriculum vitae (latin for: course of life). In the US, Canada, and Australia, a CV is a document you use for academic purposes.The CV is a concise document which summarizes your past, existing professional skills, proficiency and experiences. The purpose of this document is to demonstrate that you have the necessary skills (and some complementary ones) to do the job for which you are applying. Literally you are selling your talents, skills, proficiencies etc.

The US academic CV outlines every detail of your scholarly career. In other countries, CV is an equivalent of an American *resume*. You use it when you apply for jobs.

Because this document is named differently across different countries, a lot of folks keep asking:

What is the difference between a CV and a resume?

Let's get this straight, once and for all:

In the hiring industry, nowadays there's almost no formal difference between a CV and a resume. It's the *same thing* that Brits call a CV and Americans—a resume.

Just like they do with chips and french fries, football and soccer, or Queen Elizabeth and Queen Bey.

So, if you're applying to a European company, you should create a CV. But if you're applying to a US-based employer, you should make a resume.

John Smith

IT Project Manager

IT Professional with over **10 years** of experience specializing in **IT department management** for international logistics companies. I can implement effective **IT strategies** at local and global levels. My greatest strength is business awareness, which enables me to permanently streamline infrastructure and applications. Striving to leverage my skills at SanCorp Inc.

Experience

2006-12 - present

Senior Project Manager

Seton Hospital, ME

- Oversaw all major hospital IT projects for 10+ years, focus on cost reduction.
- Responsible for creating, improving, and developing IT project strategies.
- Implemented the highly successful Lean Training and Six Sigma projects.
- Cut costs by 32% in less than six months.
- Reduced the costs of IT maintenance in 2015 by successfully rebuilding the server infrastructure resulting in over $50'000 of annual savings.

2004-09 - 2006-12

Junior Project Manager

Seton Hospital, ME

- Streamlined IT logistics and administration operation cutting costs by 25%
- Diagnosed problems with hardware and operating systems.
- Successfully migrated two servers to new data architecture.
- Maintained the user database of over 30000 patients.
- Managed project for lean training for all IT Support Officers.

2002-08 - 2004-09

IT Support Officer

Seton Hospital, ME

- Provided support for project managers and hospital staff for 2 years.
- Prepared over 100 infrastructure performance analyses and reports.
- Implemented a new tracking dashboard, cutting manual data input by 80%.
- Successfully resolved over 200 issues in regards to IT infrastructure.

Education

1999-09 - 2001-05

Master of Computer Science, University of Maryland

- Graduated Summa Cum Laude.
- Andersen Postgraduate Fellowship to study advanced nursing techniques.
- Managed a student project to develop a weekly nursing podcast.

1996-09 - 1999-06

Bachelor of Computer Science, University of Maryland

- Graduated Summa Cum Laude.
- Member of Student Association of Computer Science.
- Managed a student project to organize a conference for 50+ professionals.

Certifications

2010-05 PMP - Project Management Institute

2007-11 CAPM - Project Management Institute

2003-04 PRINCE2® Foundation

Personal Info

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Portland, ME, 04019

Phone
774-987-4009

E-mail
j.smith@uptowork.com

LinkedIn
linkedin.com/johnutw

Skills

Business Process Improvement

Vendor Management

Sales Analysis

Strategic Planning

Communication Skills

Software

Microsoft Project
●●●●● Excellent

MS Windows Server
●●●●○ Very Good

Linux/Unix
●●●●○ Very Good

Microsoft Excel
●●●○○ Good

Languages

French
●●●○○ Intermediate

Spanish
●○○○○ Basic

Sample Resume for English Teachers

Stephanie Prestridge
318-316-4514
stephanie.prestri.ge@emailme.com

Summary of Qualifications

State certified English teacher with 3+ years of experience in educating middle and high school students. Knowledgeable of English Language Arts Standards, modern teaching methods, and assessment systems. At St James High School helped grad class students improve final test scores by 20%. Eager to provide a creative environment for English language and literature learning at NO State High School.

Work Experience

English Teacher
St James High School, New Orleans, LA
Sep 2017-Jul 2018

- Supervised students progress in acquiring CCSS skills.
- Planned tests and assessment methods for checking students' CCSS skills.
- Combined various English teaching methods and techniques to help students improve their results.
- Created a full curriculum according to state standards.
- Maintained positive student-teacher relationship and cooperated with parents on a daily basis.

Key achievement:

- Helped grad class students improve final test scores by 20%.

English Teacher
Baker Middle School, Baker, LA
Sep 2015-Jul 2017

- Took part in the educational process of 100 students of 5–6th grades.
- Planned and delivered English language lessons that incorporated the use of authorial audio-visual aids and various English teaching methods.
- Coordinated over 50 school trips to cultural institutions.
- Closely supervised students' growth and helped them improve written and oral tests scores.

Education

Louisiana State University, Baton Rouge, LA
Master of Arts in Teaching English and Literature
2011-2015

Louisiana State University, Baton Rouge, LA
Bachelor of Arts in English Literature
2008-2011

Key Skills

- Strong work ethic
- Communication
- Organization
- Self motivation
- Developing lesson and education plans
- Planning
- Electronic presentation
- Evaluating performance and grading exams

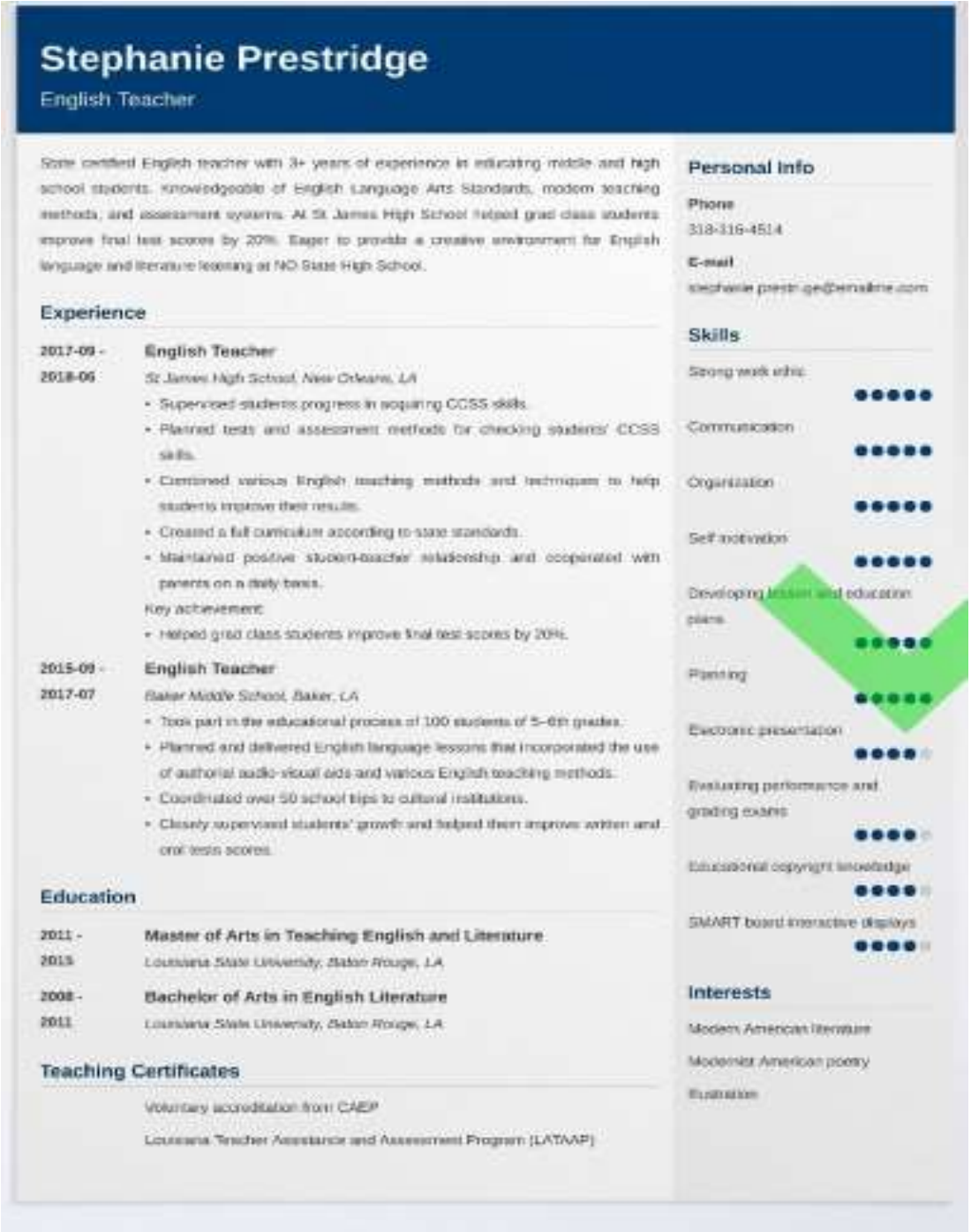
- Educational copyright knowledge
- SMART board interactive displays

Teaching Certificates

- Voluntary accreditation from CAEP
- Louisiana Teacher Assistance and Assessment Program (LATAAP)

Interests

- Modern American literature
- Modernist American poetry
- Illustration



Stephanie Prestridge

English Teacher

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Experience

2017-09 - 2018-06 **English Teacher**
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Baker Middle School, Baker, LA

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Personal Info

Phone
318-316-4514

E-mail
stephanie.prestr.ge@emailme.com

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Organization

Self motivation

Developing lesson and education plans

Planning

Electronic presentation

Evaluating performance and grading exams

Educational copyright knowledge

SMART board interactive displays

Interests

Modern American literature

Modernist American poetry

Illustration

LESSON 15

International exam: IELTS
Reading: Multiple choice, Cambridge IELTS 3 Test 2
Listening: Multiple choice, Cambridge IELTS 3 Test 2

On both the academic and general IELTS reading papers you are likely to be asked multiple choice questions (MCQs).

Your job is to simply choose the correct answer from a list of possible choices.

This post will:

- look at example questions
- discuss the reading skills required
- discuss common problems
- give you tips and advice
- provide you with a strategy to use on exam day

Example Questions

There are three different types of MCQ question. You will either have to:

1. choose one answer out of four options
2. choose two answers out of five options
3. choose three answers out of six options

The first option is the most common.

You may also have two different question forms. Either:

1. completing a sentence or
2. answering a question.

Here is an example from the academic test:

Questions 10 – 12

*Choose the appropriate letters **A**, **B**, **C** or **D**.*

Write your answers in boxes 10-12 on your answer sheet.

10 Research completed in 1982 found that in the United States soil erosion

- **A** reduced the productivity of farmland by 20 per cent.
- **B** was almost as severe as in India and China.
- **C** was causing significant damage to 20 per cent of farmland.
- **D** could be reduced by converting cultivated land to meadow or forest.

11 By the mid-1980s, farmers in Denmark

- **A** used 50 per cent less fertiliser than Dutch farmers.
- **B** used twice as much fertiliser as they had in 1960.
- **C** applied fertiliser much more frequently than in 1960.
- **D** more than doubled the amount of pesticide they used in just 3 years.

12 Which one of the following increased in New Zealand after 1984?

- **A** farm incomes
- **B** use of fertiliser
- **C** over-stocking
- **D** farm diversification

In this example, you have to choose one answer from four possible options and the question requires you to complete the sentences.

Here is an example from the general paper:

Questions 1 – 5

*Choose the correct letter, **A**, **B**, **C** or **D**.*

Write your answers in boxes 1-5 on your answer sheet.

1 The global increase in greenhouse gases has been attributed to

- **A** industrial pollution in developing countries.
- **B** coal mining and electricity generation.
- **C** reduced rainfall in many parts of the world.
- **D** trends in population and lifestyle.

2 The proportion of all greenhouse gases created by coal is approximately

- **A** 14 per cent.
- **B** 18 per cent.
- **C** 27 per cent.
- **D** 90 per cent.

3 Current research aims to increase the energy-producing efficiency of coal by

- **A** burning it at a lower temperature.
- **B** developing new gasification techniques.
- **C** extracting CO_2 from it.
- **D** recycling greenhouse gases.

4 Compared with ordinary coal, new, 'clean' coals may generate power

- **A** more cleanly and more efficiently.
- **B** more cleanly but less efficiently.
- **C** more cleanly but at higher cost.
- **D** more cleanly but much more slowly.

5 To control dust at mine sites, mining companies often use

- **A** chemicals which may be toxic.
- **B** topsoil taken from the site before mining.
- **C** fresh water from nearby dams.
- **D** runoff water containing sediments.

Source: Cambridge English IELTS Past Papers.

Reading Skills
MCQs test your ability to understand the main ideas contained in a text and then look for specific information.
You will need to quickly identify the main idea in order to locate the correct section of the text.
When you do this it will seem like two or three of the options could be the correct answer and you, therefore, must read in much more detail to find the specific information that gives you the correct answer.
Common Problems
Reading the text before the questions– If you do this you are reading 'blind' because you are not sure what you are looking for. You also waste time because you will have to read the questions and then read the text again, so you have just wasted your time on the first reading.
Not answering questions– This seems like an obvious one but it would shock you how many people don't answer the question at all.
Being tricked by the examiner– examiners love to try and trick you with 'distractors'. Distractors are things that look like the correct answer but are actually incorrect. When you locate the correct section in the reading text, there will appear to be two or three plausible correct answers. A very common trick is matching lots of keywords from the question options to parts of the text. Just because there are lots of matching keywords doesn't mean it is the correct answer. Also look at the context of the whole sentence and any qualifying words like *most, all, always, sometimes.*
Not reading the whole sentence– The first part of a sentence might look correct but the second half of it might change the meaning. Words like *but and however* can change the meaning of a whole sentence. Examiners know you are trying to get the answers as quickly as possible and will try to trick you in this way.
Not reading the text carefully– Because there are so many 'distractors', some of the 'correct' answers will appear to 'jump out' at you. If you don't read the text carefully, you will choose the incorrect answer. Take some time to really understand the meaning of each sentence.
Top 10 Tips

1. Read the questions before you read the text.
2. You will often be able to eliminate 2 of the four answers and this leaves you with two choices. Think about the difference in meaning between these two choices and this will help you get the correct answers.
3. If you are unsure of what the difference is between two or three sentences, it can help to rephrase them in your own words.
4. If you are running out of time or you really don't know the answer, have a guess. You will not lose marks for wrong answers and you have a 25% chance of getting the correct answer just by guessing.
5. Don't be tricked by the examiner's 'distractors' especially keywords from the questions that look the same as the text.
6. If you don't know anything about the topic, don't panic. It is a reading test, not a test of your knowledge.
7. Try to predict the correct answer before you read the text. This will help you find the

correct answer.

8. Before deciding on your answer, always go back and carefully read the questions before making your final decision.
9. The answers will be in the same order as the text.
10. You might be asked about both facts and opinions. Facts are things that are always true or cannot be disproved but opinions are just what people think.

Strategy

This is my suggested strategy. There are many different strategies and you should use the one you feel comfortable with. You can also adapt this strategy to what suits you.

1. Read the questions carefully.
2. Skim the text to get the general meaning.
3. Underline any keywords in the question and think about any synonyms that might appear in the text.
4. Read the choices and underline any keywords. Think about the difference in meaning between the different choices.
5. Predict the correct answer.
6. Read the text and using keywords and synonyms locate the part containing the answers.
7. Read that part of the text very carefully, thinking about the difference in meanings.
8. Think about not only which options are correct but how the other options are wrong.
9. Go back and read the question again and mark your final choice.

LESSON 16

Speaking: How to organize presentation
Text for translating: "Herbal Medicine" (OTM, p.24)

Organize Your Presentation

Public speaking is challenging for most people. There are a few out there who are totally comfortable getting up in front of a group of people to give a speech or presentation, but they're the exception to the rule. Unfortunately, there are going to be times where you're required to stand up and give an important presentation – maybe one that will help you to advance in your career or aid your company in making a big breakthrough.

While it's difficult to wipe out nerves completely, there are plenty of tactics to reduce them and make speaking in front of a crowd easier. The most important of these tactics happens way before the presentation ever does: preparation. An organized, well-prepared presentation makes standing up and talking about any subject easier. Affirm your authority when you stand up to speak by organizing your thoughts and knowledge in a way that is cohesive and easy to present.

Organizing Your Presentation

Introduce your subject – The tone of your presentation will depend on to whom you're presenting and where you are, but if you can open with an alarming or interesting fact, statistic, or question to grab the audience's attention, you'll start building your credibility from the beginning. Mention the points that you'll touch on throughout the presentation so that your audience will know what to expect. This will help you stick to your points, and give them a feel for where you're going and how you plan to get there.

Cover your points thoroughly – You won't always cover points in exactly the same way. It all depends on what your presentation is about. There are a few different, logical ways to approach your main points, including chronologically, comparatively, spatially, or presenting a problem and its solution. Take the time to assess your topic and decide which way makes the most sense for ease of understanding, as well as ease of delivery. Try to give your talking points fair and equal time based on importance.

Wrap it up – In your conclusion, you want to quickly remind everyone of the most important points that you've made and give them something by which they'll remember your presentation. Another strong fact, statistic, or an important conclusion that you've drawn from the information presented is a good way to tie everything up. Keep your conclusion short, sweet; and succinct.

The glue – Bet you weren't expecting anything after the conclusion! Transitions are an important part of your presentation. They're what holds everything together and makes the presentation feel seamless. Try to find links between your points to help segue from one to the other naturally. For example, you might say, "Now that we've discussed how to organize a presentation, let's move on to why it's so important to have an organizational strategy." A link like this lets your audience know that you're moving on, but still feels natural.

HERBAL MEDICINE(OTM, p.24)

Records from ancient Egypt, Assyria, China and India show that the use of plants for medicinal purposes extends back to earliest recorded history. Indeed, their use is probably a natural progression from the instinctiveness of animals to utilize such plants and constitutes a recognition of the complete spectrum of consumable plants, commencing with those that are purely dietary; passing through those foods known to be necessary for health (fresh vegetables, carrots, fruit which we now know provide essential vitamins); on to products consumed in reasonable quantity as foods but known to have medicinal effects (e.g. figs, prunes, mucilage acting as mild laxatives); and finally the recognition of purely medicinal plants, some apparently quite 'safe' and others more potent (e.g. containing cardioactive glycosides), which can be consumed only in small quantities but which at such dosage are suitable for the treatment of certain diseases.

A herbal remedy is one in which the main therapeutic activity depends upon the plant or fungal metabolites which it contains and is not definable in terms of the particular system of medicine in which it is employed. From a pharmacognostical viewpoint the study of herbal medicines differs little from that for the allopathic medicinal plants. In practice, however, many herbal remedies have not been as extensively studied either pharmacologically or phytochemically as their orthodox medicinal counterparts, a situation which must change for over-the-counter (OTC) products as stricter licensing controls are implemented.

It is important also to distinguish between herbal medicine dispensed and supplied by a qualified medical herbalist as a result of consultation, and those herbal remedies freely available to the public for self-medication at retail outlets.

Many physicians in Europe are now reportedly prescribing an increasing number of medicines based on plant sources, as distinct from synthetic ones. In the USA there is a legal restraint on the general sale of herbal medicines, but this is to some extent circumvented by the use of 'teas' which contain herbal constituents. A survey made in central London on herbal teas found that more than 100 varieties were on sale from pharmacies and involved117 different herbs; they were mainly available as tea-bags containing either single or multiherb components.

LESSON 17

Making individual presentations on the topic "Biological Engineering" (OTM, p.25)

BIOLOGICAL ENGINEERING

Biological engineering or bioengineering (including biological systems engineering) is the application of concepts and methods of biology (and secondarily of physics, chemistry, mathematics, and computer science) to solve real-world problems related to the life sciences and/or the application thereof, using engineering's own analytical and synthetic methodologies and also its traditional sensitivity to the cost and practicality of the solution(s) arrived at. In this context, while traditional engineering applies physical and mathematical sciences to analyze, design and manufacture inanimate tools, structures and processes, biological engineering uses primarily the rapidly developing body of knowledge known as molecular biology to study and advance applications of living organisms.

The differentiation between biological engineering and biomedical engineering can be unclear, as many universities loosely use the terms "bioengineering" and "biomedical engineering" interchangeably. Biomedical engineers are specifically

focused on applying biological and other sciences toward medical innovations, whereas biological engineers are focused principally on applying engineering principles to biology - but not necessarily for medical uses. Hence neither "biological" engineering nor "biomedical" engineering is wholly contained within the other, as there can be "non-biological" products for medical needs as well as "biological" products for non-medical needs.

Biological engineering is a science-based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering can be based upon chemistry, electricity and magnetism, and classical mechanics, respectively.

The word bioengineering was coined by British scientist and broadcaster Heinz Wolff in 1954. The term bioengineering is also used to describe the use of vegetation in civil engineering construction. The term bioengineering may also be applied to environmental modifications such as surface soil protection, slope stabilization, watercourse and shoreline protection, windbreaks, vegetation barriers including noise barriers and visual screens, and the ecological enhancement of an area.

Biological Engineers or bioengineers are engineers who use the principles of biology and the tools of engineering to create usable, tangible, economically viable products. Biological engineering employs knowledge and expertise from a number of pure and applied sciences, such as mass and heat transfer, kinetics, biocatalysts, biomechanics, bioinformatics, separation and purification processes, bioreactor design, surface science, fluid mechanics, thermodynamics, and polymer science. It is used in the design of medical devices, diagnostic equipment, biocompatible materials, renewable bioenergy, ecological engineering, agricultural engineering, and other areas that improve the living standards of societies.

Depending on the institution and particular definitional boundaries employed, some major fields of bioengineering may be categorized as:

Biological systems engineering;

Biomedical engineering: Biomedical technology, Biomedical diagnostics, Biomedical therapy, Biomechanics, Biomaterials.

LESSON 18

Revision

Speaking on the topics:

- Drugs made by Medicinal Plants;
- Herbal Medicine;
- Biological Engineering.

Reading Cambridge IELTS

Academic Reading - section 1

This is the first section of your IELTS Reading test. You should spend about twenty minutes on it. Read the passage and answer questions 1-13.

Making time for science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which

researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–7

Do the following statements agree with the information given in Reading passage 1? Answer True, False or Not given to questions 1–7.

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

QUESTIONS

1) Chronobiology is the study of how living things have evolved over time.

2) The rise and fall of sea levels affects how sea creatures behave.

3) Most animals are active during the daytime.

4) Circadian rhythms identify how we do different things on different days.

5) A ‘night person’ can still have a healthy circadian rhythm.

6) New therapies can permanently change circadian rhythms without causing harm.

7) Naturally-produced vegetables have more nutritional value.

Questions 8–13

Choose the correct letter, A, B, C or D.

QUESTIONS

8) What did researchers identify as the ideal time to wake up in the morning?

A) 6.04

B) 7.00

C) 7.22

D) 7.30

9) In order to lose weight, we should

A) avoid eating breakfast

B) eat a low carbohydrate breakfast

C) exercise before breakfast

D) exercise after breakfast

10) Which is NOT mentioned as a way to improve supplement absorption?

A) avoiding drinks containing caffeine while taking supplements

B) taking supplements at breakfast

C) taking supplements with foods that can dissolve them

D) storing supplements in a cool, dry environment

11) The best time to stop drinking coffee is

A) mid-afternoon

B) 10 p.m.

C) only when feeling anxious

D) after dinner

12) In the evening, we should

A) stay away from carbohydrates

B) stop exercising

C) eat as much as possible

D) eat a light meal

13) Which of the following phrases best describes the main aim of Reading Passage 1?

A) to suggest healthier ways of eating, sleeping and exercising

B) to describe how modern life has made chronobiology largely irrelevant

C) to introduce chronobiology and describe some practical applications

D) to plan a daily schedule that can alter our natural chronobiological rhythms

LESSON 19

Grammar: Prepositions.
Text for translating: "Aromatherapy" (OTM, p.27)

1. Prepositions of place

We use **prepositions** to talk about **where** someone or something is:

above	among	at	behind	below	beneath
beside	between	by	in	in between	inside
near	next to	on	opposite	outside	over
round	through	under	underneath		

He was standing **by the table**.
She lives in a village **near Glasgow**.
You'll find it **in the cupboard**.
We use **phrases** with ***of*** as prepositions:

at the back of	at the top of	at the bottom of	at the end of
on top of	at the front of	in front of	in the middle of

There were some flowers **in the middle of the table**.
Sign your name here – **at the bottom of the page**.
I can't see. You're standing **in front of me**.
We can use ***right*** as an **intensifier** with some of these prepositions:
He was standing **right** next to the table.
There were some flowers **right** in the middle of the table.
There's a wood **right** behind our house.
We use **phrases** with **prepositions** as **time adverbials:**

• We use ***at*** with:

clock times: at seven o'clock - at nine thirty - at fifteen hundred hours
mealtimes: at breakfast - at lunchtime - at teatime

… and in these phrases:

at night - at the weekend - at Christmas - at Easter

• We use ***in*** with:

seasons of the year: in spring/summer/autumn/winter - in the spring /summer/autumn/winter
years and centuries: in 2009 -in 1998 - in the twentieth century
months: in January/February/March etc.
parts of the day: in the morning - in the afternoon - in the evening.

• We use **on** with:

days: on Monday/Tuesday/Wednesday etc - on Christmas day - on my birthday.
dates: on the thirty first of July - on June 15th

Note: We say ***at night*** when we are talking about **all of the night**:

When there is no moon it is very dark **at night**.
He sleeps during the day and works **at night**.

but we say ***in the night*** when we are talking about a **short time** during the night:

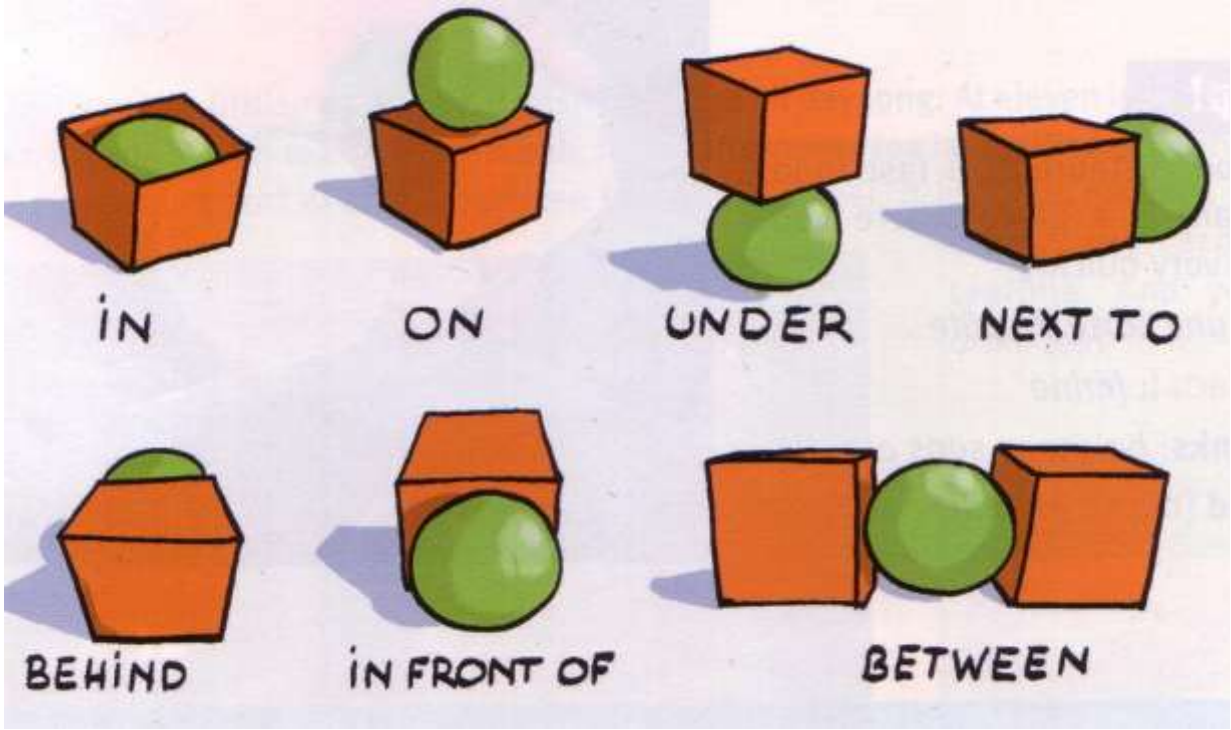
He woke up twice **in the night**.
I heard a funny noise **in the night**.

We use the adverb ***ago*** with the past simple to say **how long before** the time of speaking something happened:

I saw Jim about **three weeks ago**.
We arrived **a few minutes ago**.

We can put time phrases together:

We will meet **next week** **at six o'clock** **on Monday**.
I heard a funny noise **at about eleven o'clock** **last night**.
It happened **last week** **at seven o'clock** **on Monday night**.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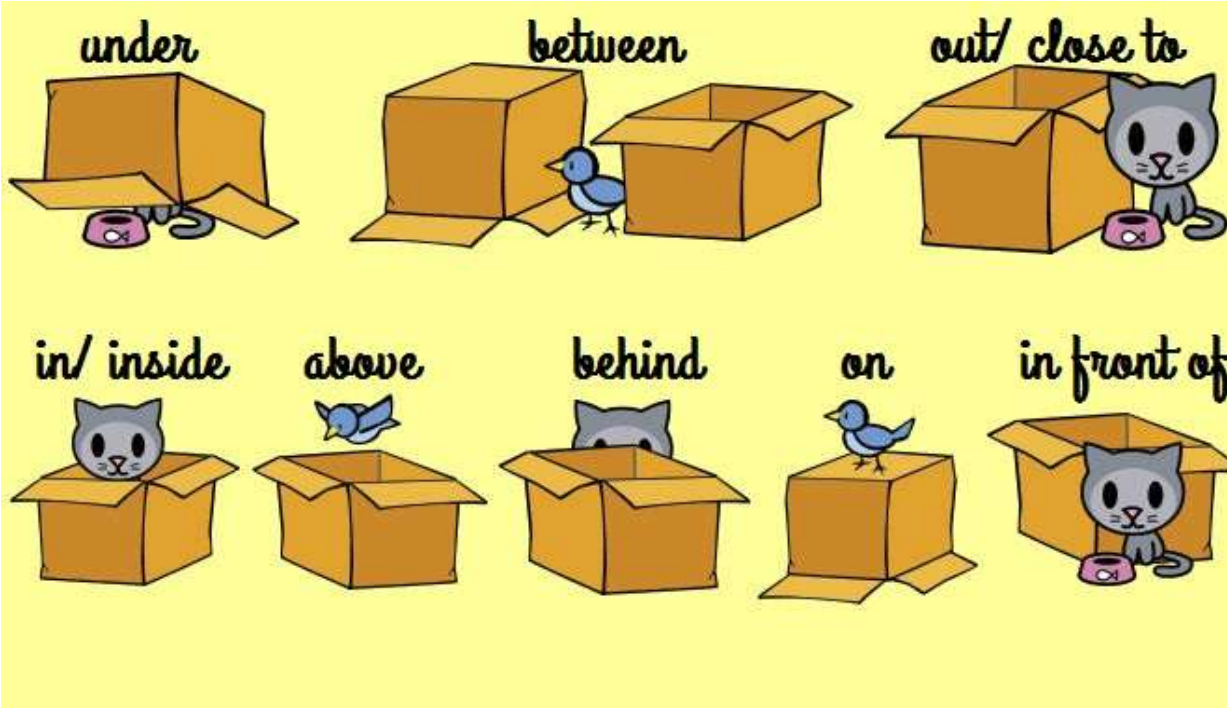
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AROMATHERAPY(OTM, p.27)

Aromatherapy provides treatment through the stimulation of the sense of smell using pungent materials. The vital element in this treatment is the essential oils extracted from the plant source. These oils are light, concentrated essences which, because of their volatility, are usually used mixed as a few drops within other heavier ingredients to retain their properties. In general, they are relatively sensitive to the environment and should be stored in a cool place in darkened bottles to avoid photo-oxidation of the components. Current 'code of practice' of aromatherapists recommends the use of essential oils for external application only because of their potential to cause damage to the sensitive mucous membranes. (Some clinical aromatherapists do prescribe oral dilutions, however, this is generally not recommended; essential oils should never be taken internally without medical supervision). The oils are widely applied topically both in local and whole body massage.

In this respect, sandalwood, lavender, bergamot, chamomile and sweet marjoram are said to have a sedative effect, while basil, clove, jasmine, peppermint and ylangylang are thought to stimulate the central nervous system. Some oils are claimed to adapt their action to 'balance' the systems of the body depending on an individual's needs. These 'adaptogens' include rosewood and geranium which may, therefore, be either sedative or stimulating.

In addition to massage, aromatherapy may also be effected by using essential oils in aromatic baths. A few drops of the chosen essential oil within the carrier oil added to the bath water will spread across the surface of the water and coat the skin on immersion. As well as the oil acting as a lubricant to the skin, the stimulating or sedative activity of the chosen essence will also assist the healing or relaxation process.

LESSON 20.

FINAL LESSON.

2nd term

LESSON 1

Grammar: Indirect Speech.

Text: “Clinical Pharmacy”, p.1 (OTM, p.12)

Direct and Indirect Speech

Если необходимо передать сказанное кем-либо, можно сделать это, используя **прямую речь(Direct Speech)** или **косвенную речь (Indirect Speech)**. В прямой речи сказанное кем-либо передается точно, без изменений, и оформляется кавычками. В косвенной речи некоторые слова говорящего могут быть изменены, и кавычки не ставятся.

*Примеры:***Direct Speech**: Bob said, **“Paris is great.”** – Бобсказал: «Парижпрекрасен». **Indirect Speech**: Bob said **(that) Paris was great**. Бобсказал, чтоПарижпрекрасен.

Правила обращения прямой речи в косвенную речь

1. Если глагол главного предложения, вводящий косвенную речь, *употреблен в настоящем или будущем времени*, то глагол придаточного предложения в косвенной речи остается в том же времени, в каком он был в прямой речи.

*Примеры:*He says, “I have your T-shirt.” – Он говорит: «У меня есть твоя футболка». He says that he has my T-shirt. – Он говорит, что у него есть моя футболка.

2. Если глагол главного предложения, вводящий косвенную речь, *употреблен в одном из прошедших времен*, то время глагола придаточного предложения прямой речи заменяется косвенной речью и употребляется согласно правилу согласования времен.

Существуют простые правила передачи прямой речи косвенной речью:

1. Глаголы в прямой речи в форме Present Tense употребляются в косвенной речи в форме Past Tense. Дополнительноо временахглагола.

Present Simple → Past Simple
Present Continuous → Past Continuous
Present Perfect → Past Perfect

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
“I **am reading** a book”, he explained. «Я читаю книгу», – пояснил он.	He explained that he **was reading** a book. Он пояснил, что он читает книгу
“I always **drink** coffee”, she said. «Я всегда пью кофе», – сказала она	She said that she always **drank** coffee. Она сказала, что она всегда пьет кофе.

2. Глаголы в прямой речи в форме Past Tense употребляются в косвенной речи в форме Past Perfect (или могут не употребляться). Дополнительноо временахглагола.

Past Simple → Past Perfect
Present Perfect → Past Perfect

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
“Bill **arrived** on Saturday”, he said. «Билл приехал в субботу», – сказал он.	He said that Bill **had arrived/ arrived** on Saturday. Он сказал, что Билл приехал в субботу.

3. Глаголы в прямой речи в форме Past Perfect не изменяются.

Past Perfect → Past Perfect

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
He said, “We **had finished** our work by five o’clock.” Он сказал: «Мы	He said that they **had finished** their work by five o’clock. Он сказал, что они

окончили свою работу к пяти часам».	окончили свою работу к пяти часам.

4. Глаголы в прямой речи в любом будущем времени переходят в соответствующее ему будущее в прошедшем в косвенной речи. Дополнительноо временахглагола.
Future Simple → Future Simple in the Past
Future Continuous → Future Continuous in the Past
Future Perfect → Future Perfect in the Past

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
"**She will come** soon." «Онаскоропридет».	They told me that she **would come** in soon time. Они сказали мне, что она скоро придет.

5. Формы модальных глаголов в прямой речи в форме Past Tense меняются в косвенной речи следующим образом.
can → could
will → would
shall → should
may → might
Но формы Past Tense от модальных глаголов **could**, **would**, **should**, **might** в косвенной речи сохраняются.

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
"We **will** go home." «Мыпридемдомой».	She said that they **would** go home. Она сказала, что они придут домой.
She said, "You **could** help my sister." Она сказала: «Ты мог помочь моей сестре».	She said that I **could** help her sister. Она сказала, что я мог помочь ее сестре.

6. Модальный глагол **must** в косвенной речи может не меняться, или может принимать форму прошедшего времени от конструкции have to = **had to**.

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
"I **must** clean the room." «Я должен убрать комнату».	He said he **must/ had to** clean the room. Он сказал, что он должен был убрать комнату.

7. Указательные местоимения и наречия времени и места в прямой речи заменяются в косвенной речи по смыслу другими словами, как и в русском языке.

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
here	there
this	that/the
these	those
now	then
today	that day
tonight	that night
tomorrow	the next day/the following day
yesterday	the day before/the previous day
next Monday	the following Monday
last Friday	the previous Friday
the day before yesterday	two days before/two days earlier

ago	ago before

*Примеры:*He said, “I shall do it **tomorrow**.” – Онсказал, чтосделаетэтозавтра. He said that he would do it **the next day**. – Он сказал, что сделает это на следующий день.

8. Личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

*Примеры:*He says, “I have **your** T-shirt.” – Он говорит: «У меня есть твоя футболка». He says that he has **my** T-shirt. – Онговорит, чтоунегоестьмояфутболка.

Direct and Indirect Speech. Прямая и косвенная речь.

Чужое высказывание может быть либо передано так, как оно было произнесено (прямая речь), либо описано с помощью сложносочинённого предложения (косвенная речь). Сравните:

Прямаяречь

- (What does he say?) - He says (that) we'll have to take a taxi.

Косвенная речь

- He says, "We'll have take a taxi".

- Он говорит, что нам придётся взять такси.

При изменении прямой речи в косвенную соблюдаются следующие правила:

1. Запятая и кавычки опускаются.
2. Все личные и притяжательные местоимения изменяются в зависимости от лица, от которого ведется речь. (1л. 3л., 2л. 1,3л.)
3. Возможен союз "that".
4.

а) В утвердительном предложении глагол в повелительном наклонении заменяется инфинитивом.

б) В отрицательном предложении 1 форма глагола изменяется на "not" + инфинитив.

5. В вопросах соблюдается прямой порядок слов.
6. Общие вопросы вводятся словами "if, whether".
7. Специальные вопросы вводятся специальными вопросительными словами.
8. Если есть дополнение, то say - tell, saystoOlga - tellsOlga, saidtoBoris - toldBoris.

Если в прямой речи глагол главного предложения стоит в прошедшем времени, то при преобразовании прямой речи в косвенную время глагола придаточного предложения меняется в соответствии с правилами последовательности употребления времён. Именно в этом основное различие между русским и английским языками в употреблении косвенной речи.

Таким образом:

Вместо настоящего употребляется прошедшее время (Past Indefinite / Continuous)

Вместо прошедшего употребляется прош.свершённое время (Past Perfect)

Вместо будущего употребляется would + инфинитив ("будущее в прошедшем")

CLINICAL PHARMACY p.1 (OTM, p.12)

Clinical pharmacy is the branch of Pharmacy where pharmacists provide patient care that optimizes the use of medication and promotes health, wellness, and disease prevention. Clinical pharmacists care for patients in all health care settings but the clinical pharmacy movement initially began inside hospitals and clinics. Clinical pharmacists often collaborate with physicians and other healthcare professionals.

Clinical pharmacists have extensive education in the biomedical, pharmaceutical, sociobehavioral and clinical sciences. Most clinical pharmacists have a Doctor of

Pharmacy (Pharm.D.) degree and many have completed one or more years of post-graduate training (e.g. a general and/or specialty pharmacy residency).

Within the system of health care, clinical pharmacists are experts in the therapeutic use of medications. They routinely provide medication therapy evaluations and recommendations to patients and other health care professionals. Clinical pharmacists are a primary source of scientifically valid information and advice regarding the safe, appropriate, and cost-effective use of medications. Clinical pharmacists are also making themselves more readily available to the public. In the past, access to a clinical pharmacist was limited to hospitals, clinics, or educational institutions. However, clinical pharmacists are making themselves available through a medication information hotline, and reviewing medication lists, all in an effort to prevent medication errors in the foreseeable future.

In some states, clinical pharmacists are given prescriptive authority under protocol with a medical provider (i.e., MD or DO), and their scope of practice is constantly evolving. In the United Kingdom clinical pharmacists are given independent prescriptive authority.

NOTES

1. initially – at the beginning

2. extensive – large in amount or scale

3. foresee – be aware of something in advance of it happening

4. evolve – develop gradually

LESSON 2

Grammar: Indirect Speech. Special Question.
Text : “ Clinical Pharmacy”, p.2 (OTM, p.12)

Direct And Indirect Questions In English

WHAT ARE INDIRECT QUESTIONS?

Direct questions are the "normal" questions that we can ask friends, family members, and people who we know well. You can form direct questions using the QUASM model that we learned last lesson.
Example of a direct question:
"Where's the bathroom?"
Indirect questions are a little more formal and polite. We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.
Example of an indirect question:
"Could you tell me where the bathroom is?"

PHRASES FOR INDIRECT QUESTIONS

Could you tell me…
Do you know…
I was wondering…
Do you have any idea…
I'd like to know…
Would it be possible…
Is there any chance…

DIRECT AND INDIRECT QUESTIONS IN ENGLISH: EXAMPLES

Direct: Where is Market Street?
Indirect: Could you tell me where Market Street is?
In indirect questions with **is/are,** the verb (is) comes ***after*** the subject (Market Street).
Direct What time does the bank open?
Indirect: Do you know what time the bank opens?
In indirect questions, we don't use the auxiliary verbs **do/does/did.** Also, you can see that the verb is "open" in the direct question, and "opens" in the indirect question.
Direct: Why did you move to Europe?
Indirect: I was wondering why you moved to Europe.
Again, there is no auxiliary verb **did** in the indirect question. In fact, this indirect question isn't even a question – it's more of a statement that invites the other person to give more information.
Direct: How has he managed to get in shape so quickly?
Indirect: Do you have any idea how he's managed to get in shape so quickly?
The auxiliary verbs **have** and **has** can be used in both the direct and indirect questions – but in the direct question, "has" comes ***before*** the subject (he), and in the indirect question, "has" comes ***after*** the subject.
Direct: How much does this motorcycle cost?
Indirect: I'd like to know how much this motorcycle costs.
To form the indirect question, remove **does** and change "cost" to "costs."
Direct: Can you finish the project by tomorrow?
Indirect: Would it be possible for you to finish the project by tomorrow?

For direct questions with **can,** we can use the phrase "would it be possible…" to make it indirect.
Direct: Can we change the meeting to Thursday?
Indirect: Is there any chance we could change the meeting to Thursday?
"Is there any chance…" is another option for forming indirect questions with **can.**

YES/NO DIRECT QUESTIONS –> "IF" IN INDIRECT QUESTIONS

If the direct question is a "yes or no" question (it has no question word such as what, who, when, where, why, or how), then the indirect question will have **if.**
Direct: Does Tom like Italian food?
Indirect: Do you know **if** Tom likes Italian food?
Direct: Are your parents joining us for dinner?
Indirect: Could you tell me **if** your parents are joining us for dinner?
Direct: Do they speak English?
Indirect: I was wondering **if** they speak English.
Direct: Has Barbara ever studied abroad?
Indirect: Do you have any idea **if** Barbara's ever studied abroad?
Direct: Do you plan on traveling this summer?
Indirect: I'd like to know **if** you plan on traveling this summer.

2. Специальные вопросы (Wh- Questions)

Это вопросы, в которых используются вопросительные слова: **who** (кто), **when** (когда), **where** (где), **why** (почему), **which** (который) и т.д.
В этом случае косвенные вопросы образуются с помощью соответствующих **вопросительных слов**.
Прямая речь. He asked me, "Where do you work?" — Он спросил меня: «Где вы работаете?»
Косвенная речь. He asked me **where** I worked. — Он спросил меня, где я работаю.

Прямая речь	Косвенная речь
Present Indefinite He asked, "How are you?"	**Past Indefinite** He asked how I was.
Present Continuous He asked, "Where are you going?"	**Past Continuous** He asked where I was going.
Past Indefinite He asked, "Whom did you call?"	**Past Perfect** He asked whom I had called.
Present Perfect He asked, "Where have you been?"	**Past Perfect** He asked where I had been.
Past Continuous He asked, "What were you doing?"	**Perfect Continuous** He asked what I had been doing.
Present Perfect Continuous He asked, "What have you been doing?"	**Past Perfect Continuous** He asked what I had been doing.

CLINICAL PHARMACY p.2 (OTM, p.12)

Clinical pharmacy is the branch of Pharmacy where pharmacists provide patient care that optimizes the use of medication and promotes health, wellness, and disease prevention. Clinical pharmacists care for patients in all health care settings but the clinical pharmacy movement initially began inside hospitals and clinics. Clinical pharmacists often collaborate with physicians and other healthcare professionals.

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Clinical Pharmacy

1. What functions do clinical pharmacists have?
2. Where do the clinical pharmacists begin their movement?
3. With whom clinical pharmacists collaborate?
4. What branches of science do clinical pharmacists have extensive education?
5. What degree do clinical pharmacists have?
6. What branch are clinical pharmacists experts?
7. What do they do?
8. What do the clinical pharmacists advice?
9. What was in the past?
10. What are the functions of the clinical pharmacists nowadays?
11. What must they prevent?
12. What are clinical pharmacists given in some states?
13. How is it in the United Kingdom?

LESSON 3

International exam: IELTS Reading.
Grammar: Indirect Speech. General Question.
Conversation on the text “Clinical Pharmacy”.

Indirect Speech. General Question.

Form & meaning

If we do not begin a question directly, but begin it with something like: *Can you tell me…? Do you know…? I wonder if…?* The word order is the same as in an affirmative statement.

Direct question: What **is** **he** doing?
Indirect question: Do you know what **he is** doing?
Direct question: Where **have** **they** been?
Indirect question: I wonder where **they have** been?

If the direct question contains the auxiliary DO, we omit it in the indirect question.

Direct question: What **do** **you** want?
Indirect question: Can you tell me what **you** want?
Direct question: When **did** **she** leave?
Indirect question: Do you know when **she** left?

In yes/no questions, *if* or *whether* is used. The word order is the same as in reported questions.

Direct question: **Have** **you** seen my dog?
Indirect question: Could you tell me **if you have seen** my dog?

Related grammar points

Вопросительные предложения в косвенной речи называются **косвенными вопросами**(Indirect Questions).

В вопросительных предложениях действуют те же правила **согласования времен**, что и в утвердительных.

Существует **два типа** образования косвенных вопросов, в зависимости от типа вопроса в прямой речи.

1. Общиевопросы (Yes/No Questions)

Это вопросы, на которые требуется ответ **yes/no** (да/нет).

В этом случае косвенные вопросы образуются с помощью **if** или **whether**, которые в данном случае переводятся как **«ли»**.

Прямая речь. He asked, “Have you met my sister?” — Он спросил: «Вы знакомы с моей сестрой?»

Косвенная речь. He asked **if** I had met his sister. — Он спросил, знаком **ли** я с его сестрой.

Прямая речь. He asked, “May I come in?” — Он спросил: «Можно войти?»

Косвенная речь. He asked **whether** he might come in. — Онспросил, можно **ли** войти.

Обратите внимание, что порядок слов в косвенных вопросах — как в утвердительных предложениях.

Примечание. Глаголы **do, does, did** при образовании косвенных вопросов не используются.

Прямаяречь. He asked me, “Do you speak English?”

Косвеннаяречь. He asked if I spoke English.

Прямая речь	Косвенная речь
Present Indefinite He asked, “Do you want to dance?”	**Past Indefinite** He asked if I wanted to dance.
Present Continuous He asked, “Are you going to the shop?”	**Past Continuous** He asked if I was going to the shop.
Past Indefinite	**Past Perfect**

He asked, "Did you watch the latest film?"	He asked if I had watched the latest film.
Present Perfect He asked, "Has John arrived?"	**Past Perfect** He asked if John had arrived.
Past Continuous He asked, "Were you going to the gym?"	**Perfect Continuous** He asked if I had been going to the gym.
Present Perfect Continuous He asked, "Have you been going to the gym?"	**Past Perfect Continuous** He asked if I had been going to the gym.
Future Indefinite He said, "I **will go** to school."	**Future in the Past** He said (that) he **would go** to school."
Can He asked, "Can I help you?"	**Could** He asked if he could help me.
Will He asked, "Will you have lunch with me?"	**Would** He asked if I would have lunch with me.
Must He asked, "Must I do the shopping?"	**Had to** He asked if he had to do the shopping.

LESSON 4

Repeating Grammar material.
Text for outlesson reading: "Veterinary Pharmacy" (OTM, p.39)

VETERINARY PHARMACY

Veterinary Pharmacy is an animal-only pharmacy concentrating solely on veterinary needs. This unique focus allows our staff to specialize in the pharmacology of animals and to develop new and exciting ways of treating both domestic and exotic animals. All veterinary medications are compounded specifically for each patient.

One of our main goals is to increase compliance. Our creation of the original Vet Chews in which the raw drug is compounded into a chewable treat base form has dramatically increased compliance for many patients. Vet Chews are available in meat and fish flavours such as beef, tuna, liver, chicken, fish and seafood. Sweet feed and alfalfa flavoured Vet Chews are popular with equine. Some small animals, such as ferrets and rabbits, like yogurt and peanut butter. Vet Chews are also available in real fruit flavours such as banana, cherry, apple, peach, apricot, etc. The extensive choice in flavours not only increases the success in treating the animal but also makes administering the medication easier for veterinarians and pet owners.

In many countries, the local nomenclature for a vet is a regulated and protected term, meaning that members of the public without the prerequisite qualifications and/or

registration are not able to use the title. In many cases, the activities that may be undertaken by a veterinarian (such as animal treatment or surgery) are restricted only to those professionals who are registered as vet. For instance, in the United Kingdom, as in other jurisdictions, animal treatment may only be performed by registered vets (with a few designated exceptions, such as paraveterinary workers), and it is illegal for any person who is not registered to call themselves a vet or perform any treatment.

Most vets work in clinical settings, treating animals directly. These vets may be involved in a general practice, treating animals of all types; may be specialized in a specific group of animals such as companion animals, livestock, zoo animals or horses; or may specialize in a narrow medical discipline such as surgery, dermatology or internal medicine.

As with healthcare professionals, vets face ethical decisions about the care of their patients. Current debates within the profession include the ethics of purely cosmetic procedures on animals, such as declawing of cats, docking of tails, cropping of ears and debarking on dogs.

The word veterinary comes from the Latin veterinae meaning "working animals". "Veterinarian" was first used in print by Thomas Browne in 1646.

Vets are primarily required to treat disease, disorder or injury in animals, which includes diagnosis, treatment and aftercare. The scope of practice, specialty and experience of the individual vets will dictate exactly what interventions they perform, but most will perform surgery (of differing complexity).

LESSON 5

Grammar: The Infinitive.
Text: “Industrial Pharmacy”, p.1 (OTM, p.13)

The Infinitive.

Инфинитив (the Infinitive) – это неличная форма глагола, которая называет действие в наиболее общем виде. Инфинитив считается основной (или первой) формой глагола и представляет глагол в словаре. В русском языке инфинитиву соответствует неопределённая форма глагола, которая отвечает на вопрос *что делать? что сделать?* Например:

to write *писать*, **to answer** *отвечать*, **to come** *приходить*.

Формальным признаком инфинитива в английском языке является частица **to.** Инфинитив без частицы **to** употребляется в следующих случаях:

а) после вспомогательных глаголов **shall, will**;

б) послемодальныхглаголов **can (could), may (might), must, should, would** (кромеглагола **ought**);

в) послеглаголовчувственноговосприятия **to see, to hear, to feel, to watch, to observe;**

г) после глаголов **to let** *позволять*, **to make** *заставлять*;

д) после выражений **would rather, would sooner, had better** *предпочитаю, лучше бы*.

Например:
Tomorrow he **will write** them a letter. – Завтраон *напишет* импись**мо**.
Any pupil **can read** and **write.** – Каждый ученик *умеет читать* и *писать*.
I **must see** you at once. – Мне *надо* сейчас же *встретиться* с тобой.
(*Но:* He **ought to answer** you. – Ему *следует* тебе *ответить*.)
I **saw** him **jump.** – Я *видел*, как он *прыгнул.*
We **heard** her **play**the piano. – Мы *слышали*, как она *играет* на пианино.
He **let** me **take** his book. – Он *разрешил* мне *взять* своюкнигу.
The teacher **made** the student **rewrite** the exercise. – Преподаватель *заставил* студента *переписать* упражнение.
You **had better** do it at once. – *Лучше* сделайэтосразу.
I **would rather** come earlier. – Я *бы лучше* пришёл (*предпочёл бы* прийти) пораньше.
You look tired. You **had better** go home. – Тывыглядишьуставшим. *Лучше* тебе идти домой.
Инфинитив переходных глаголов в английском языке имеет шесть форм: неопределённую (**Indefinite**), длительную (**Continuous**), завершённую (**Perfect**) и завершенно-длительную (**Perfect Continuous**) в действительном залоге (**Active Voice**), а также неопределённую (**Indefinite**) и завершённую (**Perfect**) в страдательном залоге (**Passive Voice**).
Инфинитив непереходных глаголов имеет четыре формы (отсутствуют формы страдательного залога).

The Forms of the Infinitive (Формыинфинитива)

	Active	Passive
Indefinite	to write *to go*	to be written
Continuous	to be writing *to be going*	
Perfect	to have written *to have gone*	to have been written
Perfect Continuous	to have been writing *to have been going*	

Инфинитиввформе Indefinite (**Indefinite Infinitive**) употребляется:
1. Для выражения действия, ***одновременного*** с действием, выраженным глаголом-сказуемым предложения:
He was glad **to see** them. – Онбылрад *видеть* их.
I am glad **to study** at the college. – Ярада, что *учусь* вколледже.
It will be very interesting **to read** these books. – Будеточеньинтересно *прочитать* этикниги.
2. Для выражения действия, ***будущего*** по отношению к действию, выраженному глаголом-сказуемым (с глаголами, которые выражают намерение, надежду, желание и т.п.):
I hope **to see** you on Monday. – Я надеюсь *увидеться* с вами в понедельник.
I want **to make** a report. – Яхочу *сделать* доклад.
He decided **to go** alone. – Онрешил *идти* сам.
3. Для выражения ***будущего*** действия после модальных глаголов:
They may **come** tomorrow. – Может быть, они *приедут* завтра.
You should **see** a doctor. – Тебе следует *обратиться* к врачу.

Инфинитив в форме Continuous (**Continuous Infinitive**) выражает ***длительное*** действие, которое происходит ***одновременно*** с действием, выраженным глаголом-сказуемым:
I am glad **to be speaking** with you. – Ярад, чтосейчас *разговариваю* свами.
She seems **to be waiting** in vain. – Кажется, оназря *ждёт.*

Инфинитиввформе Perfect (**Perfect Infinitive**) употребляется:
1. Для выражения действия, ***предшествующего*** действию, выраженному глаголом-сказуемым:
I am glad **to have studied** at the University. – Ярада, что *училась* вуниверситете.
I seem **to have met** you once. – Кажется, мы с вами когда-то *встречались*.

2. Для выражения ***несостоявшегося*** действия с модальными глаголами **should, ought, could, might** в утвердительной форме, а также после **was/were** в модальном значении:
You should **have done** it yesterday. – Вам следовало бы *сделать* это вчера (*но вы не сделали*).
We ought **to have returned** the books to the library. – Намнужнобыло *вернуть* книгив библиотеку (*но мы не вернули*).
He was **to have passed** the exam. – Он должен был *сдать* экзамен (*но не сдал*).
3. Для выражения ***несостоявшегося*** действия после прошедшего времени глаголов **to expect** *ждать*, *надеяться*; **to hope** *надеяться*; **to intend***намереваться* и др.:

They hoped **to have found** you at home. – Они надеялись *застать* вас дома (но не застали).

Инфинитив в форме Perfect Continuous (**Perfect Continuous Infinitive**) выражает ***длительное*** действие, которое происходило на протяжении определённого времени ***перед действием***, выраженным глаголом-сказуемым:
I am happy **to have been working** with these people for 15 years. – Ясчастлив, чтоуже 15 лет *работаю* с этими людьми.

Инфинитив в действительном залоге (**Infinitive Active**) выражает действие, которое совершает само лицо или предмет.
Инфинитив в страдательном залоге (**Infinitive Passive**) выражает действие, совершаемое над лицом или предметом (направленное на лицо или предмет):
I am always glad **to be told** the news. – Явсегдарад, когда *мнерассказывают* новости.
We seem **to have been invited** to the discussion. – Кажется, *насприглaсили* участвоватьв дискуссии.

The Functions of the Infinitive (Функцииинфинитива)

Функция	Пример	Перевод
Подлежащее	To read much is to know much. To know the basic laws of electricity is very important.	Много *читать* – значит много знать. *Знать* основные законы электричества очень важно.
Часть простого сказуемого	I shall read much in summer. He will go to the college.	Летом я буду много *читать*. Он *пойдёт* в колледж.
Часть сложного глагольного сказуемого	We must read much. I began to study English. They hope to meet you.	Нам надо много *читать*. Я начал *изучать* английский язык. Они надеются вас *встретить*.
Часть составного именного сказуемого	My wish is to know English well. The point is to achieve the aim.	Моё желание – хорошо *знать* английский язык. Главное – *достичь*цели.
Дополнение	I decided to attend lessons. He asked me to wait.	Я решил *посещать* занятия. Он попросил меня *подождать*.
Определение	In our group I was the first to pass all the exams. Have you got anything to eat? She brought me a book to read. The problem to be solved is of great importance.	В нашей группе я первая *сдала* все экзамены. У вас есть что-нибудь *поесть*? Она принесла мне *почитать* книгу. Задача, которая *должна быть решена*, имеет большое значение.
Обстоятельство	In order to get this book I went to the library. We study	Чтобы *получить* эту книгу, я пошёл в библиотеку. Мы изучаем английский

	English (so as) to read English books on our specialty.	язык, чтобы *читать* книги по нашей специальности.

Инфинитив с зависимыми от него словами образует инфинитивную группу:
to learn the poem by heart – выучитьстихотворениенаизусть;
to explain the rule to the students – объяснитьстудентамправило.
Необходимо запомнить следующие застывшие словосочетания с инфинитивом и предложения:
to cut a long story short корочеговоря
to tell (you) the truth сказать (вам) поправде
to say nothing of неговоряужео
to put it mildly мягковыражаясь
to say the least of it поменьшеймере
to begin with начнём с того что
The book leaves much to be desired. Книгаоставляетжелатьлучшего.
He is difficult to deal with. С ним трудно иметь дело.
He is hard to please. Емутрудноугодить.
She is pleasant to look at. На неё приятно смотреть.

INDUSTRIAL PHARMACY p.1 (OTM, p.13)

Industrial Pharmacy is an area of the pharmaceutical field specializing in creating and marketing medications of all types to ensure patients are receiving the best care possible. Entering this field can be extremely rewarding; in fact, many pharmacists are able to obtain managerial positions within companies and make a real difference in the lives of patients everywhere.

If you choose to work in this exciting field, you will have the opportunity to use the latest methods, technology, and processes in order to develop new medications. You may also be responsible for determining whether the medications being developed by pharmaceutical companies have the right ingredients and as well as the correct amount of these ingredients.

On a daily basis, your work as an industrial pharmacist will include many different tasks, most of them pertaining to five areas:

- Researching drug compounds;

- Developing new medications based on that research;

- Testing medications to ensure they are efficient and safe;

- Overseeing the production process of medications to ensure they are made correctly;

- Marketing new drugs on the market.

After marketing the new medications, you may also be responsible for performing clinical trials and ensuring these medications are not only well-received, but used correctly. This often means you will collaborate with other pharmaceutical companies, governments, and health care professionals to survey the use and efficiency of the medication and determine if any

changes need to be made to improve its abilities or safety.

A master's degree in this area of pharmacy is most often required, although Ph.D. programs are also available under this particular area of pharmacy. In order to become an industrial pharmacist, however, every student must obtain their Pharm. D., which involves four years of full time study and an internship for clinical training.

Students specializing in Industrial Pharmacy will acquire a comprehensive knowledge of all aspects of drug product development ranging from the selection of new chemical entities (NCE) to the transfer of fully developed products to pharmaceutical manufacturing plants. The curriculum includes theoretical and technological aspects of pre-formulation testing, design and evaluation of conventional and modified release dosage forms and drug product stability testing.

Full-time faculty members in Industrial Pharmacy, who also act as mentors, have research interests in several areas including the development of high-energy solids for poorly water-soluble drugs, nasal and transdermal drug delivery and pharmaceutical processing.

NOTES

1. pertain –be relevant or appropriate
2. involve – include something as a necessary part or result
3. entity – a thing which exists separately from other things
4. conventional – based on or in accordance with what is generally done
5. mentor – an experienced person in an organization or institution who trains and advises new employees or students

LESSON 6

Grammar: The Imperative Mood.
Text: "Industrial Pharmacy", p.2 (OTM, p.13)

The Imperative Mood.

What Is the Imperative Mood?

The imperative mood is a verb form which makes a command or a request. For example:

Empty the bin, John.

(This is a verb in the imperative mood.)

John **empties** the bin.

(This verb is not in the imperative mood. It is in the indicative mood.)

The main verb (i.e., the finite verb) in an imperative sentence will be in the imperative mood. In other words, it will be a command or a polite request.

Examples of Verbs in the Imperative Mood

Here are some more examples of verbs in the imperative mood (shaded):

Run!

Get out!

Stop the bleeding.

I am going to cross the field. Shout when you see the bull.

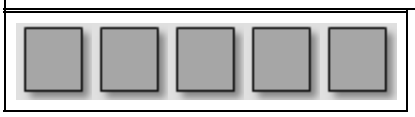
(*I am going* is the indicative mood (i.e., just a statement). However, *shout* is in the imperative mood.)

What Is Mood?

Mood is the form a verb takes to show how it is to be regarded (e.g., as a fact, a command, a wish, an uncertainty).

There are three major moods in English:
The Indicative Mood. This states facts or asks questions. For example:
I am painting the fence.
Are you painting the fence?
The Imperative Mood. This expresses a command or a request. For example:
Paint the fence!
Please paint the fence.
The Subjunctive Mood. This shows a wish or doubt. For example:
I suggest that Mark paint the fence.
I propose that Mark be made to paint the fence.
If I were there, I would paint the fence.
Interactive Test

Your scorecard:



Q1: Click on the one in the imperative mood: A: Go!B: No way!

What is mood?What are finite verbs?What is the indicative mood?What is the subjunctive mood?What is an interrogative sentence?What is an exclamatory sentence?What is an imperative sentence?What is a declarative sentence?Glossary of grammatical terms

The English imperative is formed simply by using the bare infinitive form of the verb.
"Be" is the only verb whoseinfinitive form is different from the second-
person present indicative form. The subject of the sentence can only be"you"
(the second person). Other languages such as Latin, French and German have several inflected imper
ativeforms, which can vary according to grammatical categories like:
* Distinct conjugation patterns;
* Grammatical number;
* Distinct grammatical persons.
Usage
The use of imperative mood can easily be considered offensive or inappropriate in social situations d
ue to universalrecognized politeness rules. Therefore, exhortations are often formulated indirectly, as
 questions or assertions:
* "Could you come here for a moment?"
* "I beg you to stop."
and not as commands like in the following examples:
* "Come here."
* "Stop!"
As a matter of fact, politeness strategies (for instance, indirect speech acts) can be much more approp
riate in ordernot to threaten a conversational partner in his needs of self-
determination and territory: according to Brown-
Levinson1978, the partner's "negative face" shouldn't be threatened. As a result, the imperative mood
 isn't necessarily themost used form to express a request or prohibition.
On the other hand, the risk of threatening someone’s needs of self-
determination isn’t always really serious. Theimperative mood's appropriateness depends on several f
actors like psychological and social relationships, as well asthe speaker’s basic communicative intent
ion (illocutionary force).For example, the speaker may have the simpleintention to "offer" something,
 to "wish" or "permit" something, or just to "apologize", and not to "manipulate" hisconversational pa

rtner. In these cases, no restriction will be placed on the use of imperative:
* "Come to the party tomorrow!"
*"Just smoke if you want."
* "Have a nice trip!"
* "Excuse me!"

Industrial Pharmacy p.2 (OTM, p.13)

1. What is Industrial Pharmacy specialized? **Industrial Pharmacy is specialized in creating and marketing medications of all types to ensure patients are receiving the best care possible.**
2. What will I have if I choose to work in this field? **If you choose to work in this field, you will have the opportunity to use the latest methods, technology, and processes in order to develop new medications.**
3. What is your responsibility for determining medications? **My responsibilityfor determining medications is having the right ingredients and as well as the correct amount of these ingredients.**
4. How many areas are there in the Industrial Pharmacy and what are they? **There are five areas and they are: a) Researching drug compounds; b) Developing new medications based on that research; c) Testing medications to ensure they are efficient and safe; d) Overseeing the production process of medications to ensure they are made correctly; e) Marketing new drugs on the market.**
5. What may you do after marketing the new medications? **After marketing the new medications I may also be responsible for performing clinical trials and ensuring these medications are not only well-received, but used correctly.**
6. What does it mean? **It means I will collaborate with other pharmaceutical companies, governments, and health care professionals to survey the use and efficiency of the medication and determine if any changes need to be made to improve its abilities or safety.**
7. Is a Master degree required for Industrial Pharmacy?**Yes, it is.**
8. What level must a student have? **Every student must have Pharm. D.**
9. How many years does Pharm. D involve? **Pharm. D involves four years of full time study and an internship for clinical training.**
10. What will the students acquire? **They will acquire a comprehensive knowledge of all aspects of drug product development.**
11. What does the Curriculum include? **The curriculum includes theoretical and technological aspects of pre-formulation testing, design and evaluation of conventional and modified release dosage forms and drug product stability testing.**
12. What areas do the students have research interests? **They haveresearch interests in several areas including the development of high-energy solids for poorly water-soluble drugs, nasal and transdermal drug delivery and pharmaceutical processing.**

LESSON 7

Grammar: The Gerund.
Conversation on the text "Industrial Pharmacy" (OTM, p.13)

The Gerund.

Like any construction the Gerundial construction consists of two elements - the nominal and the verbal one expressed by the Gerund; the nominal element can be expressed in three ways:
By a possessive pronoun.
It resulted in his being arrested.

Это закончилось тем, что его арестовали.
By a noun in the Possessive case.
I insist on our customer's being invited to this discussion.
Я настаиваю на том, чтобы нашего клиента пригласили на обсуждение.
By a noun in the Common case.
Einstein being rewarded the Nobel price soon became widely known.
ВскоресталоширокоизвестнО, чтоЭйнштейннагражденНобелевскойпремией.
I hate animals being treated cruelly.
Я ненавижу, когда с животными жестоко обращаются.
There are cases where the nominal element must be expressed by a noun in the common case:
When the nominal element is expressed by two or more nouns.
I insist on Ivanov and Smirnov joining our group.
Я настаиваю на том, чтобы Ивано и Смиронов присоединились к нашей группе.
When the nominal element has an attribute in postposition:
He insisted on all Russian prisoners of war being returned to their motherland.
Он настоял на том, чтобы все русские пленные были возвращены на родину.
When the nominal element is expressed by a noun denoting a lifeless thing:
The captain insisted on the boat being unloaded at once.
Капитан настаивал на том, чтобы корабль немедленно разгрузили.
When the nominal element is expressed by a pronoun that is not possessive.
I hope I can reply on everything being done in a proper way.
Я надеюсь, что могу положиться на то, что всё сделано правильно.
A noun in Common or Possessive Case/a possessive pronoun + The Gerund
On the teacher (’s) coming the students stood up.
Когда преподаватель вошел, студенты встали.
The professor insisted on our participating in the discussion.
Профессор настаивал на том, чтобы мы приняли участие в обсуждении.
There was no hope of their finishing the experiment in time.
Не было никакой надежды на то, что они закончат опыт вовремя.
Petrov’s refusing to help me surprised me greatly.
То, что Петров отказался мне помочь, очень меня удивило.
Verbs Used Only with the Gerund
admit, avoid, consider, deny, discuss, delay, enjoys, excuse, finish, forgive, imagine, involve be, mention, mind, miss, postpone, put off, practice, prevent, report, risk, suggest

The Gerund is used after the following Collections:
Feel like, can’t stand, can’t help, it’s no use/good, there’s no point in, be worth, be busy

Verbs used with the Gerund and the Infinitive. The choice between the Gerund and the Infinitive depends on the meaning of these verbs.

Verbs	the Gerund	the Infinitive
remember	помнить I remember seeing you somewhere. *Я помню, что видел вас где-то.*	вспоминать I remember to see you soon. *Я помню, что мне нужно вас вскоре навестить.*
forget	He forgot opening the windows. *Он забыл, что открыл окно.*	He forgot to open the window. *Он забыл открыть окно.*
regret	сожалетьослучившемся She didn’t regret, accepting his offer. *Она не сожалела, что приняла его предложение.*	сожалеть о том, что следует сказать I regret to say I feel ill. *К сожалению, я должен сказать, что заболел.*
try	пробовать We tried cooking this	стараться Try to

	sauce. *Мы попробовали приготовить этот соус.*	understand. *Постарайся понять.*
stop	переставать, прекращать He stopped smoking. *Он перестал курить.*	останавливаться He stopped to smoke. *Он остановился, чтобы закурить.*
go on	продолжать Go on talking. *Продолжайте говорить.*	далее We went on to discuss a curious story. *Затем мы обсудили странную историю.*
propose	предлагать I propose waiting till he comes. *Я предлагаю подождать, пока он придет.*	намереваться I propose to start tomorrow. *Я намереваюсь начать завтра.*
want	нуждаться This job wants doing at once. *Эту работу необходимо сделать немедленно.*	хотеть He doesn't want to work so hard. *Он не хочет работать так усердно.*
mean	означать Missing the train means waiting for an hour. *Опоздать на поезд озна-чает еще час ожидания.*	намереваться I mean to get to the top by sunrise. *Я намереваюсь подняться на вершину до рассвета.*

As all predicative constructions the Gerundial Construction consists of two elements: the nominal and the verbal. **The nominal** elementcan be expressed by a noun in the possessive case or by a possessive pronoun. In Modern English informal usage there is a tendency to replace the possessive pronoun by the objective case of the personal pronoun and the noun in the possessive case by the noun in the common case. **The verbal** element of the construction can be expressed by any form of the gerund, though there is a tendency to avoid the perfect forms of the gerund, even when logically suitable.

You can't depend on the **weather being fine for anything you plan in England.**

In this gerundial construction the nominal element "the weather" is expressed by a common noun in the common case.

I'm depending on ***you coming****.*

In this gerundial construction the nominal element "you" is expressed by a personal pronoun in the objective case.

You can rely upon ***his being discreet****.*

In this gerundial construction the nominal element "his" is expressed by a possessive pronoun.

We think it most dangerous ***Stephen's climbing the mountain alone****.*

In this gerundial construction the nominal element "Stephen's" is expressed by a proper noun in the possessive case.

The relations between the elements of the gerundial construction are predicative. The action or the state named by the gerund in the gerundial construction is performed by the person or something denoted by the noun or the pronoun of the nominal element.

We didn't count on ***so many people being on vacation*** *= We didn't expect that so many people would be on vacation.*

I regret ***his ever having raised the matter****.*

The incident resulted ***in his being dismissed from his job****.*

The gerundial construction can function in a sentence as a complex part of the sentence.

The gerundial construction as complex subject.

1.1.

It	is was	no use useless no good	somebody's doing something

It's no use **your talking to her**. Let me do it.- "Your talking to her" is a complex subject expressed by a gerundial construction.

1.2

Somebody's doing	does (did) something

Jim's learning rules without example is useless. – "Jim's learning rules without example "is a complex subject expressed by a gerundial construction.

The gerundial construction as complex predicative

To be for/ against	somebody's doing something

I'm all **for pubs staying open all day.** - "Pubs staying open all day" is a complex predicative expressed by a gerundial construction.
Are you **for or against her staying here**?

The gerundial construction as complex direct object

to mind can't bear to hate to appreciate etc	somebody's doing something

Fancy **him saying that to you, of all people**. - "Him saying that to you" is a complex direct object expressed by a gerundial construction.

LESSON 8

International exam: IELTS Listening.
Grammar: Types of questions.
Text: "Branches of Biotechnology", p.1 (OTM, p.14)
Text for outlesson reading: "Pharmacogenomics" (OTM, p.40)

Types of Questions.

There are two types of questions:
Yes or no questions
Wh questions

Question words

Question words are also called wh questions because they include the letters 'W' and 'H'.

Question	Meaning	Examples

words		
who	person	Who's that? That's Nancy.
where	place	Where do you live? In Boston
why	reason	Why do you sleep early? Because I've got to get up early
when	time	When do you go to work? At 7:00
how	manner	How do you go? By car
what	object, idea or action	What do you do? I am an engineer
which	choice	Which one do you prefer? The red one.
whose	possession	Whose is this book? It's Alan's.
whom	object of the verb	Whom did you meet? I met the manager.
what kind	description	What kind of music do you like? I like quiet songs
what time	time	What time did you come home?
how many	quantity (countable)	How many students are there? There are twenty.
how much	amount, price (uncountable)	How much time have we got? Ten minutes
how long	duration, length	How long did you stay in that hotel? For two weeks.
how often	frequency	How often do you go to the gym? Twice a week.
how far	distance	How far is your school? It's one mile far.
how old	age	How old are you? I'm 16.
how come	reason	How come I didn't see you at the party?

Asking questions

1.If you ask about the subject of the sentence, simply add the question word at the beginning:
Example:
James writes good poems. — **Who** writes good poems?
2.If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:
If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.
Examples:
He can speak **Chinese**. — **What** can he speak?
They are leaving **tonight**. — **When** are they leaving?
If you ask about the predicate, there is no helping (auxiliary) verb, and the verb is "to be", simply add the question verb and invert the subject and the verb.
Example: The play was **interesting**. — **How** was the play?
If there is no helping (auxiliary) verb in the the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.
Examples:
They go to **the movies** every Saturday. — **Where** do they go every Saturday?
He wakes up **early**. — **When** does he wake up?
They sent **a letter**. — **What** did they send?

Types of questions in English

First of all, we should remember that in the English language, there are three types of sentences according to the purpose statement: narrative *(declarative* sentences), imperative *(imperative* sentences) and question *(interrogative* sentences). Interrogative sentences in the English language contains a specific question to obtain the necessary information. The order of

words in interrogative sentences depends on the type of question *(type* of question) and by a predicate *(predicate).* But the basic principle — a statement of question words *(question* word) — if present — and the auxiliary verb *(auxiliary* verb) in the beginning of the sentence. In total, we are five types of questions in English.

Examples:
What happened to us? — What happened to us?
What makes you feel upset? — What makes you sad?
Who invites guests for the party? — Who invites guests to a party
A common question *(general* question).
This interrogative sentence in the English language implies the formulation of the question to the whole proposal. The answer to this question are the words yes and no. Therefore, this type of question in the English language is still referred to as *yes / no question.* In this regard reverse the order of words in the first place, and an auxiliary *(do,* does, is, etc.) or the modal verb. Examples:
Does she like knitting? — She loves to knit.
Do you play computer games? — Do you play computer games?
Is this his book? — This is his book.
Just do not forget that the verb *to be* in the present and past simple tense does not require any auxiliary verbs:
Are you at home? — Are you at home? Or Was he at the cinema yesterday? — He was at the theater last night.
Special issue of *(special* question)
This type of question in English is different in that it can be given to any member of the proposal. The word order is also the opposite, and to obtain the necessary information used several interrogative *words:* What? — What?*;* When? — When?*;* Where? — Where?*;* Why? — Why?*;* Which? — Which one? and others. Examples:
Where are you going to move? — Where are you going to move?
What would you like to read? — What would you like to read?
When did you leave the house? — When you left home?
An alternative question *(alternative* question)
Ask any member of the proposals, but this feature interrogative sentence is a choice between two objects, persons, properties, actions, etc. This issue will be present union or — or. Examples:
They finished writing the article at 5 pm — They finished writing an article at 5pm.
Did they finish writing the article in the morning or at night? — They finished writing an article in the morning or the evening.
Did they finish writing or reading the article? — They finished write or read the article?
Separating the issue *(tag-question / disjunctive question).*
In setting such interrogative sentence in the English language, a person tries to express doubts, surprise, and confirmation of this. The analogue of this issue in the Russian language is the turnover is not it ?, is not it ?. This question consists of two parts: the first — is the proposal itself entirely with unaltered word order, and without those parts of speech which actually asks the question; the second — a short question, which will be an auxiliary or modal verb, present in the first part of the predicate.

BRANCHES OF BIOTECHNOLOGY

Biotechnology has applications in four major industrial areas, including health care (medical), crop production and agriculture, non food (industrial) uses of crops and other products (e.g. biodegradable plastics, vegetable oil, biofuels), and environmental uses. For example, one application of biotechnology is the directed use of organisms for the manufacture of organic products (examples include beer and milk products). Another example is using naturally present bacteria by the mining industry in bioleaching. Biotechnology is also used to recycle, treat waste, cleanup sites contaminated by industrial

activities (bioremediation), and also to produce biological weapons.

A series of derived terms have been coined to identify several branches of biotechnology; for example:

Bioinformatics is an interdisciplinary field which addresses biological problems using computational techniques, and makes the rapid organization and analysis of biological data possible. Bioinformatics plays a key role in various areas, such as functional genomics, structural genomics, and proteomics, and forms a key component in the biotechnology and pharmaceutical sector.

Blue biotechnology is a term that has been used to describe the marine and aquatic applications of biotechnology, but its use is relatively rare.

Red biotechnology is applied to medical processes. Some examples are the designing of organisms to produce antibiotics, and the engineering of genetic cures through genetic manipulation.

White biotechnology, also known as industrial biotechnology, is biotechnology applied to industrial processes. An example is the designing of an organism to produce a useful chemical. Another example is the using of enzymes as industrial catalysts to either produce valuable chemicals or destroy hazardous/polluting chemicals. White biotechnology tends to consume less in resources than traditional processes used to produce industrial goods.

Biotechnology has also led to the development of antibiotics. In 1928, Alexander Fleming discovered the mold Penicillium. His work led to the purification of the antibiotic compound formed by the mold by Howard Florey, Ernst Boris Chain and Norman Heatley - to form what we today know as penicillin. In 1940, penicillin became available for medicinal use to treat bacterial infections in humans.

Another factor influencing the biotechnology sector's success is improved intellectual property rights legislation—and enforcement—worldwide, as well as strengthened demand for medical and pharmaceutical products to cope with an ageing, and ailing.

In medicine, modern biotechnology finds promising applications in such areas as **drug production, pharmacogenomics, gene therapy, genetic testing** (or genetic screening): techniques in molecular biology detect genetic diseases.

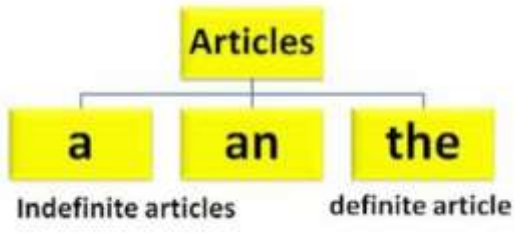
NOTES

1. tend – go or move in a particular direction
2. available – able to be used or obtained
3. enforce – make sure a law, rule or duty is obeyed or fulfilled

LESSON 9

Grammar: Using articles with Proper nouns.
Text: “Branches of Biotechnology”, p.2 (OTM, p.14)
Text for outlesson reading: “History of Pharmacy” (OTM, p.41)

Using Articles with proper nouns.
ARTICLE



1. We use the indefinite article, a/an, with **count nouns** when the **hearer/reader does not know** exactly which one we are referring to:
Police are searching for **a** 14 year-old girl.
2. We also use it to show the person or thing is **one of a group**:
She is **a** pupil at London Road School.

Police have been searching for a 14 year-old girl who has been missing since Friday. Jenny Brown, a pupil at London Road School, is described as 1.6 metres tall with short blonde hair. She was last seen wearing a blue jacket, a blue and white blouse and dark blue jeans and blue shoes. Anyone who has information should contact the local police on 0800349781.

3. We do **not** use an indefinite article with **plural nouns** and **uncount nouns**:
She was wearing blue shoes. (= plural noun)
She has short blonde hair. (= uncount noun)

Police have been searching for a 14 year-old girl who has been missing since Friday. Jenny Brown, a pupil at London Road School, is described as 1.6 metres tall with short blonde hair. She was last seen wearing a blue jacket, a blue and white blouse and dark blue jeans and blue shoes. Anyone who has information should contact the local police on 0800349781.

4. We use a/an to say what someone is or what **job** they do:

My brother is **a doctor**.

George is **a student**.

5. We use a/an with a singular noun to say something about **all things** of that kind:

A man needs friends. (= All men need friends)

A dog likes to eat meat. (= All dogs like to eat meat)

The definite article ***the*** is the most frequent word in English.

We use the definite article in front of a noun when we believe the **hearer/reader knows** exactly what we are referring to.

• because there is **only one**:

The Pope is visiting Russia.

The moon is very bright tonight.

The Shah of Iran was deposed in 1979.

This is why we use the definite article with a superlative adjective:

He is **the tallest boy** in the class.

It is **the oldest building** in the town.

• because there is **only one in that place** or in those surroundings:

We live in a small village next to the church.	=	(the church in our village)
Dad, can I borrow the car?	=	(the car that belongs to our family)
When we stayed at my grandmother's house we went to the beach every day.	=	(the beach near my grandmother's house)
Look at the boy in the blue shirt over there.	=	(the boy I am pointing at)

• because we have **already mentioned** it:

A woman who fell 10 metres from High Peak was lifted to safety by a helicopter. **The woman**fell while climbing.

The rescue is the latest in a series of incidents on High Peak. In January last year two men walking on **the peak** were killed in a fall.

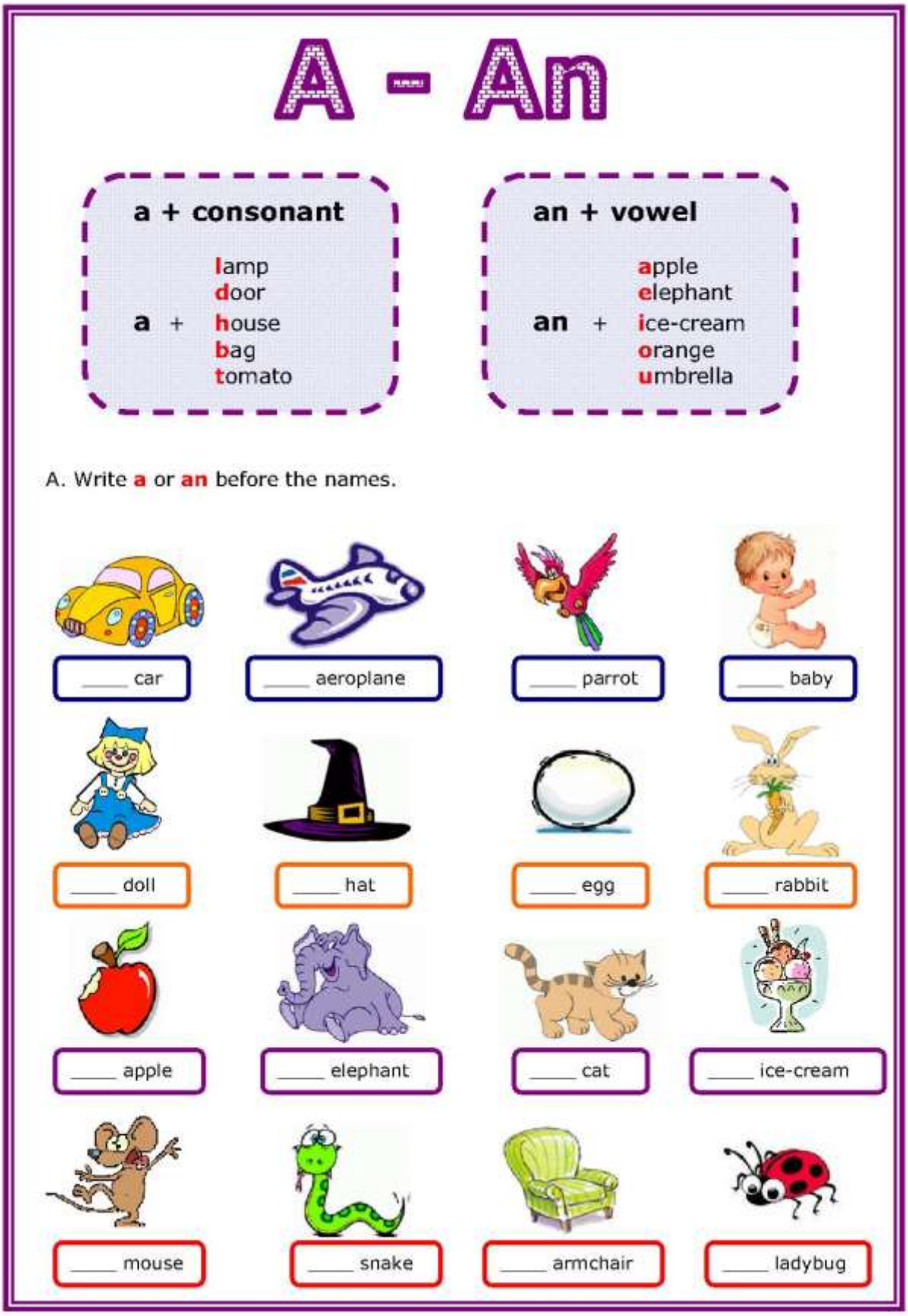
We also use the definite article:

• to say something about **all the things** referred to by a noun:

The wolf is not really a dangerous animal (= Wolves are not really dangerous animals)

The kangaroo is found only in Australia (= Kangaroos are found only in Australia)

The heart pumps blood around the body. (= Hearts pump blood around bodies)



We use the definite article in this way to talk about **musical instruments**:

Joe plays the piano really well.(= Joe can play any piano)

She is learning the guitar.(= She is learning to play any guitar)

• to refer to a **system** or **service**:

How long does it take on **the train**?
I heard it on **the radio**.
You should tell **the police**.

• With **adjectives** like rich, poor, elderly, unemployed to talk about **groups of people**:

Life can be very hard for **the poor**.
I think **the rich** should pay more taxes.
She works for a group to help **the disabled**.

The definite article with names:

We do not normally use the definite article with names:

William Shakespeare wrote Hamlet.
Paris is the capital of France.
Iran is in Asia.

But we do use the definite article with:

• **countries** whose names include words like ***kingdom***, ***states*** or ***republic***:

the United Kingdom; the Kingdom of Nepal; the United States; the People's Republic of China.

• **countries** which have **plural nouns** as their names:

the Netherlands; the Philippines

• **geographical features**, such as mountain ranges, groups of islands, rivers, seas, oceans and canals:

the Himalayas; the Canaries; the Atlantic; the Atlantic Ocean; the Amazon; the Panama Canal.

• **newspapers**:

The Times; The Washington Post

• well known **buildings** or **works of art**:

the Empire State Building; the Taj Mahal; the Mona Lisa; the Sunflowers

• **organisations**:

the United Nations; the Seamen's Union

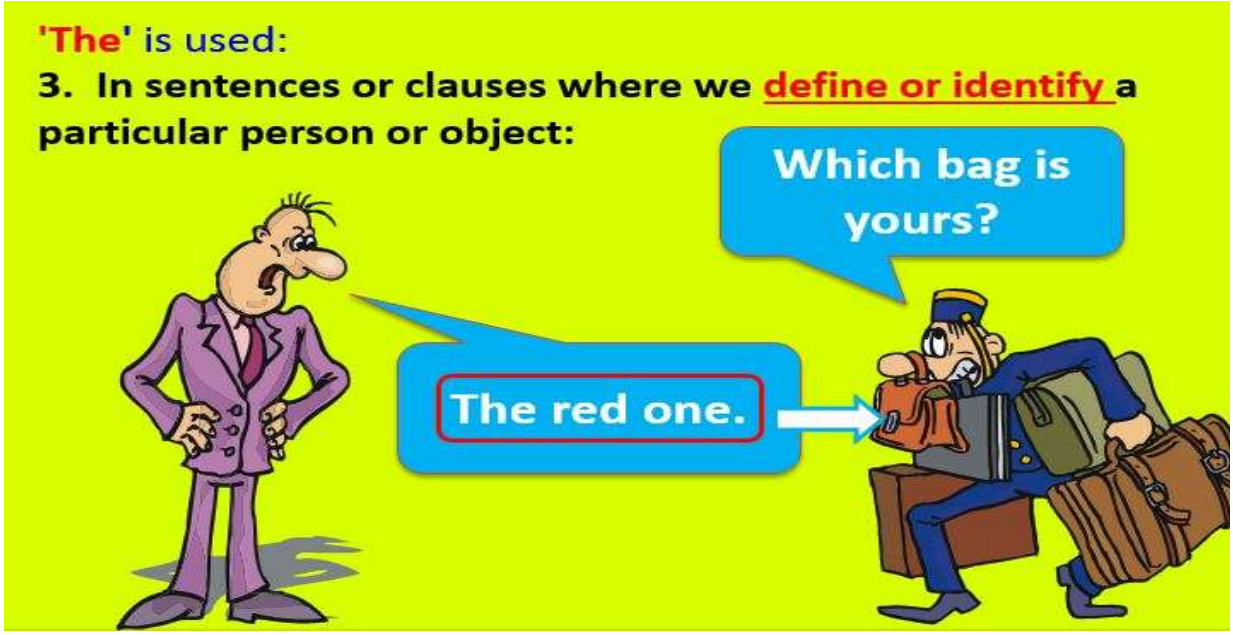
• **hotels**, **pubs** and **restaurants***:

the Ritz; the Ritz Hotel; the King's Head; the Déjà Vu

*Note: We do not use the definite article if the name of the hotel or restaurant is the name of the owner, e.g.,Brown's; Brown's Hotel; Morel's; Morel's Restaurant, etc.

• **families**:

the Obamas; the Jacksons



Branches of Biotechnology p.2 (OTM, p.14)

1. How many major industrial areas in Biotechnology and what are they? **There are four major industrial areas and they arehealth care, crop production and agriculture, non food uses of crops and other products and environmental uses.**
2. What is the application of Biotechnology directed? **It is directed use of organisms for the manufacture of organic products.**
3. What is another example? **Another example is using naturally present bacteria by the mining industry in bioleaching.**
4. What is Biotechnology used**? Biotechnology is also used to recycle, treat waste, cleanup sites contaminated by industrial activities (bioremediation), and also to produce biological weapons.**
5. What branches of Biotechnology do you know? **Bioinformatics,Blue biotechnology,Red biotechnology,White biotechnology**.
6. What isBioinformatics? **Bioinformatics is an interdisciplinary field which addresses biological problems using computational techniques.**

7. What is Blue Biotechnology? **Blue biotechnology is used to describe the marine and aquatic applications of Biotechnology.**
8. What is Red Biotechnology? **Red biotechnology is applied to medical processes.**
9. What is White Biotechnology? **White biotechnology**, **also known as Industrial Biotechnology and it is applied to industrial processes.**
10. What other areas is Biotechnology used? **Biotechnology is used in drug production, Pharmacogenomics, Gene therapy, Genetic testing.**

LESSON 10

Text: "Branches of Biotechnology".
Conversation on the text (Speaking)

Text for outlesson reading: "Poisonous Plants" (OTM, p.42)

POISONOUS PLANTS

Plants cannot move to escape their predators, so they must have other means of protecting themselves from herbivorous animals. Some plants have physical defences such as thorns, but by far the most common protection is chemical. Over millennia, natural selection has produced a complicated and vast array of chemical compounds that deter herbivores. Many of the plant defence compounds arose to defend against consumption by insects, although when livestock or humans consume such plants, they may also experience negative effects, ranging from mild discomfort to death.

Many food plants possess toxic parts, are toxic unless processed, or are toxic at certain stages of their life. Notable examples include:

Apple (Malusdomestica). Seeds are mildly poisonous, containing a small amount of amygdalin, a cyanogenic glycoside. The quantity contained is usually not enough to be dangerous to humans, but it is possible to ingest enough seeds to provide a fatal dose. **Cherry** (Prunuscerasus), as well as other Prunus species such as **peach** (Prunuspersica), **plum** (Prunusdomestica), **almond** (Prunusdulcis), and **apricot** (Prunusarmeniaca). Leaves and seeds contain cyanogenic glycosides.

Kidney bean or common bean (Phaseolus vulgaris). The toxic compound phytohaemagglutinin, a lectin, is present in many varieties of common bean but is especially concentrated in red kidney beans. The lectin has a number of effects on cell metabolism; it induces mitosis, and affects the cell membrane in regard to transport and permeability to proteins. It agglutinates most mammalian red blood cell types. The primary symptoms of phytohaemagglutinin poisoning are nausea, vomiting, and diarrhoea.

Onions and garlic. Onions and garlic (genus Allium) contain thiosulphate, which in high doses is toxic to dogs, cats and some other livestock.

Potato (Solanumtuberosum). Potatoes contain toxic compounds known as glycoalkaloids, of which the most prevalent are solanine and chaconine. The concentration of glycoalkaloid in wild potatoes suffices to produce toxic effects in humans. The toxin affects the nervous system, causing headaches, diarrhoea and intense digestive disturbances, cramps, weakness and confusion, and in severe cases coma and death. Poisoning from cultivated potatoes occurs very rarely, however, as the toxic compounds in the potato plant are, in general, concentrated in the green portions of the plant and in the fruits, and cultivated potato varieties contain lower toxin levels.

Rhubarb (Rheum rhaponticum). The leaf stalks (petioles) are edible, but the leaves themselves contain notable quantities of oxalic acid, which is a nephrotoxic and corrosive acid that is present in many plants. Symptoms of poisoning include kidney disorders, convulsions and coma. Rarely fatal.

Tomato (Solanumlycopersicum). Like many other nightshades, tomato leaves and stems contain solanine that is toxic if ingested, causing digestive upset and nervous excitement. Use of tomato leaves as a tea has been responsible for at least one death. Leaves, stems, and green unripe fruit of the tomato plant also contain small amounts of the poisonous alkaloid tomatine, although levels are generally too small to be dangerous. Ripe tomatoes do not contain any detectable tomatine.

Kalanchoedelagoensis (commonly known as mother of millions) contains bufadienolide cardiac glycosides, which can cause cardiac poisoning, particularly in grazing animals. During 1997, 125 head of cattle died after eating mother-of-millions on a travelling stock reserve near Moree.

Digitalis purpurea (commonly known as foxglove). The leaves, seeds, and flowers are poisonous, containing cardiac or other steroid glycosides. These cause irregular heartbeat, general digestive upset, and confusion. Can be fatal.

Jacobaea vulgaris (commonly known as ragwort). Contains many different alkaloids, including jacobine, jaconine, jacozine, otosenine, retrorsine, seneciphylline, senecionine, and senkirkine. Poisonous to livestock and hence of concern to people who keep horses and cattle. The danger is that the toxin can have a cumulative effect; the alkaloid does not actually accumulate in the liver but a breakdown product can damage DNA and progressively kills cells. Jacobaea vulgaris is also theoretically poisonous to humans, although poisoning is unlikely as it is distasteful and not used as a food.

Many plants are highly poisonous when ingested, this is common knowledge. It is

remarkable, however, that simply touching certain plant species can also be a serious health hazard. The infamous Stinging Nettles are rather harmless in this respect, but there are much more dangerous contact-poisonous plants in many parts of the world, especially in the tropics. They can cause severe pain, rashes, blisters and leave scars. Some trees are reported to be so powerful that even raindrops falling from them can irritate the skin. Other plant species can cause blindness through the smoke of burning wood or by rubbing the eyes after touching the leaves.

Narcissus (commonly known as daffodil). The bulbs are poisonous and cause nausea, vomiting, and diarrhoea. Can be fatal. Stems also cause headaches, vomiting, and blurred vision.

Vegetation helps sustain life. We eat many plants, herbs and so forth in our daily diet. But, we must remember to be choosy. Some plants, trees or shrubs are potential killers of man. Some part of the ornamental plants or flowers in your yard may contain deadly poison. Many poisonous plants are so common and seemingly innocuous you do not suspect their toxic qualities.

Also known as burn plant or medicinal aloe, **Aloe Vera** is a clump-forming, succulent member of the lily family characterized by pointed, plump leaves and a rosette growth habit. Like many succulents, aloe prefers sunlight, though it will also grow in shadier sites. Excessive sun can be harmful to the plant if it is not irrigated properly.

Outdoor workers may be exposed to poisonous plants. Outdoor workers at risk include farmers, foresters, landscapers, groundskeepers, gardeners, painters, roofers, pavers, construction workers, laborers, mechanics, and any other workers who spend time outside. Forestry workers and firefighters who battle forest fires are at additional risk because they could potentially develop rashes and lung irritation from contact with damaged or burning poisonous plants.

Active Principles

Plants make use of different techniques to scare away unwanted visitors. The plants in the guide below are marked with symbols to indicate the techniques:

Mechanical. This defence mechanism is mostly obvious, like in prickles, thorns, or barbs. Less visible but also purely mechanical are the sharp edges of certain grasses which can cause unpleasant cuts. **Bamboos** also belong to the botanical family of grasses, and some bamboo species bear thin bristles on the surface, which can penetrate the skin and cause itching or irritation. There is an exceptional lot of mechanically active plants, and although injuries of the skin can cause secondary infections when dirt enters the human body, the mechanical principle is not subject of

this document.

Chemical. These are poisons that can enter the skin without mechanical action. When the sap of some species gets onto the skin surface it can lead to painful skin irritation or irreversible damages. Some species can even cause temporary or permanent blindness if a person touches broken parts of the plant and then the own eyes. Throwing such plant material into a fire can also be dangerous as the smoke can irritate the skin or also lead to blindness. Typical representatives of this principle belong to the Euphorbiaceae family. There are many members of other botanical families, however, that act similar. Another kind of plants like the **Upas tree** contains sap that is not skin-irritating but can be fatal if a very small amount of it gets into the bloodstream, for example through minor skin injuries.

Phototoxic. This principle occurs in a number of plants of which the best example is the **Giant Hogweed.** Phototoxic poison acts chemically, but only if the skin is exposed to sunlight at the same time.

Mechanical-chemical. Some Plants are sophisticated enough to penetrate the skin of the victim mechanically and then introduce a poisonous chemical. The result is an immediate burning sensation of the skin. The best known representatives of this kind are the **Stinging Nettles** and their close relatives in all parts of the world. Most mechanically-chemically acting plants belong to the botanical families Urticaceae and Euphorbiaceae, some of them being much more powerful than the Stinging Nettle. Under an electron microscope, fragile hollow needles are visible, with nettle cells at the base, filled with liquid poison. When touched, a needle breaks off, leaving an oblique tip, which can enter the human skin like a syringe and release the poison.

LESSON 11

Revision

LESSON 12

International exam: IELTS Reading.
Grammar: Sequence of Tenses.

Text for outlesson reading: “Genetic testing” (OTM, p.46)

Sequence of Tenses.

Sequence of tenses in complex sentences

The term "sequence of tenses" refers to the choice of the verb tense in the subordinate clause depending on the tense of the verb in the main clause. The rule of the sequence of tenses means that the tense in the subordinate clause is determined by the tense in the main clause and should agree with it both logically and grammatically. The term "sequence of tenses" is often translated into Russian as "agreement of tenses".

Generally, in complex sentences with all types of subordinate clauses, except the object clause,

the sequence of the tenses in the pair "verb in the main clause – verb in the subordinate clause" is logical and based on sense and general rules of the use of tenses. The verb in the subordinate clause may be in any tense that reflects the actual time of the action and conveys the meaning correctly in the pair with the verb in the main clause.
She goes for a walk in the park when the weather is good.
She went for a walk in the park when the weather was good.
She has been teaching since she graduated from college.
I went to bed early because I was very tired.
He didn't answer your questions because he doesn't speak English.
While I was watching TV, the telephone rang.
By the time he returned, I had typed ten pages of my report.
The books that I bought yesterday are on my desk.
The surgeon who is going to perform the operation arrived yesterday.
The surgeon who was going to perform the operation fell ill yesterday.
Yesterday the patient felt better than he feels today.
Note: According to the rules of the use of tenses, the simple present is used instead of the simple future in adverbial clauses of time and condition referring to the future.
He will ask her about it when he sees her tomorrow.
She will visit them tomorrow if she has the time.

Examples
I think that he lives on Rose Street.
She thinks that it's a nice hotel.
She doesn't know whether he will agree to do it.
I wonder whether she will buy this house.
I don't know if she is in town.
I'm not sure that he will help us.
Do you hear what I say?
Do you know that John has left for Chicago?
Do you see what he is doing? – Yes. I see that he is writing a report.
I know where she went.
I know who did it.
He knows what she wants to buy.
I don't know what he means.
They don't know when he will return.
I have heard that Mr. Smith is going to be our new director.
He will understand that you want to help him.
I will ask him why he didn't buy that book.
She thought that it was a nice hotel.
She didn't know whether he would agree to do it.
I wondered whether she would buy that house.
I didn't know if she was in town.
I wasn't sure that he would help us.
Did you hear what I said?
Did you know that John had left for Chicago?
Did you see what he was doing? – Yes. I saw that he was writing a report.
I knew where she had gone.
I knew who did it.
I knew what she wanted to buy.
I didn't know what he meant.
They didn't know when he would return.
I heard that Mr. Smith was going to be our new director.
He understood later that you wanted to help him.

I asked him why he hadn't bought that book.

GENETIC TESTING (OTM, p.46)

Genetic testing involves the direct examination of the DNA molecule itself. A scientist scans a patient's DNA sample for mutated sequences.

There are two major types of gene tests. In the first type, a researcher may design short pieces of DNA ("probes") whose sequences are complementary to the mutated sequences. These probes will seek their complement among the base pairs of an individual's genome. If the mutated sequence is present in the patient's genome, the probe will bind to it and flag the mutation. In the second type, a researcher may conduct the gene test by comparing the sequence of DNA bases in a patient's gene to disease in healthy individuals or their progeny.

Genetic testing is now used for:

Carrier screening, or the identification of unaffected individuals who carry one copy of a gene for a disease that requires two copies for the disease to manifest;

Confirmational diagnosis of symptomatic individuals;

Determining sex;

Forensic/identity testing;

Newborn screening;

Prenatal diagnostic screening;

Presymptomatic testing for estimating the risk of developing adult-onset cancers;

Presymptomatic testing for predicting adult-onset disorders.

Some genetic tests are already available, although most of them are used in developed countries. The tests currently available can detect mutations associated with rare genetic disorders like cystic fibrosis, sickle cell anemia, and Huntington's disease. Recently, tests have been developed to detect mutation for a handful of more complex conditions such as breast, ovarian, and colon cancers. However, gene tests may not detect every mutation associated with a particular condition because many are as yet undiscovered.

The absence of privacy and anti-discrimination legal protections in most countries can lead to discrimination in employment or insurance or other use of personal genetic information. This raises questions such as whether genetic privacy is different from medical privacy.

Reproductive issues. These include the use of genetic information in reproductive decision-making and the possibility of genetically altering reproductive cells that may be passed on to future generations. Ethical issues like designed babies and human cloning have also given rise to controversies between and among scientists and bioethicists, especially in the light of past abuses with eugenics.

Clinical issues. These center on the capabilities and limitations of doctors and other health-service providers, people identified with genetic conditions, and the general public in dealing with genetic information.

Effects on social institutions. Genetic tests reveal information about individuals and their families. Thus, test results can affect the dynamics within social institutions, particularly the family.

Conceptual and philosophical implications regarding human responsibility, free will vis-à-vis genetic determinism, and the concepts of health and disease.

LESSON 13

Grammar: Punctuation Marks.

Text: "Medicinal Chemistry", p.1 (OTM, p.16)

Punctuation Marks.

The chief end of punctuation is to mark the grammatical connection and the dependence of the parts of a composition, but not the actual pauses made in speaking. Very often the points used to denote the delivery of a passage differ from those used when the passage is written. Nevertheless, several of the punctuation marks serve to bring out the rhetorical force of expression.

The principal marks of punctuation are:

1. ***The Comma [,]***
2. ***The Semicolon [;]***
3. ***The Colon [:]***
4. ***The Period or Full Stop [.]***
5. ***The Interrogation or Question Mark [?]***
6. ***The Exclamation Mark [!]***
7. ***The Dash [—]***
8. ***The Parenthesis [( )]***
9. ***The Quotation Mark [" "]***

The Comma

The comma is a punctuation mark **(,)** which is used to indicate the separation of elements within the grammatical structure of a sentence. Click the following link for information about comma rules.

Comma Rules

The Semicolon

The Semicolon is a punctuation mark **(;)** which is used to connect independent clauses indicating a closer relationship between the clauses than a period, or full stop, does. Click the following link for information about semicolon rules.

Semicolon

The Colon
The colon is a punctuation mark **(:)** which is used to direct attention to matter (such as a list, an explanation, a quotation, or amplification) that follows. Click the following link for information about colon rules.
Colon
The Period or Full Stop
The period, or full stop, is a punctuation mark **(.)** which is used to mark the end of a sentence. Click the following link for information about period rules.
Period
The Interrogation or Question Mark
The interrogation or question mark is a punctuation mark **(?)** which is used used in at the end of a sentence to indicate a direct question. Click the following link for information about question mark rules.
Question Mark
The Exclamation Mark
The exclamation mark is a punctuation mark **(!)** which is used used especially after an interjection or exclamation to indicate forceful utterance or strong feeling. Click the following link for information about exclamation mark rules.
Exclamation Mark
The Dash
The dash is a punctuation mark **(-)** which is used used especially to indicate a break in the thought or structure of a sentence. Click the following link for information about dash rules.

The Parenthesis
The parenthesis is a punctuation mark **[( )]** which is used to amplify or explain a word, phrase, or sentence inserted in a passage. Click the following link for information about parenthesis rules.
Parenthesis
Quotation Marks
Quotation marks are a pair of punctuation marks **(" ")** which are used chiefly to indicate the beginning and the end of a quotation in which the exact phraseology of another person, or of a text, is directly cited. Click the following link for information about quotation marks.
Quotation Marks

MEDICINAL CHEMISTRY p.1 (OTM, p.16)

Medicinal chemistry and pharmaceutical chemistry are disciplines at the intersection of chemistry, especially synthetic organic chemistry, and pharmacology and various other biological specialties, where they are involved with design, chemical synthesis and development for market of pharmaceutical agents, or bio-active molecules (drugs).

In particular, medicinal chemistry in its most common guise—focusing on small organic molecules—encompasses synthetic organic chemistry and aspects of natural products and computational chemistry in close combination with chemical biology, enzymology and structural biology, together aiming at the discovery and development of new therapeutic agents. Practically speaking, it involves chemical aspects of identification, and then systematic, thorough synthetic alteration of new chemical

entities to make them suitable for therapeutic use. It includes synthetic and computational aspects of the study of existing drugs and agents in development in relation to their bioactivities, i.e., understanding their structure-activity relationships (SAR). Pharmaceutical chemistry is focused on quality aspects of medicines and aims to assure fitness for purpose of medicinal products.

At the biological interface, medicinal chemistry combines to form a set of highly interdisciplinary sciences, setting its organic, physical, and computational emphases alongside biological areas such as biochemistry, molecular biology, pharmacognosy and pharmacology, toxicology and veterinary and human medicine; these, with project management, statistics, and pharmaceutical business practices, systematically oversee altering identified chemical agents such that after pharmaceutical formulation, they are safe and efficacious, and therefore suitable for use in treatment of disease.

Medicinal chemistry is by nature an interdisciplinary science, and practitioners have a strong background in organic chemistry, which must eventually be coupled with a broad understanding of biological concepts related to cellular drug targets. Scientists in medicinal chemistry work are principally industrial scientists (but see following), working as part of an interdisciplinary team that uses their chemistry abilities, especially, their synthetic abilities, to use chemical principles to design effective therapeutic agents.

In the medicinal chemistry specialty areas associated with the design and synthesis of chemical libraries or the execution of process chemistry aimed at viable commercial syntheses, training paths are often much more varied (e.g., including focused training in physical organic chemistry, library-related syntheses, etc.).

NOTES

1. guise – an outward form, appearance, or way of presentencing someone or something

2. assure – make something certain to happen

3. eventually – occurring at the end of a process or period of time

4. viable – capable of working successfully

LESSON 14

Grammar: The Imperative and Exclamatory Sentences.

Text: “Medicinal Chemistry”, p.2 (OTM, p.16)

The Imperative and Exclamatory sentences.

What Is an Imperative Sentence

An imperative sentence gives a direct command. It can end in a full stop or an exclamation mark, depending on the forcefulness of the command.

The main verb in an imperative sentence is said to be in the imperative mood.

Examples of Imperative Sentences

Here are some examples of imperative sentences:

- Clear this desk by tomorrow!
- Please tidy your room.
- Consider the lily.
- Drive to the roundabout and then turn left.

Declarative Sentence

A declarative sentence states a fact or an argument and ends with a full stop (🇬🇧) / period (🇺🇸). For example:

- **Lee** has caught another whelk.

Interrogative Sentence

An interrogative sentence asks a question. It ends with a question mark (?). For example:

- Is that another whelk, Lee?

Exclamatory Sentence

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark (!). For example:

- I've hooked another whelk!

Imperative Sentences

Imperative sentences express commands, prohibitions, requests, invitations and warnings. Imperatives are constructed with the help of the Imperative Mood verb form that coincides with the base verb form.

Examples

Be listening to me next time.
Have read this paper by the time I am back.
Be guided by my words.
Get dressed this moment.
Get lost!
Sit down, will you?
Shut up, can't you?
Be quiet, could you?
Do forgive me.
Do try to be more polite with your Granny.
You be quiet.
You mind your own business.
Nobody move!
Somebody fetch me a glass of water.
Women with children go to the fire exit first.
Peter, stay here or Stay *here, Peter,* (vocative)
Peter stay here, (subject)
Do not open the door.
Don't be silly.
Don't you try to do it again.
Don't anybody answer the phone.
Let me do it.
Let her /him I them have a look at it. Let us I Let's think about it again. Let the best man win.

The negative third person imperative *let him /her I them* is rarely used in Modern English.

The modal verb *must* or the modal expression *be + to-infinitive* are usually used instead:
He/She I They must not speak about it any more.
They are not to do it again.

Exclamatory Sentences

Examples of exclamatory sentences
The following sentences are all examples of exclamations. See if you can determine the emotion expressed in each:

- **No, you did not have permission to stay out this late!**
- **I can't figure this out!**
- **Our team won the championship!**
- **I don't know what happened here!**
- **I simply adore you!**
- **I just won the lottery!**
- **My life will never be the same without you!**
- **Oh, I didn't see you come in!**

Did you find the emotion easy to determine? Here are the emotions the writer had in mind…

- **No, you did not have permission to stay out this late! (anger)**
- **I can't figure this out! (frustration)**
- **Our team won the championship! (happiness)**
- **I don't know what happened here! (confusion)**
- **I simply adore you! (love)**
- **I just won the lottery! (elation)**
- **My life will never be the same without you! (sorrow)**
- **Oh, I didn't see you come in! (surprise)**

After reading the sentences a second time, couldn't you just feel the emotion?
There will be times when you see an exclamation mark used in an imperative sentence, like this:
Come here now!
Be sure you don't use an exclamation mark if you're using "please" in your sentence. Instead, use a simple period.
Please come here now.
An interrogative sentence can become an exclamation, too. Like this…
What did you do to the dog's hair!
Exclamatory Words
Exclamatory words are words that generate a strong emotional response. Here is a list of common ones but you can certainly add your own ideas so you'll have a quick and ready list of exclamatory words to use in your writing.

- Wow!
- Brilliant!
- Awesome!
- Ouch!
- Amazing!
- Bravo!
- Fantastic!
- Tremendous!
- Sheesh!
- Geronimo!
- Timber!
- Eureka
- Hooray!

- Wowsers!
- Gosh!
- Jeepers!
- Magnificent!
- Unbelievable!

"Medicinal Chemistry", p.2 (OTM, p.16)

1. What subjects is Medicinal Chemistry connected with? **It is connected with chemistry, especially synthetic organic chemistry, pharmacology and various other biological specialties.**
2. What does Medicinal Chemistry focus? **Medicinal chemistry focuses on small organic molecules—encompasses synthetic organic chemistry.**
3. What does Medicinal Chemistry aspect? **It aspects of natural products and computational chemistry in close combination with chemical biology, enzymology and structural biology, together aiming at the discovery and development of new therapeutic agents.**
4. What does Medicinal Chemistry involve? **It involves chemical aspects of identification, and then systematic, thorough synthetic alteration of new chemical entities to make them suitable for therapeutic use.**
5. What does Medicinal Chemistry include? **It includes synthetic and computational aspects of the study of existing drugs and agents in development in relation to their bioactivities, i.e., understanding their structure-activity relationships (SAR).**
6. What is Medicinal Chemistry focused? **Pharmaceutical chemistry is focused on quality aspects of medicines and aims to assure fitness for purpose of medicinal products.**
7. What does Medicinal Chemistry combine? **Medicinal chemistry combines to form a set of highly interdisciplinary sciences, setting its organic, physical, and computational emphases alongside biological areas such as biochemistry, molecular biology, pharmacognosy and pharmacology, toxicology and veterinary and human medicine.**
8. What have practitioners in? **Practitioners have a strong background in organic chemistry, which must eventually be coupled with a broad understanding of biological concepts related to cellular drug targets.**
9. What abilities must scientists have? **Scientists must havechemistry abilities, especially, synthetic abilities, to use chemical principles to design effective therapeutic agents.**

LESSON 15

Conversation on the text "Medicinal Chemistry"
Text for outlesson reading: "Pharmacogenetics " (OTM, p.47)

PHARMACOGENETICS

Pharmacogenetics refers to genetic differences in metabolic pathways which can affect individual responses to drugs, both in terms of therapeutic effect as well as adverse effects.

In oncology, pharmacogenetics historically refers to gen line mutations (e.g., single-nucleotide polymorphisms affecting genes coding for liver enzymes responsible for drug deposition and pharmacokinetics), whereas pharmacogenomics refers to

somatic mutations in tumoral DNA leading to alteration in drug response.

The terms pharmacogenomics and pharmacogenetics tend to be used interchangeably, and a precise, consensus definition of either remains elusive.

Pharmacogenetics is generally regarded as the study or clinical testing of genetic variation that gives rise to differing responses to drugs, while pharmacogenomics is the broader application of genomic technologies to new drug discovery and further characterization of older drugs.

Comparisons of the list of drugs most commonly implicated in adverse drug reactions with the list of metabolizing enzymes with known polymorphisms found that drugs commonly involved in adverse drug reactions were also those that were metabolized by enzymes with known polymorphisms.

Pharmacogenetics is a very useful and important tool in predicting which drugs will be effective in various patients.

Another newfound use of Pharmacogenetics involves the use of Vitamin E. The Technion Israel Institute of Technology observed that vitamin E can be used to in certain genotypes to lower the risk of cardiovascular disease in patients with diabetes, but in the same patients with another genotype, vitamin E can raise the risk of cardiovascular disease.

In the search for informative correlates of psychotropic drug response, pharmacogenetics has several advantages:

The genotype of an individual is essentially invariable and remains unaffected by the treatment itself.

Molecular biology techniques provide an accurate assessment of the genotype of an individual.

There has been a dramatic increase in the amount of genomic information that is available. This information provides the necessary data for comprehensive studies of individual genes and broad investigation of genome-wide variation.

LESSON 16

Text for translating: "Gene Therapy" (OTM, p.28)

Text: "Pharmaceutical Industry", p.1(OTM, p.17)

GENE THERAPY

Gene therapy may be used for treating, or even curing, genetic and acquired diseases like cancer and AIDS by using normal genes to supplement or replace defective genes or to bolster a normal function such as immunity. It can be used to target somatic cells (i.e., those of the body) or gamete (i.e., egg and sperm) cells. In somatic gene therapy, the genome of the recipient is changed, but this change is not passed along to the next generation. In contrast, in germline gene therapy, the egg and sperm cells of the parents are changed for the purpose of passing on the changes to their offspring.

There are basically two ways of implementing a gene therapy treatment:

Ex vivo, which means "outside the body" – Cells from the patient's blood or bone marrow are removed and grown in the laboratory. They are then exposed to a virus carrying the desired gene. The virus enters the cells, and the desired gene becomes part of the DNA of the cells. The cells are allowed to grow in the laboratory before being returned to the patient by injection into a vein.

In vivo, which means "inside the body" – No cells are removed from the patient's body. Instead, vectors are used to deliver the desired gene to cells in the patient's body.

Gene therapy faces many obstacles before it can become a practical approach for treating disease. At least four of these obstacles are as follows:

Gene delivery tools. Genes are inserted into the body using gene carriers called vectors. The most common vectors now are viruses, which have evolved a way of encapsulating and delivering their genes to human cells in a pathogenic manner. Scientists manipulate the genome of the virus by removing the disease-causing genes and inserting the therapeutic genes. However, while viruses are effective, they can introduce problems like toxicity, immune and inflammatory responses, and gene control and targeting issues. In addition, in order for gene therapy to provide permanent therapeutic effects, the introduced gene needs to be integrated within the host cell's genome. Some viral vectors effect this in a random fashion, which can introduce other problems such as disruption of an endogenous host gene.

High costs. Since gene therapy is relatively new and at an experimental stage, it is an expensive treatment to undertake. This explains why current studies are focused on illnesses commonly found in developed countries, where more people can afford to pay for treatment. It may take decades before developing countries can take advantage of this technology.

Limited knowledge of the functions of genes. Scientists currently know the functions of only a few genes. Hence, gene therapy can address only some genes that cause a particular disease. Worse, it is not known exactly whether genes have more

than one function, which creates uncertainty as to whether replacing such genes is indeed desirable.

Multigene disorders and effect of environment. Most genetic disorders involve more than one gene. Moreover, most diseases involve the interaction of several genes and the environment. For example, many people with cancer not only inherit the disease gene for the disorder, but may have also failed to inherit specific tumor suppressor genes. Diet, exercise, smoking and other environmental factors may have also contributed to their disease.

PHARMACEUTICAL INDUSTRY

The pharmaceutical industry develops, produces, and markets drugs or pharmaceuticals licensed for use as medications. Pharmaceutical companies are allowed to deal in generic and/or brand medications and medical devices. They are subject to a variety of laws and regulations regarding the patenting, testing and ensuring safety and efficacy and marketing of drugs.

The industry remained relatively small scale until the 1970s when it began to expand at a greater rate. Legislation allowing for strong patents, to cover both the process of manufacture and the specific products came into force in most countries. By the mid-1980s, small biotechnology firms were struggling for survival, which led to the formation of mutually beneficial partnerships with large pharmaceutical companies and a host of corporate buyouts of the smaller firms. Pharmaceutical manufacturing became concentrated, with a few large companies holding a dominant position throughout the world and with a few companies producing medicines within each country.

The pharmaceutical industry entered the 1980s pressured by economics and a host of new regulations, both safety and environmental, but also transformed by new DNA chemistries and new technologies for analysis and computation.[citation needed] Drugs for heart disease and for AIDS were a feature of the 1980s, involving challenges to regulatory bodies and a faster approval process.

Drug development progressed from a hit-and-miss approach to rational drug discovery in both laboratory design and natural-product surveys. Demand for nutritional supplements and so-called alternative medicines created new opportunities and increased competition in the industry. Controversies emerged around adverse effects, notably regarding Vioxx in the US, and marketing tactics. Pharmaceutical companies became increasingly accused of disease mongering or over-medicalizing personal or social problems.

Drug discovery is the process by which potential drugs are discovered or designed. In the past most drugs have been discovered either by isolating the active ingredient from traditional remedies or by serendipitous discovery. Modern biotechnology often focuses on understanding the metabolic pathways related to a disease state or pathogen,

and manipulating these pathways using molecular biology or biochemistry. A great deal of early-stage drug discovery has traditionally been carried out by universities and research institutions.

Drug development refers to activities undertaken after a compound is identified as a potential drug in order to establish its suitability as a medication. Objectives of drug development are to determine appropriate formulation and dosing, as well as to establish safety. Research in these areas generally includes a combination of in vitro studies, in vivo studies, and clinical trials. The amount of capital required for late stage development has made it a historical strength of the larger pharmaceutical companies.

Drug discovery and development is very expensive; of all compounds investigated for use in humans only a small fraction are eventually approved in most nations by government appointed medical institutions or boards, who have to approve new drugs before they can be marketed in those countries.

Drug researchers not directly employed by pharmaceutical companies often look to companies for grants, and companies often look to researchers for studies that will make their products look favourable. Sponsored researchers are rewarded by drug companies, for example with support for their conference/symposium costs. Lecture scripts and even journal articles presented by academic researchers may actually be 'ghost-written' by pharmaceutical companies.

There are special rules for certain rare diseases ("orphan diseases") involving fewer than 200,000 patients in the United States, or larger populations in certain circumstances. Because medical research and development of drugs to treat such diseases is financially disadvantageous, companies that do so are rewarded with tax reductions, fee waivers, and market exclusivity on that drug for a limited time (seven years), regardless of whether the drug is protected by patents.

Depending on a number of considerations, a company may apply for and be granted a patent for the drug, or the process of producing the drug, granting exclusivity rights typically for about 20 years. However, only after rigorous study and testing, which takes 10 to 15 years on average, will governmental authorities grant permission for the company to market and sell the drug. Patent protection enables the owner of the patent to recover the costs of research and development through high profit margins for the branded drug. When the patent protection for the drug expires, a generic drug is usually developed and sold by a competing company. The development and approval of generics is less expensive, allowing them to be sold at a lower price. Often the owner of the branded drug will introduce a generic version before the patent expires in order to get a head start in the generic market. Restructuring has therefore become routine, driven by the patent expiration of products launched during the industry's 'golden era' in the 1990s and companies' failure to develop sufficient new blockbuster products to replace lost revenues.

There is also huge concern about the influence of the pharmaceutical industry on the scientific process. Meta-analyses have shown that studies sponsored by pharmaceutical companies are several times more likely to report positive results, and

if a drug company employee is involved (as is often the case, often multiple employees as co-authors and helped by contracted marketing companies) the effect is even larger. Influence has also extended to the training of doctors and nurses in medical schools, which is being fought.

The role of pharmaceutical companies in the developing world is a matter of some debate, ranging from those highlighting the aid provided to the developing world, to those critical of the use of the poorest in human clinical trials, often without adequate protections, particularly in states lacking a strong rule of law. Other criticisms include an alleged reluctance of the industry to invest in treatments of diseases in less economically advanced countries, such as malaria; Criticism for the price of patented AIDS medication, which could limit therapeutic options for patients in the Third World, where most of the AIDS infected people are living. However, a better policy of price discrimination would benefit to both patients and companies.

Patents have been criticized in the developing world, as they are thought to reduce access to existing medicines. There is mixed evidence on the efficacy of patents to stimulate pharmaceutical innovation, with recent evidence suggesting that patent grants slow down innovation. Reconciling patents and universal access to medicine would require an efficient international policy of price discrimination. Moreover, under the TRIPS agreement of the World Trade Organization, countries must allow pharmaceutical products to be patented.

NOTES

1. monger – referring to a person who engages in a particular activity

2. serendipity – the occurrence of events by chance in a beneficial way

3. disadvantage – something that makes success or progress less likely or causes a problem

4. rigorous – very thorough or accurate

5. launch – begin or introduce an enterprise or a new product

LESSON 17

Revision

LESSON 18

International exam: IELTS Listening.
Text for translating: "Biopharmaceuticals" (OTM, p.30)
Conversation on the text "Pharmaceutical Industry".

BIOPHARMACEUTICALS

Most traditional pharmaceutical drugs are relatively small molecules that bind to particular molecular targets and either activate or deactivate biological processes. Small molecules are typically manufactured through traditional organic synthesis, and many can be taken orally. In contrast, Biopharmaceuticals are large biological molecules such as proteins that are developed to address targets that cannot easily be addressed by small molecules. Some examples of biopharmaceutical drugs include Infliximab, a monoclonal antibody used in the treatment of autoimmune diseases, Etanercept, a fusion protein used in the treatment of autoimmune diseases, and Rituximab, a chimeric monoclonal antibody used in the treatment of cancer. Due to their larger size, and corresponding difficulty with surviving the stomach, colon and liver, biopharmaceuticals are typically injected.

Modern biotechnology is often associated with the use of genetically altered microorganisms such as E. coli or yeast for the production of substances like synthetic insulin or antibiotics. It can also refer to transgenic animals or transgenic plants, such as Bt corn. Genetically altered mammalian cells, such as Chinese Hamster Ovary cells (CHO), are also used to manufacture certain pharmaceuticals. Another promising new biotechnology application is the development of plant-made pharmaceuticals.

Biopharmaceuticals are also commonly associated with landmark breakthroughs in new medical therapies to treat hepatitis B, hepatitis C, cancers, arthritis, haemophilia, bone fractures, multiple sclerosis, and cardiovascular disorders. The biopharmaceutical industry has also been instrumental in developing molecular diagnostic devices that can be used to define the target patient population for a given biopharmaceutical. Herceptin, for example, was the first drug approved for use with a matching diagnostic test and is used to treat breast cancer in women whose cancer cells express the protein HER2.

Modern biopharmaceutical industry can be used to manufacture existing medicines relatively easily and cheaply. The first genetically engineered products were medicines designed to treat human diseases. To cite one example, in 1978 Genentech developed synthetic humanized insulin by joining its gene with a plasmid vector inserted into the bacterium Escherichia coli. Insulin, widely used for the treatment of diabetes, was previously extracted from the pancreas of abattoir animals (cattle and/or pigs). The resulting genetically engineered bacterium enabled the production of vast quantities of synthetic human insulin at relatively low cost. According to a 2003 study undertaken by the International Diabetes Federation (IDF) on the access to and availability of insulin in its member countries, synthetic 'human' insulin is considerably more expensive in most countries where both synthetic 'human' and animal insulin are commercially available: e.g. within European countries the average price of synthetic

'human' insulin was twice as high as the price of pork insulin. Yet in its position statement, the IDF writes that "there is no overwhelming evidence to prefer one species of insulin over another" and animal insulin remain a perfectly acceptable alternative.

Pharmaceutical Industry

1. What does the Pharmaceutical Industry do?**The pharmaceutical industry develops, produces, and markets drugs or pharmaceuticals licensed for use as medications.**
2. What are the Pharmaceutical companies allowed to? **Pharmaceutical companies are allowed to deal in generic and/or brand medications and medical devices.**
3. What are the Pharmaceutical companies? **They are subject to a variety of laws and regulations regarding the patenting, testing and ensuring safety and efficacy and marketing of drugs.**
4. What is Drug discovery? **Drug discovery is the process by which potential drugs are discovered or designed.**
5. What does Drug development refer? **Drug development refers to activities undertaken after a compound is identified as a potential drug in order to establish its suitability as a medication.**
6. What are the objectives of Drug development? **Objectives of drug development are to determine appropriate formulation and dosing, as well as to establish safety.**
7. What does research in this area include? **Research in these areas generally includes a combination of in vitro studies, in vivo studies, and clinical trials.**
8. What is the influence of the Pharmaceutical Industry on the scientific process?**The influence of the pharmaceutical industry on the scientific process is meta-analyses that studies sponsored by pharmaceutical companies several times more likely to report positive results, and if a drug company employee is involved.**
9. What is the role of the Pharmaceutical companies? **The role of the Pharmaceutical companies in the developing world is a matter of some debate, ranging from those highlighting the aid provided to the developing world, to those critical of the use of the poorest in human clinical trials, often without adequate protections, particularly in states lacking a strong rule of law.**
10. What have patents been criticized to? **Patents have been criticized in the developing world, as they are thought to reduce access to existing medicines.**

LESSON 19

Text for translating: "Role of Industrial Microbiology in Biotechnology" (OTM, p.32)

Text: "My Scientific work".

ROLE OF INDUSTRIAL MICROBIOLOGY IN BIOTECHNOLOGY

Industrial microbiology is the branch of biotechnology which makes use of the microbes for producing products of different kinds. These products are of great economic importance. All the processes which take place with the help of microorganisms are called as fermentation processes. There are a lot of things common in the terms industrial microbiology and fermentation. The products which are made through fermentation process using microbes are the intracellular or extra cellular

enzymes, microbial cells and microbial biomass or the chemicals which are produced by microbes. Industrial microbiology is useful in many ways; for example it uses microorganisms to degenerate contaminants of industry and other toxins into energy sources. It is a fact that 70% of the oxygen is provided by the microorganisms to the animals and humans. Oil spills make use of the bacteria to clean the oil and other activities like inoculants which are also used as biofertilizers and help in the production of biocontrol agents.

Food: All the foods like yogurt, cream, cheese, coffee, chocolates and many other products are produced by industrial microbiology using the method of fermentation. Food industry is making use of bacteria for example probiotics. Bacteria like probiotics are playing an important role in the food industry and are responsible for the synthesis of many useful products.

Viruses: If the name virus comes in the mind, it is always thought that they are responsible for causing disease like common cold. But in biotechnology, viruses can also be useful because different techniques of biotechnology like gene expression and delivery vectors make use of viruses in both animal and insect cells for different purposes.

Medicine and Healthcare:

Microorganisms are also useful in the medical fields as they help in curing the disease of cancer. Clostridia are microorganisms which are used to target cancer cells when patient undergoes any therapy. They are responsible for inserting therapeutic proteins in the cancer cells of the patient which replace the damaged proteins and repair the cell function in a healthy way. Other microorganisms like bacteria are responsible for the synthesis of insulin for diabetic patients and they also help in developing growth hormones and many antibodies are also synthesized through microorganisms. It is a fact that there are very few microorganisms which are harmful for the environment or for the human health.

Bioremediation: Bioremediation is another process of cleaning the environment with the help of microorganisms. Microorganisms help in degrading the toxins and wastes released from industries and help clean the water of the river and oil spills at the petroleum sites. There are different types of bioremediation like biostimulation, bioaugmentationetc which are used to clean the pollutants from the environment and waste materials from the rivers and seas. These microorganisms reside in the soil and make it fertile. As a result the growth of the plants improves and they are more nutritious.

Treatment of Wastewater: Industrial microbiology makes use of the biotechnological processes to treat the industrial and municipal wastewater. Microbes recycle nitrogen and methane gas through the method of fermentation from the wastewater.

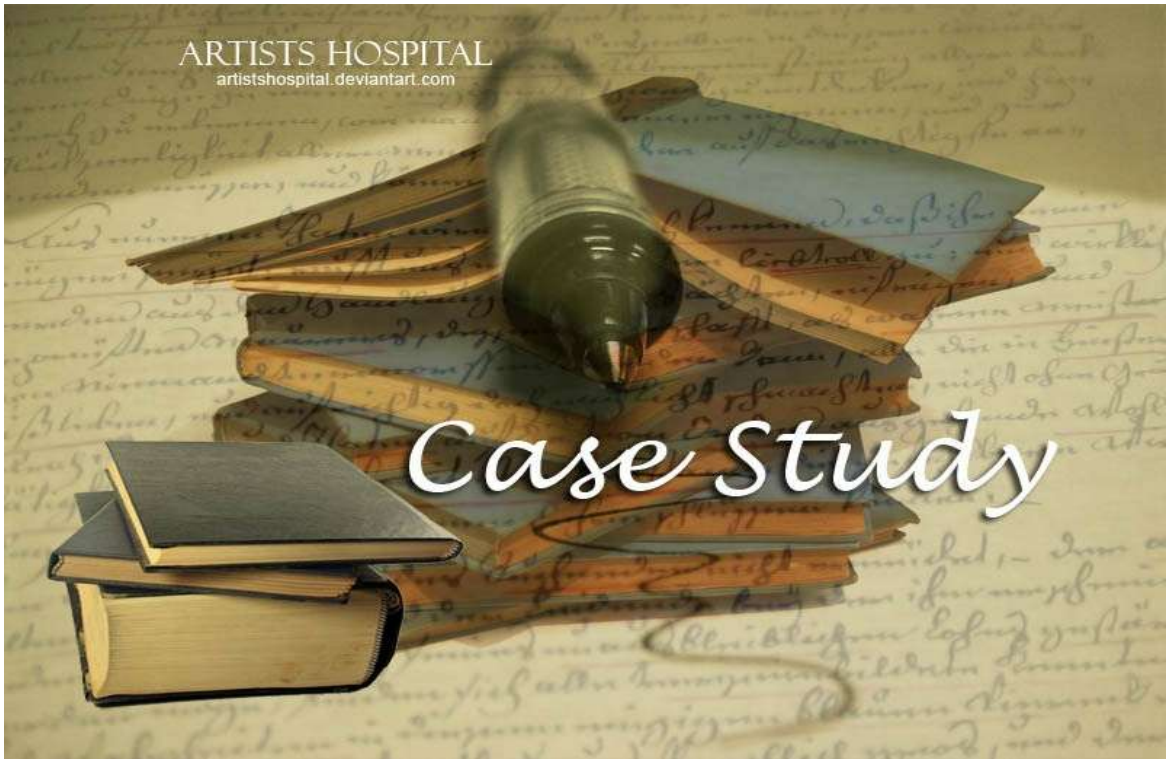
Biopolymers: Biopolymers include polyesters, polysaccharides and polyamides. These products are synthesized with the help of microorganisms. Genetic engineering has made it possible to improve biotechnological processes of biopolymers production and has made use of these products in different areas. Other processes also take place with the help of microorganisms like drug delivery, cell and tissue engineering.

LESSON 20

Final lesson.

CASE

BANK



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.

Table 1

Teacher and Student Roles in a Regular Case Class

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

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

Case Studies in the Classroom

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

Preparing for a Case Discussion

Unlike lecture-based teaching, the case method requires intensive preparation by the students, before each class. If a case has been assigned for discussion in the class, thestudent 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. Thesubsequent readings must be more focused, to help the student become familiar withthe facts of the case, and the issues that are important in the situation being described inthecase – 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 conducting the analysis making the diagnosis (identifying problems, i.e., discrepancies between goals and performance, prioritizing problems etc.)
4. Preparing the action plan (identifying feasible action alternatives, selecting a course of action, implementation planning, plan for monitoring implementation).

CASE STUDY 1

THE CONFLICT

Problem

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

Producer plant завод-изготовитель
Rootreason основная причина
Capacity мощность
Exercise one's right пользоватьсяправом

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 cameas a surprise.
It happened through по 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.

CASE STUDY 2
POOR SALES

Problem

An American Agency company signed an agreement with a Uzbek trading association for distributing Uzbek goods on the American market. In their correspondence the American Party criticized the Principal for the poor performance. The points of criticism are as follows:

- delays in delivery of the goods,
- poor supply of spare parts,
- late arrival of documentation necessary for customs clearance,
- mismarking of cartons,
- poor packing.

The American side held a meeting to discuss the situation with their Uzbek counterparts; at the meeting the Uzbek delegation submitted their counter-argumentation.

Words

principal принципал; лицо, уполномочивающее другое лицо, действовать в качестве агента
performance выполнение, исполнение /договора/

<u>Analysethecase</u>

Questions

1. What were the points of criticisms made by the Agent?
2. Do you find the criticism well-grounded?
3. What could be the counter argumentation of the principal?

Roles

Agent

You are an agent selling Uzbek goods on the US market.
You major problem is:
— irregular supplies of goods and spare parts.

Ask the Principal to put the deliveries in small lots.

Customs Clearance is also a chronic problem with you as the shipping documents arrive much later than the goods.

Principal

You act on behalf of the Principal. In your counter-argumentation say that sales are poor because of high prices quoted by the agent.

Once again ask the firm to rent a warehouse of a bigger space. Then you will have an opportunity to deliver the goods in bigger lots.

Useful language

We are selling at a loss (profit).
We are likely (unlikely) to reach the sales targets.
You' ll be charged with a penalty.
I'm always open to offers (ideas).
I'd be obliged if...
Would you please...
I'd be glad to have...
Would you be so good as to...

Further Subjects for Discussion

At present goods made in Uzbekistan are only a small parts of the American imports.
What should be done to increase the inflow of goods into the American market?

Written follow-up

In your letter let the Agent know what has been done to improve the delivery situation in concrete terms.

CASE STUDY 3.
EXCESS NOISE

Problem

During the guarantee period an excess noise level was found in the device.
At a face-to-face meeting with the Buyer the manufacturer promised to deliver special equipment to cut down the noise.

A project of sound-proof cover was designed but unfortunately not commissioned to service.

Since the Seller didn't‘t maintain his pledge the Buyer claimed a penalty for delay in delivery.
Nonetheless the Surveyor's Report stated that the equipment was in its running order and unstoppable.

Words and word combination

excess	превышениенормы
device	устройство
sound-proofcove	звукопоглощающее покрытие
commission	вводить в эксплуатацию
maintainone' spledge	выполнить обещание, обязательство

Enclosed Clause of the Contract on guarantee

GUARANTEE

1. The Sellers guarantee:

(a) the equipment supplied corresponds to the highest demands achievements of the world technics for the given type of equipment;

(b) high quality of the materials being used for the manufacture of the equipment (spare parts), first rate workmanship and high quality of the technical performance and assembly.

(c) the equipment supplied (spare parts) is manufactured in full conformity with the conditions of the present Contract.

(d) completeness of the delivered equipment in accordance with the conditions of the Contract.

2. The guarantee period of the normal operation of the equipment is months from the date of putting the equipment into operation, but not morethan-months from the time of its delivery.

3. If during the guarantee period the equipment proves to be defective or not in conformity with the terms and conditions of the Contract, the Sellers undertake immediately, at the Buyers' request, measures to eliminate free of charge the detected defects by means of repairing or replacing the defective parts of the equipment with the new ones.

In this case the Sellers should pay the agreed and liquidated damages in accordance with the Contract's terms at the rates stipulated in Clause 3 of the contract starting from the date of the claim and up to the date when the defects have been eliminated or the new equipment has been supplied.

However the amount of the penalty should not exceed 10% of the contractual price of the equipment.

4. The defective equipment will be sent back to the Sellers at their request and for their account within the dates agreed by the parties.

5. AII transport expenses, insurance and other expenses, connected with return or replacement of the defective goods on the territory of the Buyers' country and of a transit country as well as on the Sellers' territory are to be borne by the Sellers.

6. The above-said guarantee period in regard to the repaired equipment or newly supplied equipment will start again from the 'moment of putting it into operation.

7. If the Sellers fail to eliminate the claimed defects at the Buyers' request immediately or within 30 days after the date of the claim, the Buyers will have the right to eliminate the defects on their own account, the Sellers being charged with the normal actual expenses.

Small defects, the elimination of which is urgent and does not require the presence of the Seller, will be repaired by the Buyers charging the Sellers with the normal actual expenses.

8. If, while considering the claim or eliminating the defect, it will be stated that the defect cannot be eliminated or the replacement of the goods cannot be done within the dates acceptable to the Buyers but the goods may be used by the Buyers without the elimination of the defect, the claim may be settled at the request of either party by means of downward revision of the price of the equipment within the rates agreed by the parties.

In case of impossibility for the Buyers to use the supplied equipment the Buyers will have the right to cancel the Contract in part of the said equipment or in whole.

Words and word combinations

correspond (with, to)	соответствовать
workmanship	отделка
performance	работа, производительность (о машине)
assembly	сборка, монтаж
exceed	превышать
contractual	договорный

for one' s (own) account	засобственныйсчет
detectdefects	обнаруживать дефекты
at someone's request	по просьбе, по требованию

Analyse the case

Questions

1. What defect emerged during the Guarantee Period?
2. What was undertaken by the Seller to cut down the noise?
3. Why did the Buyer claim a penalty from the Seller? Was it legitimate?
4. What measures could be taken to put things right?

Roles

Seller

Select the facts proving that the claim is unfounded.
Explain why the sound-proof cover has not been installed Make arrangements about removing the defect found.

Buyer

In your opinion the Seller failed to abide by contract obligations. An excess noise level may be a signal to some malfunction in the equipment. You also believe that the sound-proof cover should be necessarily installed in order to improve the conditions for the service personnel.

You are free to invent any argument you think fit for the situation.

Useful language

Date of check	датапроверки
Designerrorfailure	отказ, обусловленный погрешностью устройства
Fitforservice	годный к эксплуатации
Inworkingorder	в исправном состоянии
Minorrepairs	мелкий ремонт
Recondition	приводить в исправное положение
Repairschedule	график ремонта
Runningtest	эксплуатационные испытания
Safetyregulations	техника безопасности
Servicemanual	инструкции по эксплуатации
Technicalcondition	техническое состояние
Troublechart	перечень часто возникающих неисправностей
Up-date	обновлять, модернизировать

Writtenfollow-up

In your letter to the Seller remind him of his obligation to deliver a sound-proof device. The installation of a sound-proof device is necessary for normal operating condition.

CASE STUDY 4

CONSTRUCTION OF A PLANT

Problem

Some years ago an Uzbek foreign trade association and a companyfrom a Western country signed a contract for the construction of a plant. It was projected to put the plant into operation within 3 years after signing the contract. In real terms the plant was commissioned with a 6 months' delay. The time dragged on because the Sellers' experts who were to install and start-up the plant arrived with a delay. On their arrival the first thing done was to examine. the equipment supplied. By that time part of the equipment had already been installed by the Uzbek personnel. Some items of the equipment were kept in the open air with protective covers removed.

6 months later the plant was commissioned but it did not operate to its full capacity. Besides there was a high temperature of the lubricating oil in one of the compressors. All that was a reason why the Buyer made a formal claim on the Seller. To smooth the matter out and the Parties came to a negotiating table to find a way to resolve the problem.

Words and word combinations

drag on	затягиваться, тянуться
start-up	пуск
protective cover	защитныйчехол
lubricating oil	смазочноемасло

Extract from the Contract on guarantee

9.3. The guarantee period of the normal and continuous operation of the Plant shall be 12 months from the date when the Plant is put into operation but not morethan 18 months from the delivery date of the last consignment of the equipment including complementary items of the equipment and materials.

9.4. The date of the Acceptance Protocol is the date of putting the Plant into operation. This protocol signed by both parties is to state that the proving trials have been successfully completed and that the Buyers have accepted the Plant for operation.

9.5. If during the guarantee period the Projects, any technical documentation, description of production methods or equipment prove to have any defects or to be incomplete wholly or partially or if the above- mentioned is not made in accordance with the terms and conditions of the Contract irrespective of whether it was found out in the process of examination of the technical documentation and/or during the tests of the equipment the Sellers undertake, at the Buyers’ request, to eliminate the detected defects without any delay and without any additional payment of the Buyers' party.

The Sellers are to revise or to replace the technical documentation and/or to repair or replace the defective machines, units or parts thereof. In this case the Sellers are to pay, if the Buyers so request, agreed and liquidated damages as for late delivery at the rates mentioned in Clause 4 of the Contract. The penalty is calculated from the date of making the claim up to the date when the defects are eliminated or when the revised technical documentation or goods for replacement are delivered, without prejudice to any other rights of the Buyers.

9.6. The defective goods, equipment or parts when replaced with new ones will be sent back to the Sellers, if they so request, for their account within the time agreed by the parties.

9.7. All the transport, insurance and other expenses for transportation of defective parts and/or replacements through the Buyers', transit or Sellers' countries are to be borne by the Sellers.

9.8. The above guarantee period for the replaced or repaired machines begins from the date of putting them into operation.

9.9. If the Sellers fail to eliminate without delay the defects claimed by the Buyers, the Buyers have the right to eliminate these defects themselves for the Sellers' account.

In this case the Sellers are to cover normal actual expenses for the repairs. Any small defects the elimination of which is urgent and does not require the presence of the Sellers will be repaired by the Buyers and normal actual expenses will be charged to the Sellers' account.

9.10. If the defects cannot be eliminated the Buyers have the right to depart from the Contract or to request the appropriate reduction of the Contract price.

9.11. The Plant proving trials, commissioning and putting into operation period is _____ months from the completion date of the erection work.

9.12. The Sellers guarantee that under normal operation the Plant will have the capacity of... per unit.

Analyse the case

Questions

1. Why was the plant commissioned with a delay?
2. What was done by the Buyer to speed up the start-up? Why?
3. Why did the Buyer make a formal claim on the Seller?
4. What is the possible outcome of the forthcoming talks?

Roles

Buyer

You represent the interests of the plant built. Describe in fu11 detail the cause of the poor performance of the equipment. Press for the delivery of all necessary replacements. Ask for better standards of training.

Seller

You are a representative of the plant.

Say on what conditions you are ready to replace faulty equipment. Criticize the conditions in which the equipment was stored during erection work. Outline the training programme for Uzbek experts.

Useful language

Assembly instructions	инструкцииипосборке
Observe instructions	соблюдатьинструкции
Infringe instructions	несоблюдатьинструкции
Non-observance of instructions	несоблюдениеинструкций
Maintenance and operation instructions	инструкциипо эксплуатацииуходу
Discover defects	обнаружитьдефекты
The guarantee period expires	гарантийныйсрокистекает
Expiration of the guarantee period	истечениегарантийного периода
Rapidly-wearing parts	быстроизнашивающиеся детали
The equipment stands idle	оборудованиепростаивает
Ensuretrouble-freeoperation	гарантировать бесперебойную работу
Makerepairs	провести ремонтные работы

CASE STUDY 5

A MARKET RESEARCH PROBLEM

Problem

Alexander Petrov is Manager of a workshop in Leningrad which builds hand-made furniture in reproduction of the 19th century styles. His work team has taken it on lease with a view to buy it out in future. Alexander is faced with a number of pressing problems. He is increasingly worried by, a slight decrease in the orders coming in. Another problem is that the number of skilled craftsmen is dwindling. It is evident that a new development programme should be worked out. The factory management is sure that a thorough study of marketing possibilities will allow them to avoid making a leap in the dark. Before reaching a final decision the Market Research group is to collect the following information:

What proportion of the customers was по longer satisfied with the present styles of furniture offered them?

What kind of furniture would they like to buy?

Would they be prepared to buy modern furniture from the factory?

Were the qualities of good workmanship and durability as important in the market for modern styles as they were for the present product?

What method of advertising could persuade people to buy modern furniture from the factory?

The research findings are as follows:

Elderly people are completely satisfied with the present style of the furniture offered. Young customers want furniture of modern design. They want furniture that is adaptable, light and easy to move.

AII groups of customers think, that good workmanship is absolutely desirable in modern furniture.

From the research data collected it is clear that time has come to make the changeover to modern furniture. Alexander plans to set up a new production line which could be supplied from Finland. A few Finnish experts have been enrolled on the staff of Alexander's firm recently..

Play the meetingbetween the General Manager, the Production Manager, the furniture Designer, the Chief Accountant. Those present at the meeting work out plans for putting the new idea into practice.

The questions on the agenda are:

1. market situation,
2. timing of the changeover to modern furniture;
3. characteristics of the new furniture.

Words and word combinations

Workshop	мастерская, цех
takeonlease	брать в аренду
buyout	выкупать
dwindle	уменьшаться, сокращаться
craftsman	искусный мастер
a leapinthedark	прыжок в неизвестность, рискованный шаг
findings	полученные данные, добытые сведения
data	данные
change-over	переход, переключение

<u>Analyse the case</u>

Questions

1. What were the findings of the market research study?
2. Why is the number of skilled craftsmen dwindling?
3. Why do many work collectives take production facilities on lease?
4. What strategy would you suggest to the factory management for further progress?

Roles

Alexander

Your aim in the meeting is to reach a decision about the future of the factory. You know that your Production Manager is skeptical of your plans. Try to convince him that it is the only way to put things right.

You are also afraid that the ideas of the furniture designers may be too avant-garde. You intend therefore to make sure that they decide to adopt designs which will be saleable.

As to the reproduction furniture you think that the factory should go on as before. Old-style furniture is in demand both in fhe home market and abroad. You want to make an attempt to sell it in Western Europe.

Furniture Designer, a conservative

You have spent all your working life with the factory. You are a fine craftsman and it is your insistence on high standards that has allowed the factory to maintain its good reputation. You have little sympathy for new styles and do not think that a change of style will solve the problems faced by the factory. Your only argument is people will soon get tired of this modern rubbish.

In the meeting you will do your best to persuade your boss not to revolutionize the factory overnight.

Furniture Designer, an avant-garde artist

You are oriented only on new fashionable designs. You have just returned from an exhibition which was held in Italy and are now full of avant-garde ideas. You think the factory must be mostly oriented on people of the younger generation. You are convinced that modern life styles mean that the old fixed heavy furniture is outmoded and that lighter, more flexible solutions are necessary.

Finnish Experts

You are glad at the possibility of working with factory management which wants to put new ideas to life.

Your strong belief is that reproduction furniture must not be out of production. There is a great demand for exclusive, well-built furniture in Western Europe, particularly in Scandinavian countries.

You also believe that the changeover to modern furniture should be urgent. It is clear that in a year or two there will be an increasing demand for office furniture it Leningrad and other big cities.

Useful language

The purpose of to-day’s meeting is to make up our minds on...
On the agenda to-day is...
The subject for to-day’s meeting is...
I don’t accept that there’s any need to...
You haven’t convinced methat...
There’s nothing in the market survey that will persuade me to…
There’s по evidence that...
I’mconvinced
I’msure

It’s my conviction that...
I’mabsolutely certain that...
I advise you most strongly to...
If you follow my advice you won’t hesitate to...
Without any doubt, the best thing to do is...
First of all I’d like to present...
I’mgoing to concentrate on... First..., then... and finally.
What I suggest is to...
The most important features of my proposals are...
To sum up then...
In conclusion I’ll summarize the results of the survey.

Further Subjects for Discussion

Say what you know about market research and the techniques it uses.

Do market research findings benefit consumers?

Describe how you would furnish your ideal home. Describe the kind of house you would most like to live in.

Written follow-up

Describe in written form the market situation in the area you live in.

CASE STUDY 6
"DAMAGE TO DELIVERED EQUIPMENT"

Problem

The Seller shipped to the Buyer six sets of equipment for a project under construction.

Assembly and commissioning was done by the Buyer’s personnel under the guidance of the Seller’s Chief engineer. During the trial run one set of equipment suffered damage. The Buyer asked the Seller to remove the damage and cover all repair expenses.

To this, the Seller said no. In his opinion, the Buyer’s personnel had infringed the maintenance and operation instructions.

However, the Seller could not produce convincing evidence that they had done all possible to remove the fault and its harmful consequences.

That was one of the major conditions to the technical side of the Contract which ran:

"During the starting period the parties to the contract are to ensure the faultless operation and adjusting of the delivered sets".

Enclose extract from the Contract on Warranty

WARRANTY

1. The Seller warrants all equipment manufactured to be free from defects in material and workmanship under normal use and service.

2. This warranty is for a period of 12 months from the date of putting the equipment into operation and is applicable only when the equipment is installed or operated in accordance with factory recommendations.

3. The warranty does not extend to damage or wear caused by misuse, corrosion, negligence, accident, faulty installation.

4. This warranty will be extended if, through the Seller’s fault, the plant operation has been stopped for a certain period of time.

5. All the transport, insurance or other expenses for, transportation of defective parts back to the Seller’s country are to be borne by the Seller.

Analyse the case

Questions

1. How was assembly and commissioning done?
2. What happened during the trial run?
3. What was on the plus (minus) side of the parties in conflict?
4. What compromise could be arrived at?

Roles

Buyer

At a meeting you represent the Buyer. Make use of the arguments which are in your favour. Try to convince the Seller that the damage should be repaired at their expense.

Seller

At a meeting you represent the Seller. Defend your viewpoint on the matter. But if the Buyer sounds convincing in his counter-arguments be cooperative.

Useful language

I must admit...
It is largely because…
And what's more...
Things are going wrong because...
One thing worries me.
What's the extend of damage?
Is there good evidence to prove it?
We're bound to get paid.
Arbitration is a last resort and it's not worth while.
Let's cometo a compromise.

Written follow-up

Write minutes of the meeting.

CASE STUDY 7
THE ADVERTISING CAMPAIGN

Problem

A firm from South-East Asia has formed a joint venture with a Korean trading company.

By arrangement the firm is to supply consumer electronics to the South Korea. At the moment there is an enormous increase in the sales of consumer electronics and there is an opportunity to expand the market. In the face of the increasing competition from European and American electronics companies the firm plans an advertising campaign to launch their production on the markets deep in the province.

In order to prepare the campaign the firm's advertising department has done some desk research.

Here are some of the most significant findings:

Elderly people in the province are rather resistant to consumer electronics as they regard them as luxury goods.

Young people, on the contrary, are excited at the idea of purchasing audio-visual equipment.

Because supply to the provincial towns is rather limited, the venture expects a very high demand for their goods. Now the agency must decide on the best methods to run the campaign.

They have to make up their minds about:

Who the potential buyers are.

What media would best allow them to reach the potential buyers.

What visual effects would be most effective.

Act the meeting at which experts of the advertising department present their plan for the campaign to the General Manager. The purpose of the meeting is to cometo a decision about the kind of advertising to be done. Ad experts should comewith sample suggestions of ads and slogans.

Words and word combinations

expand	расширять, увеличивать
launch	выпускать, бросать, выбрасывать (товары на рынок)
resistant (to)	сопротивляющийся ч-л
run a campaign	проводить кампанию
ads	объявления
slogan	рекламная формула (броская, запоминающаяся фраза, рекламирующая товар)

Analyse the case

Questions

1. What measures have been taken by the firm to withstand the competition?
2. What are the findings of the advertising department?
3. What advertising media is most effective?
4. What methods do advertising agencies use to appeal to the public?

Roles

Market Researcher

Your job in the meetingis to present the results of the study into the market for your brand. You can invent data.

Ad agent

You are in charge of media planning for the firm and should give an account of the possible alternatives for the choice of media for the campaign. Present the advantages and disadvantages of magazines, newspapers, television, radio. You should choose one medium and recommend it firmly.

Accountant

You will be responsible for the co-ordination of the campaign. You have brought the sample advertisements for the general manager to choose. You think that the brand has enormous possibilities if it is well advertised. You therefore propose an expensive campaign the cost of which comes as a shock to the general manager, who challenges you to prove to him that the spending will be profitable to the firm. You should be ready with a less expensive proposal as well.

Useful language

Could you be morespecific about...?

Could you give me all the facts and figures to back that up, please?

I’mworried about all the expense involved in … Can you prove that...

I can assure you that...
There is по need to worry about...
Our research shows that...
It' s been proved time and again that...
There is a lot of truth in that argument.
I'dgo along with that point of view.
I'msure we can rely on the research results.
I find that a very convincing argument.
To sum up then, we' re all agreed to...

Further Subjects for Discussion

Describe advertisements which amuse you, which irritate you, which influence you, which put you off buying things. In what way, and to what degree are you influenced by advertising?

Written follow-up

In writing answer the question-

Do you find TV commercial channel amusing?

CASE STUDY 8
THE CITY GROWTH

Problem

Damages to the firms building a hotel extension to the Centre for International Trade in Tashkent amount for now to 8 million hard cash. This information was made public at the press conference held at the Centre in June this year.

The building work was suspended a year ago by the district council. The decision was made under the stormy pressure of a local Greenpeace. Greenpeace activists are worried about the poor ecological situation in the locality. The troubled area is the park situated nearby. If construction goes on, the territory of the park (about 0.6 hectares) will be trespassed.

To resolve the dispute Russian center had a number of meetings with all the interested parties.

Words and word combinations

extension	пристройка
makepublic	предать гласности, объявить
locality	местность, район
trespass	вторгаться в чьи-либо владения

Analyse the case

Questions

1. Why was the amount of loss disclosed at the press-conference?
2. Can you suppose what other damages were sustained b the Centre?
3. Do you find the decision to suspend construction voluntary?
4. What could be the ways to resolve the dispute?

Roles

Representativeof the Centre
Representatives of the building firms
Executives of the District Council
Greenpeace activists
Local residents

Representative of the Centre

You regard. The situation as troublesome. Damages you suffer are accumulating in a snow-ball progression. According to Experts' calculation the lost profit (the rent, official presentations symposia etc.) is 30 million hard cash annually. In addition to that you have to pay damages to the building firms from Austria and Yugoslavia for suspension in work.

Your, approach to matters is most constructive. To recultivate the park the centre is ready to invest 8-10 million roubles, part of it in hard currency.

Representatives of the foreign firms

You represent the building firms. You are utterly displeased with the situation. The contract between you and the Centre is being suspended. You are losing not only time but money. Now you have to pay damages to the sub-contractors with whom you have placed orders for the supply of building materials and the work force.

Greenpeace activists

This group of people is made up of radicals and moderates who look upon the problem differently.

Radicals

You are strangly against the project as the territory of the park will be trespassed. The park was laid down in the 19th century and must remain intact as a national treasure.

These may be the motives why you are uncompromising.

Moderates

In your view it is quite possible to arrive at a compromise. Construction may be resumed if the International Trade Centre invests money into the remabilitation programme.

You may also add some other considerations you have.

Local resident

Every morning you do the jogging in the park. Your feeling is that as the time, goes by the ecological situation in the area becomes worse. Now the park is put to another danger.

What is most important now is to find sponsors who will help to save the park from further decay.

You may also use some other arguments.

Executive of the local Council

You are in two minds about the project. On the one hand, you understand that the project will affect the Environment. You are afraid that the park and the old mansion located on its territory will suffer most. On the other hand, if construction is stopped the City will be losing hard currency.

At the meeting you will insist that the Centre must make a handsome contribution to the rehabilitation programme. Construction may be resumed only after an agreement is signed between the Centre and the Council in which the Centre will pledge their liability to the Council.

In the dispute you may use your own arguments as well.

Useful language

The history of the question is...

There are alarming signs that...

The concentration of dust in the air exceeds the norm.

The soil is heavily polluted.
The city growth inflicts damage on the Environment.
I consider it short-sighted.
One must foresee the consequences of one's actions.
The main task is to solve the problem of waste disposal.

Further Subjects for Discussion

1. What changes would you recommend to make towns better places to live in?
2. What are the prospects of developing waste-free technology in Uzbekistan?

Written follow-up

The subject of the composition is
'Nature knows no Borders!'

CASE STUDY 9
INNOVATIVE THINKING

Problem

The management of the airdrome located near Tashkent is faced with the problem how to make their helicopter service more effective and money-making.

Mi-8 is a transport utility. From autumn to spring the helicopter crew is assigned to the area of Chirchic where they operate service flights to the oil-fields. Beginning from May the helicopter and its crew stand idle. The management thinks that after preventive maintenance the helicopter could be utilized for another purpose. Together with Intourservice they want to arrange commercial flights for travelers.

Recently there was a test flight over the Golden Ring, that is the route covering old Uzbek cities – Fergana, Andijan, Namangan, Asaka.

The helicopter offered for the flight was its usual cargo passenger version.

Soon after the flight the interested parties met to discuss the prospects of a joint venture.

Parties involved:
1. Airdrome management
2. Intourservice
3. A tourist agency from Europe.

Words and word combinations

money-making	выгодный, прибыльный
utilize	использовать, утилизировать
crew	экипаж
preventive maintenance	профилактическийремонт

<u>Analyse the case.</u>

Questions
1. Describe the case.
2. Do you find the project money-making?
3. How could the helicopter service be arranged?

Roles

Airdrome Manager

You are pleased with the results of the flight. There was no overheat inside the helicopter and the crew did well.

During the flight you understood that it is necessary to install armchairs specifically designed for passenger travel.

Your aim at the meeting is to get the financial backing of your partners.

According to your estimate an hour of the flying time costs 600-1.000 soms. The cost of the excursion is 3.000 soms for a group of 20 passengers, that is 150 soms per person. It is rather expensive but at the moment the price cannot be reduced as it barely covers the cost. Prices can be reconsidered after the flights bring returns.

In future somepercentage of the income could be transferred to the Cultural Fund to restore old mosks in the area.

In a role-play you are free to use any argumentation you think fit.

Intourservice Manager

You represent an independent foreign trade association. You offer to foreign guests a wide variety of services. You take payment in hard currency, credit cards and travelers' cheques. The idea of commercial flights seems attractive to you. It is a breath-taking experience and it is time-saving. Although you are on the optimistic side you have some doubts. First of all, the price seems arguable to you. It is too high and must be reduced. Another thing is that the helicopter in its present shape is not quite И for passenger flights. There is much noise in the cabin and it's not very comfortable. To make the flight enjoyable more comfortable conditions should be created.

Your suggestions are:

1. to build-in a sound-absorbing device to reduce the noise
2. to install more comfortable chairs
3. to fix earphones for the travellers to listen to the guide.

You also think that it' s essential to make the schedule of flights more convenient. The number of flights during the week- end should be increased as there is a big inflow of people at this time. No doubt, you must make your partner understand that take-offs and landings are to be strictly on time, as reservations for hotel accommodations, excursions are fixed for the exact time. As to the financial aspect, you are ready to conduct a wideadvertising campaign in the media.

Useful language

Here are words and expressions you may use when you travel abroad.

ravel first class	путешествовать первым классом
book a ticket	заказать билет
collect a ticket	получить билет
entryvisa	въездная виза
exitvisa	выездная виза
check in for the flight	зарегистрироватьсянарейс
currency exchange	обменвалюты
immigration officer	служащийпаспортногостола
go through passport control	проходитьпаспортныйконтроль
put the luggage on the scales	поставитьбагажнавесы
excessluggagecharge	плата за провоз багажа сверх нормы
boardingpass	посадочный талон
disembark	сходить с самолета
baggage claim area	залвыдачибагажа
lost and found	бюронаходок
go through customs	проходитьтаможенныйдосмотр

duty-free	неподлежащийобложению
пошлиной	
liabletoduty	подлежащий обложению пошлиной
gate	выход на посадку
terminal	конечный пункт
showsmbround	показать достопримечательности
downtown	коммерческий центр города
retailshop	магазин розничной продажи
self-serviceshop	магазин самообслуживания
giftshop	магазин подарков
parkingarea	автостоянка
carrental	прокат автомобилей
traffic jam	дорожнаяпробка
traffic lights	светофор
start the engine	завестимотор
a flat tyre	спущеннаяшина
recharge the battery	перезарядитьаккумулятор
refill the radiator	залитьрадиатор
gas (gasoline) амер.	бензин
make a reservation for	зарезервировать
receptionist	администратор
guest	проживающий в гостинице
hotelcard	карточка проживающего в гостинице
service bureau	бюрообслуживания
travel agency	бюропутешествий
Exchange office	обменныйпункт
travellers' cheques	туристскиечеки
credit cards	кредитныекарточки
hairdresser's	дамскаяпарикмахерская
barber's	мужскаяпарикмахерская
laundry	прачечная
change linen	менятьбельё
shoe repair shop	сапожнаямастерская
dry cleaning	химчистка
check out	выезжатьизгостиницы

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and anywhere you travel.
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restaurants, for car hire
or shopping.
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use ***VISA***

Further Subjects for Discussion

- What are advantages and disadvantages of a helicopter over other means of transport?
- What is the safest means of transport?
- What kind of transport would you prefer for a long journey?

Written follow-up

Describe your recent visit abroad.

CASE STUDY 10

STARTING A BUSINESS

Problem

Peter S. is a young electronics engineer who works at a plant which manufactures all kinds of audio-visual equipment: television-sets, projectors, videotape recorders, etc. In his spare time Peter has invented a new device which will allow the manufacture of a smaller and simpler video recorder at a relatively low price. In his opinion it will transform this machine from the very expensive toy it is at present to a machine as useful and as commonas a tape recorder.

Peter is extremely excited by his discovery and he thinks that it will be a good idea to try and form his own company. He wants to involve in the project people with good expertise who, will be good at running the business affairs of the company. Today is Saturday. Peter is at hometogether with his friends who have cometo discuss the project and its feasibility. Among the guests there is a new friend from the U.K., who has cometo Moscow for a long-term stay.

Words and word combinations

spare time	свободноевремя
relatively	сравнительно
transform	превращать

Analyse the case

Questions

1. What advice would you give Peter about setting up his company?
2. What questions will Peter have to settle before business is started?
3. Will it be suicidal to compete with big plants?
4. Is it realistic for Peter to start a business abroad?

Word

suicidal	самоубийственный, гибельный

Roles

Mike

You have been a loyal and true friend of Peter since college. As a lawyer you are well informed about legal aspects of founding a company. You also give Peter some practical advice how to patent the invention.

Arthur

You have cometo Tashkent from the UK. You are an executive in one of the joint ventures. You have been on friendly terms with Peter since the inauguration ceremony where Peter was invited as an official representative of the Electronics Department. You want wholeheartedly to be of help and have made a break-down of the initial costs. You think it is unrealistic to start a business without a loan from a bank.

For the managerial work you can recommend Mr. Simon, who has been a top manager

for many years. He could have a part time job in Peter' s firm.

Bob

You are an accountant with a coop and confirm Arthur' s words about probable costs. You have roughly calculated all the costs which will inevitably arise. It' s not only the rent and the cost of machinery but also the advertising expenses necessary for the product promotion. You give a full account of the costs to be incurred in the first year, the sales needed to cover investment and start making the profit. You don'1 want to dissuade Peter. Your aim is to make him think in realistic terms.

Peter

You explain to your friends the technical aspect of the product, its advantages, how it can be manufactured and in what way it is an innovation. When you realize how much capital will be neces- sary to run a business you are taken aback. Nonetheless you don' t want to give up the idea completely, and think that it will be possible to open a small workshop which will make the device you have invented. The device when manufactured could be sold to big plants who would use it as a component. As to the funds, a loan can be obtained from a commercial bank for innovation.

Useful language

The first decision to be taken is to...
I don' t know what to begin with...
There is little chance of...
I see по reason why...
I know it' s risky but I'mall optimistic about...
The thing that worries memost is...
After a lot of thought I've come to understand that...
In the circumstances the only chance seems to be...
We should reach the first year target of... if we...
I'd like to see how you cameto these figures.
Could you break down the calculations into moredetails?

Further Subjects for Discussion

What are probable trends in development of consumer electronics?

CASE STUDY 11

A PROBLEM OF MODERNIZATION

Problem

Irene M. is a newly appointed manager of a textile factory in Samarkand.

The factory was built at the end of last century. The machinery is obsolete. The management from whom she took over the factory had neither training nor enthusiasm to take radical action to instill life into the factory.

Irene is young, enthusiastic and has a good educational background. She has just returned from the U.K. where she attended courses at the school of Business Studies.

When she took over her first step was to study the situation closely. Her ambitious plan is to get the factory back on its feet.

Here is the information she has collected.

The assets

The factory is located on a good site. There is a small warehouse not far from it. The machinery in the factory is usable, but old and not so efficient as the machines used by

moremodern cotton manufacturing firms. In the warehouse there is a certain amount of stock.

The Financial Situation

Although the factory has not made much profit in the last ten years the financial situation is not as bad as might be imagined. There are по loans or rent to be repaid. So there is a chance to get a loan from a bank if modernization is envisaged.

The market

There is a shortage of cotton fabric in the internal market. So production of the factory can have a ready sale.

There is a chance now for direct access to markets abroad but the situation in the world market is very tough. Small firms are absorbed by the giant manufacturers. The few firms which have survived specialize in high-quality cotton for the fashion trade and rely on the originality of their designs to retain the market. The secret of their success lies in their flexibility and their ability to adapt very rapidly to market conditions.

Human resources

Most of the production workers are women as is usual in cotton industry.

The technical personnel has a lot of experience in the problems of cotton manufacture. The sales and accounts departments, seem terribly old-fashioned to Irene. Her plan is to invite foreign managers to run some of the departments.

Words and word combinations

obsolete	устарелый
takeover	принимать (должность) от другого
assets	(недвижимое) имущество
stock	запас товара на складе
envisage	предусматривать, намечать
have a readysale	находить хороший сбыт, быстро, продаваться
absorb	поглощать
accounts department	бухгалтерия

<u>Analyse the case</u>

Questions

1. What is the financial situation of the cotton factory?
2. Should obsolete factories be demolished or modernized?
What are pros and cons?
3. What is the current market situation in the cotton industry?
4. Is it necessary to change the personnel structure in the textile industry?

Roles

Manager

You have a plan of action for modernizing the factory. It is based on the analysis and calculations. The development programme defines:

1. the product which must be manufactured
2. the market in which it will be sold

3. the investments which are needed to expand business
4. recruitment and retraining of the present personnel
5. your line of action if there are redundancies.

You know that you will meet considerable opposition from the more conservative managers. You must therefore explain your plan very clearly and deal patiently with any questions and objections. Try to get all the managers on your side even if they are skeptical of your plan.

Chief Accountant

You have worked for the factory for twenty years, and, as chief accountant have jealously guarded the factory's finances. You are shocked at the amount of investment and borrowing in- volved in the project and consider it highly risky.

Sales Manager

You are afraid that the appointment of a foreign marketing manager will diminish your status and influence in the factory. You have been with the factory for many years and have worked up a good and comfortable relationship with its present customers and are reluctant to give it up.

Production Manager

You are eager to cooperate in the new plans for the factory as you have been bored by the routine work of the last few years. You are thrilled at the idea of getting new machines for a new production line.

Marketing Manager

You have just been appointed to the post of marketing manager. You are an expert from a foreign country where you been with a textile company. You will be responsible for market surveys, defining and planning new products and the company’s advertising.

Personnel Manager

You know that you will have to deal with any staff unrest or trade union opposition to the plans. So you want to be absolutely clear about the effect modernization will have on personnel relations-whether it will involve redundancies, change of work rates. You want to know if pay rises are envisaged to encourage worker adaptation to innovation.

Useful language

I want to explain exactly why I am proposing to...
I consider it inevitable.
I consider it absolutely essential.
Ifwe want to grow we must...
The thinking behind my proposal is...
The consequences of... should allow us to...
I understand you may feel hesitant about... but I can assure you that...
Ofcourse, radical changes are always difficult to accept at first, but I’m sure that...
Your objection is understandable but on the other hand... While I realize you must have some doubts about the venture…
Does this mean that...?
Will this involve...?
Could you explain what this will mean in terms of…?
I don't quite catch the full implications of...
I’mrather worried about what you said about...

Wouldn’t it be rather rash to...?
I can see some difficulties ahead of us, if we...
Don't you think it would be better to...
I’msure it's feasible to...
I’mcompletely behind the proposal to...
I could not agree morewith your idea...

Further Subjects for Discussion

What are the areas of investment in Uzbekistan? What is more rational to build new enterprises or modernize the old ones?

CASE STUDY 12
A NEW MARKETING STRATEGY

Problem

Mr. Aliev is a former graduate of Tashkent University, where he studied economics and cybernetics. For some years after graduation he was with a number of West European firms as an executive. In recent years he occupied top managerial positions.

Now he is general manager of a joint venture established in Uzbekistan, He calls it a venture of a new generation. What distinguishes this firm from others acting in Uzbekistan’s territory? First. It is the first joint venture registered under the name and with a trademark of a foreign firm.

Second. It is the first time that general manager of a venture is a non-resident.

Third. It is the first foreign partner with a majority holding. The joint venture was set up to produce, market and service information computer systems. The firm is well-established in the market but Mr. Aliev feels that time has come for renovation. The trend is that in a year or two the market will be saturated. With this in mind he calls a meeting of the Board of Directors to discuss the future marketing strategy.

Words and word combinations

executive	служащий
distinguish one thing from another	отличать одну вещь от другой
trade-mark	торговый знак
non-resident	живущий временно, приезжий
renovation	реконструкция, обновление
saturate	насыщать

<u>Analyse the case</u>

Questions

1. What is the position of the company judging by the market assessment?
2. What is the role of market research in business activity?
3. Why should a manager adapt himself to changing conditions in the market?
4. What factors should be considered if diversification is in store?
5. What growth strategy could be devised by the firm?

Roles

Marketing Director

You believe that your market position is very strong and there is no ground for concern. The computers you sell have a "quality" image and win moreand more customers. The main users are ministries, banks, state enterprises. There are good signs in the competitive area. Your rivals from Singapore, Taiwan, South Korea are now loosing the leading position.

As to the market overall, it is vast and almost untapped.

Market Research Consultant

You take a realistic view on the market. You consider that your main competitors are firms from the USA and Canada. Their marketing methods are moreflexible than yours. They offer software for roubles, promise immediate delivery, charge reduced fees for training.

Your practical advice is:

1. to open specialized shops in a number of cities of Uzbekistan;
2. to find new customers from alternative sectors of economy;
3. to diversify the product.

During the role-play you may offer your own development programme.

Financial Manager

You agree that a new marketing strategy is necessary. First of all, it concerns prices and payment terms.

The leading computer firms now quote morecompetitive prices. It will induce you to reduce the prices as well. As demand for your goods is steady, you think that reduction should be marginal. Further reduction will follow only after the productive capacity is increased.

The currency of payment is a sensitive point. Local customers are short of foreign currency and you suggest for payment a combination of currencies.

Hard currency — for hardware.

Roubles — for software.

Software can be also in exchange for barter goods (metals, plastics, oil etc.)

You are free to suggest your own ideas on pricing and terms of payment.

Technical Manager

As your computer systems are regularly updated, you must offer a comprehensive training programme. It will help to involvemorepeople in the service area. Training to potential customers can be offered at reduced fees.

Chief Marketing Adviser

Your forecast is based on the market research survey you have prepared for the Board. Your assessment is that in a few years the market will be saturated. Due to high credibility among customers you will manage to retain your share of the market. Nonetheless, if you want to reinforce your position, you must develop new markets.

In future, the computer in schools, institutes and universities of Uzbekistan will be as commonplace as the blackboard. For this market you could offer computers and software packages. The teaching programmes could be for language learning, mathematics, business, etc.

You could also eye your opportunities in the car industry. For selecting a car safety is top priority now. You could offer electronics to ensure high safety standards.

You are confident that there are opportunities in some other branches as well.

Words and word combinations

IBM PC compatible	персональныекомпьютеры, совместимые с ИБМ
Computerize	компьютеризировать
software (packages)	программное обеспечение
troubleshooting	поиск неисправности
maintaindeliveryschedules	выполнять графики поставок
explore the market	освоитьрынок
expand the market	расширитьзонусбыта
diversify one' s product	диверсифицироватьпродукцию
ensure safety standards	гарантироватьбезопасность
untapped	неиспользованный, неисчерпаемый

Further Subjects for Discussion

Why is diversification necessary in business activity?

Written follow-up

Write up the assessment of the market where you operate.

CASE STUDY 13
CONVERTING A MILITARY ENTERPRISE INTO A CIVILIAN ONE

Problem

Some time ago two American businessmen Mr.B. and Mr.W. wrote a letter to a Uzbek newspaper which said: "Successful American businessmen available to consult Uzbek enterprise". In this letter they stressed that they were not seeking any profit for themselves and their genuine wish was to help to saturate the Russian market with consumer goods.

The letter brought 4.000 replies. Among them there were projects to build jointly sanatoria, hotels,. purifying installations, robot and automobile workshops, garment factories.

Out of a great number of offers the American businessmen selected a project on building a factory for children' s wear. A significant feature of the project is that a former military enterprise is being converted into a civilian one.

On arrival in Moscow Mr. B. said: "I started my business from scratch. 1 was with the Hollywood, dealt in the capital building, textiles. Now I’mpresident of a corporation.

I’ve got six children and my only dream is to live in peace and survive".

The agenda of talks

1. The objective of a joint venture
2. The authorized fund
3. Description of the product, the fabric used, the equipment and machinery purchased
4. Annual and daily capacity
5. Marketing
6. Layout of site
7. Management and Staffing
8. Effect on Environment

Words and word combinations

purifying installations	очистныесооружения
garment	одежда

startfromscratch	начинать на пустом месте
survive	выжить, уцелеть

Analyse the case

Questions

1. Why did the American businessmen write a letter to a Uzbek newspaper?
2. What project was undertaken by the American Side?
3. Could the project be profitable in future?

Roles

The American Businessmen

The main objective for you is saturation of the local market with children' s wear. Illustrate it by the ultimate production capacity of the factory which could be reached. You must also give the figure of projected daily and annual capacity. As to investment you can have morethat 60 per cent of the authorized fund. Your contribution will be not only in moneybut in kind.

The fabric used may be of Uzbek origin, that is cotton, leather, synthetic fibres.

The sewing machines can be purchased from the USA or Europe. You also plan to have efficient computer-assisted management. As to the site, ask very detailed questions about the land, energy supply, infrastructure. In conclusion outline a comprehensive training programme for the Uzbek personnel employed.

Uzbek co-op manager

You are Manager of a cooperative enterprise. Your share of the authorized fund can be according to your preliminary estimate. The project can be profit-making if the converted enterprise is not totally rebuilt. Some of the buildings can be readjusted for new production. The domestic material resource could also be used.

Describe the local requirements for garments. Fashionable sporting clothes for youth are particularly in short supply.

To shape out the future marketing policy, give the current prices for children' s wear on the market.

The site should be the matter of your immediate concern.

Your partner must know in every detail all about the site: its territory, the chemical composition of the soil, the existing infrastructure, energy and water supply. Besides, you should be thoughtful about the effect on the air, water, vegetation and should do all to prevent changes detrimental to the immediate Environment. Wage rates, salaries and social benefits should be necessarily discussed.

Useful language

Thetask to be accomplished is...
I think, it's quite the right time for...
It'll cause по problem.
Oneofthe problems that we have inherited is...
To some extent I agree with you, but the fact is...
Another point is...
The obvious answer is...
I’m a bit doubtful about...
What I don’t understand is...
What is more...
In the face of market trends we are ready…
Let’s discuss it in more detail...

I entirely agree...
You have been very cooperative...

Further Subjects for Discussion

Is conversion in the military sphere an on-going process?

CASE STUDY 14

UZBEK VILLAGES

Problem

Not long ago Uzbek and the Germany created a joint venture, One of the ideas put forward by the German Side is to build "Uzbek Villages'", the housing complex for foreign businessmen and their families staying in Tashkent.

The plan is to build initially two or three villages of 50 or 60 wooden houses each. A house of 250-280 square meters is assembled for 12 hours. That is, a village is built in a months' time. Be-. sides, the firm offers a variety of designs of country houses.

The project can become part of public diplomacy as the villages will have recreation and sporting facilities open both to foreigners and locals. Festivals, sports and theatre shows will be held at leisure centres.

To find a construction site the Co. had a meeting with the Chairman of the local Executive Committee of Tashkent.

Right now the company is having talks with a number of Uzbek house-building co-ops.

Words and word combinations

construction site	строительнаяплощадка
recreationfacilities	места отдыха и развлечений

<u>Analyse the case</u>

Questions

1. What kind of project was proposed by the German company?
2. Could the project be of interest to the city council? Why?
3. Will it be difficult to implement the project?

Roles

Chairman of the local Executive Committee

You believe that it is now impossible to build Uzbek villages in the centre of Tashkent. You offer a plot of land for lease holding on the outskirts of Tashkent. It's necessary for you to set a limit to a period of leasing.

You presume that after the time of leasing expires the houses built could be bought by the City Hokimiyat at a discount.

Manager of the firm

During your meeting with the Chair of the local district Uzbek you are ready to take a lease опа piece of land not far from the centre, but situated within the green belt.

In your view the period of leaseholding could be from 5 to 10 years. After the time expires the property right to the housing complex will be automatically transferred to the City wit-hout a charge.

When meeting salesmen of the housebuilding cooperative stress that the houses in a

village should be made of wood but not of concrete.

Agree to supply the technological line for prefabricated wooden houses in exchange for hard currency.

Manager of a house-building co-op

As timber is costly and in short supply you believe that a village should be made up of apartment blocks.

In your opinion the production line for prefabricated houses could be supplied in exchange for the end product.

Useful language

What factors are we most dependent on?
From what I have heard...
Wouldn't it be a good idea to...
You don' t mean to say...
My interpretation is...
If that is the case...
I should make it clear...
The difficulty is...
There is a relatively simple way of doing that...
It is largely due to...
This is all very interesting but...
We have to ask ourselves a key question.
It was a pleasure.

Further Subjects for Discussion

What is public diplomacy?
Why is it effective?

CASE STUDY 15

TRANSPORT FOR TOMORROW

Problem

Like most big cities, Tashkent has a serious traffic problem on its hands: people' s journeys to work are long, tiring and uncomfortable; there are traffic jams at the rush hours and continuous congestion in the city throughout the day; and there is much noise and air pollution. The city council- an enterprising and forward - looking body - has decided to study the problem in order to make a comprehensive long-term plan which will make the city a better place to live in.

They have commissioned a number of experts to study the problem from all angles: scientists and engineers who will forecast possible developments in the motor industry and

propose radical new solutions for public transport; traffic experts who will calculate the traffic flow; town planners and architects who will design shopping centres and residential areas adapted to the transport system. In addition they have taken the original step of conducting a survey to find out what think on the problem.

The questions to be answered are:

1. What is most important for you - comforts? low cost? speed? frequency?
2. Do you prefer to live near the city centre or in the houses spread out into the suburbs?
3. Are you ready to pay higher rates for the improvements? Tashkent TV Channel has asked experts to come and talk on the prospect of ’Tomorrow’s Transport in the City’. A town planner, a representative of the car industry, a manager of the autoplant, a sociologist have been asked to give their views on the problem. The programme has a telephone link with listeners who can telephone in to ask questions or express their options.

Words and word combinations

traffic jam/congestion	скоплениетранспорта, затор, пробка
commission	уполномочить, поручить
rush hours	часыпик
residential areas	жилыекварталы
from all angles	совсехточекзрения

<u>Analyse the case</u>

Questions

1. Why is the traffic problem at the centre of attention of the city council?
2. From what angles is the problem examined?
3. Is it the right policy to conduct opinion polls? Why?
4. Are TV debates helpful in resolving social problems?

Roles

The host of the programme

You introduce a regular weekly programme on topical questions. Your job is to keep the discussion to the point, make sure everybody has an opportunity to express his opinion and to gain the listener's interest by provoking disagreement and argument.

A town planner

You are in charge of the city's town planning department. You have original ideas which you would like to put into practice. - You have designed an underground car park in the centre which would leave it completely free for pedestrians. You also have in mind a futuristic complex of shops and flats. When you hear from people that it will cost too much; you get impatient.

A Representative of the Car Industry

The arguments you put forward are somewhat defensive- the car industry provides considerable employment and wealth for the city. The autoplants have made some progress in reducing noise and pollution.

A sociologist from a Western country

You have studied the problems of life in big cities. You think that in future people will move away from towns. In your opinion big cities produce aggression and nervous tension.

Useful language

Today's talking point is...

Today we' re going to talk about...

Who'd like to begin?
Who'd like to start the ball rolling?
Would you like to give us your opinion (point of view, comments)
What' s your opinion on that, Mr. ..?
I wonder if you' d like to comment, Miss...?
That's interesting but I think Mr _____ may have a different point of view.
Did you agree with that attitude?
There seem to be some contradictions between your points of view.
The basic (essential) problem, in my view, is...
It seems to me obvious (evident) that...
I'm conviced that ...
You don' t seem to understand what I'm getting at...
I meant...
Let's look at the whole question from a realistic point of view.
Let's be realistic about this...
That's all very well, but you've got to take... into account (consideration).
Let's face the facts.
That's an interesting point of view but I'm not sure if...
I agree with you on the whole but it could be said that...
I'm not sure I go along with you on that.
There's only one way of dealing with the problem.
People are going to accept that...
I know from experience that it' s only by... that we'll get the results we want.
Our research has shown that...
It has been proved that...
Of course from a commercial point of view, you would say that.
If you had concern for the people...

Further Subjects for Discussion

1. What do you think are likely to be the means of transport of tomorrow?
2. Would you consider, it better to invest in road or rail transport?
3. What effects do air pollution, noise and traffic jams have on people? Look at some of the ways of reducing the bad effects.
4. What are the main causes of road accidents?
What should be done to reduce the number of accidents on the roads?

CASE STUDY 16

EMPLOYMENT PROBLEM

Problem

...Ltd is a medium-sized company with its factories and offices in England. It manufactures electronic components for computers. The company is in financial difficulties at the moment. In
recent years it has been concentrating on the research and development of new products rather than on marketing them. As a result, the sales have decreased and the company is having heavy losses.

In this crisis situation the Managing Director has resigned. There have been also a number of resignations from men occupying key positions within the Company. The posts that are vacant are those of Personnel Manager, Deputy Head of Research and Development, Sales Director.

The company have advertised these posts in the mass media and received a great many

applications. On the basis of the curriculum vitae submitted, a short list of candidates has been-drawn up for each post, and those selected are to attend the interview.

Words and word combinations

Personnel	кадры
curriculumvitae	биография
resign	отказаться от должности, уходить в отставку
resignation	отказ от должности, отставка
occupy a key position	занимать ведущий пост

Analyse the case

Questions

1. Why is the Company in financial difficulties now?
2. What changes have taken place in the personnel structure?
3. How was the selection of candidates made?
4. What kind of people stand better chances to take the posts?

Roles

Chairman of the selection board

You are responsible for leading each interview. You may al- lot particular areas of interview to other members of the selection board. Remember you will have to decide which candidate to appoint.

Among the candidates there is a manager from Samarkand. You've selected him because he managed to turn a loss-making factory in his home town into a profit-making enterprise. On his minus side is that Uzbekistan has just developed the concept of the market economy and Uzbek managers haven't accumulated much experience in free market operations. Your final word about him will depend on the results of the interview.

Head of Research and Development

You should approach each interview with the needs of your department firmly in mind. You are free to invent your requirements.

Marketing Manager

You should approach each interview with your marketing requirements firmly in mind. You
are free to invent your requirements.

Each member of the selection board

Before you interview a candidate you should work out your attitude to the following points:

The salary you will offer.

The qualifications you require for the job.

The value you put on the candidate’s previous experience.

Useful contacts abroad.

Each candidate

Before being interviewed you should think out an imaginary curriculum vitae. You should also work out your attitude towards such questions as:

1. Responsibilities and rights.
2. Salary - Holidays
3. Prospects you have with the company

You should think up other points which you may wish to гаже at the interview.

Soviet manager

After you've read the ad offering employment you've decided to apply for the post. Last year you took a full-time course at the London Business School and have sufficient knowledge of acco- unting, economics and financial matters. You've decided to try a hand as you want to gain the first-hand experience in free market operations. You intend to work. at the firm on a time basis.

Useful language

family status	семейныйстатус
healthcondition	состояние здоровья
lifeinsurance	страхование жизни
allowances	надбавки к зарплате
educationbackground	уровень образования
command of foreign languages	знаниеиностранныхязыков
practical working experience in...	практическийопытработыв...
fulfil functions	исполнятьфункции
level of competence	уровенькомпетентности

Further Subjects for Discussion

Arrange the following things about a job in order of importance. Choose five and discuss your preferences.

well-paid	foreign travel
interesting work	variation in work
long holidays	meeting people
security	clean working conditions
short working hours	lots of responsibility
good pension	easy work
friendly colleagues	promotion and advancement

CASE STUDY 17

THE FIRE

Problem

Below is the case study which is usually given to a student of a business school to test the ability to take action and make firm recommendations.

You are to assume that you will be appointed to a position of executive responsibility within the firm if your performance in the role-play shows that you can plan, organize, direct and control business operations. You are to take decisions on major issues concerned with the case study.

Case-study

Statement of facts

Brown and Co. are in difficulty now. A month ago there was a fire on its factory. The fire started in an old building. The fire brigade tried to prevent the fire from spreading. To do this they had to soak the research and development area and the water did a lot of damage.

The Manager Director was up all night. As soon as he heard about the fire he telephoned the key people in management and they all hurried immediately to the factory.

The next morning the Managing director called a meeting to hear reports from managers and heads of departments on the damage caused by the fire and to discuss what action should be taken to minimize the ill effects of the fire.

Words and word combinations

prevent (from)	предотвращатьотчего-л.
soak	пропитать, намочить
researchanddevelopment	(научные) исследования и опытные разработки
ill effects	пагубныепоследствия

Ground plan of the factory premises

Destroyed by the fire.

Soaked in water by the fire brigade.

A Headquarters (Administrative/Personnel/Sales/Finance Departments)
B Research and Development Area
C Warehouse
D Factory

<u>Analyse the case</u>

Questions

1. Why is Brown and Co in difficulty now?
2. What damage was caused by the fire?
3. Why did the Managing Director call a meeting the next day?
4. What could be your plan of action in the circumstances?

Roles

Managing Director

You want accurate reports from your subordinates with concrete and realistic proposals as to how problems can be overcome. You should prepare an agenda for yourself listing the points that you wish to raise and the order in which you wish to raise them.

Marketing Manager

You should prepare a short report on how the fire will affect deliveries to the local customers. Remember that most of your finished goods have been destroyed. You want your local customers to have priority over overseas customers on available stocks and on the goods as they are manufactured. You want to abandon overseas customers for the time being.

Production Manager

You have the most difficult problem. Your warehouse has been destroyed and there is no factory space available for storage purposes. Part of your factory has been burnt out, part soaked in water. You should prepare a short report on the extent of the damage. You should

also be ready to state what problems in production you will have to face over the next few weeks.

Head of Research and Development

You are in despair. Your area has been soaked in water, which has destroyed a lot of your equipment, and nearly all your documents

Finance Director

In your report you analyse the financial consequences of the fire. The firm is bound to have a short-term liquidity problem. The reasons for it are:

1. The insurance claim won't be met for some time
2. The firm won't invoice customers for several weeks
3. There will be extra wage bills
4. There will be the added cost of renting new storage space.

Note: liquidity - ликвидность (превращаемость в наличные деньги)

Useful language

We were completely exhausted.
panic-stricken.
demoralized.
The worst thing was...
The thing that worried me most...
In the circumstances the only chance seemed to be...
We knew it was risky but everybody felt we had to try.
My plan of action is based on exact calculations.
I've calculated that...
I advise you most strongly to...
I'm convinced...
I consider it inevitable.
The only thing to be done is...
There's only one way of dealing with the problem.
I'm dead sure of it.

Written follow-up

Put down in writing the main points of your plan of action to normalize the operation of the factory.

II. SELF-STUDY THEMES
1ST TERM

№	Themes	Fulfillment form	Hours
1	Higher Education in Uzbekistan.	1. Make an Essay on the theme. 2. Translation in written form.	4
2	Higher Education in Great Britain.	1. Make an Essay on the theme. 2. Make tests. 3. Translation in written form.	4
3	Higher Education in the USA.	1. Make an Essay on the theme. 2. Translation in written form.	4
4	"Pharmaceutical branch of Chemistry in Uzbekistan".	1. Make an Essay on the theme. 2. Translation in written form.	4
5	New generation of Drugs.	1. Make an Essay on the theme. 2. Summaries on the themes.	4

2nd TERM

№	Themes	Fulfillment form	Hours
1	“Pharmaceutical management in Uzbekistan”.	1. Make an Essay on the theme. 2. Presentation	4
2	Healthcare system of Great Britain.	1. Make an Essay on the theme. 2. Make presentation. 3. Translation in written form.	4
3	“Solving ecological problems in the pharmaceutical plants”.	1. Make an Essay on the theme. 2. Translation in written form.	4
4	My Future Plans.	1. Make an Essay on the theme. 2. Translation in written form.	4
5	My Dissertation work.	1. Make an Essay on the theme. 2. Summaries on the themes.	4

III. GLOSSARY

Термин	Инглиз тилидаги шарҳи
3D virtual world	An online 3D environment in which users control a character or avatar to interact with each other and with the surrounding environment.
Academic practice	A term used to describe the collective responsibilities of academic staff in higher education, namely those for teaching, learning and communicating the subject, discipline-specific research/scholarship, academic management activities and, for some, service requirements.
Access course	A qualification for non-traditional, usually mature, students, as a route into higher education.
Accreditation	Certified as meeting required standards (e.g. an accredited programme is one that has been approved by an external body as meeting certain standards or criteria). Achieving approach to learning See strategic approach.
Achievement motivation	Adesire to succeed at a task (e.g. obtaining high grades, even when the task does not inspire interest) (see also extrinsic motivation, intrinsic motivation).
Extrinsic motivation	Typifies students who are concerned with the grades they achieve, external rewards, and whether they will gain approval from others (see also achievement motivation, intrinsic motivation).
Intrinsic motivation	Typifies students who enjoy a challenge, want to master a subject, are curious and want to learn (see also achievement motivation, extrinsic motivation).
Achieving approach to learning.	See strategic approach.
Strategic approach to learning	Typifies students who adapt their learning style to meet the needs of the set task. Intention is external to the real purpose of the task, as it focuses on achieving high marks for their own sake, not because they indicate high levels of learning. Also known as the achieving approach.
Action learning	An approach to learning involving individuals working on real projects with the support of a group (set) which meets regularly to help members reflect on their experience and to plan next actions.
Action research	Researching one's own practice in a cyclical manner. See Chapter 28, Case study 1.
Active learning	A process of engaging with the learning task at both the cognitive and affective level.
National training programm	- to make a radical reform of the system of training, the democratic state of the Republic and the steady progress towards the construction of a just civil society; the implementation of fundamental changes in the economy of the country, the national economy, particularly in the direction of raw materials through the path of production of competitive products, the establishment of the rule of the benefit of the state social policy and education, the rich ethnic, cultural and historical tradition and heritage of the attention of the authority and position of respect in the world to go from strength to strength.
National training	- its main components are as follows;

model Person **The state and society** **Continuous education** **Science** **Production**	- The training system subjects and objects in the field of consumers and implementation of their services. - education and training system regulating the activities to monitor and guarantee the preparation and adoption - training base of qualified competitive staff, include all types of education, state educational standards, as well as the structure of the system retraining. - training and development of highly qualified specialists using modern educational and information technologies. - The need for personnel as well as quality of training and basic requirements of the customer in terms of financial, logistical training system participants.
Educational Technology	- this trainer, education of students affect their particular circumstances, and it will act as a pre-defined intensive process of formation.
Technology	- is the Greek word "technical," that is the "master" and "Logos" - "science". Changes as sources. Research, technology, skills and techniques used in the process, a set of methods.
Learning technology **Basic concepts:**	-general information about the development of the information object after receiving information brought into the process and interconnection of between informational laws. innovation in the private diagnostics, innovation educational activities, axiology, acmiology, creativity, reflection.
Innovation	- Updating. Change in process of activity. Updating on the basis of scientific and technical achievements and advanced experience in the field of engineering, technology, management, news, as well as their different reflection.
Concept	- the purpose of drawing up the plan with the current legislation in this area is the concept stage
Invent	- the creation of innovation
Invention	- new ideas and technical solutions, creative product that allows to solve the specific problem.
Overview	-*noun*: [countable usually singular] a short description of a subject or situation that gives the main ideas without all the details
Sickness	-*noun*: [uncountable] the state of being sick, absence from work due to sickness
Consciousness	– *noun*: [uncountable] MEDICINE the condition of being awake and able to understand what is happening around
psychoactive drugs	– *adjective*: technical psychoactive drugs, chemicals etc. have an effect on the mind
Spinal cord	– *noun*: [countable] the thick string of nerves enclosed in your SPINE by which messages are sent to and from your brain

Stimulants	-*noun*:[countable] a drug or substance that makes you feel more active and full of energy
Hallucination	-*noun*: [countable, uncountable] something you see, feel, or hear that is not really there, or the experience of this, usually caused by a drug or mental illness
Forth	- *adverb*: literary beginning on that day or at that time
Boredom	-*noun*: [uncountable] the feeling you have when you are bored
Tension	– [uncountable] nervous feeling:a nervous, worried, or excited feeling that makes it impossible for you to relax
Awareness	- *noun*: [uncountable] knowledge or understanding of a particular subject or situation.
Food and drug administration (FDA) **decipher**	- *verb*: [transitive] to find the meaning of something that is difficult to read or understand.
Proprietary	- *adjective*: [no comparative, usually before noun::] a proprietary product is one that is only sold under a particular name by a particular company
A generic	(nonproprietary) name, and a trade (proprietary or brand) name.
Cramp	-*noun*: [countable] a severe pain that you get in part of your body when a muscle becomes too tight, making it difficult for you to move that part of your body
Cramps	[plural] severe pains in the stomach, especially the ones that women get during MENSTRUATION
Nonprescription	-*adjective*: a nonprescription drug is one that you can buy in a store without a PRESCRIPTION (= written order) from a doctor SYN: over-the-counter.
Peer	-to look very carefully or hard, especially because you cannot see something well
Frustration	- *noun*: [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something
Ritual	- *noun*: [countable, uncountable] something that you do regularly and in the same way each time.
Fascinating	- *adjective*: extremely interesting
Involve	-*verb*: [transitive] to include something as a necessary part or result.
Euphoria	-*noun*: [uncountable] a feeling of extreme happiness and excitement.
Bloodstream	- *noun*: [singular] BIOLOGY blood as it flows around your body.
Mystery	-*noun*: plural mysteries [countable] something that is not understood or cannot be explained, or about which little is known.
Surrounding	- *adjective*: [only before noun::] near or around a particular place :
Eliminated	-*verb*: [transitive] 1 to completely get rid of something that is unnecssary or unwanted
Antiepileptic	
Frustration	-*noun*: [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or

	achieve something
Response	- [countable] a single reaction to a STIMULUS (= something that causes a reaction in living things) , for example the way your body reacts to a particular infection
Be rid of somebody/ something	to be no longer affected by someone or something unpleasant, annoying, or unwanted
Adverse	-*adjective:* [only before noun] not good or favorable
Reaction	-[singular] a bad effect, such as illness, caused by food that you have eaten or a drug that you have taken.
Unwanted	–.*adjective:* not wanted or needed
Cruise	- *verb*: informal to do something well or successfully, without too much effort.
Maintain	-*verb*: [transitive] to take care of something so that it stays in good condition.
Target	- *verb*: [transitive] to make something have an effect on a limited group or area.
Stuffy -	*adjective:* a stuffy room or building does not have enough fresh air in it
Over-the-counter	-*adjective:* [only before noun::] over-the-counter drugs can be obtained without a PRESCRIPTION (= a written order from a doctor)
annoying -	*adjective*: making you feel slightly angry :
Safety	-[uncountable] the state of not being dangerous or likely to cause harm or injury
Life-threatening	- *adjective*: a life-threatening situation or injury could cause a person to die
Alternative	-*adjective*: [only before noun::] an alternative idea, plan etc. is one that can be used instead of another one SYN alternate :
Interfere:	-*verb*: [intransitive] to prevent something from succeeding or from happening in the way that is normal or planned
Clot	-*verb*: [intransitive, transitive]if a liquid such as blood or milk clots or something clots it, it becomes thicker and more solid
Schizophrenia around them	- *noun*: [uncountable] MEDICINE a serious mental illness in which someone's thoughts and feelings are not based on what is really happening
Hesitate	- *verb*: [intransitive] to pause before saying or doing something because you are nervous or not sure :
Outcome	-*noun*: [countable] the final result of a meeting, process, series of events etc., especially when no one knows what it will be until it actually happens :
Interactions	-*noun*: [countable, uncountable] a process by which two or more things have an effect on each other, or an occasion when this happens :

IV. APPENDIX

a) Standartized Programme

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№ МД-1.04
2017 йил "18" 08

Олий ва ўрта махсус таълим вазирлиги
2017 йил "24" 08

Амалий хорижий тил (инглиз тили)

ФАН ДАСТУРИ

(барча мутахасисликлар учун)

Тошкент
i

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2017 йил 24.08 даги 603 сонли буйруғи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2017 йил "18" 08 даги 4 - сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон Миллий университетида ишлаб чиқилди.

Тузувчилар:

Бабаева С.Р. - ЎзМУ "инглиз тили" кафедраси доценти, ф.ф.н.;

Болибекова М.М. - ЎзМУ "инглиз тили" кафедраси катта ўқ.

Тақризчилар:

Джумабаева Ж.Ш. - ЎзМУ, Хорижий филология факультети доценти, ф.ф.н.;

Иқромхонова Ф.И. - Тошкент тўқимачилик ва енгил саноат институти доценти тиллар кафедраси мудири

Фан дастури Ўзбекистон Миллий университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2017 йил "14" 07 даги 4 - сонли баённома)

I. Ўқув фанининг долзарблиги ва олий касбий таълимдаги ўрни

Нофилологик магистр мутахасисликлар учун немис тили, бозор иқтисодиётига ўтиш даврида мутахассисларни тайёрлашнинг асосий компонентларидан бири бу немис тилини билишга ўргатишдир. Ўқитишдан амалий максад талабаларни чет тилида мулоқот қилишга тайёрлашдир. Ушбу амалий максадга эришиш жараёнида таълимий ва тарбиявий максадлар амалга оширилади. Тарбиявий вазифалар чет тилини ўқитишни яхшилаш, яъни чет тилини ўқитиш талабаларнинг умумтаълимий даражасини оширишга, унинг дунёқарашини кенгайтириш, Ватанга садоқатни, миллий ифтихор хиссини тарбиялашга хизмат қилиши лозим.

Хорижий тилни ўрганишнинг умумтаълимий ахамияти она тили ва чет тилини таққослаш ўз нуқтига эътиборлироқ муносабатда бўлишга имкон беради. Чет тилини ўрганиш талабанинг фикрлаш ва англаш фаоллигини оширади ва олинадиган маълумот илмий, ижтимоий-сиёсий хамда мамлакатшуносликка оид турли хил фактларни ўз ичига олади.

II. Ўқув фанининг максад ва вазифалари

Инглиз тили фанининг максади талабаларнинг кўп миллатли ва маданиятли дунёда касбий, илмий ва маиший соҳаларда фаолият юритишларида коммуникатив компетенция ва унинг таркибий қисмлари ҳисобланувчи лингвистик, социолингвистик, прагматик ва бошка компетенцияларини шакллантиришдан иборат.

Магистратура боскичида чет тилларидан таълим бериш магистратура боскичи талабаларида чет тиллари ёрдамида матнни тахлил қилиш, оғзаки нуткни тушуниш, умумгуманитар характерга эга бўлган, ижтимоий-сиёсий характердаги ва мутахассисликка оид адабиётларни таржимасиз ёки таржима қилиб улардан ахборот олиш, ахборот алмашиш кобилиятларини ривожлантиради.

Фаннинг вазифалари:

- оғзаки нуткий компетенцияни ривожлантириш;
- оғзаки ва ёзма нуткда соҳавий терминларни самарали қўллаш кўникмаларини шакллантириш;
- ихтисосликка оид матн туза олиш, уни таҳрир ва тахлил кила олиш малакаларини хосил қилиш;
- касби ва илмий иши тўғрисида чет тилида гапира олиш малакаларини хосил қилиш.

Чет тилларни билишда талабаларнинг **билим, кўникма ва малакаларига кўйиладиган талаблар:**

- талаффуз коидаларига риоя қилиш;

- асл чет тилидаги мутахассислик бўйича ҳамда ижтимоий-сиёсий адабиётларни эркин ўқий ва тушуна олиш;

- луғат ёрдамида туб чет тилидаги мутахассислик бўйича адабиётларни таржима қилиш, мутахассислик ҳамда ижтимоий-сиёсий адабиётлар бўйича рефератлар ва аннотациялар тузиш;

- мутахассислик бўйича адабиётларда учрайдиган грамматик конструкцияларни билиш;

- чет тилида эркин гапира олиш;

- мутахассислик ҳамда ижтимоий-сиёсий масалалар бўйича суҳбат олиб бора билиш;

- касбий терминалогияни, оғзаки ва ёзма нутқ хусусиятларини *билиш ва улардан фойдалана олиш*;

- ўз соҳаси доирасида хорижий тилда фикр ифодалай олиш, илмий техник адабиётлардан фойдалана олиш *кўникмасига эга бўлиши керак*.

III. Асосий қисм (амалий машғулотлар)

Нутқ мавзулари:

Ижтимоий мавзу: атроф-муҳит, маиший ва касбий йўналишда ижтимоий муносабат.

Таълим мавзуси: ўқув муассасаси, ўқув қуроллари ва унга муносабат, ихтисослик фанларининг ҳозирда ўқитилиши ва ҳоказо.

Ижтимоий маданий: Ўзбекистон Республикаси ва тили ўрганилаётган мамлакатнинг тарихий, географик, иқлимий, маданий, маиший хусусиятлари.

Касбга йўналтирилган мавзу: ўрганилаётган ихтисослик тарихи, йўналишлари, соҳанинг буюк намоёндалари, долзарб муаммолари, касбий этика ва ҳоказо.

3.1. Умумий босқич

Маъруза мавзуларининг мазмуни

Инглиз тилида сўзлашувчи мамлакатлар (Англия, АҚШ, Австралия) мамлакатлар. Инглиззабон мамлакатлар маданияти. Ўзбекистон Давлат тизими. Англия, АҚШ давлат тизими. Илм, фан, таълим тизими. Ўзбекистон, Англия, АҚШ, Австралия сиёсий тизими.

Инглиз тили фанидан амалий машғулотлар мазмуни

Немис тили фанидан амалий машғулотларни ўтказишда мутахассисликни ҳисобга олиш. Туб инглиз тилидаги махсус аниқ мутахассислик билан боғлиқ бўлган адабиётларни танлаш ва ўрганиш. Адабиёт устида фронтал ишлаганда талабаларнинг инглиз тили бўйича билими билан биргаликда мантиқий фикрлаш қобилиятини ошириш. Оғзаки нутқ кўникмаларини ривожлантириш. Грамматика бўйича билимларни системалаштириш ва махсус адабиёт асосида мустаҳкамлаш.

4

Мураккаб грамматик конструкцияларни инглиз тилидан она тилига таржима қилиш. Таржима моделларини ўзлаштириш.

3.2. Касбга йўналтирилган боскич

Касбга йўналтирилган боскичнинг асосий мақсади:

- нутқ турлари бўйича касбий соҳада чет тилини амалий эгаллаш;
- талабани ижодий шахс сифатида ривожлантириш;
- соҳа бўйича адабиётларни таржима қилиш малака ва кўникмаларини ривожлантириш;

Тинглаб тушуниш:

- касбга йўналтирилган аутентик материалларни бир марта эшитиб асосий мазмунини тушуниш ва зарур ахборотни олиш;

Гапириш:

Диалогик нутқ

- тил сохиблари билан эркин мулоқотда бўлиш ва касбий мавзулара ўз фикр ва мулоҳазаларини исботлаб бериш;
- матн асосий мазмунини ифодаловчи лексик ва синтактик қурилмаларга асосланиб гапириб бериш;

Монологик нутқ:

- тинглаган ва ўқиган матн мазмунини гапириш;
- ўрганилган мавзулар бўйича ахборот бериш
- ўқиган матнни таҳлил қилиш ва шарҳлаш;
- ўқиган ёки тинглаган матнни қисқача мазмунини баён этиш;
- ижтимоий –сиёсий матнларни ўқиб шарҳлаб бериш.

Ўқиш:

Танишув ўқиш

- матнни луғатсиз, берилган савол ёки умумий мазмунини тушуниш мақсадида ўқиш;
- матн мазмунини чет тилида ёки она тилида сўзлаб бериш, параграфларни номлаш, тест тоширириш.

Ёзма нутқ

Ёзма нутқ бўйича:

- касбга йўналтирилган боскичда шаклланган малакаларни такомиллаштириш;
- реферат, аннотация ёзиш техникасини такомиллаштириш;
- берилган мавзуда баён, эссе, резюме тузиш,соҳага оид адабиётлар бўйича реферат ёзиш.

3.3. Грамматик компетенция

Актив грамматик минимум:

- замонлар мослашуви;
- пассив;
- эргашган гаплар;
- мураккаб тўлдирувчилар;

- модал феъллар ва уларнинг эквивалентлари

Пассив грамматик минимум:

- мураккаб грамматик конструкциялар.

3.4. Сўз ясалиши минимуми

Лексика.

Талаба хафтасига 2 соатдан аудитория машғулотлари, шу жумладан хафтасига 2 бетдан матн, яъни бир бет мутахассислик бўйича матн, бир бет ижтимоий-сиёсий матн умумгуманитар мазмундаги матн, мутахассислик мавзулари бўйича суҳбатларни тушуна олиш кўникмасига эга бўлиши лозим.

Таклиф этилган мавзулар:

- Менинг мутахассислигим
- Машҳур ўзбек ва немис олимлари (мутахассислик бўйича)
- Диссертация мавзуси бўйича суҳбат
- Ўзбекистон ва инглизабон мамлакатлар таълим тизими
- Ўзбекистон ва инглизабон мамлакатлар тарихи
- Маданий хаёт
- Экология ва хоказо

IV. Амалий машғулотлар бўйича кўрсатма ва тавсиялар

1-2 курсларда ўқув фани сифатида чет тили дарсларидан касбий максадларда уни амалда қўллашга ўтиш бўйича зарур тушунчалар берилиши керак. Олдига қўйилган максадга эришишда талабалар:

а) махсус фанларни ўрганишда чет тилидаги адабиётларни ўқиш малакасига эга бўлиш

б) курс ишлари ва магистрлик диссертациясини битирув малакавий ишлари ва чет тилида ёзишлари мумкин

в) чет тилида ўтказиладиган конференцияларда катнашиши мумкин

г) чет тилида маъруза ва маълумотлар тайёрлашлари мумкин.

Чет тили дарсларида қўлланиладиган топшириқлар талабаларнинг фикрлаш фаолиятини ривожлантиришга ёрдам бериб, махсус фанларни ўрганишда хам зарурий фикрлаш фаолиятини шакллантириш учун замин яратади.

Бўлажак мутахассис фаолияти учун касбий ахамиятга эга бўлган- анализ, синтез, башорат, гипотезаларни илгари суриш ва химоя килиши ва бошкалар ўқиш жараёнига киради. Бу усуллар хар кандай соҳада, ижодий фаолият учун умумий бўлган, бу холатда чет тили бўйича матндан олинган маълумотларни қўллай олишда кенг фойдаланилади.

V. Мустакил таълимни ташкил этишнинг шакли ва мазмуни

Тавсия этилаётган мустакил ишларнинг мазмуни

6

Талабаларнинг мустақил ишлари нутқ фаолиятининг қуйидаги турлари бўйича ташкил қилинади.

Ўқиш: (танишиб чиқиш, синчиклаб, қараб чиқиш), ёзув, тинглаб тушуниш ва гапириш;

Тинглаб тушуниш: хажми турлича бўлган аудио- ва видео матнларни тинглаб тушуниш, саволларга жавоб бериш, гапириб бериш, аннотация ёза олиш;

Гапириш: талабаларнинг диалогик ва монологик нутқлари бўйича мустақил ишлари аудиторияда ўргатилган матнлар, ўқув материаллари асосида ташкил қилинади. Гапириш бўйича мустақил иш сифатида мавзу асосида маълумот тайёрлаш, матн мазмунини гапириб бериш, ўрганилган лексик материаллар асосида хикоялар тузиш, берилган муаммоли масала ва вазиятларни мухокама қилиш каби топшириқлар бериш мумкин. Гапириш кўникмаларини ривожлантириб бориш учун мультимедиа дастурларини ва онлайн технологияларини қўллашга асосий эътибор қаратилади;

Ўқиш: талаба ўрганаётган сохасига оид адабиётлар билан танишиб чиқиши ва ўзи учун қизиқарли ва керакли бўлган ахборотни тушуниши, публицистик, илмий-оммабоп ижтимоий-сиёсий адабиётларни ўқиши ва керакли ахборотни олиши лозим. Машғулотларда юқорида айтилган малака ва кўникмаларни шакллантириш ва ўстириш жуда мураккаб бўлганлиги учун уларни мустақил иш жараёнида синчиклаб, кўз югуртириб, қараб чиқиб ўқиш турлари орқали ташкил қилинади.

Мустақил таълим

1. Мустақил аудиториядан ташқари ўқиш бўйича қиска ахборот шаклида, мухокама ёки матндан танланган ўринларни таржима қилиш шаклида назорат қилиш (бир хафтада 1.500 босма белгиси хажмида).
2. Ёзма таржималар.
3. Матнни гапириб бериш учун режа тузиш.
4. Рефератлар.

Мустақил таълим мавзулари:

1.Higher education in Uzbekistan
2.Higher education in Great Britain
3.Higher education in the USA.
4.Leading Universities of the World
5.My future plans
6.Culture and art of Uzbekistan
7.Culture and art of Great Britain
8.Culture and art of USA and others
9. My dissertation work

10. Political system of Uzbekistan
11. Political system of Great Britain
12. Political system of USA

Фойдаланиладиган адабиётлар рўйхати

Рахбарий адабиётлар:

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2. Мирзиёев Ш.М. Эркин ва фаровон, демократик Ўзбекистон давлатини биргаликда барпо этамиз. Т-2016
3. Мирзиёев Ш.М. Танкидий тахлил катъий тартиб интизом ва шахсий жавобгарлик- хар бир рахбар фаолиятининг кундалик коидаси бўлиши керак. Т-2016
4. Мирзиёев Ш.М. Буюк келажагимизни мард ва олижаноб халкимиз билан бирга курамиз. Т-2017

Асосий адабиётлар:

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2. Бонк Н. А. Учебник английского языка. Бишкек -1997.
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12. R. Murphy English Grammar in Use. Cambridge University Press 1985

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b) Working Programme

O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI

“Tasdiqlandi”
O‘quv va tarbiyaviy ishlar bo‘yicha prorektor
prof. Z.A.Yuldashev_____
2019 yil“_____” “_____”

Magistratura bosqichi 1 kurs talabalari uchun
«Amaliy xorijiy til (ingliz tili)»fanining

ISHCHI O‘QUV DASTURI

Bilimsohasi: 500000- Sog`liqnisaqlashvaijtimoiy ta`minot
Ta`lim sohasi: 510000 - Sog`liqni saqlash

Ta’lim yo‘nalishlari:
5A510501 - Farmatsevtik kimyo va Farmakognoziya
5A510602 -Immunobiologik va mikrobiologik preparatlar texnologiyasi
5A510603 -Dorilarning sanoat texnologiyasi
5A320406 -Dori vositalari va preparatlar texnologiyasi
5A510502 - Farmatsevtika ishini tashkil qilish va boshqarish

Umumiy o‘quv soati - 120
Shu jumladan:
Amaliy mashg‘ulotlar - 80
Mustaqil ta’lim soati - 40

Toshkent - 2019

Fanning ishchi o‘quv dasturi O‘zbekiston Respublikasi Oliy va O‘rta maxsus ta’lim vazirligining 2017 yil 24 avgustdagi 603 - sonli buyrug‘i bilan tasdiqlangan “Amaliy xorijiy til (ingliz tili)”fani dasturi asosida tayyorlangan.

Tuzuvchilar:
M.B. Umarova - Tillar kafedrasi katta o ‘qituvchisi
H.F. Maksudova -Tillar kafedrasi o ‘qituvchisi
N.S. Karimova -Tillar kafedrasi o ‘qituvchisi

Taqrizchilar:
Z.T.Fayziyeva –Farmakologiya va Klinik farmatsiya kafedrasi mudiri
H.R.Alimova – O‘z MU Xorijiy filologiya fakulteti Gumanitar fanlar uchun
xorijiy tillar kafedrasi katta o‘qituvchisi

Tillar kafedrasi mudiri:
2019 yil “____” _____**S.M.Tuychiyeva**

Sanoat farmatsiyasi fakulteti dekani:
2019 yil “____” _____**Z.U.Mamatqulov**

Fan dasturi Toshkent farmatsevtika instituti Markaziy Uslubiy Kengashining 2019 yil “_____” “_____” dagi “____” -sonli bayoni bilan tasdiqlangan.

KIRISH

Mustaqil Respublikamiz hayotida tub burilishlar sodir bo`layotgan hozirgi pallada milliy ta'lim taqdiriga aloqador qator muammolar o`z yechimini topmoqda. Oliy ta'lim tizimining shakli va mazmunida ro`y berayotgan yangilanish jarayoni alohida fanlarni o`ziga xos usullar vositasida o`qitishni talab etmoqda. Yurtimiz farzandlarining hur fikrli, bilimdon, keng dunyoqarashli, yuksak ma'naviyatli shaxs sifatida voyaga yetishi millatimiz kelajagini belgilovchi muhim omildir. O`zbekiston Respublikasining "Ta'lim to`g`risidagi" Qonuni va "Kadrlar tayyorlash milliy dasturi" kabi muhim hujjatlar qabul qilingandan so`ng, ularni hayotga tadbiq qilish uchun ta'lim sohasida qator vazifalar belgilandi. Ana shu munosabat bilan dastur, darslik va qo`llanmalarni, namunaviy va ishchi dasturlarni yangicha, zamonaviy talab asosida yaratish zarurati tug`ildi. Fan, texnika, texnologiyalarning jadal rivojlanishi, zamonaviy bilimlarni egallashda xalqaro axborot manbalaridan foydalanish zarurati har bir oily ta`lim muassasasi talabalarining xorijiy tillarni bilish va amaliy qo`llay olishlarini talab qilmoqda.

I. O‘QUV FANINING DOLZARBLIGI VA OLIY KASBIY TA’LIMDAGI O‘RNI

Nofilologik magistr mutaxasisliklar uchun ingliz tili, bozor iqtisodiyotiga o‘tish davrida mutaxassislarni tayyorlashning asosiy komponentlaridan biri buingliz tilini bilishga o‘rgatishdir. O‘qitishdan amaliy maqsad talabalarni chet tilida muloqot qilishga tayyorlashdir. Ushbu amaliy maqsadga erishi jarayonida talimiy va tarbiyaviy maqsadlar amalga oshiriladi. Tarbiyaviy vazifalar chet tilini o‘qitishni yaxshilash,yani chet tilini o‘qitish talabalarning umumtalimiy darajasini oshirishga, uning dunyoqarashini kengaytirish, Vatanga sadoqatini, milliy iftixor xissini tarbiyalashga xizmat qilishi lozim.

Xorijiy tilni o‘rganishning umumtalimiy ahamiyati ona tili va chet tilini taqqoslash o‘z nutqiga etiborliroq munosabatda bo‘lishga imkon beradi. Chet tilini o‘rganish talabaning fikrlash va anglash faolligini oshiradi va olinadigan ma’lumot ilmiy, ijtimoiy-siyosiy hamda mamlakatshunoslikka oid turli xil faktlarni o‘z ichiga oladi.

II. O‘QUV FANINING MAQSAD VA VAZIFALARI

Ingliz tili fanining maqsadi talabalarning ko‘p millatli va madaniyatli dunyoda kasbiy, ilmiy va maishiy sohalarni faoliyat yuritishlarida kommunikativ kompetensiya va uning tarkibiy qismlari xisoblanuvchi lingvistik, sotsiolingvistik, pragmatik va boshqa kompetensiyalarini shaklllantirishdan iborat.

Magistratura bosqichida tillardan ta’lim berish magistratura bosqichi talabalarida chet tillari yordamida matnni tag‘hlil qilish, og‘zaki nutqni tushunish, umumgumanitar xarakterga ega bo‘lgan, ijtimoiy-siyosiy xarakterdagi va mutaxasislikka oid adabiyotlarni tarjimasiz yoki tarjima qilib ulardan axborot olish axborot almashish qobiliyatlarini rivojlantiradi.

Fanning vazifalari:

-og‘zaki nutqiy kompetensiyani rivojlantirish;

- og‘zaki va yozma nutqda sohaviy terminlarni samarali qo‘llash ko‘nikmalarini shakllantirish;

- ixtisoslikka oid matn tuza olish, uni tahrir va tahlil qila olish malakalarini xosil qilish;

Chet tillarni bilishda talabalarning bilim, ko‘nikma va malakalariga qo‘yiladigan talablar:

-talaffuz qoidalariga rioya qilish;

- asl chet tilidagi mutaxasisligi bo‘yicha hamda ijtimoiy-siyosiy adabiyotlarni erkin o‘qish va tushuna olish;
- lug‘at yordamida tub chet tilidagi mutaxassislik bo‘yicha adabiyotlarni tarjima qilish,mutaxassisilik hamda ijtimoiy-siyosiy adabiyotlar bo‘yicha referatlar va annotatsiyalar tuzish;
- mutaxassisilik bo‘yicha adabiyotlarda uchraydigan grammatik konstruksiyalarni bilish;
- chet tilida erkin gapira olish;
- mutaxassislik hamda ijtimoiy-siyosiy masalalar bo‘yicha suxbat olib bora bilish;
- kasbiy terminologiyani, og‘zaki va yozma nutq xususiyatlarini bilish va ulardan foydalana olish;
- o‘z sohasi doirasida xorijiy tilda fikr ifodalay olish,ilmiy texnik adabiyotlardan foydalana olish ko‘nikmasiga ega bo‘lishi kerak.

III. MAGISTRATURA BOSQICHIDA CHET TILI O`QITISHNING MAQSAD VA VAZIFALARI

Farmatsevtika institutida ingliztili o’qitishning asosiy maqsadi ingliztilidagi zamonaviy farmatsevtik atamalarni tushunib, savodli tarzda qo’llay oladigan, mutaxassislikka oid adabiyotlarni o’qib, tarjima qila oladigan, ingliztilida muloqot yurita oladigan mutaxassislarni tayyorlashdir.

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

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

Ingliz tilini o`qitib bo`lgandan so`ng talabalar:

- mutaxassisligi bo`yicha va ommaviy mavzudagi matnni lug`at yordamida o`qish va ma'nosini to`g`ri tushunish;
- mutaxassisligi bo`yicha va ommaviy mavzudagi matnni o`qish va lug`atsiz asosiy ma'nosini tushunish;
- mutaxassisligi bo`yicha adabiyotdan kerakli axborotni yoki ma'lumotni tanlay olish, soddalashtirish va referat tuzish;
- mutaxassisligi bo`yicha o`rganilgan mavzuda chet tilida suhbatlashish;
- chet tilida axborot tayyorlashlari kerak.

Hamda quyidaglarni bilishlari kerak:

- mutaxassislik bo`yicha adabiyotning o`ziga xos ilmiy uslubiy asoslari;
- ilmiy matnni soddalashtirish va referat tuzish asoslari;
- ingliz tilidagi adabiyot bilan mustaqil ishlash uslublari;
- lug`at va ma'lumotlar bilan ishlashning asosiy turlari;
- ish yozishmalarini rasmiylashtirish asoslari.

IV. FAN BO`YICHA MAGISTRATURA TALABALARINING BILIM, KO'NIKMA VA MALAKALARIGA QO`YILADIGAN TALABLAR

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 bilish kerak:

- Mutaxassislik bo`yicha adabiyotlarnitarjima qilish;
- Chet tilida ilmiy munozara va ma`ruzalar tayyorlash;
- Chet tilini og`zaki nutqda qo`llay olish.

Talaba quidagi malakaga ega bo`lishi kerak:

- Chet tilidagi ilmiy va dolzarb adabiyotlarni tarjima qilish;
- Chet tilida dolzarb mavzular yuzasidan suhbat olib borish;

V. ASOSIY QISM (AMALIY MASHG'ULOTLAR)

Nutq mavzulari:

Ijtimoiy mavzu: Atrof-muxit, maishiy va kasbiy yo'nalishga ijtimoiy munosabat.

Ta'lim mavzusi: o'quv muassasi, o'quv qurollari va unga munosabat, ixtisoslik fanlarining hozirda o'qitilishi va hokazo.

Ijtimoiy madaniy mavzu: O'zbekiston Respublikasi va tili o'rganilyotgan mamlakatning tarixiy, geografik, iqlimiy, madaniy, maishiy xususiyatlari.

Kasbga yo'naltirilgan mavzu: o'rganilayotgan ixtisoslik tarixi,yo'nalishlari, soxaning buyuk namoyondalari, dolzarb muammolari, kasbiy etika va hokazo.

5.1. UMUMIY BOSQICH

Ingliz tili fanidan amaliy mashg'ulotlar mazmuni

Ingliz tili fanidan amaliy mashg'ulotlarni o'tkazishda mutaxassislikni xisobga olish. Tub adabiyotlarni tanlash va o'rganish. Adabiyot ustida frontal

ishlaganda talabalarning ingliz tili bo‘yicha bilimi bilan birgalikda mantiqiy fikrlash qobiliyatini oshirish. Og‘zaki nutq ko‘nikmalarini rivojlantirish. Grammatika bo‘yicha bilimlarni sistemalashtirish va maxsus adabiyot asosida mustaxkamlash.
Murakkab grammatik konstruksiyalarni ingliz tilidan ona tiliga tarjima qilish. Tarjima modellarini o‘zlashtirish.

5.2. Kasbga yo‘naltirilgan bosqich

Kasbga yo‘naltirilgan bosqichning asosiy maqsadi:
-nutq turlari bo‘yicha kasbiy sohada chet tilini amaliy egallash;
-talabani ijodiy shaxs sifatida rivojlantirish;
-soxa bo‘yicha adabiyotlarni tarjima qilish malaka va ko‘nikmalarini rivojlantirish;
Tinglab tushunish:
-kasbga yo‘naltirilgan autentik materiallarni bir marta eshitib asosy mazmunini tushunish va zarur axborotni olish;
Gapirish:
Dialogik nutq
-til soxiblari bilan erkin muloqot bo‘lish va kasbiy mavzularda o‘z fikr va muloxazalarini isbotlab berish;
-matn asosiy mazmunini ifodalovchi leksik va sintaktik qurilmalarga asoslanib gapirib berish;
Monologik nutq
-tinglagan va o‘qigan matn mazmunini gapirish;
-o‘rganilgan mavzular bo‘yicha ahborot berish
-o‘qigan matnni taxlil qilish va sharxlash;
-o‘qigan yoki tinglagan matnni qisqacha mazmunini bayon berish.
O‘qish:
Tanishuv o‘qish
-matnni lug‘atsiz, berilgan savol yoki umumiy mazmunini tushunish maqsadida o‘qish;
-matn mazmunini chet tilida yoki ona tilida so‘zlab berish, paragroflarni nomlash, test topshirish;
-referat, annotatsiya yozish texnikasini takomillashtirish;
Yozish:
-berilgan mavzuda bayon, esse, rezyume tuzish soxaga oid adabiyotlar bo‘yicha referat yozish.

5.3. Grammatik kompetensiya

Aktiv grammatik minimum:

-zamonlar moslashuvi;
-passiv;
-ergashgan gaplar;
-murakkab to‘ldiruvchilar;
-modal fellar va ularning ekvivalentlari

Passiv grammatik minimum

-murakkab grammatik konstruksiyalar.

5.4. So‘z yasalishi minimumi

Leksika.

Talaba xaftasiga 2 soatdan auditoriya mashg‘ulotlari, shu jumladan haftasiga 2 betdan matn, ya’ni bir bet mutaxassislik bo‘yicha matn, bir bet ijtimoiy-siyosiy matn umugumanitar mazmundagi matn, mutaxassislik mavzulari bo‘yicha suhbatlarni tushuna olish ko‘nikmasiga ega bo‘lishi lozim.

Taklif etilgan mavzular:

-Mening mutaxassisligim
-Mashxur o‘zbek va nemis olimlari (mutaxassislik bo‘yicha)
-Dissertatsiya mavzusi bo‘yicha suxbat
-O‘zbekiston va inglizzabon mamlakatlar ta’lim tizimi
-O‘zbekiston va inglizzabon mamlakatlar tarixi
-Madaniy xayot
-Ekologiya va hokazo

VI. AMALIY MASHG‘ULOTLAR BO‘YICHA KO‘RSATMA VA TAVSIYALAR

1kursda o‘quv fani sifatida chet tili darslaridan kasbiy maqsadlarda uni amalda qo‘llashga o‘tish bo‘yicha zarur tushunchalar berilishi kerak. Oldiga qo‘yilgan maqsadga erishishda talabalar:

A) maxsus fanlarni o‘rganishda chet tilidagi adabiyotlarni o‘qish malakasiga ega bo‘lish

B) kurs ishlari va magistrlik dissertatsiyasini bitiruv malakaviy ishlari va chet tilidayozishlari mumkin

V) chet tilida o‘tkaziladigan konferensiyalarda qatnishishi mumkin

G) chet tilida ma’ruza va ma’lumotlar tayyorlashlari mumkin.

Chet tili darslarida qollaniladigan topshiriqlar talabalarning fikrlash faoliyatini

rivojlantirishga yordam berib, maxsus fanlarni o‘rganishda ham zaruriy fikrlash faoliyatini shakllantirish uchun zamin yaratadi.
Bo‘lajak mutaxassis faoliyati uchun kasbiy ahamiyatga ega bo‘lgan analiz, sintez, bashorat, gipotezalari ilgari surish va ximoya qilishi va boshqalar o‘qish jarayoniga kiradi. Bu usullar har qanday soxada, ijodiy faoliyat uchun umumiy bo‘lgan, bu xolatda chet tili bo‘yicha matndan olingan ma’lumotlarni qo‘llay olishda keng foydalaniladi.

VII. MUSTAQIL TA’LIMNI TASHKIL ETISHNING SHAKLI VA MAZMUNI

Tavsiya etilayotgan mustaqil ishlarning mazmuni

Talabalarning mustaqil ishlari nutq faoliyatining quyidagi turlari bo‘yicha tashkil qilinadi.
O‘qish: (tanishib chiqish, sinchiklab, qarab chiqish), yozuv tinglab tushunish va gapirish;
Tinglab tushunish: xajmi turlicha bo‘lgan audio- va video matnlarni tinglab tushunish, savollarga javob berish, gapirib berish, annotatsiya yoza olish;

Gapirish: talabalarning dialogik va monologik nutqlari bo‘yicha mustaqil ishlari auditoriyada o‘rgatilgan matnlar, o‘quv materiallari asosida tashkil qilinadi. Gapirish bo‘yicha mustaqil ish sifatida mavzu asosida ma’lumot tayyorlash, matn mazmunini gapirib berish mumkin, o‘rganilgan leksik materiallar asosida hikoyalar tuzish, berilgan muammoli masala va vaziyatlarni muxokama qilish kabi topshiriqlar berish mumkin. Gapirish ko‘nikmalarini rivojlantirib borish uchun multimedia dasturlarini va onlayn texnologiyalarini qo‘llashga asosiy etibor qaratiladi.

Mustaqil ta’lim

1. Mustaqil auditoriyadan tashqari o‘qish bo‘yicha qisqa axborot shaklida, muxokama yoki matndan tanlangan o‘rinlarni tajima qilish shaklida nazorat qilish (bir haftada 1500 bosma belgisi xajmida).
2. Yozma tarjimalar.
3. Matnni gapirib berish uchun reja tuzish.
4. Referatlar

Mustaqil ta’lim mavzulari:

1. Higher education in Uzbekistan

2. Higher education in Great Britain
3. Higher education in the USA
4. Pharmaceutical branch of Chemistry in Uzbekistan
5. New generation of Drugs.
6. Pharmaceutical management in Uzbekistan
7. Healthcare system of Great Britain.
8. Solving ecological problems in the pharmaceutical plants
9. My future plans
10. My dissertation work

VIII.
FANNIO`QITISHDAZAMONAVIYAXBOROTVAPEDAGOGIKTEXNOLOGIYALARDAN FOYDALANISH

Ta'lim jarayoniga texnologik yondashish talabalarni yanada keng qamrovli fikrlashga, mustaqil bilim olishga, o`qituvchi bilan hamkorlikda faol ishlashga da'vat etadi. Bu muammolarni yechishda ta'limning zamonaviy axborot va pedagogoik texnologiya usullaridan samarali foydalanish mumkin.

Ilg`or pedagogik texnologiyalarning juda ko`p usullari mavjud. Talabalarga ingliz tilini o`qitishda pedagogik texnologiyaning “aqliy hujum”, klaster, muammolimaqsadlar, algoritm va sxemalarkabiturlari asosida dars o`tilganda talabalarning darsda faol ishtirok etishi, qiziqib ishlashi, bilimni yaxshi o`zlashtirib olishi, o`z imkoniyatlaridan to`liq foydalanishlariga imkon yaratiladi.

Axborot texnologiyalari bo’yicha Tillar kafedrasi televizor DVD va kompyuterlar bilan ta'minlangan. Ingliz tilini o`rganishda o`quv dasturlar, qisqa metrajli filmlar, videolar mavjud bo`lib, bular yuqori malakali kadrlarni tayyorlashda yaxshi samara beradi.

Shaxsga yo’naltirilgan ta'lim. Bu ta'lim o’z mohiyatiga ko’ra ta'lim jarayonining barcha ishtirokchilarini to’laqonli rivojlanishlarini ko’zda tutadi. Bu esa ta'limni loyihalashtirilayotganda, albatta, ma'lum bir ta'lim oluvchining shaxsini emas, avvalo, kelgusidagi mutaxassislik faoliyati bilan bog’liq o’qish maqsadlaridan kelib chiqqan holda yondoshilishni nazarda tutadi.

Tizimli yondoshuv. Ta'lim texnologiyasi tizimning barcha belgilarini o’zida mujassam etmog’i lozim: jarayonning mantiqiyligi, uning barcha bo’g’inlarini o’zaro bog’langanligi, yaxlitligi.

Faoliyatga yo’naltirilgan yondoshuv. Shaxsning jarayonli sifatlarini shakllantirishga, ta'lim oluvchining faoliyatni aktivlashtirish va intensivlashtirish, o’quv jarayonida uning barcha qobiliyati va imkoniyatlari, tashabbuskorligini ochishga yo’naltirilgan ta'limni ifodalaydi.

Dialogik yondoshuv. Bu yondoshuv o’quv munosabatlarini yaratish zaruriyatini bildiradi. Uning natijasida shaxsning o’z- o’zini faollashtirishi va o’z- o’zini ko’rsata olishi kabi ijodiy faoliyati kuchayadi.

Hamkorlikdagi ta'limni tashkil etish. Demokratik tenglik, ta'lim beruvchi va ta'lim oluvchi faoliyat mazmunini shakllantirishda va erishilgan natijalarni baholashda birgalikda ishlashni joriy etishga e'tiborni qaratish zarurligini bildiradi.

Muammoli ta'lim. Ta'lim mazmunini muammoli tarzda taqdim qilish orqali ta'lim oluvchi faoliyatini aktivlashtirish usullaridan biri. Bunda ilmiy bilimni ob'ektiv qarama-qarshiligi va uni hal etish usullari, dialektik mushohadani shakllantirish va rivojlantirish, amaliy faoliyatga ularni ijodiy tarzda qo’llash mustaqil ijodiy faoliyati ta'minlanadi.

Axborotni taqdim qilishning zamonaviy vositalari va usullarini qo’llash - yangi kompyuter va axborot texnologiyalarini o’quv jarayoniga qo’llash demakdir.

O’qitishning usullari va texnikasi. Ma'ruza (kirish, mavzuga oid, vizuallash), muammoli ta'lim, keys-stadi, pinbord, paradoks va loyihalash usullari, amaliy ishlar.

O’qitishni tashkil etish shakllari: dialog, polilog, muloqot, hamkorlik va o’zaro o’rganishga asoslangan frontal, kollektiv va guruh.

O’qitish vositalari: o’qitishning an'anaviy shakllari (darslik, ma'ruza matni) bilan bir qatorda – kompyuter va axborot texnologiyalari.

Kommunikatsiya usullari: tinglovchilar bilan operativ teskari aloqaga asoslangan bevosita o’zaro munosabatlar.

Teskari aloqa usullari va vositalari: kuzatish, blits-so’rov, oraliq, joriy va yakuniy nazorat natijalarini tahlili asosida o’qitish diagnostikasi.

Boshqarish usullari va vositalari: o’quv mashg’uloti bosqichlarini belgilab beruvchi texnologik karta ko’rinishidagi o’quv mashg’ulotlarini rejalashtirish, qo’yilgan maqsadga erishishda o’qituvchi va tinglovchining birgalikdagi harakati, nafaqat auditoriya mashg’ulotlari, balki auditoriyadan tashqari mustaqil ishlarning nazorati.

Monitoring va baholash: o’quv mashg’ulotida ham butun kurs davomida ham o’qitishning natijalarini rejali tarzda kuzatib borish. Kurs oxirida test topshiriqlari yoki yozma ish variantlari yordamida tinglovchilarning bilimlari baholanadi.

“AMALIY XORIJIY TIL (INGLIZ TILI) ” FANI BO‘YICHA AMALIY MASHG`ULOTLARNING KALENDAR-TEMATIK REJASI

1 KURS I SEMESTR

№	Themes	Hours
1	Grammar: Word formation. Noun and adjective suffixes. Vocabulary: Terms used in pharmaceutical industry. Reading:Text: “Pharmaceutical Industry in Uzbekistan” p.1 (OTM, p.4)	2
2	International exam: IELTS Reading: Headings, Cambridge IELTS 3 Test 1 Listening: Gap filling, Cambridge IELTS 3 Test 1 Text:“Pharmaceutical Industry in Uzbekistan”. Conversation on the text (Speaking).	2
3	Grammar: Passive and active voice. Vocabulary: Terms used in pharmaceutical industry. Text: “Pharmaceutical Industry in the UK ”, p.1(OTM, p.5)	2
4	Writing: Types of letters. Formal and informal. Speaking: Text: “Pharmaceutical Industry in the UK”, p.2 (OTM, p.5) Conversation on the text.	2
5	International exam: IELTS Reading: Multiple choice, Cambridge IELTS 3 Test 2 Listening: Multiple choice, Cambridge IELTS 3 Test 2	2
6	Grammar: Modal verbs The Past and Present Indefinite Tenses. Vocabulary: Text: “Pharmaceutical Education in the UK”, p.1(OTM, p.6)	2
7	Grammar: Indefinite tenses. The Future Indefinite Tense. Text: “Pharmaceutical Education in the UK”, p.2 (OTM, p.6)	2

8	Grammar Adverbs: meanings and functions Advantages and disadvantages of social media	2
9	International exam: IELTS Reading: True, False, Not given CambridgeIELTS Writing Task 1 Pie chart	2
10	Revision	2
11	Grammar: complex sentences (*which, that)* Vocabulary: terms of medicinal plants Text: “Drugs made by Medicinal Plants”, p.1 (OTM, p.8)	2
12	Grammar: Participle II. Perfect tenses. Text: “Drugs made by Medicinal Plants”p.2 (OTM, p.8). Conversation on the text (Speaking).	2
13	Grammar: Modal verbs and their Equivalents. Text: “Plants as a source of drugs”, p.1 (OTM, p.9)	2
14	Text: “Plants as a source of drugs”, p.2 (OTM, p.9) Writing: How to write C/V	2
15	International exam: IELTS Reading: Multiple choice, Cambridge IELTS 3 Test2 Listening: Multiple choice, Cambridge IELTS 3Test2	2
16	Speaking: How to organize presentation Text for translating: “Herbal Medicine” (OTM, p.24)	2
17	Making individual presentations on the topic “Biological Engineering” (OTM, p.25)	2
18	Revision	2
19	Grammar: Prepositions. Text for translating: “Aromatherapy” (OTM, p.27)	2
20	Final lesson.	2

“AMALIY XORIJIY TIL (INGLIZ TILI) ” FANI BO‘YICHA AMALIY MASHG`ULOTLARNING KALENDAR-TEMATIK REJASI
1 KURS II SEMESTR

№	Themes	Hours
1	Grammar: Indirect Speech. Text: “Clinical Pharmacy”, p.1 (OTM, p.12)	2
2	Grammar: Indirect Speech. Special Question. Text : “ Clinical Pharmacy”, p.2 (OTM, p.12)	2
3	International exam: IELTS Reading. Grammar: Indirect Speech. General Question. Conversation on the text“Clinical Pharmacy”.	2
4	Repeating Grammar material. Text for outlesson reading: “Veterinary Pharmacy” (OTM, p.39)	2
5	Grammar: The Infinitive. Text: “Industrial Pharmacy”, p.1 (OTM, p.13)	2
6	Grammar: The Imperative Mood. Text: “Industrial Pharmacy”, p.2 (OTM, p.13)	2
7	Grammar: The Gerund. Conversation on the text“Industrial Pharmacy” (OTM, p.13)	2
8	International exam: IELTS Listening. Grammar: Types of questions. Text: “Branches of Biotechnology”, p.1 (OTM, p.14) Text for outlesson reading: “Pharmacogenomics” (OTM, p.40)	2
9	Grammar: Using articles with Proper nouns. Text: “Branches of Biotechnology”, p.2 (OTM, p.14) Text for outlesson reading: “History of Pharmacy” (OTM, p.41)	2
10	Text: “Branches of Biotechnology”. Conversation on the text (Speaking) Text for outlesson reading: “Poisonous Plants” (OTM, p.42)	2
11	Revision	2
12	International exam: IELTS Reading.	2

	Grammar: Sequence of Tenses. Text for outlesson reading: “Genetic testing” (OTM, p.46)	
13	Grammar: Punctuation Marks. Text: “Medicinal Chemistry”, p.1 (OTM, p.16)	2
14	Grammar: The Imperative and Exclamatory Sentences. Text: “Medicinal Chemistry”, p.2 (OTM, p.16)	2
15	Conversation on the text “Medicinal Chemistry” Text for outlesson reading: “Pharmacogenetics ” (OTM, p.47)	2
16	Text for translating: “Gene Therapy” (OTM, p.28) Text: “Pharmaceutical Industry”. (OTM, p.17)	2
17	Revision	2
18	International exam: IELTS Listening. Text for translating:“Biopharmaceuticals” (OTM, p.30) Conversation on the text “Pharmaceutical Industry”.	2
19	Text for translating: “Role of Industrial Microbiology in Biotechnology” (OTM, p.32) Text: “My Scientific work”.	2
20	Final lesson	2

TALABALAR MUSTAQIL TA'LIMINING MAZMUNI VA HAJMI
1 kurs I semestr

№	Themes	Fulfillment form	Hours
1	Higher Education in Uzbekistan.	1. Make an Essay on the theme. 2. Translation in written form.	4
2	Higher Education in Great Britain.	1. Make an Essay on the theme. 2. Make tests. 3. Translation in written form.	4
3	Higher Education in the USA.	1. Make an Essay on the theme. 2. Translation in written form.	4
4	"Pharmaceutical branch of Chemistry in Uzbekistan".	1. Make an Essay on the theme. 2. Translation in written form.	4
5	New generation of Drugs.	1. Make an Essay on the theme. 2. Summaries on the themes.	4

1 kurs II semestr

№	Themes	Fulfillment form	Hours
1	“Pharmaceutical management in Uzbekistan”.	1. Make an Essay on the theme. 2. Presentation	4
2	Healthcare system of Great Britain.	1. Make an Essay on the theme. 2. Make presentation. 3. Translation in written form.	4
3	“Solving ecological problems in the pharmaceutical plants”.	1. Make an Essay on the theme. 2. Translation in written form.	4
4	My Future Plans.	1. Make an Essay on the theme. 2. Translation in written form.	4
5	My Dissertation work.	1. Make an Essay on the theme. 2. Summaries on the themes.	4

Ma’ruzalar rejalashtirilmagan.
Kurs ishlari rejalashtirilmagan.
Malakaviy amaliyot rejalashtirilmagan.

BAHOLASH MEZONLARI

1,2 - semestrlar davomida “Amaliy xorijiy til (ingliz tili)” fani bo‘yicha amaliy mashg‘ulotlar olib boriladi.

O`zbekiston Respublikasi Adliya vazirligi tomonidan 2018 yil 26 sentabrda ro’yxatdan o’tkazilgan (ro’yxat raqami 3069)hamda Sog’liqni saqlash vazirligi fan va tibbiy ta’lim Bosh boshqarmasining 2018 yil 5 dekabrdagi

“Oliy ta’lim muassasalarida talabalar bilimini nazorat qilish va baholash tizimi to’g’risidagi Nizomi”ga asosan Toshkent Farmatsevtika instituti Markaziy Uslubiy Kengashining 2019 yil 23 yanvardagi qaroriga muvofiq ishlab chiqilgan yo’riqnoma asosidamagistraturatalabalarining bilimini baholashni Tillar kafedrasi ko`rib chiqib, ingliz tili bo`yicha quyidagi baholash tizimini belgiladi:

- Joriy nazorat (JN);
- Talabalarining mustaqil ishi (TMI);
- Oraliq nazorat (ON);
- Yakuniy nazorat (YaN)

TALABALAR BILIMINI JORIY BAHOLASH TIZIMI

“Amaliy xorijiy til (ingliz tili)”fani uchun joriy nazorat maksimal 5 baho bilan baholanadi. Har bir mavzu bo‘yicha magistratura talabasining tayyorgarligi, amaliy topshiriqlarni bajarish, mavzuni o‘zlashtirish darajasi va mustaqil ishi baholanadi.

№	O`zlashtirishbahosi	Baho	Baholash sifatlari
1	“5”	A’lo	Uyvazifasini xatosiz bajaradi; tez va xatosiz o`qiydi; leksik birlikni to`g`ri yozadi, darsda faol qatnashadi, o`tilgan mavzuni tahlil qiladi, qo`llaydi, umumlashtiradi.
2	“4”	Yaxshi	Uy vazifasini xatosiz bajaradi; so`zlarni o`qishda 1 ta xatoga yo`l qo`yadi,leksik birlikni yozishda 1 ta orfografik xatoga yo`l qo`yadi va 1 ta so`zni bilmaydi, o`tilgan mavzuni tushunadi va qo`llaydi, darsda faol qatnashadi.
3	“3”	To`liq qoniqarli	Uy vazifasini bajarishda 1ta grammatik xatoga yo‘l qo`yadi; so`zlarni o`qishda 2 ta xatoga yo`l qo`yadi, leksik birlikni yozishda 2 ta orfografik xatoga yo`l qo`yadi va 2 ta so`zni

			bilmaydi, o`tilgan mavzuni tushunadi va biladi, darsda yaxshi qatnashadi.
4	“2”	Qoniqarsiz	Uy vazifasini bajarmaydi; so`zlarni o`qishda ko’plab xatolarga yo`l qo`yadi, leksik birlikni yozishda ko’plab orfografik xatolarga yo`l qo`yadi, o`tilgan mavzuni tushunmaydi, darsda yaxshi qatnashmaydi.

JN baholashda magistratura talabasining mashg‘ulotda qatnashishi hisobga olinadi.

MAGISTRATURA TALABASINING MUSTAQIL ISHI (MI)

Magistratura talabasining mustaqil ishi o‘quv izlanish mavzulari bo‘yicha referat, slaydlar, prezentatsiyalar, internet ma’lumotlar to‘plami, testlar tuzish va boshqalar bo‘lishi mumkin. Mustaqil ish mavzulari mashg‘ulotlarni olib boruvchi o‘qituvchilar tomonidan muntazam nazorat qilinib, dars uchun ajratilgan reyting ballariga qo‘shib boriladi. Mustaqil ish uchun semestrda maksimal 5 baho ajratiladi.

TMIni baholash mezonlari

Talabalarning mustaqil ishi maksimal 5 baho bilan baholanadi:

a'lo	“5”
yaxshi	“4”
qoniqarli	“3”
qoniqarsiz	“2”

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatlari
1	**“5” a'lo**	1. Og’zaki va yozma nutqda grammatika va leksikani 90-100% to’g’ri va xatosiz ishlatsa; 2.Tarjimalarni a’lo darajada qila olsa; 3. Mavzuga bog’liq qisqacha xulosani 90-100% tog’ri yoza olsa; 4. Mavzu bo’yicha a’lo taqdimot tayyorlasa
	“4”	1. Og’zaki va yozma nutqda grammatika va leksikani 70- 89% ni

2	**yaxshi**	to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 70- 89% to'g'ri yoza olsa; 4. Mavzu bo'yicha yaxshi taqdimot tayyorlasa
3	**"3" qoniqarli**	1. Og'zaki va yozma nutqda grammatika va leksikani 60-69% ni to'g'ri va xatosiz ishlatsa; 2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 60 - 69% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	**"2" qoniqarsiz**	Belgilangan topshiriqlarni bajarmasa

ORALIQ NAZORAT

"Amaliy xorijiy til (ingliz tili)" fani bo'yicha ON semestrda 2 marta o'tkaziladi va maksimal5 baho bilan baholanadi. Oraliq baholash kafedra majlisi qarori bilan yozma ish, test, og'zaki suhbat shakllarida yoki ularning kombinatsiyalarida o'tkazilishi mumkin.

ON da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4
qoniqarli	3
qoniqarsiz	2

ON baholashda quyidagi mezonlardan foydalaniladi:

Baholash usullari	Testlar, yozma ishlar, og'zaki so'rov
5 baho "a'lo"	– ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qo'llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo`ladi - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi; - tezvaxatosiz o`qiydi; - yozishda 1 ta orfografik xatoga yo`l qo`yadi, - o`tilganmavzuni tahlil qiladiva qo`llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi

4 baho "yaxshi"	- xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi; - so`zlarni o`qishda 1,2 taxatoga yo`l qo`yadi; - yozishda 1,2 taorfografikxatogayo`l qo`yadiva1 yo 2 taso`zni bilmaydi; -o`tilganmavzunitushunadivadarsdafaolqatnashadi -uyvazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho "qoniqarli"	-xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari qoniqarli shakllangan bo'ladi; – talaba olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo'yicha tasavvurga ega deb topilganda - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, -yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo'l qo`yadi;
2 baho "qoniqarsiz"	– talaba fan dasturini o'zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo'yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.

Yakuniy nazoratni baholash mezoni

Yakuniy baholash "**Amaliy xorijiy til (ingliz tili)**" fani bo`yicha mashg`ulotlar tugagandan so`ng o`tkaziladi. YaN ga "**Amaliy xorijiy til (ingliztili)**" fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo`lgan talabalar qo`yiladi. YaN institut ilmiy kengashi qaroriga binoan test, og'zakiyokiyozma ish shaklida o`tkaziladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4

qoniqarli	3
qoniqarsiz	2

YaN baholashda quyidagi mezonlardan foydalaniladi:

Baholash usullari	**Baholash sifatlari**
5 baho "a'lo"	– ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qo'llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo`ladi - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi; - tez va xatosiz o`qiydi; - yozishda 1 ta orfografik xatoga yo`l qo`yadi, - o`tilgan mavzuni tahlil qiladiva qo`llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho "yaxshi"	- xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi; - so`zlarni o`qishda 1,2 taxatoga yo`l qo`yadi; - yozishda 1,2 ta orfografik xatoga yo`l qo`yadi va1 yo 2 taso`zni bilmaydi; -o`tilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho "qoniqarli"	-xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari qoniqarli shakllangan bo'ladi; – talaba olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo'yicha tasavvurga ega deb topilganda - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, -yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo'l qo`yadi;
2 baho	– talaba fan dasturini o'zlashtirmagan

“qoniqarsiz”	– fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo‘yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.

JN, TMga ajratilgan umumiy baholarning har biridan saralash balini to`plagan talabaga YaN ga ishtirok etishga huquq beriladi.

JN, YaN turlarida fanni o`zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o`tishga ruxsat beriladi:

- qoldirilgan amaliy mashg`ulot kelgusi darsga qadar guruh o`qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg`ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o`zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o`zlashtira olmagan talaba belgilangan tartibda rektorning buyrug`i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o`quv yili yakunlari bo`yicha amalga oshirish maqsadga muvofiqdir).

MAGISTRATURA TALABASINI INGLIZ TILI FANI BO`YICHA ATTESTATSIYADAN O`TKAZISH TARTIBI

“Amaliyxorijiy til (ingliztili)” fani bo`yicha Magistratura 1 kurstalabasining yakuniy bahosini hisoblash quyidagicha amalga oshiriladi:

Joriy mashg`ulotlar soni – 20 ta, MI, ikkita OB va YAB o`tkaziladi.

Foydalanilgan adabiyotlar ro'yxati

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2. www.englishtrairing.ru
3. www.lingua.ru
4. www.teachingenglish.org.uk
5. www.onestopenglish.com
6. www.businessenglishonline.net

c) Handouts

2 Use the comparative form of the adjectives in brackets to complete the sentences.

Example

Life in the city is *more expensive* than life in the country. (expensive)

a) I've got two brothers. They're both _____ than me. (young)

b) My new house is _____ from my office than my old house. (far)

c) I think summers are _____ than they were ten years ago. (hot)

d) Modern shopping centres are much _____ than traditional town centres. (ugly)

e) My mother is much _____ than I am, now that she's retired. (relaxed)

4 Complete each sentence using the comparative or superlative form of an adjective from the box.

bad	big	busy	cheap	interesting
nice	popular	~~quiet~~		

Example
I'd like to live in a quieter part of town. I live in the centre and there's always a lot of noise.

a) I usually travel to work by bus. It's _____ than the train. The train is very expensive.

b) My brother travels a lot in his job and meets a lot of different people. It's _____ than my job.

c) My sister's boyfriend is _____ person I know. He's always got time to stop and talk and he's always interested in what I say.

d) Nothing is _____ than forgetting your girlfriend's birthday!

e) My friend Jane is _____ girl in my class. Everybody loves her!

f) I'd like a _____ house. Our house has only got one bedroom and a very small living room.

g) I work in a shoe shop. Saturday is _____ day. We get a lot of customers and we work very hard.

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Match a line in A with a line in B.

A	B
I'm working hard	because nobody fed them this morning.
Len's buying his wife a present	because he doesn't earn much at the moment.
Jane's washing her hair	because they're dry and the weather's hot.
Peter's looking for a better job	because it's her birthday soon.
We're buying some new clothes	because I've got exams next week.
The cats are starving	because he's hungry.
She's watering the flowers	because she's going to a party tonight.
The baby's crying	because we're going to a wedding soon.

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Making questions

Put the words in the correct order to make questions in the Present Continuous.

Example
you what are doing
What are you doing?

a cooking are you what

_____ ?

b tonight out you going are

_____ ?

c playing we time tennis what are

_____ ?

d crying daughter why is your

_____ ?

e dinner are Ken and Ellen for coming wher

_____

_____ ?

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_____ ?

Plurals of nouns

Most nouns make their plurals by simply adding –s to the end (e.g. cat/cats, book/books, journey/journeys). Some do change their endings, though. The main types of noun that do this are:

Nouns ending in -y

If the noun ends with a consonant plus *-y*, make the plural by changing *-y* to *-ies*:

singular	plural
berry	berries
activity	activities
daisy	daisies

Nouns ending in -ch, -s, -sh, -x, or -z

If the noun ends with *-ch*, *-s*, *-sh*, *-x*, or *-z*, add *-es* to form the plural:

singular	plural
church	churches
bus	buses
fox	foxes

There's one exception to this rule. If the -ch ending is pronounced with a 'k' sound, you add *-s* rather than *-es*:

singular	plural
stomach	stomachs
epoch	epochs

Nouns ending in -f or -fe

With nouns that end in a consonant or a single vowel plus *-f* or *-fe*, change the *-f* or *-fe* to *-ves*:

singular	plural
knife	knives
half	halves

Nouns ending in -o

Nouns ending in *-o* can add either *-s* or *-es* in the plural, and some can be spelled either way.

As a general rule, most nouns ending in *-o* add *-s* to make the plural:

singular	plural
solo	solos
zero	zeros
avocado	avocados

Those which have a vowel before the final *-o* always just add *-s*:

singular	plural
studio	studios
zoo	zoos
embryo	embryos

Here's a list of the most common nouns ending in *-o* that are always spelled with *-es* in the plural:

singular	plural
buffalo	buffaloes
domino	dominoes
echo	echoes
embargo	embargoes
hero	heroes
mosquito	mosquitoes
potato	potatoes
tomato	tomatoes
torpedo	torpedoes
veto	vetoes

Here are some of the common nouns ending in *-o* that can be spelled with either *-s* or *-es* in the plural:

singular	plural
banjo	banjos **or** banjoes
cargo	cargos **or** cargoes
flamingo	flamingos **or** flamingoes
fresco	frescos **or** frescoes
ghetto	ghettos **or** ghettoes
halo	halos **or** haloes
mango	mangos **or** mangoes
memento	mementos **or** mementoes
motto	mottos **or** mottoes
tornado	tornados **or** tornadoes
volcano	volcanos **or** volcanoes

.**1.** When the noun ends in SS, SH, CH or X, we add -ES to the noun.

Singular	Plural
kiss	kisses
wish	wishes
match	matches
box	boxes
fox	foxes

- I have a box in my bedroom.
- I have three boxes in my bedroom.

2. When the noun ends in a VOWEL + Y, we add -S to the noun.

Singular	Plural
boy	boys
holiday	holidays
key	keys
guy	guys

. When the noun ends in a CONSONANT + Y, we remove Y and add -IES to the noun.

Singular	Plural
party	parties
lady	ladies
story	stories
nanny	nannies
city	cities

4. If the noun ends in F or FE, we remove the F/FE and add -VES to the noun.

Singular	Plural
life	lives
leaf	leaves
thief	thieves
wife	wives

5. If the noun ends in IS, we change it to ES.

Singular	Plural
analysis	analyses
basis	bases
crisis	crises

6. There are a number of nouns that don't follow these rules. They are irregular and you need to learn them individually because they don't normally have an S on the end.

Singular	Plural
man	men
woman	women
child	children
foot	feet
tooth	teeth
goose	geese
mouse	mice

- There is a child in the park.
- There are many children in the park.

7. There are some nouns in English that are the same in the singular and the plural.

Singular	Plural
fish	fish
sheep	sheep
deer	deer
moose	moose

aircraft	aircraft

- I can see a sheep in the field.
- I can see ten sheep in the field.

Sometimes you will hear the word *fishes* (especially in songs) though it is grammatically incorrect.

Do the exercises below on *plurals* and click on button to see the correct answer.

What is the correct plural of the word?

1. These (person) _____ are protesting against the president.
2. The (woman) _____ over there want to meet the manager.
3. My (child) _____ hate eating pasta.
4. I am ill. My (foot) _____ hurt.
5. Muslims kill (sheep) _____ in a religious celebration.
6. I clean my (tooth) _____ three times a day.
7. The (student) _____ are doing the exercise right now.
8. The (fish) _____ I bought is in the fridge.
9. They are sending some (man) _____ to fix the roof.
10. Most (houswife) _____ work more than ten hours a day at home.
11. Where did you put the (knife) _____ ?
    On the (shelf) _____ .
12. (Goose) _____ like water.
13. (Piano) _____ are expensive
14. Some (policeman) _____ came to arrest him.
15. Where is my (luggage) _____ ?
    In the car!

Write down the correct form of the plural:

1. city - _____ .
2. house - _____ .
3. boy - _____ .
4. family - _____ .
5. life - _____ .
6. photo - _____ .
7. phone - _____ .
8. sandwich - _____ .
9. nurse - _____ .
10. elf - _____ .
11. phenomenon - _____ .
12. criterion - _____ .
13. village - _____ .
14. toy - _____ .

A holiday in Florida

T 3.2 Complete the text with the correct form of the verbs, Past Simple or Past Continuous.

A special holiday in Florida

Last February, I (1) decided (decide) to go on holiday to Florida. The day I (2) _____ (leave) England it (3) _____ (rain), but when I (4) _____ (land) in Florida, the sun (5) _____ (shine) and a lovely, warm breeze (6) _____ (blow) from the sea. I (7) _____ (take) a taxi to my hotel. As I (8) _____ (check in), someone (9) _____ (tap) me on the shoulder. I (10) _____ (can not) believe my eyes! It was my old girlfriend. She (11) _____ (stay) at the same hotel. The next day, we (12) _____ (go) snorkelling and (13) _____ (see) hundreds of beautiful fish. It (14) _____ (get) dark when we (15) _____ (return) to our hotel after a wonderful day. We (16) _____ (spend) the rest of the week together.

It was very romantic.

We (17) _____ (feel) very sad when the holiday (18) _____ (end).

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The Oscars

1 63 Listen to a commentator, Ross White, describing people as they arrive for the Oscars ceremony. There is one mistake in each picture. Listen and note down the mistakes. Compare your answers with a partner.

ⓐ Penelope Jones

ⓑ Melanie Matthews

ⓒ Kerry Fisher

ⓓ Bobby Finn and partner

2 Match the verb phrases in column A with the noun phrases in column B. Who is doing each action according to Ross White? Listen again and check your answers.

A	B
a) I'm waiting for	her hand.
b) She's wearing	her car.
c) She's getting out of	her fans.
d) She's waving to	a beautiful blue dress.
e) He's holding	the big stars.

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Match the following words:		Match the following words:	
1. An adviser	a) muhim, asosiy	1. To acquaint	a) xavfli
2. illness	b) xizmat	2. treatise	b) og'ir, o'tkir
3. Observation	c) imkonbermoq	3. contribution	c) bog'liqbo'lmoq
4. To capture	d) dori	4. dangerous	d) ro'yxatgaolmoq
5. A chief	e) maslahatchi	5. to acquire	e) podshohlik
6. To enable	f) kasallik	6. to seize	f) hissa
7. A campaign	g) ishg'oletmoq	7. ascribe	g) ilmiyish
8. A medicine	h) mukofot	8. to connect	h)to'satdatushlabqolmoq
9. A service	i) kuzatish, kuzatuv	9. royal	i) tanishtirmoq, tanishmoq
10. A reward	j) urush	10. severe	j) egallamoq, olmoq

Match the following words:		Match the following words:	
1. disease	a) hokim	1. A campaign	a) ishg'oletmoq
2. A reward	b) davolamoq	2. An adviser	b) egallamoq
3. To acquaint	c) kasallik	3. To capture	c) imkonbermoq
4. A ruler	d) og'ir, o'tkir	4. Treatise	d) dori
5. To enable	e) bog'liqbo'lmoq	5. To enable	e) xavfli
6. To connect	f) mukofot	6. To acquire	f) maslahatchi
7. Treatment	g) imkonbermoq	7. Dangerous	g) hissa
8. To cure	h) tanishtirmoq, tanishmoq	8. Contribution	h) ilmiyish
9. A service	i) davolash	9. Medicine	i) kuzatish
10. Severe	j) xizmat	10. Observation	j) urush

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14. A ruler	d) og'ir, o'tkir	14. Treatise	d) dori
15. To enable	e) bog'liqbo'lmoq	15. To enable	e) xavfli
16. To connect	f) mukofot	16. To acquire	f) maslahatchi
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18. To cure	h) tanishtirmoq, tanishmoq	18. Contribution	h) ilmiyish
19. A service	i) davolash	19. Medicine	i) kuzatish
20. Severe	j) xizmat	20. Observation	j) urush

MEDICINE

1. aspirin
2. cold tablets
3. vitamins
4. cough syrup
5. cough drops
6. throat lozenges
7. antacid tablets
8. decongestant spray/ nasal spray
9. eye drops
10. ointment
11. creme
12. lotion
13. heating pad
14. ice pack
15. wheelchair
16. pill
17. tablet
18. capsule
19. caplet
20. teaspoon
21. tablespoon

[1–15]

A. What did the doctor say?

B. { She/He told me to take [1–4].
She/He told me to use (a/an) [5–15].

[16–21]

A. What's the dosage?

B. One _____, every three hours.

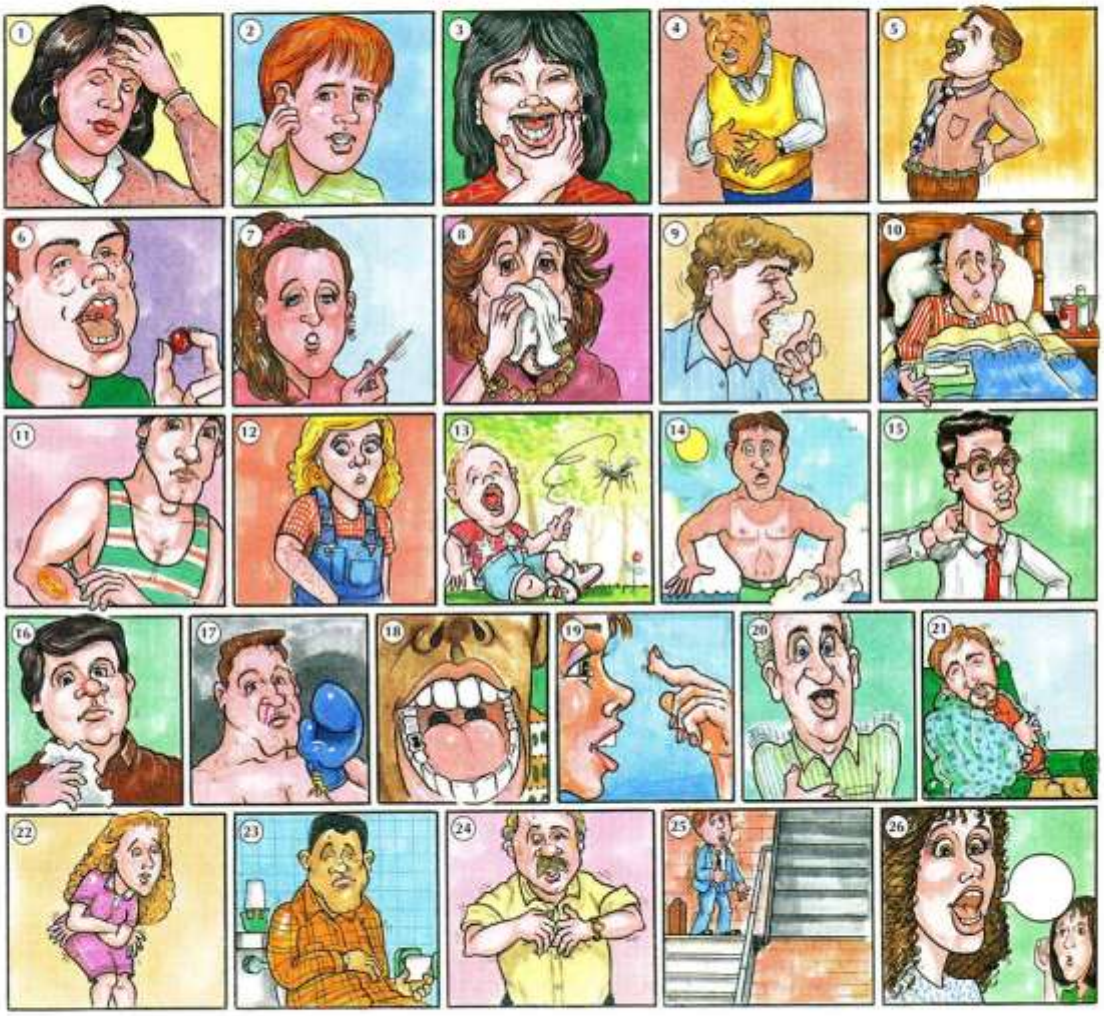
What medicines do you take or use? For what ailments?

Describe any medical treatments or medicines in your country that are different from the ones in these lessons.

AILMENTS, SYMPTOMS, AND INJURIES

A. What's the matter?
B. I have a/an [1–19].

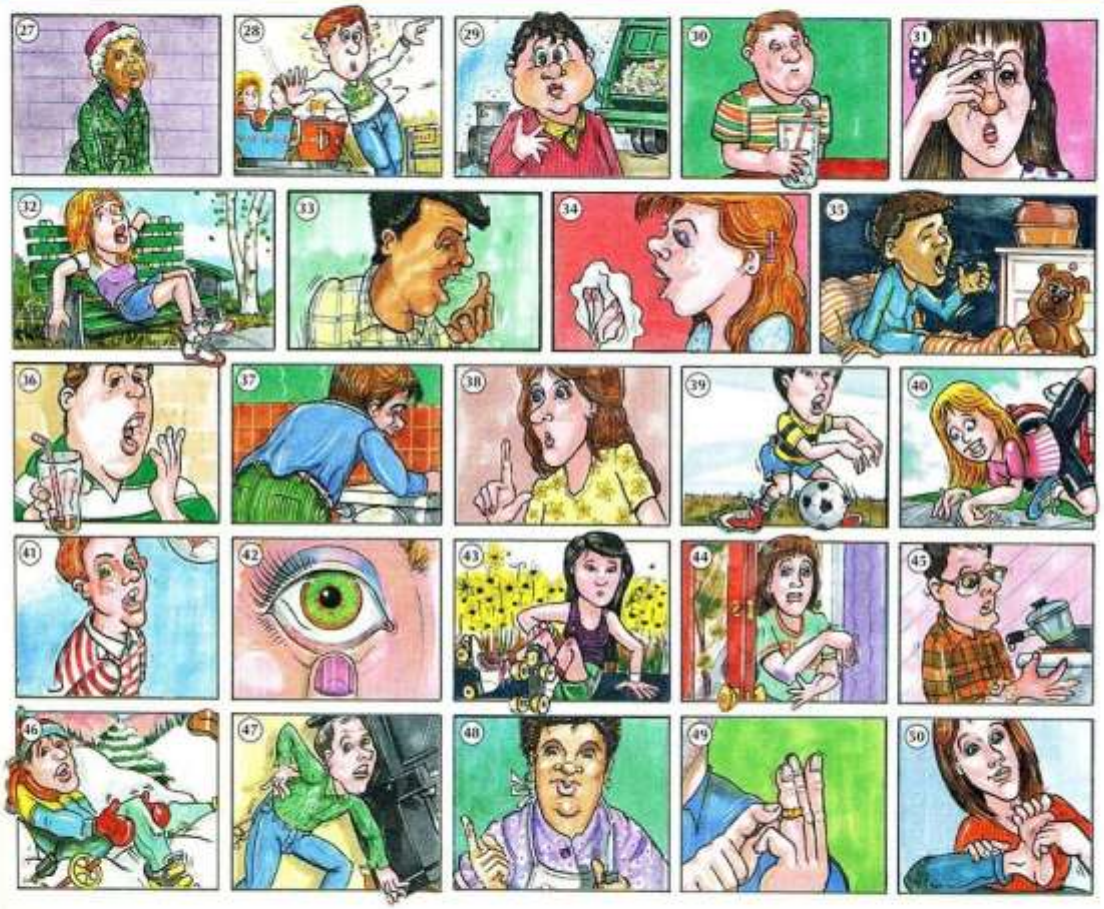
A. What's the matter?
B. I have [20–26].



1. headache
2. earache
3. toothache
4. stomachache
5. backache
6. sore throat
7. fever/ temperature
8. cold
9. cough
10. virus
11. infection
12. rash
13. insect bite
14. sunburn
15. stiff neck
16. runny nose
17. bloody nose
18. cavity
19. wart
20. (the) hiccups
21. (the) chills
22. cramps
23. diarrhea
24. chest pain
25. shortness of breath
26. laryngitis

A. What's the matter?
B. I feel [27–30].
I'm [31–32].
I'm [33–38] ing.

A. What's the matter?
B. I [39–48] ed my .....
My ..... is/are [49–50].



27. faint
28. dizzy
29. nauseous
30. bloated
31. congested
32. exhausted
33. cough
34. sneeze
35. wheeze
36. burp
37. vomit/throw up
38. bleed
39. twist
40. sprain
41. dislocate
42. scratch
43. scrape
44. bruise
45. burn
46. break–broke
47. hurt–hurt
48. cut–cut
49. swollen
50. itchy

A. How do you feel?
B. Not so good./Not very well./Terrible!
A. What's the matter?
B. ....., ..., and .....
A. I'm sorry to hear that.

Tell about the last time you didn't feel well. What was the matter?
Tell about a time you hurt yourself. What happened? How?
What are the symptoms of a cold? a heart problem?

MEDICAL AND DENTAL CARE

1. doctor/physician
2. nurse
3. X-ray technician
4. lab technician
5. EMT/emergency medical technician
6. dentist
7. (oral) hygienist
8. obstetrician
9. gynecologist
10. pediatrician
11. cardiologist
12. optometrist
13. surgeon
14. psychiatrist
15. examination table
16. eye chart
17. scale
18. X-ray machine
19. stethoscope
20. thermometer
21. gloves
22. blood pressure gauge
23. needle/syringe
24. bandages/gauze
25. adhesive tape
26. alcohol
27. cotton balls
28. drill
29. anesthetic/Novocaine

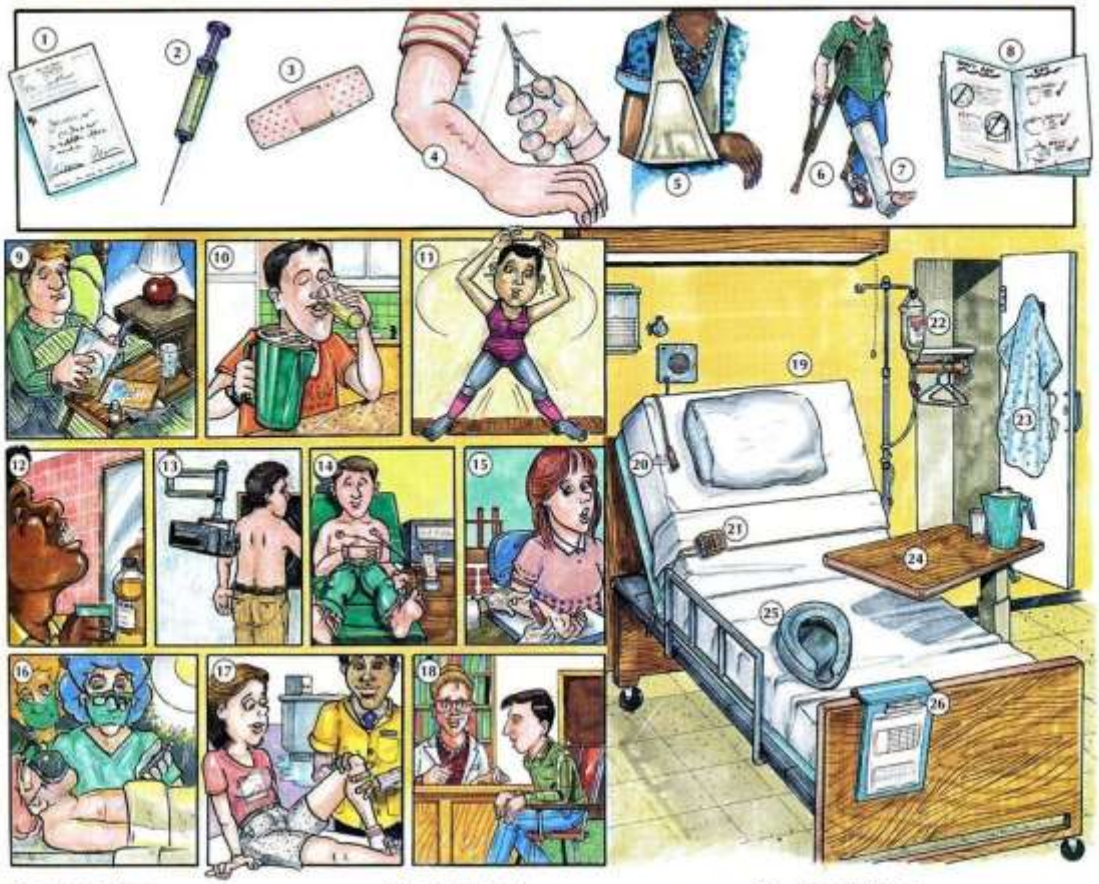
[1–14]
A. What do you do?
B. I'm a/an _____.

[15–18]
A. Please step over here to the _____.
B. Okay.

[19–29]
A. Please hand me the _____.
B. Here you are.

Where do you go for medical care? How often?
Who examines you? What does he/she do?

MEDICAL TREATMENT AND THE HOSPITAL



1. prescription
2. injection/shot
3. bandaid
4. stitches
5. sling
6. crutches
7. cast
8. diet
9. rest in bed
10. drink fluids
11. exercise
12. gargle
13. X-rays
14. tests
15. blood work/blood tests
16. surgery
17. physical therapy
18. counseling
19. hospital bed
20. call button
21. bed control
22. I.V.
23. hospital gown
24. bed table
25. bed pan
26. medical chart

[1–8]
A. What did the doctor do?
B. She/He gave me (a/an) _____.

[9–18]
A. What did the doctor say?
B. She/He told me to [9–12].
She/He told me I need [13–18].

[19–26]
A. This is your _____.
B. I see.

When did you have your last medical checkup?
What did the doctor say?

Have you ever been in the hospital?
When? Why? Tell about your experience.

d) Tests

1.What is Pharmaceutical Industry in Uzbekistan?
+a development priority
-branch of pharmacy
-branch of chemistry
-branch of science
2.What strategy does Uzbekistan have?
+medium-term and long-term strategy
-industrial
-chemical
-scientific
3.What competitive advantages can you count?
+availability of research base
-low cost of new medications
-availability of research staff
-existence of research institutions
4.What is the goal for nearest future?
+provision of medical drugs
-developing medical drugs
-producing medical drugs
-obtaining medical drugs
5.How many parts are there in sectoral development strategy?
+4
-5
-6
-7
6.What was the average annual growth rate?
+25%
-35%
-45%
-55%
7.What organizations collaborate in the Pharmaceutical Industry?
+Academy of Sciences, Uzkimyosanoat, Ministry of Health
-high schools
-branch of chemistry
-branch of science
8.How many medical substances are planned to produce?
+44
-45
-55
-65
9.How many original drugs do the research institutions plan for production?
+26
-36
-46
-56
10.How many medical drugs do domestic companies produce?
+136
-146
-156
-166
11.What preparations and products can be arranged in Uzbekistan?

+radiopharmaceutical preparations and blood products
-chemical products
-pharmaceuticals
-medicinal forms

12. State the tense of the verb in the following sentence;
"This work in the laboratory helps the doctors to understand the character of many diseases.
+Present Indefinite
-Past Continuous
-Present Continuous
-Past Indefinite

13. Finish the sentence with a proper word combination:
"The blood is ...."
+fluid tissue
-connective tissue
-muscular tissue
-watery tissue

14. State the tense of the verb in the following sentence;
"The patient has already restored his health.
+Present Perfect.
-Future Indefinite.
-Past Indefinite.
-Present Continuous

15. State the tense in the given example:
"Professor Ivanov delivers a lecture on Anatomy".
+Present Indefinite
-Past Indefinite
-Present Continuous
-Past Continuous

16. Fill in the blank with proper word:
"The human ..... makes 60-80 contractions per minute".
+heart
-head
-lungs
-liver

17. Put question to the underlined word:
"Pavlov is a famous Russian scientist ".
+Who is a famous Russian scientist?
-Was Pavlov a famous Russian scientist?
-Is Pavlov Russian writer?
-Is Pavlov Uzbek scientist?

18. Pick out the nouns that can be combined with the given verbs: To send.
+letter
-Hospital
-heartbeat
-hands

19. State the tense of the verb in the sentence:
"We know well Servey was the first anatomist to describe the pulmonary circulation"
+Past Ind.
-Present Ind.
-Present Perfect.
-Future Ind.

20. Fill in the blanks with proper prepositions
"The flow of blood into the lungs increases when one breathes ...and it decreases when one

breathes ... "
+in, out
-on, up
-in, under
-out, up

21. Put the verb in brackets in proper tense:
"The patient (to be) under medical observation before the surgeon began the operation ".
+was
-is
-am
-are

22. Answer the question:" How many heart sounds can we hear when we listen to the heart? "
+We can hear two sounds.
-We can hear no sounds.
-We can hear several sounds.
-We can hear four sounds.

23. State the tense of the verb: "The doctor hasbeen examining the patient for 2 hours.
+Perfect Contin.
-Past Ind.
-Present Ind.
-Future Ind.

24. Find the tense of the verb in the sentence: “All the limbs have been examined by the doctor”.
+Present Perfect Passive.
-Past Ind.
-Perfect Contin.
-Future Ind.

25. Answer the following question: "What does the skeleton consist of?"
+of bones
-of body
-of trunk
-of limbs

26. Find necessary preposition.This remedy is … external use only.
+for
-on
-in
-from

27. Find necessary preposition.This is a good medicine … a cold.
+for
-from
-in
-with

28. Find necessary preposition. Take this remedy … accordance … the prescription.
+in/with
-on/with
-in/at
-with/for

29. Find necessary preposition. Shake the bottle well… using.
+before
-after
-on
-in

30. Put the verb in the proper tense. “The patient said that he (not to feel) any pain on physical exertion”.
+hadn`t felt
-has felt
-feels
-felt
31. Find necessary word. Take this … before meals.
+drug
-tea spoonful
-ampoule
-beaker
32. Find necessary word. What do you take for a …?
+headache
-mixture
-head
-tablet
33. Find necessary word. The single dose and the total dosage are indicated on the …
+label
-shelf
-scales
-burner
34. Answer the question. What are kept in the drug cabinet with the letter "A"?
+poisonous drugs
-antibiotics
-injections
-strong effective drugs
35. Find the synonym to the underlined word. At the chemist's you can get medicines of all kinds.
+drugs
-meals
-matches
-books
36. Find the antonym to the underlined word. I think my blood pressure is too <u>high</u>.
+low.
-bad
-little
-tall
37. Find the antonym to the underlined word: Flowers are collected <u>before</u> the time of pollination.
+after
-on
-with
-for
38. Find the antonym to the underlined word. Solid forms of drugs are used <u>internally.</u>
+externally
-quickly
-generally
-mainly
39. Find necessary word. Penicillin … orally, intramuscularly and topically.
+is given
-give
-gave
-is made

40. Find necessary equivalent of the modal verb. The patient…stay in bed last week.
+had to
-has to
-have to
-must
41. Odd one out:
+symptom;
-ache;
-pain;
-trouble
42. Odd one out:
+angina pectoris;
-bronchitis;
-pneumonia;
-quinsy
43. Choose the appropriate verb form: The patient ____ to the hospital was a 45-year-old female.
+admitted
-was admitted;
-has admitted;
-admitting;
44. Choose the appropriate verb form: The scientists determined that the rate of heartbeat ____because of different factors.
+had increased;
-increasing;
-has increased;
-increases
45. Choose the appropriate verb form: The group of researchers ____ their observations by tomorrow.
+will have completed;
-will complete;
-complete;
-completed
46. Choose the appropriate verb form: The patient wants ___ electrocardiogram.
+to be taken;
-to take;
-took;
-takes
47. Choose the appropriate verb form: If the patient ____ as soon as possible there will develop severe complications.
+is not operated on;
-is operated on;
-will not operate on;
-does not operate on
48. Choose the appropriate preposition: After graduation ___ the institute, many young doctors enter ___ postgraduate programmes.
+from/;
-off/to;
-from/to;
-of/in
49. Choose the appropriate preposition: The lower extremities are connected ____ the trunk ____
the pelvis.

+with/by;
-of/to;
-to/on;
-on/with
50. Choose the appropriate preposition: During the seminar, the professor spoke ____ the students ___ anatomical terms.
+to/about;
-with/on;
--/of;
-by/about
51. Choose the appropriate preposition: Sechenov investigated the role ____ hemoglobin ____ respiration.
+of/in
-by/for;
-of/for;
-with/ -;
52. Choose the appropriate synonym to the underlined word: Many congenital heart defects are eliminated surgically.
+inborn;
-severe;
-developed;
-intricate
53. Choose the appropriate synonym to the underlined word: On physical examination the doctor
found out abnormal respiration.
+revealed;
-investigated;
-heard;
-treated
54. Choose the appropriate synonym to the underlined word: "Mycobacterium tuberculosis produces characteristic changes in the lungs".
+causes;
-affects;
-effects;
-increases
55. Choose the appropriate synonym to the underlined word: The patient had a *severe* form of bronchitis.
+complicated
-mild;
-easy;
-difficult;
56. Determine the disease according to its symptoms: Sharp, later generalized abdominal pains, especially felt on deep breathing or coughing, nausea, retention of stools, Shchetkin-Blumberg symptom.
+acute appendicitis.
-acute cholecystitis;
-chronic gastritis;
-gastric ulcers
57. Determine the disease according to its symptoms: Breathlessness and cyanosis, high irregular
fever, cough with purulent sputum, pain in the chest, dullness, rales and crepitation in the lungs.
+pneumonia;

-bronchitis;
-endocarditis;
-angina pectoris
58. Determine the sentence, which is similar in meaning to the key-sentence:
Ulcers` symptoms can grow worse if a patient takes aspirin-like medications.
+Aspirin is harmful for the patients with ulcers.
-Most of the patients take aspirin and such like medicines.
-Ulcers symptoms can develop under different conditions.
-Ulcers symptoms are worse in grown-ups.
59. Determine the sentence, which is similar in meaning to the key-sentence:
+Pure penicillin was received after a long tie of investigations.
-Many investigations had been carried out before a method of extracting pure penicillin was found.
-Scientists found a new method of penicillin investigations.
-Many methods of extracting pure penicillin had been known before these investigations were carried out.
60. Choose the appropriate word: Mr. Smith did not ___ well and could not go to work.
+feel;
-fail;
-full;
-dance;
61. Choose the appropriate word: The patient ____ ill and called in the doctor.
+was;
-were;
-fell;
-fill.
62. Choose the appropriate word: Thanks to numerous researches doctors nowadays can ____ many diseases which earlier were mortal.
+treat;
-carry;
-care;
-core.
63. Choose the appropriate word:
At 9 o'clock in the morning, doctors on duty begin their usually daily ___ rounds.
+ward;
-word;
-world;
-war.
64. Choose the appropriate word: Human’s ____ consists of 4 separate chambers.
+heart;
-heard;
-head;
-hard
65. Choose the appropriate word: Profuse cold ___is one of the tuberculosis signs.
+perspiration;
-aspiration;
-inspiration;
-expiration.
66. Answer the question: What was the medical specialty of the prominent doctor Lesgaft?
+anatomist;
-pediatrician;
-surgeon;
-physiologist.

67. Answer the question:
Who was the first scientist to suggest that hepatitis was an infectious disease?
+Botkin;
-Koch;
-Fleming;
-Pavlov
68. Answer the question: Who of these scientists invented antibiotics?
+Fleming;
-Koch;
-Botkin;
-Pasteur.
69. Answer the question: What science deals with health and welfare environment?
+hygiene
-medicine;
-pediatria;
-microbiology;
70. Complete the following sentence: The patient suffering from gastric carcinoma has … appetite.
+reduced
-increased
-following
-high
71. Complete the following sentence:
Academician A.N.Bakulev is considered the founder of a new branch of:
+cardiosurgery
-anatomy
-histology
-surgery
72. Complete the following sentence: The etiology of cancer of stomach is:
+Unknown;
-All answers are true;
-Ulcer of stomach;
-Polyps;
73. Answer the following question: What is the total weight of the brain?
+1-2 kg
-3 kg
-3-4 kg
-2-3 kg
74. Complete the following sentence: Appendicitis has such forms as:
+gangrenous, perforating
-malignant
-virus A, B
-chronic
75. Complete the following sentence: Patients with perforated ulcers are known to complain of:
+an acute pain in the stomach
-a sharp pain in the substernal area radiating to the shoulder
-disturbances in the brain
-pain in the lungs
76. Answer the following question: How can a therapeutist determine the enlargement of the heart?
+On percussion
-By microscope

-By cystoscopy
-On auscultation
77. Answer the following question: What complaints has the patient with Angina Pectories?
+Pains of various intensity in the chest and behind the breastbone
-Severe attacks of productive cough, which occurred at night and in the morning
-Hemorrhage
-Vomiting
78. Complete the following sentence:
The man can live without water for … days and without food for more days.
+10
-20
-3
-7
79. Complete the following sentence: At rest human heart pumps … liters of blood per minute.
+4
-2
-8
-1
-10
80. Complete the following sentence. On great physical exertion, the heart pumps … liters of blood per minute.
+40
-10
-11
-3
81. Answer the following question: What is controlled by motor cortex?
+All movements of human body
-Nausea
-Reading
-Only blood pressure
-Sleeping
82. Answer the following question: What is controlled by hypothalamus?
+Blood pressure;
-Coughing;
-All chemical substances;
-Temperature.
83. Choose sentence with complex object:
+The patient wanted the nurse to give intramuscular injection instead of intravenous one.
-I have already made my method of research.
-We will have completed our research on the blood erythrocyte by tomorrow.
-He is said to live here in London.
84. Choose sentence with complex object:
+We know Prof. Rahimov to operate successfully
-He appears to be ill.
-My friend you know well is not ill.
-This man has not published his article yet.
85. Choose the synonym to the word «to let"
+to allow
-to give
-to pass
-to agree
86. Choose the synonym to the word "to carry out"
+to make

-to do
-to fulfill
-to publish
87. Choose the antonym to the word "anxious"
+kind
-good
-well
-worse
88. Choose the proper word to the sentence:
The exchange of gases takes place in the alveoli of the …
+lungs
-heart
-nose
-brain
89. Choose the proper answer:
What clinical manifestations has the patient with acute cholecystitis?
+Nausea, vomiting, dryness in the mouth, constipation
-Dry cough
-Hemorrhage
-Moist rale
90. Complete the following definition:
The disease of endocrine system caused by a large amount of sugar in the body is …
+diabetes
-diphtheria
-cholecystitis
-much sugar
91. Complete the following sentence:
The coloring of the skin caused by some disturbances in the body is …
+pigmentation
-coloring
-picture
-coloring picture
92. Complete the following sentence:
An unusual eruption on the skin mostly caused by some infectious disease is…
+rash
-stasis
-bleeding
-nausea
93. Complete the following sentences:
The diagnostic examination of the tissue taken from a living body is …
+biopsy
-diagnosis
-to make a diagnosis
-biology
94. Complete the following sentence:
The disturbance of blood circulation that causes blood to stop at a certain portion of a vessel is …
+stasis
-stop
-ecstasies
-contraction of vessels
95. Choose the symptoms of the following disease:
The development of acute gastritis is characterized by the appearance of

+the loss of appetite, pain and epigastria discomfort after meals.
-nausea vomiting accompanied by hemorrhage.
-cold respiration at night and intermediate fever
-bleeding

96. Complete the following sentence:
The human organism is known to have a specific capacity of resistance against infection, which is called …
+immunity
-conditioned reflexes
-unconditioned reflexes
-external stimuli

97. Answer the following question:
Who of the scientists proved the existence of association between a lesion of the central and peripheral nervous system and the development of ulcer?
+N.Burdenko, A.Speransky, V.Mogilnitsky, L.Koreisha
-A.Botkin
-Sechenov and Botkin
-A.Speransky and V.Mogilnitsky

98. Complete the following sentence: Arterial systole is …
+the contraction of both atria of the heart;
-the contraction of both ventricles;
-the contraction of the stomach;
-the contraction of one atrium of the heart;

99. Complete the following sentence: The diastole is…
+the period of rest of the cardiac muscles
-the contraction of atria and ventricles
-the period of jumping
-the period of walking

100. Complete the following sentence: All muscles are divided into three main groups: …
+long, short and wide
-white, yellow, black
-long, short and intermediate
-hard, easy and quick

101. Select the correct word. The chest is composed of ... and 24 ribs.
+breastbone
-back
-bone
-breakfast

102. Select the correct word. The cervical part of the skeleton ... of 7 vertebrae.
+consists
-composes
-connect
-collected

103. Select the correct word. The skeleton of the head ... the skull.
+is called
-consist
-is composed
-call

104. Choose the correct word in the following questions:
The nurse did not forget to give the patient administration ...by the doctor
+changed
-changes
-change

-have been changed
105. Choose the correct word in the following questions:
The patient ... by the therapeutist yesterday felt bad.
+examined
-examine
-examines
-examining
106. Choose the correct word in the following questions:
The muscular structure of the heart consists of fibrous bands ... into two groups.
+divided
-divide

-divides
-dividing
107. Choose the correct word in the following questions:
The operation ... on the diseased joints restored the health of the patient.
+made
-makes
-making
-make
108. Choose the correct word in the following questions:
Each of chambers has two ... parts: the atrium and the ventricles.
+connected
-connect
-connects
-connecting
109. Choose the correct word in the following questions:
According to the basic parts of the skeleton, all the muscles are... into the muscles of the trunk, head, and extremities.
+divided
-delivers
-decided
-developed
110. Choose the correct word in the following questions:
The muscles are the active agents of motion and …
+contraction
-communication
-combination
-conclusion
111. Supply the necessary postpositions: The nurse filled …… the patients card.
+in
-on
-–
-by
112. Supply the necessary postpositions:
We have called …. a physician as my sisters condition become worse.
+in
-on
-from
- –
113. Supply the necessary postpositions:
An aerobic microorganism has been found … by the microbiologists.
+out

-in
-on
-from
114. Supply the necessary postpositions:
Pavlov carried …. many experiments to determine the nature of conditioned reflexes.
+out
-on
-in
-by
115. Find the right translation: Ставитьбанки:
+to apply cups
-to place cups
-to get cups
-to give cups
116. Find the right translation: Вызватьврача:
+to call in a doctor
-to ask a doctor
-to visit a doctor
-to ring up a doctor
117. Find the sentence in the Past Indefinite Tense:
+When did your first term begin?
-She pays attention to anatomy
-Is it warm or cold today?
-He must treat him.
118. Find the right translation: влажныйклимат
+moist climate
-moist hand
-moist air
-moist environment.
119. Find the right translation: We looked but saw nothing.
+смотреть
-искать
-ухаживать
-наблюдать
120. Find the right translation: The nurse looked after the patients.
+ухаживать за
-выглядеть на
-искать
-наблюдать
121. Find the right translation: I looked for the atlas.
+искать
-смотреть
-наблюдать
-потерять
122. Choosetheappropriateword.
Luminal and bromide were prescribed to the patient … his sleep.
+improve
-impair
-develop
-return
123. Choose the appropriate word.
…… forms of lobular pneumonia are difficult to differentiate from pleurisy.
+severe

-mild
-every
-strong
124. Choose the synonym of the word: permanent.
+constant
-changeable
-productive
-purulent
125. Choose the synonym of the word: purulent
+contains pus
-clean
-sputum
-moist roles
126. Choose the synonym of the word: Fever
+temperature
-malaise
-fatigue
-indication
127. Choose the necessary variant: Pulmonary tuberculosis is caused ….
+by mycobacterium tuberculosis
-by moist rale
-by dry rale
-by diffuse of bronchitis
128. Choose the necessary variant:
Pulmonary tuberculosis may affect such organs as ……
+bones, gland, joints
-lungs, kidneys, stomach
-heart, kidneys, extremities
-heard, lung, intestine
129. Find the noun:
+accomplishment
- investigate
- protective
- severe
130. Find the noun:
+intoxication
-ineffective
-inflammatory
-unproductive
131. Give the synonym of the word "remedy"
+ medicine
- protein
- injection
- tablet
132. How many people does the Pharmaceutical Industry in the UK employ?
+ 72,000
- 62,000
- 82,000
- 92,000
133. What agency is responsible for ensuring medicines and medical devices?
+ Medicines and Healthcare products Regulatory Agency (MHRA)
- Ministry of Health
- Pharmaceutical Sector

- Chemical sector

134. How many leading industrial sectors in the world?

+3

- 4
- 5
- 6

135. What place does the British Pharm. Sector take among the leading British industrial fields?

+3

- 4
- 5
- 6

136. Is the Pharm. Industry of Great Britain dynamic and fast growing?

+Yes

- No
- No comment
- No answer

137. What place does Great Britain take by the total volume of the occupied share in market?

+2

- 4
- 5
- 6

138. What organization presents the interests of the British Pharm. Branch?

+the Association of the British Pharmaceutical Industry

- Ministry of Health
- Pharmaceutical Sector
- Chemical sector

139. Whose interests are presented by this organization?

+the most of producers and suppliers of medicines

- physicians'
- dentists'
- doctors'

140. Does the state create all necessary terms for development of R&D in the pharmaceutical sector?

+Yes

- No
- No comment
- No answer

141. How many per cent of known medicines were produced in GB?

+20%

-30%

-40%

-50%

142. In accordance with what does MHRA control registration of medicines?

+EU directives

- international standards
- pharmaceutical sector
- chemical sector

143. What model a program based on?

+master of pharmacy (MPharm) model

- College degree
- School degree
- High school

144. How many years for entering and leaving profession are given?
+4
- 5
- 6
- 7
145. How many years must the students study for receiving BSc?
+3
- 4
- 5
- 6
146. How many pharmacy schools are there in the UK?
+22
- 25
- 30
- 35
147. How many students has every school each year?
+150
- 160
- 170
- 180
148. How many applicants do pharmacy schools receive for each place?
+8-10
- 10-12
- 12-14
- 14-16
149. What does that mean?
+10,000 applicants for the 3,300 places
- 20,000 applicants for the 4,300 places
- 30,000 applicants for the 5,300 places
- 40,000 applicants for the 6,300 places
150. What examinations do the school-leavers take?
+chemistry, math, and biology
- physics, math, and languages
- chemistry, math and physics
- physiology, math, and languages
151. How many subjects are studied before applying?
+3
- 4
- 5
- 6
152. What is the graduate fully equipped?
+to enter the clinical/practice arena
- to enter the hospital
- to enter the pharmacy
- to enter the industry
153. How many years of pharmacy education are there in Europe?
+5-6
- 3-4
- 4-5
- 7-8
154. What plant has a natural pest-fighting defence?
+Absinthe
- St. John’s-wort

- Worm-wood
- Aloe

155. What disease do these plants protect from?
+ malaria
- headache
- peptic ulcer
- stomach-ache

156. What glands has Wormwood?
+ balloon like glands
- almond like glands
- spherical glands
- flat glands

157. What can St. John's-wort treat?
+ depression
- headache
- peptic ulcer
- stomach-ache

158. Where does St. John's –wort grow wildly?
+ in the USA
- in the UK
- in Russia
- in Uzbekistan

159. What actions has Hypericin?
+ anti-viral and anti-cancer
- anti-fungal
- anti-depression
- anti-spasmodic

160. Where is Hypericin concentrated?
+ in small black and red dots
- in the leaves
- in the stem
- in the root

161. What effects may Hypericin have in a high concentration?
+ toxic
- anti-fungal
- anti-depression
- anti-spasmodic

162. What a natural compound does *Artemisia* produce?
+ Artemisinin
- Hypericin
- Analgin
- Betadin

163. She never ___ to eat soup.
+ had liked
- would not like
- didn't like
- like

164. "I'll drink tea from this tin mug." "Where ___ you ___ it?"
+ did/find
-were/found
-do/find
-did/found

165. It was dark and cold. At one moment he thought that he ___ his way.

+had lost
- lost
- will lose
- was lost
166. I didn't know anyone in the city where I ___ to get.
+would try
- did try
- was trying
- have tried
167. -Why ___ you go to the plant? -I ___ no time.
+didn't/had
- didn't/hadn't
- did/hadn't
- will/have
168. A policeman ___ me crossing the street yesterday.
+ saw
- has seen
- seen
- will see
169. Arthur ___ all his exams by 5 o'clock yesterday.
+ had passed
- has been passed
- has passed
- passes
170. He evidently ___ his shoes for a very long time. They were worn-out.
+ had been wearing
- had been worn
- was wearing
- were wearing
171. So, the invisible man ___ into the shop and ___ down.
+came/walked
- did not come/walk
- comes/walked
- comes/would walk
172. -We were at the theatre 2 days ago. The performance was excellent. -Who ___ the leading part?
+ played
- would play
- has played
- did play
173. One day the boys found a man in the forest. He __
+was dying
- will die
- had been dying
- had died
174. His father ___ a doctor and he ___ to make his son a doctor, too.
+ was/wanted
- was/wants
- will be/would want
- were/wanted
175. During his school years Cronin ___ great interest in literature.
+ took
- has taken

- had taken
- would take

176. He ___ the box yesterday, because he had to do it.
+ opened
- have opened
- opens
- had opening

177. 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

178. She ___ you a letter three weeks ago.
+had sent
- sent
- has sent
- was sending

179. When he ___ home I ___ him the book.
+came/showed
- has come/has shown
- comes/showed
- came /shall show

180. They ___ breakfast at 7 and ___ home at eight.
+ had/left
- had/had left
- had/leave
- have/leaves

181. Long ago people ___ little about those minerals.
+ had known
- knowed
- will know
- knew

182. The dentist ___ two of his teeth. One of them ___ quite good.
+ pulled out/was
- pull out/was
- pulls out/are
- pulled out/were

183. I couldn't imagine what ___ to her.
+ had happened
- has been happened
- will happen
- has been happening

184. He felt that he ___ it wrong.
+ was made
- made
- has made
- will make

185. I ___ my homework when my mother came.
+ had already done
- has already done
- already do
- already did

186. Turning I found my father sitting beside me on the sofa. I said: “How ___ you ___ here?”
+ do/get
- did/get
- does/get
- has/been getting
187. Last summer we ___ a trip to Houston.
+ made
- has made
- are making
- shall make
188. He ___ barely ___ of him until that evening.
+ had/heard
- did/hear
- has/heard
- was/heard
189. She ___ in Tashkent five years ago.
+ has lived
- live
- have lived
- had lived
190. We ___ English, so I know it a little.
+ learned
- should learn
- were learning
- learns
191. Yesterday at this time it ___.
+ was snowing
- had snowed
- had been snowing
- snows
192. We ___ he ___ ill.
+ did not know/was
- knew/will be
- knew/am ill
- had known/is
193. I ___ to start a new life tomorrow.
+ am going
- shall go
- is going
- were going
194. Mark ___ into the army next year.
+ will go
- was going
- would go
- will be go
195. They ___ dinner at this time tomorrow.
+ will be having
- having had
- will have
- have
196. -What’s happened to your hair? Your mother ___
+ didn’t like

- likes
- liked
- would like

197. I ___ if you come too late tomorrow.
+ shall be sleeping
- will sleep
- sleep
- am sleeping

198. When did Uzbekistan become the member of the UN?
+ 1992, March, 2
- 1991, September, 1
- 1992, December, 8
- 1991, August, 31

199. Be quick or we ___ for school.
+ are late
- is late
- have been late
- shall be late

200. How is the American flag called?
+ “Stars and Stripes”
- “Uncle Sam”
- “Union Jack”
- “God Save the Queen”

201. What ___ you ___ next Sunday?
+ will/do
- have/ done
- are/ done
- were /done

202. I think I ___ a cassette recorder and use it in class.
+ buy
- am buying
- shall buy
- would buy

203. We ___ for Niagara tomorrow.
+ shall be left
- had to leave
- left
- have left

204. Choose the appropriate articles. …Uzbekistan is situated in …Central Asia.
+ -/-
- the/the
- -/the
- A-/the

205. I’ll ask him what he ___ for lunch.
+ would have
- are having
- was having
- should have

206. Who ___ for a walk tomorrow?
+ will go
- went
- didn’t go
- doesn’t go

207. Choose the appropriate articles. In England, …Severn is … longest river.
+ the/the
- a/the
- -/the
- the/-
208. They ___ their English exam at this time tomorrow.
+ will be taking
- take
- would take
- is taking
209. My boss ___ some VIPs' tomorrow.
+ will be received
- is receiving
- will have received
- receive
210. Ask him when the engineers ___ finish the talks.
+ will
- would
- had
- have
211. He ___ to learn French next year.
+ is going
- was going
- are going
- will be going
212. All the children ___ on an excursion next week.
+ will go
- has gone
- have gone
- went
213. ___ you ___ at 6 tomorrow?
+will/be sleeping
- will/sleep
- do/sleep
- are/sleeping
214. I shall be back by 6 and I hope you ___ a good sleep by that time.
+ will have
- would have
- have had
- will have had
215. This time tomorrow we ___ probably ___ fishing.
+ shall/be
- shall/-
- do/are
- are/will
216. What ___ you ___ at 6 tomorrow?
+ will/be doing
- will/have done
- will/do
- was/doing
217. By the end of the first term we ___ many English books.
+ shall have read
- have read

- shall read
- read
218. He ___ for you at 7 in the evening next Sunday.
+ will be waiting
- had been waited
- have waited
- were waiting
219. I'm taking my sister out as she ___ any sun for a long time.
+ hasn't had
- haven't had
- hadn't been
- will have
220. He ___ ill for three months already.
+ has been
- have been
- was
- is
221. Who goes sightseeing?
+ Nina does.
- We shall
- We did
- she has
222. I usually ___ a blouse and jeans at home, but today I ___ on a new dress.
+ wear/have put
- have worn/have put
- wore/has put
- wears/has put
223. What ___ the president ___? -He ___ a contract.
+ does/do/has signed
- is/doing/is signing
- will/do/was signing
- is/ going to do/would sign
224. Look! The cat ___ your cutlet.
+ is eating
- has been eating
- was eating
- eats
225. You look pale. You ___ too hard these days.
+ worked
- are working
- work
- have been working
226. What ___ you ___ since I saw you last?
+ did/do
- will/do
- have/been doing
- are/doing
227. It is 8.30. Ben and Ann ___ breakfast.
+ are having
- is having
- was having
- were having
228. She ___ a journalist nowadays.

+is
- am
- were
- was
229. You ___ always ___ your things. Put them into their bag.
+ -/lose
- have/lost
- shall/have been losing
- are/losing
230. What place ___ the youth of our country occupy in all branches now?
+does
- did
- shall
- is
231. I ___ home for lunch on Mondays. I have lunch in the canteen.
+ don't go
- will not go
- doesn't go
- was going
232. Westminster Abbey is the ancient old church in which the coronation ceremonies of almost all English kings and queens ___ place.
+ have taken
- will take
- is taking
- was taken
233. This is the most interesting film I ___ ever ___.
+ have/seen
- had/seen
- have /saw
- was/seen
234. "Nobody ___ in that country," said Pinocchio to his friend.
+ learns
- doesn't learn
- are learning
- don't learn
235. Paul ___ a student of Cambridge University.
+ is
- be
- am
- are
236. "Little boy", said a man, "why do you carry that umbrella over your head? It ___ and the sun ___"
+ doesn't rain/shines
- is raining/is shining
- isn't raining/isn't shining
- isn't raining/don't shine
237. Who often has dinner at the canteen?
+ we do
- he had
- she will
- I did
238. I ___ never ___ him before.
+ have/met

- has/met
- -/meets
- - /meet
239. The weather is awful, it ___ all day.
+ is raining
- rains
- rained
- has rained
240. It is 2 o'clock. I ___ afraid I ___ late.
+ am/am
- shall be/am
- was/was
- am/wasn't
241. Who usually answers these letters in your office?
+ I do, of course.
- Mary is.
- Those engineers did.
- That man will.
242. The milk is hot I ___ on it to make it cold.
+ am blowing
- blew
- blow
- is blowing
243. - You don't like horror films, do you? - ___ . They are so terrifying.
+ Yes, I do.
- No, we didn't.
- No, I don't.
- No, I can't.
244. ___ this engineer work at the Ministry of Foreign Affairs?
+does
- has
- had
- shall
245. He ___ never ___ him sing.
+has/heard
- have/ heard
- was/ hearing
- is/hearing
246. I think ___.
+he is about fifty
- her about fifty
- him about fifty
- be about fifty
247. I miss her very much, almost every minute of the day I think of her, or I think I ___ her.
+ hear
- heard
- have heard
- am hearing
248. Look! There ___ a man sitting at the first table near the door. He ___ at us.
+is/is looking
- were/had looked
- is/was looking
- had been/looked

249. Why didn’t you help him? You ___ have done it.
+ could
- was able to
- were to
- must
250. A: ___ I phone you tonight? B: Yes, you ___.
+ may / may
- must / might
- could / can’t
- shouldn’t / shouldn’t
251. But I ___ stay in England for six months, and not for a fortnight as I had planned.
+ had to
- have to
- am able to
- can
252. -I ___ draw a circle with a pencil only, and you? -Neither can I.
+can’t
- shan’t
- can
- may
253. Last week I ___ go to town on business trip as the Ministry of Education had asked me to come.
+ had to
- might
- should
- could
254. If one person is careless with a library book, then it ___ be read by others.
+ can
- couldn’t
- may
- mightn’t
255. After a book is written, it passes through the heads of very many different workers. Each worker works carefully, for there ___ not be any mistakes.
+ must
- couldn’t
- could
- might
256. He tried, but ___ persuade nobody.
+ couldn’t
- could
- can
- might
257. People who know a foreign language ___ learn a second one easily.
+can
- needn’t
- mustn’t
- should
258. ___ I have a word with you, please?
+ may
- have to
- had to
- must
259. Business letters ___ usually ___on special forms.

+ are /written
- are being /written
- is /written
- is/write
260. Sometimes a lot of guests ___ to his birthday party.
+ are invited
- was invited
- were inviting
- is inviting
261. The business letters ___ tomorrow.
+ will be sent
- would be sent
- will send
- is sent
262. Many modern apartments ___ in Berlin since 1980.
+ have been built
- has been built
- were built
- are building
263. What were the main sources of drugs from the ancient time?
+ mineral, plant and animal products
- chemical products
-pharmaceutical products
-natural products
264. What has the use of natural products?
+ magical-religious significance
- healthy effect
- disorders
- pains
265. How many drugs does the WHO consider as basic and essential?
+ 252
- 260
- 270
- 280
266. How many per cent are obtained by plant origin?
+ 11%
- 26%
- 27%
- 28%
267. What chemical compounds obtained from plants do you know?
+ muscarine, physostigmine, cannabinoids, yohimbine, forskolin
- analgin
- aspirin
- betadin
268. What studies are used for obtaining these compounds?
+ pharmacological, physiological and biochemical studies
- mathematical and physical
- biological and mathematical
- mathematical and pharmacological
269. How many plant species are estimated?
+ 250,000-500,000
- 350,000-500,000
- 450,000-500,000

- 550,000-600,000

270. What studies have been carried out?
+ pharmacological screening or preliminary studies
- mathematical and physical
- biological and mathematical
- mathematical and pharmacological

271. What methods can be used for obtaining isolated active compounds?
+ thin layer chromatography
- mathematical and physical
- biological and mathematical
- mathematical and pharmacological

272. What process must be conducted for purification and isolation?
+bioassay and toxicity evaluation
- mathematical and physical
- biological and mathematical
- mathematical and pharmacological

273. Howis bioassay and toxicity evaluation process called?
+ bioactivity-guided fractionation
- mathematical and physical
- biological and mathematical
- mathematical and pharmacological

274. What can bioassays be performed?
+ using microorganisms, molluscs, insects
- using cell culture
- using isolated organs
- using chemical elements

275. What functions do clinical pharmacists have?
+ care for patients in all health care settings
- treat diseases
- produce drugs
- sell drugs

276. Where do the clinical pharmacists begin their movement?
+ inside hospitals and clinics
- at the chemist's shop
- at the Institute
- at the plant

277. With whom clinical pharmacists collaborate?
+ physicians and other healthcare professionals
- teachers
- doctors
- engineers

278. What branches of science do clinical pharmacists have extensive education?
+ biomedical, pharmaceutical, sociobehavioral and clinical sciences
- physical sciences
- mathematical sciences
- biological sciences

279. What degree do clinical pharmacists have?
+ a Doctor of Pharmacy (Pharm.D.) degree
- Bachelor of Art degree
- Master of Sciences degree
- Doctor of Philosophy degree

280. What branch are clinical pharmacists experts?
+ in the therapeutic use of medications

- in treating diseases
- in producing drugs
- in selling drugs

281. What do clinical pharmacists do?
+ provide medication therapy
- treat diseases
- produce drugs
- sell drugs

282. What do the clinical pharmacists advice?
+ the safe, appropriate, and cost-effective use of medications
- treat diseases
- produce drugs
- sell drugs

283. What was in the past?
+ access to hospitals and clinics was limited
- access to hospitals and clinics was not limited
- access to chemist's shops was limited
- access to high schools was limited

284. What are the functions of the clinical pharmacists nowadays?
+ to give information about medicines
- to give information about chemist's shops
- to give information about hospitals and clinics
- to give information about high schools

285. What must they prevent?
+ medication errors
- unhealthy effect
- disorders
- pains

286. What are clinical pharmacists given in some states?
+ prescriptive authority
- to give information about chemist's shops
- to give information about hospitals and clinics
- to give information about high schools

287. How is it in the United Kingdom?
+ independent prescriptive authority
- to give information about chemist's shops
- to give information about hospitals and clinics
- to give information about high schools

288. What is Industrial Pharmacy specialized?
+ in creating and marketing medications of all types
- in treating diseases
- in producing drugs
- in selling drugs

288. What will I have if I choose to work in the Industrial Pharmacy field?
+ the opportunity to use the latest methods and technology
- the opportunity to give information about chemist's shops
- the opportunity to give information about hospitals
- the opportunity to give information about high schools

289. What is your responsibility for determining medications?
+ having the right ingredients
- mixing the right ingredients
- preparing the right ingredients
- obtaining the right ingredients

290. How many areas are there in the Industrial Pharmacy?
+ 5
- 6
- 7
- 8
291. What may you do after marketing the new medications?
+ be responsible for performing clinical trials
- be responsible for mixing the right ingredients
- be responsible for preparing the right ingredients
- be responsible for obtaining the right ingredients
292. What does being responsible for performing clinical trials mean?
+ to collaborate with other pharmaceutical companies
- to collaborate with governments
- to collaborate with health care professionals
- to collaborate with chemist's shops
293. Is a Master degree required for Industrial Pharmacy?
+Yes
- No
- No comment
- No answer
294. What level must a student have?
+ Pharm. D.
- Bachelor of Art degree
- Master of Sciences degree
- Doctor of Philosophy degree
295. How many years does Pharm. D involve?
+ 4 years
- 5 years
- 6 years
- 7 years
296. What will the students acquire?
+ a comprehensive knowledge of all aspects
- knowledge of Chemistry
- knowledge of Mathematics
- knowledge of Physics
297. What does the Curriculum include?
+ theoretical and technological aspects
- Design of conventional release dosage forms
- drug product stability testing
- evaluation of conventional dosage forms
298. What areas do the students have research interests?
+ in development areas of high-energy solids
- for poorly water-soluble drugs
- nasal and transdermal drug delivery
- pharmaceutical processing
299. How many major industrial areas in Biotechnology?
+ 4
- 5
- 6
- 7
300. What is the application of Biotechnology directed?
+ using organisms for the manufacture of organic products
- using medicinal forms

- using chemical substances
- using medicinal plants

301. What is Biotechnology used?
+ to recycle, treat waste
- cleanup sites contaminated by industrial activities
- bioremediation
- to produce biological weapons

302. What branches of Biotechnology do you know?
+Bioinformatics,Blue,Red andWhite biotechnology
- Pharmaceutical industry
- Chemical industry
- Medicine

303. What is Bioinformatics?
+ an interdisciplinary field
- branch of Pharmacy
- branch of Chemistry
- branch of Biology

304. What is Blue Biotechnology?
+ it is used to describe the marine and aquatic applications
- it is used to describe the ecology
- it is used to describe the agriculture
- it is used to describe the soil

305. What is Red Biotechnology?
+ it is applied to medical processes
- it is applied to pharmaceutical processes
- it is applied to chemical processes
- it is applied to biological processes

306. What is White Biotechnology?
+ Industrial Biotechnology
- Pharmaceutical Biotechnology
- Chemical Biotechnology
- Medicinal Biotechnology

307. What other areas is Biotechnology used?
+in drug production, Pharmacogenomics, Gene therapy, Genetic testing
- Pharmaceutical industry
- Chemical industry
- Medicine

308. What subjects is Medicinal Chemistry connected with?
+ Chemistry, pharmacology and various other biological specialties
- Biology, Immunology and Hygiene
- Chemical Biotechnology
- Medicinal Biotechnology

309. What does Medicinal Chemistry focus?
+ on small organic molecules
- synthetic organic chemistry
- pharmacology
- biological specialties

310. What does Medicinal Chemistry aspect?
+ natural products and computational chemistry
- chemical biology
-enzymology
- structural biology

311. What does Medicinal Chemistry involve?

+ chemical aspects of identification
- systematic synthetic alteration
- chemical biology

312. What does Medicinal Chemistry include?
+ synthetic and computational aspects
- chemical biology
-enzymology
- structural biology

313. What is Medicinal Chemistry focused?
+ on quality aspects of medicines
- on medicinal products
- on synthetic alteration
- on chemical biology

314. What does Medicinal Chemistry combine?
+ to form a set of highly interdisciplinary sciences
- setting its organic, physical, and computational emphases
- biochemistry, molecular biology, pharmacognosy and pharmacology
- toxicology and veterinary and human medicine

315. What have practitioners in?
+ a strong background in organic chemistry
- chemical biology
-enzymology
- structural biology

316. What abilities must scientists have?
+ chemistry abilities
- synthetic abilities
- natural abilities
- pharmaceutical abilities

317. What does the Pharmaceutical Industry do?
+ develops, produces, and markets drugs
- cleanup sites contaminated by industrial activities
- bioremediation
- to produce biological weapons

318. What are the Pharmaceutical companies allowed to?
+ deal in generic and/or brand medications and medical devices
- develop drugs
- produce drugs
- market drugs

319. What are the Pharmaceutical companies?
+ subject to a variety of laws and regulations
- Pharmaceutical Biotechnology
- Chemical Biotechnology
- Medicinal Biotechnology

320. What is Drug discovery?
+ the process by which potential drugs are discovered or designed
- the process of developing drugs
- the process of producing drugs
- the process of marketing drugs

321. What does Drug development refer?
+ to activities undertaken after a compound
- to develop drugs
- to produce drugs
- to market drugs

322. What are the objectives of Drug development?
+ to determine appropriate formulation and dosing
- to develop drugs
- to produce drugs
- to market drugs
323. What does research in this area include?
+ a combination of in vitro studies, in vivo studies, and clinical trials
- to develop drugs
- to produce drugs
- to market drugs
324. What is the influence of the Pharmaceutical Industry on the scientific process?
+ meta-analyses that studies sponsored by pharmaceutical companies
- the process of developing drugs
- the process of producing drugs
- the process of marketing drugs
325. What is the role of the Pharmaceutical companies?
+ a matter of some debate, ranging from those highlighting the aid
- to develop drugs
- to produce drugs
- to market drugs
326. What have patents been criticized to?
+ in the developing world to reduce access to existing medicines
- to develop drugs
- to produce drugs
- to market drugs
327. When was the American Association of Colleges of Pharmacy (AACP) formed?
+ in 1925
- in 1935
- in 1945
- in 1955
328. How was an earlier organization of pharmacy schools called?
+ The American Conference of Pharmaceutical Faculties
- The American Association of Colleges of Pharmacy
- The American Foundation for Pharmaceutical Education
- The Pharmaceutical Sciences Section of the American Association for the Advancement of Science
329. What does annual meeting of the ACPF serve?
+ as a forum for discussion of mutual problems
- as a discussion of the interests among the member schools
- as a conference among the faculties
- as a discussion of the interests among sections
330. When is each school of pharmacy reevaluated?
+ about every 6 years
- about every 7 years
- about every 8 years
- about every 9 years
331. What are schools of pharmacy reevaluated by?
+ an accreditation team from the council
- The American Association of Colleges of Pharmacy
- The American Foundation for Pharmaceutical Education
- The Pharmaceutical Sciences Section of the American Association for the

Advancement of Science

332. What does the accreditation team prepare?
+ reports and recommendations for action
- articles
- theses
- annotations

333. Where are reports and recommendations for action sent?
+ to the dean of the school and the president of the institution
- to the discussion of the interests among the member schools
- to the conference among the faculties
- to the discussion of the interests among sections

334. What is the most important aspect of the student memberships?
+ the opportunity for communication
- a discussion of the interests among the member schools
- a conference among the faculties
- a discussion of the interests among sections

335. What organizations are many pharmaceutical scientists members?
+the ACS, the ASPET, the PSS
- the AACP, the AFPE
- the PSSAAAS
- the ACPF

336. What areas have the influence of pharmacists with?
+ Pharmacoeconomics, Pharmacoepidemiology and Health services research
- Pharmaceutical Biotechnology
- Chemical Biotechnology
- Medicinal Biotechnology

337. How many institutions are there in Uzbekistan?
+ 8
- 9
- 10
- 12

338. How many doctors and candidates of sciences work at the scientific institutions?
+ 75 doctors and 207 candidates of sciences
- 65 doctors and 107 candidates of sciences
- 85 doctors and 200 candidates of sciences
- 95 doctors and 300 candidates of sciences

339. How many pharmacists and industrial pharmacy experts does the Tashkent Pharmaceutical Institute train each year?
+ 255
- 265
- 275
- 285

340. How many medical colleges are there in Uzbekistan?
+ 51
- 61
- 71
81

341. How many mid-level health workers do these colleges train?
+ more than 2000
- more than 3000
- more than 4000
- more than 5000

342. When was the TashkentPharmaceutical Institute founded?

+ in 1937
- in 1947
- in 1957
- in 1967

343. When did the special journal “Chemistry and Pharmacy” begin to publish?
+in 1992
- in 1997
- in 1992
- in 1994

344. What is a new name of the journal?
+ “Pharmaceutical Journal”
- “Chemical Journal”
- “Scientific Journal”
- “Physical Journal”

345. How many levels are there in the higher education?
+ 2
- 3
- 4
- 5

346. What levels are there in the higher education?
+ the Bachelor‘s degree level and the Master‘s degree level
- the Student’s degree level
- the Researcher’s degree level
- the Graduate’s degree level

347. How many years do the students study at the Bachelor‘s degree?
+ 4 and 5 years
- 5 and 6 years
- 6 and 7 years
- 7 and 8 years

348. How many years do the students study at the Master‘s degree?
+ 2 years
- 3 years
- 4 years
- 5 years

349. On ___ bright January morning ___ telephone kept ringing in my office.
+ a/the
- the/the
- the/-
- the/a

350. On ___ first day they stopped at ___ river and decided to make ___ camp.
+ the/a/a
- the/-/a
- the/an/a
- a/the/-

351. At ___ first they began to look for ___ dry place.
+ -/a
- the/a
- an/a
- the/-

352. To climb ___ tree is not to climb ___ mountain.
+ a/a
- a/the
- the/the

- the/-
353. Where there's ___ will, there's ___ way.
+ a/a
- a/-
- the/the
- a/the
354. ___ man always went to ___ same bar at ___ same time every day and asked for two glasses of ___ soda.
+ A/the/the/-
- A/the/the/a
- A/the/-/-
- -/the/the/-
355. ___ weather was rainy and we made ___ bet whether you would come.
+ The/a
- -/the
- A/a
- -/a
356. - Are you afraid of ___ him?
- Not ___ bit.
+ -/a
- the/a
- the/-
- an/a
357. ___ USA is ___ country. It is in North America.
+ the/a
- -/a
- the/
- the/the
358. If ___ guest has to leave ___ table during ___ meal he always asks his hostess, "Will you please excuse me for ___ minute".
+ a/the/a/a
- -/the/a/-
- the/the/-/the
- an/the/a/a
359. ___ most favourite game is cricket, which is called by ___ English "___ greatest game in ___ world".
+ the/the/the/the
- the/a/the/the
- -/the/-/the
- a/the/-/the
360. In his childhood he lived with ___ grandfather, ___ poor tailor.
+ the/a
- a/the
- -/the
- a/a
361. ___ night being sharp and frosty, we trembled from ___ foot to ___ head.
+ the/-/-
- the/the/the
- a/-/-
- -/a/a
362. My ___ friend likes to listen to ___ good story.
+ -/a
- -/the

- a/a
- the/the
363. ___ idea of helping ___ man was unpleasant in itself.
+ the/the
- -/the
- the/a
- a/a
364. When I lived in Paris some years ago I used to buy ___ copy of Le Monde every evening at ___ same local newspaper kiosk.
+ a/the
- a/a
- the/a
- the/the
365. ___ death of her husband resulted in ___ loss of her home also.
+ the/the
- a/-
- a/a
- -/-
366. Peter is on ___ night duty. When I go to ___ bed, he goes to ___ work.
+ -/-/-
- a/a/a
- the/the/-
- -/the/a
367. R.Peary was ___ famous American polar traveler. He was ___ first to reach ___ North Pole in 1909.
+ a/the/the
- the/the/-
- a/the/a
- -/the/-
368. He likes to have ___ rest in ___ country.
+ a/the
- -/-
- -/the
- the/-
369. Don’t stay outside in ___ cold; come in by ___ fire.
+ the/the
- the/a
- -/a
- the/-
370. It’s ___ pity that my birthday comes only once ___ year.
+ a/a
- a/-
- the/a
- an/the
371. ___ boy was shy and always looked down when ___ grown-ups spoke to him.
+ the/-
- a/the
- an/-
- -/a
372. There was ___ good restaurant near ___ cinema and Joan decided to have ___ dinner there.
+ a/the/a
- the/a/-

- -/the/-
- a/a/the
373. Kate ate ___ meat with ___ vegetables for ___ second course.
+ -/-/the
- a/the/-
- the/a/the
- -/an/-
374. I'll never forget ___ first time I saw ___ real American Christmas tree.
+ the/a
- a/the
- an/-
- the/-
375. "___ English cannot make ___ good coffee", she thought leaving ___ restaurant.
+ the/-/the
- the/a/an
- an/-/the
- -/the/the
376. At ___ first it was difficult for her to drive ___ car in ___ London.
+ -/the/-
- the/the/-
- -/-/the
- a/-/the
377. ___ few days later I entered ___ reading room of ___ public library.
+ A/the/the
- The/the/the
- -/the/-
- A/a/-
378. ___ book is always ___ acceptable gift.
+ A/an
- The/
- The/the
- An/the
379. Sofia is ___ capital of ___ Bulgaria.
+ the/-
- -/-
- the/the
- the/a
380. Many years ago ___ Tower Bridge of London was ___ fortress.
+ the/a
- -/a
- the/the
- the/-
381. ___ youth of Great Britain wants to have ___ better life for ___ British people.
+ the/a/the
- -/-/the
- the/the/the
- the/-/the
382. ___ Moon has no ___ light. It is bright because ___ Sun shines on it.
+ The/-/the
- The/a/the
- -/-/the
- The/the/the
383. ___ shortest man in ___ world and ___ tallest man in ___ world live in ___ Africa.

+ The/the/the/the/-
- The/the/-/an/an
- -/the/-/an/an
- The/a/-/-/an
384. Hope is ___ good breakfast, but ___ bad supper.
+ a/a
- the/the
- a/the
- a/an
385. I always wear sunglasses when I go ___ beach. ___ sun bothers my eyes.
+ the/the
- a/the
- -/a
- an/a
386. She ordered ___ fried chicken with ___ green salad and black coffee for ___ dessert.
+ -/-/-
- the/-/-
- an/the/
- -/a/the
387. My aunt lived on ___ ground floor of ___ old house on ___ River Thames.
+ the/an/the
- -/the/a
- the/the/-
- -/an/the
388. On the New Year Eve some of ___ pupils stayed at ___ school later than usual.
+ the/-
- the/the
- a/a
- the/a
389. ___ best runner in the race was ___ young girl.
+ the/a
- a/an
- the/an
- the/the
390. The first of ___ January is ___ great holiday in many countries.
+ -/a
- the/a
- -/an
- the/-
391. On ___ Sundays my father stays in ___ bed till ten o'clock reading ___ Sunday papers.
+ -/-/the
- the/the/-
- an/-/-
- the/the/the
392. After ___ fourth lesson English pupils have ___ break of ___ hour and ___ half for dinner.
+ the/a/an/a
- a/a/a/a
- the/a/-/a
- a/the/an/a
393. On ___ day of___ race many people came to the skating.
+ the/the
- -/-
- a/the

- the/-
394. ___ Sahara is in the northern part of Africa.
+ the
- a
- an
- any
395. ___ fog was so thick that we couldn't see ___ side of ___ road.
+ the/the/the
- a/the/a
- the/-/-
- -/the/a
396. I remember an episode in ___ my life when I had to spend ___ month in the country.
+ -/a
- a/-
- the/a
- -/an
397. In ___ afternoon ___ wind increased and they soon found themselves in ___ difficulties.
+ the/the/-
- an/a/the
- -/the/-
- the/the/the
398. They took part in ___ demonstration in ___ Independence Square.
+ the/-
- -/the
- a/a
- -/-
399. I'm taking my sister out as she ___ any sun for a long time.
+ hasn't had
- haven't had
- hadn't been
- will have
400. He ___ ill for three months already.
+ has been
- is
- have been
- were
401. Who goes sightseeing?
+ Nina does
- We shall
- We did
- I did
402. I usually ___ a blouse and jeans at home, but today I ___ on a new dress.
+ wear/have put
- have worn/have put
- wore/has put
- wears/has put
403. What ___ the president ___?
-He ___ a contract.
+ is/doing/is signing
- will/do/was signing
- is/ going to do/would sign
- shall/do/has been signing
404. Look! The cat ___ your cutlet.

+ is eating
- was eating
- eats
- has been eating
405. You look pale. You ___ too hard these days.
+ have been working
- worked
- are working
- work
406. What ___ you ___ since I saw you last?
+ have/been doing
- do/do
- are/doing
- will/do
407. It is 8.30. Ben and Ann ___ breakfast.
+ are having
- have
- is having
- was having
408. She ___ a journalist nowadays.
+ is
- are
- was
- were
409. You ___ always ___ your things. Put them into their bag.
+ are/losing
- -/lost
- have/lost
- shall/have been losing
410. What place ___ the youth of our country occupy in all branches now?
+ does
- did
- shall
- will
411. I ___ home for lunch on Mondays. I have lunch in the canteen.
+ don’t go
- didn’t go
- was going
- doesn’t go
412. Westminster Abbey is the ancient old church in which the coronation ceremonies of almost all English kings and queens ___ place.
+ have taken
- will take
- was taken
- is taking
413. This is the most interesting film I ___ ever ___.
+ have/seen
- didn’t/see
- was/seen
- had/seen
414. “Nobody ___ in that country,” said Pinocchio to his friend.
+ learns
- don’t learn

- are learning
- doesn’t learn
415. Paul ___ a student of Cambridge University.
+ is
- were
- are
- be
416. “Little boy”, said a man, “why do you carry that umbrella over your head? It ___ and the sun ___”
+ isn’t raining/isn’t shining
- rains/isn’t shining
- doesn’t rain/shines
- is raining/is shining
417. Who often has dinner at the canteen?
+ we do
- he had
- they have
- she will
418. I ___ never ___ him before.
+ have/met
- - /met
- - /meet
- has/met
419. The weather is awful, it ___ all day.
+ has been raining
- rains
- is raining
- rained
420. It is 2 o’clock. I ___ afraid I ___ late.
+ am/am
- was/am
- shall be/am
- was/was
421. Who usually answers these letters in your office?
+ I do, of course
- My friend can
- That man will
- Mary is
422. The milk is hot I ___ on it to make it cold.
+ am blowing
- blow
- is blowing
- blew
423. - You don’t like horror films, do you?
- ___ . They are so terrifying.
+ No, I don’t
- Yes, I can
- No, I can’t
- Yes, I do
424. ___ this engineer work at the Ministry of Foreign Affairs.
+ does
- do
- has

- had
425. He ___ never ___ him sing.
+ has/heard
- have/heard
- was/hearing
- is/hearing
426. I think ___ .
+ he is about fifty
- her about fifty
- him about fifty
- be about fifty
427. I miss her very much, almost every minute of the day I think of her, or I think I ___ her.
+ hear
- heard
- have heard
- will hear
428. Look! There ___ a man sitting at the first table near the door. He ___ at us.
+ is/is looking
- was/looks
- had been/looked
- were/had looked
429. These engineers always ___ in the office and ___
+ stay/learn
- stays/learns
- have stayed/learned
- stay/learned
430. It's the happiest evening I ever ___ .
+ have had
- has
- has had
- had had
431. Let me show the picture that I ___ this week.
+ have drawn
- am drawing
- shall be drawing
- drew
432. This is the 7th year Ann and Mary ___ this school.
+ have been attending
- had been attending
- are attending
- were attending
433. He ___ his English in the morning, he ___ it in the evening.
+ doesn't have/has
- doesn't have/is having
- don't have/had
- didn't have/have
434. The sun ___ in the East and ___ in the West.
+ rises/sets
- sets/rises
- sets/goes
- goes/rises
435. While ___ to school we always ___ a bus.
+ going/take

- went/take
- shall go/will take
- had gone/took
436. We don’t like him because he always ___ lies.
+ tells
- tell
- was telling
- are telling
437. I ___ all my work. I am free now.
+ have done
- do
- am doing
- had done
438. She ___ at school since 1984.
+ has been teaching
- taught
- was teaching
- have taught
439. - ___ your father ___ at the Medical College?
- Yes, he does.
+ does/work
- do/work
- did/work
- has/worked
440. He ___ to school at 7:30 and ___ at 2 o’clock.
+ goes/comes back
- went/is coming back
- go/come back
- was going/has come back
441. -You ___ not ___ your soup.
-I’m sorry. I’m not hungry.
+ are/eating
- are/eat
- has/eaten
- did/ate
442. -Who ___ French in your family?
-I ___ .
+ speaks/do
- speak/does
- spoke/do
- speaking/did
443. Although Mary has been cooking for many years, she still ___ how to prepare Chinese food.
+ doesn’t know
- did not know
- know
- don’t know
444. The aims of the course ___ me willing to begin.
+ make
- makes
- is making
- were made
445. Listen! Somebody ___ in the next room.

+ is singing
- sing
- sings
- are singing
446. -___ life ___ on Mars?
-No, it ___ .
+ Does/exist/doesn't
- Did/existed/didn't
- Has/existed/had
- Had/existed/had
447. I ___ this man at all.
+ don't know
- know
- knew
- have known
448. The boys ___ four English books this year.
+ have read
- read
- had read
- reads
449. I ___ to start a new life tomorrow.
+ am going
- shall go
- is going
- were going
450. Mark ___ into the army next year.
+ will go
- was going
- goes
- would go
451. They ___ dinner at this time tomorrow.
+ will be having
- have
- are having
- will have
452. -What's happened to your hair? Your mother ___
+ won't like
- didn't like
- liked
- would like
453. I ___ if you come too late tomorrow.
+ shall be sleeping
- will sleep
- sleep
- am sleeping
454. Be quick or we ___ for school.
+ shall be late
- are late
- is late
- have been late
455. What ___ you ___ next Sunday?
+ are doing
- were doing

- have done
- are done
456. I think I ___ a cassette recorder and use it in class.
+ shall buy
- buy
- am buying
- would buy
457. We ___ for Niagara tomorrow.
+ are leaving
- have left
- left
- had to leave
458. I'll ask him what he ___ for lunch.
+ will have
- was having
- are having
- would have
459. Who ___ for a walk tomorrow?
+ will go
- didn't go
- doesn't go
- went
460. They ___ their English exam at this time tomorrow.
+ will be taking
- would take
- is taking
- take
461. My boss ___ some V.I.P's tomorrow.
+ is receiving
- will have received
- receive
- has received
462. Ask him when the engineers ___ finish the talks.
+ will
- would
- had
- have
463. He ___ to learn French next year.
+ is going
- are going
- will be going
- shall be going
464. All the children ___ on an excursion next week.
+ will go
- go
- went
- has gone
465. ___ you ___ at 6 tomorrow?
+ will/be sleeping
- will/sleep
- were/sleeping
- are/sleeping
466. I shall be back by 6 and I hope you ___ a good sleep by that time.

+ will have had
- will have
- would have
- have had
467. This time tomorrow we ___ probably ___ fishing.
+ shall/be
- are/will
- -/shall
- shall/-
468. What ___ you ___ at 6 tomorrow?
+ will/be doing
- will/do
- was/doing
- is/doing
469. By the end of the first term we ___ many English books.
+ shall have read
- shall be read
- read
- have read
470. What ___ you ___ at 6 tomorrow?
+ will/be doing
- do/do
- do/did
- have/done
471. He ___ for you at 7 in the evening next Sunday.
+ will be waiting
- was waiting
- were waiting
- have waited
472. She never ___ to eat soup.
+ liked
- didn’t like
- like
- had liked
473. “I’ll drink tea from this tin mug.”
“Where ___ you ___ it?”
+ did/find
- do/find
- did/found
- were/found
474. It was dark and cold. At one moment he thought that he ___ his way.
+ had lost
- lost
- will lose
- was lost
475. I didn’t know anyone in the city where I ___ to get.
+ was trying
- would try
- have tried
- shall try
476. -Why ___ you go to the plant?
-I ___ no time.
+ didn’t/had

- do/had
- will/have
- did/hadn’t
477. A policeman ___ me crossing the street yesterday.
+ saw
- has seen
- will see
- had seen
478. Arthur ___ all his exams by 5 o’clock yesterday.
+ had passed
- passed
- passes
- has passed
479. He evidently ___ his shoes for a very long time. They were worn-out.
+ had been wearing
- were wearing
- are wearing
- was wearing
480. So, the invisible man ___ into the shop and ___ down.
+ came/walked
- comes/walked
- didn’t come/walk
- will come/walked
481. -We were at the theatre 2 days ago. The performance was excellent.
-Who ___ the leading part?
+ played
- did play
- play
- would play
482. One day the boys found a man in the forest. He ___
+ was dying
- will die
- had been dying
- had died
483. His father ___ a doctor and he ___ to make his son a doctor, too.
+ was/wanted
- was/wants
- were/wanted
- will be/would want
484. During his school years Cronin ___ great interest in literature.
+ took
- has taken
- had taken
- would take
485. He ___ the box yesterday, because he had to do it.
+ opened
- would open
- had opening
- have opened
486. While the gentlemen ___ the recent events, the ladies ___ about the weather.
+ were discussing/were talking
- discuss/talk
- are discussing/was talking

- being discussed/being talked
487. She ___ you a letter three weeks ago.
+ sent
- had sent
- has sent
- send
488. When he ___ home I ___ him the book.
+ came/showed
- came /shall show
- comes/showed
- has come/has shown
489. They ___ breakfast at 7 and ___ home at eight.
+ had/left
- had/leave
- have/leaves
- had/had left
490. Long ago people ___ little about those minerals.
+ knew
- had known
- knowed
- will know
491. The dentist ___ two of his teeth. One of them ___ quite good.
+ pulled out/was
- pulls out/are
- pull out/was
- pulled out/were
492. I couldn't imagine what ___ to her.
+ had happened
- has been happened
- will happen
- has been happening
493. He felt that he ___ it wrong.
+ had made
- has made
- made
- will make
494. I ___ my homework when my mother came.
+ had already done
- already did
- have already done
- already do
495. Turning I found my father sitting beside me on the sofa. I said
"How ___ you ___ here?"
+ did/get
- does/get
- was/getting
- has/been getting
496. Last summer we ___ a trip to Houston.
+ made
- has made
- are making
- shall make
497. He ___ barely ___ of him until that evening.

+ had/heard
- has/heard
- was/heard
- did/hear
498. She ___ in Tashkent five years ago.
+ lived
- has lived
- live
- have lived
499. We ___ English, so I know it a little.
+ learned
- learns
- should learn
- were learning
500. Yesterday at this time it ___ .
+ was snowing
- had snowed
- snows
- had been snowing

f) Assessment criteria

O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI

“Tasdiqlandi”
O‘quv va tarbiyaviy ishlar bo‘yicha prorektor
prof. Z.A.Yuldashev_____
2019 yil“_____” “_____”

«AMALIY XORIJIY TIL (INGLIZ TILI)» FANIDAN
MAGISTRATURA BOSQICHI 1 KURS TALABALARINING
O‘ZLASHTIRISH KO‘RSATKICHLARINI
NAZORAT QILISH NAMUNAVIY

MEZONI

TOSHKENT – 2019

UMUMIY QOIDALAR

Magistratura talabalari bilimini nazorat qilish va reyting tizimi orqali baholashdan maqsad ta'lim sifatini boshqarish orqali raqobatbardosh kadrlar tayyorlashga erishish, fanlarni o'zlashtirishda bo'shliqlar hosil bo'lishining oldini olish, ularni aniqlash va bartaraf etishdan iborat.

REYTING TIZIMINING ASOSIY VAZIFALARI QUYIDAGILARDAN IBORAT:

a) magistratura talabalarida Davlat ta'lim standartlariga muvofiq tegishli bilim, ko'nikma va malakalar shakllanganligi darajasini nazorat qilish va tahlil qilib borish;

b) magistratura talabalari bilimi, ko'nikma va malakalarini baholashning asosiy tamoyillari: davlat ta'lim standartlariga asoslanganlik, aniqlik, xaqqoniylik, ishonchlilik va qulay shaklda baholashni ta'minlash;

d) fanlarning magistratura talabalari tomonidan tizimli tarzda va belgilangan muddatlarda o'zlashtirilishini tashkil etish va tahlil qilish;

e) magistratura talabalarida mustaqil ishlash ko'nikmalarini rivojlantirish, axborot resurslari manbalaridan samarali foydalanishni tashkil etish;

f) magistratura talabalari bilimini xolis va adolatli baholash hamda uning natijalarini vaqtida ma'lum qilish;

g) o'quv jarayonining tashkiliy ishlarini kompyuterlashtirishga sharoit yaratish.

Fanlar bo'yicha magistratura talabalari bilimini semestrda baholab borish reyting nazorati jadvallari va baholash mezonlari asosida amalga oshiriladi.

Magistratura talabalari bilimini 100 balli reyting tizimi orqali baholash fanlarni chuqur o'zlashtirish, topshiriqlar va uy vazifalariga ijodiy yondoshish, mustaqil fikrlash va ishlashni ko'zda tutuvchi, umumiy o'quv yuklamasini hisobga olish , o'z bilimi va ko'nikmalarini muntazam ravishda oshirishga intilish, hamda adabiyotlardan keng foydalanish kabi xususiyatlarni shakllantirishga erishiladi.

BAHOLASH MEZONLARI

1,2 - semestrlar davomida "Amaliy xorijiy til (ingliz tili)" fani bo'yicha amaliy mashg'ulotlar olib boriladi.

O`zbekiston Respublikasi Adliya vazirligi tomonidan 2018 yil 26 sentabrda ro'yxatdan o'tkazilgan (ro'yxat raqami 3069)hamda Sog'liqni saqlash vazirligi fan va tibbiy ta'lim Bosh boshqarmasining 2018 yil 5 dekabrdagi "Oliy ta'lim muassasalarida talabalar bilimini nazorat qilish va baholash tizimi to'g'risidagi Nizomi"ga asosan Toshkent Farmatsevtika instituti Markaziy Uslubiy Kengashining 2019 yil 23 yanvardagi qaroriga muvofiq ishlab chiqilgan yo'riqnoma asosidamagistraturatalabalarining bilimini baholashni Tillar kafedrasi ko`rib chiqib, ingliz tili bo`yicha quyidagi baholash tizimini belgiladi:

- Joriy nazorat (JN);
- Talabalarining mustaqil ishi (TMI);
- Oraliq nazorat (ON);
- Yakuniy nazorat (YaN)

TALABALAR BILIMINI JORIY BAHOLASH TIZIMI

“Amaliy xorijiy til (ingliz tili)”fani uchun joriy nazorat maksimal 5 baho bilan baholanadi. Har bir mavzu bo‘yicha magistratura talabasining tayyorgarligi, amaliy topshiriqlarni bajarish, mavzuni o‘zlashtirish darajasi va mustaqil ishi baholanadi.

№	O`zlashtirishbahosi	Baho	Baholash sifatlari
1	“5”	A’lo	Uyvazifasini xatosiz bajaradi; tez va xatosiz o`qiydi; leksik birlikni to`g`ri yozadi, darsda faol qatnashadi, o`tilgan mavzuni tahlil qiladi, qo`llaydi, umumlashtiradi.
2	“4”	Yaxshi	Uy vazifasini xatosiz bajaradi; so`zlarni o`qishda 1 ta xatoga yo`l qo`yadi,leksik birlikni yozishda 1 ta orfografik xatoga yo`l qo`yadi va 1 ta so`zni bilmaydi, o`tilgan mavzuni tushunadi va qo`llaydi, darsda faol qatnashadi.
3	“3”	To`liq qoniqarli	Uy vazifasini bajarishda 1ta grammatik xatoga yo‘l qo`yadi; so`zlarni o`qishda 2 ta xatoga yo`l qo`yadi, leksik birlikni yozishda 2 ta orfografik xatoga yo`l qo`yadi va 2 ta so`zni bilmaydi, o`tilgan mavzuni tushunadi va biladi, darsda yaxshi qatnashadi.
4	“2”	Qoniqarsiz	Uy vazifasini bajarmaydi; so`zlarni o`qishda ko’plab xatolarga yo`l qo`yadi, leksik

			birlikni yozishda ko'plab orfografik xatolarga yo`l qo`yadi, o`tilgan mavzuni tushunmaydi, darsda yaxshi qatnashmaydi.

JN baholashda magistratura talabasining mashg‘ulotda qatnashishi hisobga olinadi.

MAGISTRATURA TALABASINING MUSTAQIL ISHI (MI)

Magistratura talabasining mustaqil ishi o‘quv izlanish mavzulari bo‘yicha referat, slaydlar, prezentatsiyalar, internet ma’lumotlar to‘plami, testlar tuzish va boshqalar bo‘lishi mumkin. Mustaqil ish mavzulari mashg‘ulotlarni olib boruvchi o‘qituvchilar tomonidan muntazam nazorat qilinib, dars uchun ajratilgan reyting ballariga qo‘shib boriladi. Mustaqil ish uchun semestrda maksimal 5 baho ajratiladi.

TMIni baholash mezonlari

Talabalarning mustaqil ishi maksimal 5 baho bilan baholanadi:

a'lo	“5”
yaxshi	“4”
qoniqarli	“3”
qoniqarsiz	“2”

Mustaqil ishlarni baholashda quyidagi mezonlardan foydalaniladi:

№	Baho	Baholash sifatlari
1	**“5” a'lo**	1. Og’zaki va yozma nutqda grammatika va leksikani 90-100% to’g’ri va xatosiz ishlatsa; 2.Tarjimalarni a’lo darajada qila olsa; 3. Mavzuga bog’liq qisqacha xulosani 90-100% tog’ri yoza olsa; 4. Mavzu bo’yicha a’lo taqdimot tayyorlasa
2	**“4” yaxshi**	1. Og’zaki va yozma nutqda grammatika va leksikani 70- 89% ni to’g’ri va xatosiz ishlatsa; 2. Tarjima qilishda 1-2 ta orfografik va 1-2 ta grammatik xatoga yo’l qo’ysa; 3. Mavzuga bog’liq qisqacha xulosani 70- 89% to’g’ri yoza olsa; 4. Mavzu bo’yicha yaxshi taqdimot tayyorlasa
3	**“3” qoniqarli**	1. Og’zaki va yozma nutqda grammatika va leksikani 60-69% ni to’g’ri va xatosiz ishlatsa;

		2. Tarjima qilishda 3-4 ta orfografik va 3-4 ta grammatik xatoga yo'l qo'ysa; 3. Mavzuga bog'liq qisqacha xulosani 60 - 69% to'g'ri yoza olsa; 4. Mavzu bo'yicha qoniqarli taqdimot tayyorlasa
4	**"2" qoniqarsiz**	Belgilangan topshiriqlarni bajarmasa

ORALIQ NAZORAT

"Amaliy xorijiy til (ingliz tili)" fani bo'yicha ON semestrda 2 marta o'tkaziladi va maksimal5 baho bilan baholanadi. Oraliq baholash kafedra majlisi qarori bilan yozma ish, test, og'zaki suhbat shakllarida yoki ularning kombinatsiyalarida o'tkazilishi mumkin.

ON da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4
qoniqarli	3
qoniqarsiz	2

ON baholashda quyidagi mezonlardan foydalaniladi:

Baholash usullari	Testlar, yozma ishlar, og'zaki so'rov
5 baho "a'lo"	– ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qo'llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo`ladi - xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari a'lo shakllangan bo'ladi; - tezvaxatosiz o`qiydi; - yozishda 1 ta orfografik xatoga yo`l qo`yadi, - o`tilganmavzuni tahlil qiladiva qo`llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho "yaxshi"	- xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari shakllangan bo'ladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo'yicha tasavvurga ega bo'ladi;

	- so`zlarni o`qishda 1,2 taxatoga yo`l qo`yadi; - yozishda 1,2 taorfografikxatogayo`l qo`yadiva1 yo 2 taso`zni bilmaydi; -o`tilganmavzunitushunadivadarsdafaolqatnashadi -uyvazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho "qoniqarli"	-xorijiy tilda eshitish, yozish, o'qish va gapirish ko'nikmalari qoniqarli shakllangan bo'ladi; – talaba olgan bilimini amalda qo'llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo'yicha tasavvurga ega deb topilganda - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, -yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo'l qo`yadi;
2 baho "qoniqarsiz"	– talaba fan dasturini o'zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo'yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.

Yakuniy nazoratni baholash mezoni

Yakuniy baholash "**Amaliy xorijiy til (ingliz tili)**" fani bo`yicha mashg`ulotlar tugagandan so`ng o`tkaziladi. YaN ga "**Amaliy xorijiy til (ingliztili)**" fanini muvaffaqiyatli yakunlagan hamda JN va TMI dan ijobiy bahoga ega bo`lgan talabalar qo`yiladi. YaN institut ilmiy kengashi qaroriga binoan test, og'zakiyokiyozma ish shaklida o`tkaziladi.

YaN da maksimal 5 baho

Baholash turi	bahoda
a`lo	5
yahshi	4
qoniqarli	3
qoniqarsiz	2

YaN baholashda quyidagi mezonlardan foydalaniladi:

Baholash usullari	Baholash sifatlari

5 baho ***“a’lo”***	– ijodiy fikrlay oladi – mustaqil mushohada yuritadi – olgan bilimini amalda qo‘llay oladi – fanning mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo‘yicha tasavvurga ega bo`ladi - xorijiy tilda eshitish, yozish, o’qish va gapirish ko’nikmalari a’lo shakllangan bo’ladi; - tez va xatosiz o`qiydi; - yozishda 1 ta orfografik xatoga yo`l qo`yadi, - o`tilgan mavzuni tahlil qiladiva qo`llaydi, umumlashtiradi, - darsda faol qatnashadi. - uy vazifasini xatosiz bajaradi
4 baho ***“yaxshi”***	- xorijiy tilda eshitish, yozish, o’qish va gapirish ko’nikmalari shakllangan bo’ladi; – talaba mustaqil mushohada yuritadi, olgan bilimini amalda qo‘llay oladi – fanning mohiyatni tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan bo‘yicha tasavvurga ega bo’ladi; - so`zlarni o`qishda 1,2 taxatoga yo`l qo`yadi; - yozishda 1,2 ta orfografik xatoga yo`l qo`yadi va1 yo 2 taso`zni bilmaydi; -o`tilgan mavzuni tushunadi va darsda faol qatnashadi -uy vazifasini 1 ta yo 2 ta xato bilan bajaradi;
3 baho ***“qoniqarli”***	-xorijiy tilda eshitish, yozish, o’qish va gapirish ko’nikmalari qoniqarli shakllangan bo’ladi; – talaba olgan bilimini amalda qo‘llay oladi – fanning mohiyatni tushunadi, ifodalashga harakat qiladi hamda fan bo‘yicha tasavvurga ega deb topilganda - so`zlarni o`qishda 3-4 ta xatoga yo`l qo`yadi, -yozishda 3-4 ta orfografik xatoga yo`l qo`yadi - 2-3 ta so`zni bilmaydi, - o`tilgan mavzuni tushunadi va biladi, darsda sust qatnashadi. – uy vazifasini bajarishda 2-3 ta xatoga yo’l qo`yadi;
2 baho ***“qoniqarsiz”***	– talaba fan dasturini o‘zlashtirmagan – fanning (mavzuning) mohiyatini tushunmaydi hamda fan bo‘yicha tasavvurga ega emas, mustaqil fikrlay olmaydi deb topilganda - talaba uy vazifasini bajarib kelgan, lekin mavzu bo`yicha savollarga javob bera olmaydi.

JN, TMga ajratilgan umumiy baholarning har biridan saralash balini to`plagan talabaga YaN ga ishtirok etishga huquq beriladi.

JN, YaN turlarida fanni o`zlashtira olmagan yoki uzrli sabablar bilan nazorat turlarida ishtirok eta olmagan talabalarga quyidagi tartibda qayta nazoratdan o`tishga ruxsat beriladi:

- qoldirilgan amaliy mashg`ulot kelgusi darsga qadar guruh o`qituvchisiga qayta topshirish va maslahat kunida topshiriladi. 3 ta mashg`ulotni qoldirgan talaba fakultet dekani ruxsati bilan qayta topshiradi.
- akademik qarzdor talabalarga semestr tugaganidan keyin dekan ruxsatnomasi asosida qayta o`zlashtirish uchun – 2 hafta muddat beriladi. Shu muddat davomida o`zlashtira olmagan talaba belgilangan tartibda rektorning buyrug`i bilan talabalar safidan chetlashtiriladi (birinchi kurs talabalariga o`quv yili yakunlari bo`yicha amalga oshirish maqsadga muvofiqdir).

MAGISTRATURA TALABASINI INGLIZ TILI FANI BO`YICHA ATTESTATSIYADAN O`TKAZISH TARTIBI

"Amaliyxorijiy til (ingliztili)" fani bo`yicha Magistratura 1 kurstalabasining yakuniy bahosini hisoblash quyidagicha amalga oshiriladi:

Joriy mashg`ulotlar soni – 20 ta, MI, ikkita OB va YAB o`tkaziladi.

Foydalanilgan adabiyotlar ro'yxati

Rahbariy adabiyotlar:

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