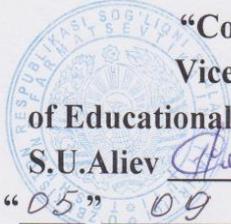


**THE MINISTRY OF HEALTHCARE
OF THE REPUBLIC OF UZBEKISTAN**

THE TASHKENT PHARMACEUTICAL INSTITUTE

LANGUAGES CHAIR

 **“Confirm”**
Vice-rector
of Educational affairs
S.U. Aliev *[Signature]*
“05” 09 2017

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

TASHKENT-2017

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Knowledge domain: 500000 - Healthcare and Social provision
Educational domain: 510000 - Healthcare

Educational directions:

- 5A510501 - Pharmaceutical Chemistry and Pharmacognozy
- 5A510602 - Technology of Immunobiological and
Microbiological Preparations
- 5A510603 - Industrial Technology of Drugs
- 5A510502 - Organization of Pharmaceutical Affairs
and Administration

TASHKENT-2017

Given Teaching-methodical complex is developed according to the Order № 107 on March 1, 2017 of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan

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TMC is intended for the 1st year residents of Master degree in all directions for teaching Practical English.

TMC is discussed on the Academic Board of the Tashkent Pharmaceutical Institute on the “————” of ————— in 2017 Record № —————

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INTRODUCTION

This Teaching-Methodical Complex is intended for the 1st -year students in all directions of Master degree of the Tashkent Pharmaceutical Institute and it is compiled in conformity with Standard Programme on Practical English. It answers up-to-date requirements of training specialists in Pharmacy.

The main goal of this TMC is to help teaching English. It consists of the Introduction, Theoretical Material, Practical lesson material, Case bank, Self-study themes for the 1st -year students, Glossary. In the Appendix, there is the Standardized Programme, the Working Programme, Distributing material, Tests bank, Evaluating criteria and List of Literature.

The Tashkent Pharmaceutical Institute

REVIEW

**to the Teaching-Methodical complex on Practical English
for the 1 st-year- residents of Master degree composed by
the senior teacher of the Languages Chair**

M.B.UMAROVA

Suggested for review the Teaching-Methodical complex is compiled in conformity with acting Standardized Programme on Practical English for residents of Master Degree.

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Besides that, TMC contains many distributing material for improving writing, reading, speaking and listening skills of residents.

I think it is composed on up-to-date requirements of training specialists in the Pharmaceutical branch of the economy of Uzbekistan and it can be recommended for working at the 1st course of the Master's degree level of the Tashkent Pharmaceutical Institute.

Chief of the Pharmacology and Clinical pharmacy chair

of the Tashkent Pharmaceutical Institute

PhD S.A. Saidov

The Tashkent Pharmaceutical Institute

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Senior teacher of the Interfaculty chair

of the UNU named after Mirzo Ulugbek

Kh.R.Alimova

THEORETICAL MATERIAL

LESSON 1

1. Intonation in the Imperative and Interrogative Sentences.
2. Word-order in the Imperative and Interrogative sentences.
3. General and Special questions.

Word order and sentence structure in English

English sentence structure

How to build correctly ordered sentences in English

WORD ORDER *in declarative statements*

A colour-coded guide to English word-order

In the examples below, parts of the sentence are colour-coded: subjects in **red**, verbs in **blue**, direct objects in **brown**, etc.

► **1.1** In a normal (**declarative**) sentence, the **subject** of a sentence comes directly in front of the **verb**. The **direct object** (when there is one) comes directly after it:

Examples:

The man wrote a letter.
People who live in glasshouses shouldn't throw stones.
The president laughed.

► **1.2.** Note that by **the subject**, we mean not just a single word, but the subject **noun** or **pronoun** plus **adjectives** or descriptive phrases that go with it. The rest of the sentence - i.e. the part that is not the subject - is called **the predicate**.

Examples:

People who live in glasshouses shouldn't throw stones.
I like playing football with my friends in the park.
The child who had been sleeping all day woke up.

► **1.3.** If a sentence has any **other parts** to it - **indirect objects**, **adverbs** or **adverb phrases** - these *usually* come in specific places:

1.3.1 The position of the indirect object

The indirect object follows the **direct object** when it is formed with the preposition **to**:
The indirect object comes in front of the direct object if **to** is omitted

Examples:

The doctor gave some medicine to the child.
or: The doctor gave the child some medicine.

1.3.2. The position of adverbs or adverb phrases

Adverbs (single words) and **adverb phrases** (groups of words, usually formed starting with a preposition) can come in three possible places:

a) **Before the subject** (Notably with short common adverbs or adverb phrases, or sentence adverbs - *see below*)

Examples:

Yesterday the man wrote a letter.

At the end of March the weather was rather cold.
Obviously the man has written a letter.

b1) **After the object** (virtually any adverb or adverb phrase can be placed here)

Example:

The man wrote a letter on his computer in the train.

b2) or with **intransitive verbs after the verb.**

Example:

The child was sleeping on a chair in the kitchen.

c) In the middle of the verb group. (Notably with short common adverbs of time or frequency)

Examples:

The man has already written his letter.

The new version of the book will completely replace the old one.

You can sometimes get real bargains in this shop.

1.3.3. Word order with "sentence adverbs"

Sentence adverbs (like *perhaps, surely, indeed, naturally, also ...*) relate to a whole clause or sentence, not just a single word. In most cases, they stand outside the clause they refer to, notably at the start of the clause. However, they may be placed elsewhere in the clause for reasons of stress or emphasis.

Examples

Surely the man has already written his letter.

Perhaps the man has already written his letter.

The man has perhaps already written his letter

..., therefore the man had already written his letter.

Naturally the man grew vegetables in his garden.

Contrast this with:

The man grew vegetables naturally in his garden.

which has a quite different meaning.

For more details, see **sentence adverbs.**

► **1.4** In standard English, nothing **usually** comes between the subject and the verb, or between the verb and the object.

There are a few exceptions. The most important of these are **adverbs of frequency** and **indirect objects without to.** (Examples 1 and 2)

However, with **adverbs of frequency**, it is more normal to place them in the middle of the verb group (Example 3)

Examples:

1. The man *often* wrote *his mother* a letter.
2. I *sometimes* have given *my dog* a bone.
3. I have *sometimes* given *my dog* a bone.

If you always apply these few simple rules, you will not make too many word order mistakes in English. The examples above are deliberately simple - but the rules can be applied even to complex sentences, with subordinate and coordinated clauses.

Example:

The director, [who *often* told *his staff* (to work harder),] *never* left the office before (he had checked his email.)

► **2**

Exceptions

Of course, there are exceptions to many rules, and writers and speakers sometimes use different or unusual word order for special effects. But if we concentrate on the exceptions, we may forget the main principles, and the question of word order may start to seem very complex!

So here are just a few examples: you should realise that they exist, but **not** try to use them unless either they are essential in the context, or else you have fully mastered normal word order patterns. (Don't try to run before you can walk!)

A few examples:

- Never before had I seen such a magnificent exhibition.
(After *never* or *never before*, subject and verb **can** be - and usually are - inverted. Do not invert when *never* follows the subject !).
- Hardly had I left the house, than it started to rain.
(When a sentence starts with *hardly*, subject and verb **must** be inverted.).
- Had I known, I'd never have gone there.
(Inversion occurs in unfulfilled hypothetical conditional structures when *if* is omitted.. See the page on **conditional clauses** for more details)
- The book that you gave me I'd read already.
(Emphasising a long object; in this example *The book that you gave me*, is placed at the start of the sentence for reasons of style: this unusual sentence structure is not necessary, just stylistic).

LESSON 2

1. Information technologies. Teaching Programme “CEFR”. Reading.
2. Types of Pronouns.

Personal Pronouns are words we use in the place of a full noun.

We have both **subject** and **object** pronouns:

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

We use **he/him** to refer to men, and **she/her** to refer to women. When we are not sure if we are talking about a man or a woman we use **they/them**.

This is Jack. He's my brother. I don't think you have met **him**.

This is Angela. She's my sister. Have you met **her** before?

Talk to a friend. Ask **them** to help you.

You could go to a doctor. **They** might help you.

Subject pronouns

We use subject pronouns as **subject of the verb**:

I like your dress.
You are late.
He is my friend
It is raining
She is on holiday
We live in England.
They come from London.

Warning

Remember: English clauses **always** have a subject:

His father has just retired. ~~Was a teacher.~~ > **He** was a teacher.
 I'm waiting for my wife. ~~Is late.~~ > **She** is late.

If there is no other subject we use *it* or *there*. We call this a **dummy subject**.

Object pronouns

We use object pronouns:

- as the object of the verb:

Can you help **me** please?

I can see **you**.

She doesn't like **him**.

I saw **her** in town today.

We saw **them** in town yesterday, but they didn't see **us**.

- after prepositions:

She is waiting **for me**.

I'll get it **for you**.

Give it **to him**.

Why are you looking **at her**?

Don't take it **from us**.

I'll speak **to them**.

Object pronouns:

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

LESSON 3

1. Word-formation. Noun and Adjective suffixes.
2. Conversation.



Nouns

A noun is a person, place, animal, or thing.

Person girl boy Mom Dad Grandma Grandpa Mrs. Jones	Place school home playground zoo	Animal dog bee frog COW lizard	Thing book flower shoe pencil
--	---	--	--



Types of Nouns

COMMON	vs	PROPER
<p><i>Used to name people, places or things in GENERAL. It refers to the class or type of person or thing (without being specific).</i></p> <p>Examples: girl, city, animal, house, food</p>		<p><i>Used to name a SPECIFIC (or individual) person, place or thing. Proper nouns begin with a capital letter.</i></p> <p>Examples: John, London, Pluto, France</p>
COUNTABLE	vs	UNCOUNTABLE
<p><i>Have a singular and a plural form and can be used with a number or a/an before it. They are sometimes called Count Nouns</i></p> <p>Examples: car, desk, cup, house, bike</p>		<p><i>Cannot be counted. They often refer to substances, liquids, and abstract ideas. They are sometimes called Mass Nouns.</i></p> <p>Examples: wood, milk, air, happiness</p>
CONCRETE	vs	ABSTRACT
<p><i>Refer to people or things that exist physically and that at least one of the senses can detect.</i></p> <p>Examples: dog, tree, apple, moon, sock</p>		<p><i>Have no physical existence. They refer to ideas, emotions and concepts you cannot see, touch, hear, smell or taste.</i></p> <p>Examples: love, time, fear, freedom</p>
COMPOUND	vs	COLLECTIVE
<p><i>Two or more words that create a noun. They can be written as one word, joined by a hyphen or written as separate words.</i></p> <p>Examples: rainfall, son-in-law, credit card</p>		<p><i>Refer to a set or group of people, animals or things. They are often followed by OF + PLURAL NOUN (e.g. bunch of flowers)</i></p> <p>Examples: team, pile, stack, flock, bunch</p>

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

<i>Noun or Verb</i>	<i>Suffix</i>	<i>Adjectives</i>
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 (= able to 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)

LESSON 4

1. Degrees of Comparison of the Adjectives and Adverbs.

- Most descriptive adjectives can show degree of quality or quantity by forming two degrees of comparison: the comparative degree and the superlative degree. These degrees are formed from the positive degree, which is the usual form of adjectives. The comparative and superlative forms can be simple (bigger, biggest) or compound (more attentive, most attentive).
- The comparative degree and the superlative degree are formed by adding the suffixes ER and EST to the positive form of the adjective or by using MORE and MOST before the positive form of the adjective. The choice of ER, EST or MORE, MOST depends mostly on the number of syllables in the adjective.
- **Positive degree:** bright; important.
- **Comparative degree:** brighter; more important.
- **Superlative degree:** brightest; most important.
- An adjective in the comparative or superlative form can stand before the noun that it modifies or after the verb BE in the predicative.
For example: Try an easier exercise. This exercise is easier.
- As a rule, the definite article is required before the superlative form of the adjective: the nearest hospital; the largest room.
- **Monosyllabic adjectives**
- One-syllable adjectives form the comparative and superlative degrees by adding the suffixes ER, EST: **black, blacker, blackest; cheap, cheaper, cheapest; clear, clearer, clearest; cold, colder, coldest; green, greener, greenest; high, higher, highest; large, larger, largest; long, longer, longest; loud, louder, loudest; new, newer, newest; nice, nicer, nicest; poor, poorer, poorest; rich, richer, richest; short, shorter, shortest; slow, slower, slowest; soft, softer, softest; sweet, sweeter, sweetest; tall, taller, tallest; tough, tougher, toughest; warm, warmer, warmest; wise, wiser, wisest.**
- Anna is taller. Ella is taller than her sister. Maria is the tallest girl in her class.
- Anatoly is older than Tatiana. Katya is the youngest of my students.
- My house is smaller than your house. Your car is larger than mine. Moscow is the largest city in Russia.
- The highest peak in Africa is Mount Kilimanjaro. The Himalayas are the highest mountains in the world.
- **Disyllabic adjectives**
- Most two-syllable adjectives, including adjectives ending in the suffixes "al, ant, ent, ish, ive, ic, ous, ful, less", form the comparative and superlative degrees with the help of MORE, MOST: **active, more active, most active; careless, more careless, most careless; distant, more distant, most distant; eager, more eager, most eager; famous, more famous, most famous; foolish, more foolish, most foolish; formal, more formal, most formal; modern, more modern, most modern; private, more private, most private; recent, more recent, most recent; secure, more secure, most secure; tragic, more tragic, most tragic; useful, more useful, most useful.**
- Laura is more selfish than Anita.
- A more distant object seems to be smaller than a closer object.
- The Taj Mahal is one of the most famous buildings in the world.
- **Two-syllable adjectives** ending in "y, er, ow" usually form the comparative and superlative degrees by adding ER, EST: **angry, angrier, angriest; busy, busier, busiest; crazy, crazier, craziest; dirty, dirtier, dirtiest; easy, easier, easiest; early, earlier, earliest; funny, funnier, funniest; happy, happier, happiest; heavy, heavier, heaviest; lucky, luckier, luckiest; noisy,**

noisier, noisiest; pretty, prettier, prettiest; silly, sillier, silliest; sunny, sunnier, sunniest; ugly, uglier, ugliest; clever, cleverer, cleverest; narrow, narrower, narrowest.

- Your repair work will be much easier if you use a good set of tools.
- My dog is the cleverest dog in the whole world.
- The narrowest of the three tunnels leads to a small chamber under the engine room.
- **Two-syllable adjectives** ending in "y, er, ow" often have variants with MORE, MOST: lazy, lazier / more lazy, laziest / most lazy; fancy, fancier / more fancy, fanciest / most fancy; friendly, friendlier / more friendly, friendliest / most friendly; lovely, lovelier / more lovely, loveliest / most lovely; risky, riskier / more risky, riskiest / most risky; clever, cleverer / more clever, cleverest / most clever; slender, slenderer / more slender, slenderest / most slender; tender, tenderer / more tender, tenderest / most tender; shallow, shallower / more shallow, shallowest / most shallow; yellow, yellower / more yellow, yellowest / most yellow.
- The choice of ER, EST or MORE, MOST in the case of disyllabic adjectives ending in "y, er, ow" depends to some extent on preferences in usage, on what sounds better or more natural to an English speaker in the given sentence. On the whole, variants formed with the help of ER, EST are more traditional and more widely used than those with MORE, MOST.
- There are some other disyllabic adjectives which have variant forms with ER, EST or MORE, MOST, for example, **quiet, simple, stable, noble, gentle, common, polite, pleasant, handsome**. Though both variants are considered correct, the following comparative and superlative forms seem to be more frequently used for these adjectives at present: **quieter, quietest; simpler, simplest; gentler / more gentle, gentlest / most gentle; more stable, most stable; more noble, most noble; more common, most common; more polite, most polite; more pleasant, most pleasant; more handsome, most handsome**.
- These questions are simpler than those.
- She is more polite than her sister.

comparative

<p>Adjective многосложные</p> <p>more beautiful</p> <p>e.g. She is more beautiful than her sister</p>	<p>Adverb производные</p> <p>more beautifully</p> <p>e.g. He speaks more beautifully than other students</p>
---	--

Forming the Degrees of Comparison of Adverbs

If the adverb ends in 'ly', then:

- a. The **comparative degree** is formed by adding **more** before the positive; and
- b. The **superlative degree** is formed by adding **most** before the positive.

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Positive	Comparative (more + positive)	Superlative (most + positive)
carefully	more carefully	most carefully
gently	more gently	most gently

The Degrees of Comparison of Adverbs with -ly:

quickly - **more** quickly - **most** quickly

creatively - **more** creatively - **most** creatively

easily - **more** easily - **most** easily

carefully - more carefully - most carefully

Degree of Comparison

2. Adjectives of two syllables

- Some adjectives of two syllables add **-er** and **-est**.
- For adjectives ending in 'y' – cut **y** then add **-ier** and **-iest**.
- Adjectives ending in **-ful**, **-less**, **-ing**, **-ed** use **more** and **most**.
- Some other adjectives of two syllables use **more** and **most** (modern, famous, normal, correct, ...).

Adjective	Comparative	Superlative
narrow	narrow er	narrow est
happy	happ ier	happ iest
useful	more useful	most useful
boring	more boring	most boring
modern	more modern	most modern

Degree of Comparison

4. Irregular adjectives

- You will have to memorize these.

Adjective	Comparative	Superlative
good (well)	better	best
bad	worse	worst
little	less	least
much, many	more	most
far	farther, further	farthest
late	later	last, latest
old	older, elder	older, oldest

LESSON 5

1. Word formation. Number, adverb and verb suffixes.
2. Construction “There is /are”.

Ordinal Number Suffixes

Ordinal numbers convey information about the order of elements in a set. They show rank or position but there is no information about quantity. “First” and “second” are both ordinal numbers but they do not say anything about the distance between first and second. If “first” and “second” were the ranks of two students in a class, there’s no way to know whether the two students were separated by a fraction of a point (the person ranked first might have scored 95.4 and the person ranked second might have scored 95.3) or they might be far apart (for example, 95 and 75, respectively).

The number associated with the rank is usually followed by a suffix as in 1st, 2nd, 3rd, 4th, etc. The rules for adding these suffixes are as follows:

If the number ends in the digits 11 through 20, add ‘th.’ The way to find if a number ends in 11 through 20 is to check number modulo 100 (i.e., the remainder from dividing the number by 100).

If rule 1 does not apply, then check the ending digit (use number modulo 10 to get the last digit). If it is 1, add ‘st.’ If it is 2, add ‘nd.’ If it is 3, add ‘rd.’

If neither rule 1 nor rule 2 applies, then add the suffix ‘th.’

	B	C
1		
2		1st
3		2nd
4		3rd
5		4th
6		5th
7		6th
8		7th
9		8th
10		9th
11		10th
12		11th
13		12th
14		13th
15		14th
16		15th
17		16th
18		17th
19		18th
20		19th
21		20th
22		21st
23		22nd
24		23rd
25		24th

Latin Suffixes

-able : *-ibilis* : *-bile* : able to be, worthy to be; able to.
-acious : tending to.
-acity : quality of being inclined to.
-acy : quality of being or having.
-al : *-alis* : *-ale* : *-ial* : *-eal* : pertaining to.
-alis : *-ale* : -al : pertaining to.
-an : -ane.
-an : *-anus* : *-ana* : *-anum* : pertaining to.
-ana : *-anus* : *-anum* : -an : -ane : pertaining to.
-ance : -ancy : -ence : -ency : quality of —ing.
-ane : -an : *-anus* : *-ana* : *-anum* : -ian : pertaining to.
-ant : -ent : -ient : a present participial ending.
-anum : *-anus* : *-ana* : -an : -ane : pertaining to.
-anus : *-ana* : *-anum* : -an : -ane : pertaining to.
-ar : *-aris* : *-are* : pertaining to.
-aris : *-are* : -ar : pertaining to.
-ary : -arium : place for.
-ary : pertaining to.
-ate : a verbal suffix.
-ate : office of.
-ate : possessing.
-bile : -able : -ible : -ble : able to be, worthy to be; able to.
-bilis : -able : -ible : -ble : able to be, worthy to be; able to.
-ble : *-bilis* : *-bile* : able to be, worthy to be; able to.
-ce : *-cium* : *-tium* : action, the result of action.
-ce : *-tia* : quality, state, condition.
-cium : -ce : action, the result of action.
-cle : -cule : little.
-cule : -cle : little.
-efy : to make.
-egate : -igate.
-el : little.

Greek Suffixes

-ac : -ic : -tic : [Gk] pertaining to.
-arch : [Gk] one who rules.
-archy : [Gk] rule by.
-arion : -arium : [Gk] little.
-arium : -arion : [Gk] little.
-ast : -st : [Gk] one who does.
-cracy : [Gk] rule by.
-crat : [Gk] one who advocates or practices rule by.
-ectomy : [Gk] surgical removal of.
-emia : [Gk] condition of the blood.
-gram : [Gk] thing written.

-graph : [Gk] writing.
 -graphy : [Gk] writing.
 -hedron : [Gk] solid figure.
 -ia : -y : [Gk] quality of.
 -iasis : [Gk] diseased condition.
 -ic : -ac : -tic : [Gk] pertaining to.
 -ician : [Gk] specialist in.
 -ics : -tics : [Gk] art, science, or study of.
 -idium : [Gk] little.
 -in : -ine : [Gk] chemical substance.
 -ine : -in : [Gk] chemical substance.
 -ion : -ium : [Gk] little.
 -iscus : -isk : [Gk] little.
 -isk : -iscus : [Gk] little.
 -ism : [Gk] belief in.
 -ist : [Gk] one who believes in.
 -ite : [Gk] one connected with.
 -itis : [Gk] inflammation of.
 -ium : -ion : [Gk] little.
 -ium : [Gk] part.
 -ize : [Gk] a verbal suffix.
 -logy : [Gk] science of.

OBOPOT THERE IS / THERE ARE

There used as a dummy subject

In English, the word **there** can be used as a pronoun, functioning as a *dummy subject*.

Examples:

There is hope.

There are some students.

There occurred a terrible accident.

There exist two major factors.

As in the examples above, **there** can be used with the verb *to be* in existential clauses, clauses that refer to the existence or presence of something. It can also be used with verbs like *exist* or *occur*.

It is noteworthy that the *logical subject* of the verbs mentioned above appears as a *complement*.

Hope is **there**.

Some students are **there**.

A terrible accident occurred **there**.

Two major factors exist **there**.

Agreement

The dummy subject agrees in number with the logical subject:

It takes a plural verb if the complement (the logical subject) is plural.

It takes a singular verb if the complement (the logical subject) is singular.

In colloquial English, however, the contracted form **there's** is used for singular and plural complements.

There's two of them

There's one of them.

Questions with *there*

When making questions, the dummy subject is inverted:

There is a nice restaurant.

Is **there** a nice restaurant?

Deictic or pronoun?

The word *there* can be a *deictic* adverb, referring to a place. For this reason, some uses of **there** can be ambiguous.

Examples:

There is a restaurant.

This sentence may have two meanings:

There is a restaurant.

A restaurant exists. (There is used here as *pronoun*)

There is a restaurant.

A restaurant is in that place. (There is *deictic* referring to a place - it is adverbial)

In speech, the *deictic there* is given stress. However, when **there** is used as a pronoun, it is not stressed.

Interrogative	Affirmative	Negative
Are there any tomatoes in the fridge?	Yes, there are some .	No, there aren't any .
Is there any orange juice?	Yes, there is some .	No, there isn't any .

Offering	Responding
Would you like some coffee?	Yes please I'd like some .

Making a request	Responding
Would you mind lending me some money?	Of course here you are.

LESSON 6

1. Information Technologies. "CEFR". Listening.

LESSON 7

1. Word formation. Main prefixes.
2. Grammar: Indefinite Tenses.

There are a lot of words in English with prefixes of Latin, Greek, and Old English origin. In the course of time, prefixes in many words have lost their meanings, while many other prefixes still have more or less clear meanings.

A list of prefixes, with meanings and examples, is provided below. The list also includes some prepositions, postpositions (adverbial particles), and combining forms (e.g., auto, multi, pseudo, etc.) used as prefixes (i.e., at the beginning of the word) in the formation of a large number of compound words.

Russian translation of the words in the list is provided for the purpose of comparing the differences and similarities in the use of English and Russian prefixes. (Only one meaning is given in translation.)

Prefixes and their variants	Meanings	Examples	Translation of examples
a	1.on, in, of, to, toward; 2.beginning or end of action	1. aboard; aback; afoot; again; akin; alive; anew; around; ashore; aside; 2. arise; arouse; awake	1. на борту; назад; пешком; опять; похожий; живой; заново; вокруг; на берег; в сторону; 2. возникнуть; возбуждать; проснуться
ab, abs, a	away from	abolition; abnormal; absent; absolute; abstract; abuse; aversion; avoid	отмена; аномальный; отсутствующий; абсолютный; абстрактный; злоупотребление; отвращение; избегать
ad, a, af, ag, al, an, ap, as, at	at, near, to, toward	adequate; advance; advise; addiction; adjective; amass; affect; afford; aggression; allegedly; announce; appoint; appreciate; approach; approve; assemble; assert; attention	адекватный; продвигать; советовать; пристрастие; прилагательное; накапливать; действовать на; позволить себе; агрессия; якобы; объявлять; назначать; ценить; приближаться; одобрять; собирать; утверждать; внимание
ambi	both	ambidextrous; ambiguity; ambiguous; ambition; ambivalent	владеющий обеими руками; неясность, двусмысленность; двусмысленный; честолюбие; имеющий два противоположных желания, мнения
an, a	not, without	anaerobic; anarchy; anecdote; anemia; achromatic; agnostic; atheist	анаэробный; анархия; анекдот; анемия; бесцветный; агностик; атеист
ante	before	antecedent; antechamber, anteroom; antediluvian; anterior	предшествующий; передняя, прихожая; допотопный, древний; передний, предшествующий
anti, ant	against, opposite	antibiotic; antiseptic; anti-aircraft; anti-American; anticommunist; anti-imperialistic; antacid; Antarctic; antagonize	антибиотик; антисептик; противоздушный; антиамериканский; антикоммунистический; антиимпериалистический; нейтрализатор кислотности; Антарктика; вызывать вражду
auto	self	autobiography	автобиография; автограф

		autograph; automatic; automobile; autonomy	автоматический; автомобиль; автономия
be	1. archaic verb formation; 2. around, at, by, on, over	1. become; befall; befit; befoul; befriend; behave; believe; belittle; belong; bemuse; besiege; bewitch; below; beneath; beside; between; befogged; belated	1. становится; происходить; подходить; осквернять; относиться дружески; вести себя; верить; преуменьшать; принадлежать; изумлять; осаждать; околдовать; 2. внизу; ниже; рядом; между; затуманенный; запоздалый
bio, bi	life	biography; biology; biopsy	биография; биология; биопсия
by	near	bygone; bypass; by-product; bystander; byway; byword	прошлый; обходить; побочный продукт; свидетель; боковая, тихая дорога; поговорка

Form Present Simple

© Liv Hambrett

S + verb + object ...

I/we/they/you + like + tea.
He/she/it + likes + tea.

Use it for ...

- * Facts.
- * Habitual actions.
- * Things that don't/won't change.
- * Describing yourself.

S + don't/doesn't + verb + object ...

I + don't + like + tea.
She + doesn't + like + tea.

Signal words

- Adverbs of frequency, like:
- * Often
 - * Usually
 - * Sometimes
 - * Never

Do/Does + S + verb + object?

Do + you/we/they/I + like + tea?
Does + he/she/it + like + tea?

BUT REMEMBER



- *** The verb 'to be' is different ***
- I + am (Australian.)
 - He/she/it + is (clever.)
 - you/we/they + are (nice.)

HELPFUL HINTS



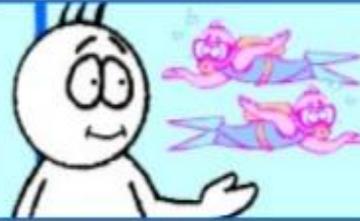
WE USE PRESENT SIMPLE TO TALK ABOUT:

facts



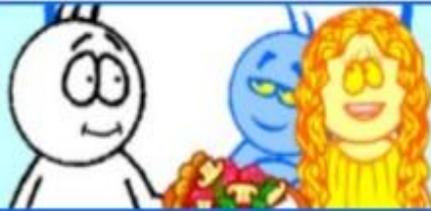
I **live** in Poland.

habits and routines



They **swim** every day.

feeling and emotions



They **like** pizza.

general truth



Sunday **comes** after Saturday.

При образовании **The Past Simple (Indefinite) Tense** (простого прошедшего времени) часто используются слова **yesterday, ... years ago, last (week, month, year...), in 2005, when I was little. I was in the park yesterday.**

Я был в парке **вчера**.

We went to the cinema **last week**.

Мы ходили в кинотеатр **на прошлой неделе**.

Для того, чтобы образовать **утвердительное предложение** в простом прошедшем времени, необходимо прибавить окончание **-ed** к основе правильного глагола или использовать причастие прошедшего времени (II форма) для неправильных глаголов (см. тему [Классификация глаголов](#)).

I **walked** to school yesterday.

I **went** to school yesterday.

Чтобы образовать **вопросительное предложение**, необходимо использовать вспомогательный глагол **Do** в прошедшем времени - **Did** и инфинитив смыслового глагола (без **to**). При этом смысловой глагол теряет окончание **-ed**, которое переходит к вспомогательному **do**, образуя форму **did**.

Did I walk to school yesterday?

Did I go to school (yesterday)?

Отрицательная форма строится так:

I did **not (didn't)** walk to school (yesterday).

I did **not (didn't)** go to school (yesterday).

PAST SIMPLE TENSE

We use the Past Simple to talk about a PAST and FINISHED action at a certain moment or a period in the past:

A week/ a month / a year ago

Last year / month / week

Yesterday....

In ... (past date)

RULES

In the AFFIRMATIVE FORM *regular verbs* add - **ed** or -**d** (if the verb ends in "e"):

Talk ----- talked

Like ----- liked

Irregular verbs need to be learned, they are in the list you can find in your grammar book:

Write ----- wrote

Go ----- went

RULES

In the NEGATIVE AND INTERROGATIVE FORMS we use the auxiliary verb "to do" at the past tense (DID), and the main verb goes in the base form (without "to"):

You didn't write a letter

Did you write a letter?

SHORT ANSWERS

Did she go to the cinema yesterday? Yes, she **did**
No, she **didn't**

Past Simple: Form

WH- Questions:

WH + **was/**
were + S + (adj.) + modifier?

WH + **did** + S + **V**_{Infinitive} + modifier?

PAST SIMPLE WH- QUESTIONS

Singular	Who What When Where Why How	did	I	go do see play fight tell read	?
			you		
			he she it		
			you we they		
Plural					

WH-QUESTIONS

What	did	you	play	yesterday?
Where		he	go	last week?
		she	meet	last weekend?
Who		they	have lunch	3 years ago?
		Sarah	buy	
		James	visit	
		Tony and Sam		

Wh-word + did + subject + verb + Rest of sentence				
1	2	3	4	5
↓	↓	↓	↓	↓
What	did	you	do	yesterday?
Where	did	he	study	last week?
	↑		↑	
	did		Verb in present/infinite	

LESSON 8

1. Indefinite tenses. The Future Indefinite Tense.

Правила образования будущего неопределенного времени

Будущее неопределенное время обозначает действия, которые совершатся в будущем.

Простое будущее время обычно используется с обстоятельствами: **tomorrow** - завтра, **next week (next summer, next year, next Monday, next term...)** - на следующей неделе (следующим летом, в следующем году, в следующий понедельник, в следующий семестр ...), **in two years (...days, ...months)** - через два года (...дня, ...месяца), **in 2005** - в 2005 году.

Утвердительная форма будущего неопределенного времени образуется при помощи глагола shall (для 1 лица ед. и мн. ч.) и глагола will (для всех остальных лиц) и основы инфинитива смыслового глагола без "to".

They **will** work next Saturday.

Они будут работать в следующую субботу.

He **will** come next Monday.

Он приедет в следующий понедельник.

We **shall** finish this work today.

Мы закончим эту работу сегодня.

Чтобы образовать **вопросительную форму**, надо вспомогательный глагол shall/will поставить перед подлежащим:

Will they work next Saturday?

Будут ли они работать в следующую субботу?

Will he come next Monday?

Приедет ли он в следующий понедельник?

Shall I see you tomorrow?

Увижу ли я Вас завтра?



Обратите внимание! Глагол **will** в сочетании с местоимением **you** может означать вежливую просьбу.

Will you please open the window?

Откройте, пожалуйста, окно.

Для того, чтобы образовать **отрицательную форму** в будущем неопределенном времени после глагола shall/will ставят отрицательную частицу **not**. В разговорной речи используется сокращенная форма: **shan't** от shall not, **won't** от will not.

I **shall not (shan't)** do it.

My friends **will not (won't)** go to the seaside next summer.

Future Indefinite Tense

- **will + V**
- + **I will do** my lessons.
- ? **Will I do** my lessons?
- - **I will not (won't) do** my lessons.

Future Indefinite выражает однократное или повторное действие, которое произойдет в будущем

Утвердительная форма: подлежащее + shall/will + л.ф.		Вопросительная форма: Shall/Will + подлежащее + л.ф.?			Отрицательная форма: Подлежащее + shall/will not + л.ф.	
I We	shall/will write (I'll write)	shall/will	I We	write?	I We	shall/will not (shan't/won't) write
He She It You They	will write (..ll write)	will	He She It You They	write?	He She It You They	will not (won't) write

Отрицательная форма *FUTURE INDEFINITE (SIMPLE) TENSE*

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится **после** вспомогательного глагола

I (we) **shall not** work.
He (she, it, they, you) **will not** work.

 MyShared

LESSON 9

1. Grammar: The Numeral.

Numbers in English

0 zero	10 ten	20 twenty	30 thirty																				
1 one	11 eleven	21 twenty-one	31 thirty-one																				
2 two	12 twelve	22 twenty-two	32 thirty-two																				
3 three	13 thirteen	23 twenty-three	33 thirty-three																				
4 four	14 fourteen	24 twenty-four	34 thirty-four																				
5 five	15 fifteen	25 twenty-five	35 thirty-five																				
6 six	16 sixteen	26 twenty-six	36 thirty-six																				
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven																				
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight																				
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine																				
40 forty	50 fifty	60 sixty	70 seventy																				
41 forty-one	51 fifty-one	61 sixty-one	71 seventy-one																				
42 forty-two	52 fifty-two	62 sixty-two	72 seventy-two																				
43 forty-three	53 fifty-three	63 sixty-three	73 seventy-three																				
44 forty-four	54 fifty-four	64 sixty-four	74 seventy-four																				
45 forty-five	55 fifty-five	65 sixty-five	75 seventy-five																				
46 forty-six	56 fifty-six	66 sixty-six	76 seventy-six																				
47 forty-seven	57 fifty-seven	67 sixty-seven	77 seventy-seven																				
48 forty-eight	58 fifty-eight	68 sixty-eight	78 seventy-eight																				
49 forty-nine	59 fifty-nine	69 sixty-nine	79 seventy-nine																				
80 eighty	90 ninety	<p>LARGE NUMBERS © Woodward English</p> <table border="0"> <tbody> <tr> <td>100 one hundred</td> <td>1,000 one thousand</td> </tr> <tr> <td>101 one hundred and one</td> <td>2,000 two thousand</td> </tr> <tr> <td>200 two hundred</td> <td>10,000 ten thousand</td> </tr> <tr> <td>300 three hundred</td> <td>100,000 one hundred thousand</td> </tr> <tr> <td>400 four hundred</td> <td>1,000,000 one million</td> </tr> <tr> <td>500 five hundred</td> <td>10,000,000 ten million</td> </tr> <tr> <td>600 six hundred</td> <td>123,456,789</td> </tr> <tr> <td>700 seven hundred</td> <td>one hundred and twenty-three million,</td> </tr> <tr> <td>800 eight hundred</td> <td>four hundred and fifty-six thousand,</td> </tr> <tr> <td>900 nine hundred</td> <td>seven hundred and eighty-nine.</td> </tr> </tbody> </table>		100 one hundred	1,000 one thousand	101 one hundred and one	2,000 two thousand	200 two hundred	10,000 ten thousand	300 three hundred	100,000 one hundred thousand	400 four hundred	1,000,000 one million	500 five hundred	10,000,000 ten million	600 six hundred	123,456,789	700 seven hundred	one hundred and twenty-three million,	800 eight hundred	four hundred and fifty-six thousand,	900 nine hundred	seven hundred and eighty-nine.
100 one hundred	1,000 one thousand																						
101 one hundred and one	2,000 two thousand																						
200 two hundred	10,000 ten thousand																						
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82 eighty-two	92 ninety-two																						
83 eighty-three	93 ninety-three																						
84 eighty-four	94 ninety-four																						
85 eighty-five	95 ninety-five																						
86 eighty-six	96 ninety-six																						
87 eighty-seven	97 ninety-seven																						
88 eighty-eight	98 ninety-eight																						
89 eighty-nine	99 ninety-nine																						

LESSON 11

1. Information technologies: “CEFR”. Reading.

2. Participle II. 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. - **с причастием**
Документы, потерянные в парке, очень важны.

Сравним

The documents **that were (have been)** lost in the park are of great importance. - **без причастия**

Документы, которые были потеряны в парке - очень важны.

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 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.

LESSON 12

1. Participle II. Perfect tenses.
2. The Future Perfect tense.

Future Perfect Tense is used to denote an action that is going to happen in the future before another action in the future. Like all the other perfect tenses, future perfect also has some sense of past in its action. That is, it refers to a completed action at some point of time in the future. Future Perfect has two different forms: "will have done" and "be going to have done."

This can be best explained through an example. Suppose, the flight you will have to board is scheduled at 6.A.M. And suppose you reach the airport at 6.15 A.M. Then, **when you arrive at the airport the flight will have departed**. This is the past in the future. Future Perfect Tense has a combined view of an action that functions both in *advance*(future) and in its *completed form* (past). The future perfect tense talks about the past in the future.



Examples:

I will have played all the online games available before I meet my doctor.

It will not have stopped raining even after 5'o clock.

You will have finished your work by this time next week.

John will have gone tomorrow

I'll have been here for six months on July 17th.

Will she have decorated her home?

How do we use the Future Perfect Tense?

Future Perfect tense shows a sense of completion of an action (go) which will occur in future (tomorrow). Auxiliary verb "will have" is used in sentence. When we use this tense we are projecting ourselves **forward** into the future and looking back at an action that will be completed sometime later than now.

Future Perfect can sometimes be used to denote a present situation when it is presumed with some

certainty.

. She will have had her breakfast by now.

. I will have arrived at the office by 7.

It is also used for the action that recollects the past .For this present perfect should not be used as it

does not signify the past.

. I will not have done this on the previous year

. They will not have slept for a long time.

Though future perfect is used to refer to future with respect to present always, it may sometimes

refer to past like

. If the workers go for a strike tomorrow, all we will have spoken in vain yesterday.

. You will have finished your work by this time tomorrow.

Future Perfect simple is formed by adding **will have + past participle** form of verb.

Subject + Auxiliary Verb + Main Verb (Past Participle) + Object

Subject + Will Have + Past Participle (third form of verb) + Object

Examples:

Subject	Will Have	Past Participle	Object
---------	-----------	-----------------	--------

She	will have	finished	her exams by March
They	will have	done	their work by Tuesday
My son	will have	forgotten	his past pains in 10 years' time
The team	will have	received	the proposal by evening
He	will have	left	by the time I gets up
The potters	will have	made	their products by today noon

Future Perfect is often followed by time expressions like "**by**" or "**in**" to denote the time interval of the action.

"**By**" refers to '*not more than the given specific time*' and "**in**" refers to '*within that period of time*'.

So it is not possible to know the exact time of the completion of the action.

The team will have completed their task by the end of April.

(The team may complete the task at any time (January, February or March) but definitely before the end of April. We do not know the exact time of their completion)

I will have earned some more money in five years' time of my business life.

By next November, I will have received my promotion.

I am not going to have finished this test by 3 o'clock.

How many countries are you going to have visited by the time you turn 50?

The police will have cleared the angry mob assembled by the time our Chief Minister arrives.

Future Perfect Tense

Affirmative	Interrogative	Negative
<i>I shall have written.</i>	<i>Shall I have written?</i>	<i>I shall not(shan't)have written.</i>
<i>You will have written.</i>	<i>Will you have written?</i>	<i>You will not(won't)have written.</i>

Future Tenses

Future Simple	Future Continuous	Future Perfect
Tomorrow, next week, in a few days	В определенное время в будущем	К определенному времени в будущем
Will (shall) + V₁ Tomorrow my brother will read books in his room.	Will be (shall be) + Tomorrow at 10 a.m. my brother will be reading a book in his room.	Shall have, will have + V₃ Tomorrow by 10 a.m. my brother will have already read this book.
Схема вопроса	Схема вопроса	Схема вопроса
will/shall + подлежащее + V ₁ + <small>вопросительное слово</small> Will my brother read a book in his room tomorrow?	will/shall + подлежащее + be + V _{ing} + <small>вопросительное слово</small> Will my brother be reading a book in his room tomorrow at 10 a.m.?	will/shall + подлежащее + have + V ₃ + <small>вопросительное слово</small> Will my brother have read this book tomorrow by 10 a.m.?
Схема отрицания	Схема отрицания	Схема отрицания
will/shall not + V ₁ + <small>вопросительное слово</small> Tomorrow my brother will not read books in his room.	will/shall not be + V _{ing} + <small>вопросительное слово</small> Tomorrow at 10 a.m. my brother will not be reading a book in his room.	will/shall not have + V ₃ + <small>вопросительное слово</small> Tomorrow by 10 a.m. my brother will not have read this book yet.

THE FUTURE PERFECT TENSE

By 7 o'clock, before, after, when he comes



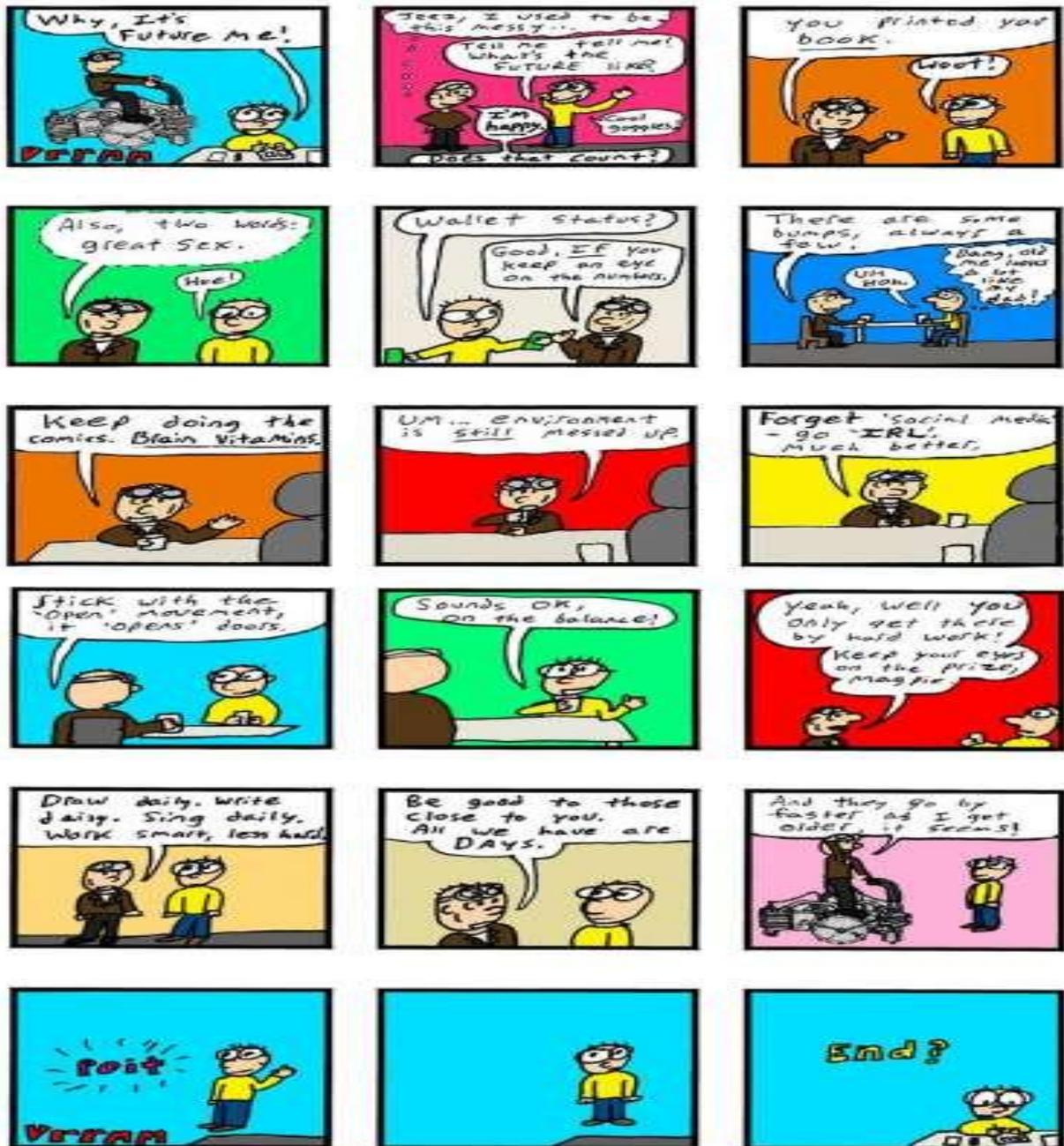
*He **will have cut** the tree by the dinner-time.*

*Will he **have cut** the tree by the dinner-time?*

*He **won't have cut** the tree by 10 o'clock.*



Future Perfect Tense



LESSON 13

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 speaks Spanish)

She **can** speak Spanish (NOT: She cans 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. (большая необходимость)

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; реализованное действие)

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

LESSON 14

Modal verbs and their equivalents.

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?

LESSON 15

The Numeral. Cardinal numerals. Ordinal numerals. Fractional numerals.

Cardinal numbers in English

As in the Russian language, the English have numbers, by which we believe anything. They are called quantitative — *cardinal numbers* (*one, two, three, four, etc.*). As well as numbers, we determine the order of something in the end. These numerals are called sequence — *ordinal numbers* (*first, second, third, fourth, etc.*). An article about ordinal numbers already present on the blog — «Ordinal numbers in the English language.» Now we talk more about the **cardinal numbers in English**.

What are they — cardinal numbers in the English language?

I recall that the cardinal numbers in the English language — are the ones that show the number of items and answer the question «how *much?*» — How many? These are the cardinal numbers can be found in the English language:

1 — one	13 — thirteen	30 — thirty
2 — two	14 — fourteen	40 — forty
3 — three	15 — fifteen	50 — fifty
4 — four	16 — sixteen	60 — sixty
5 — five	17 — seventeen	70 — seventy
6 — six	18 — eighteen	80 — eighty
7 — seven	19 — nineteen	90 — ninety
8 — eight	20 — twenty	100 — one hundred
9 — nine	21 — twenty-one	
10 — ten	22 — twenty-two	
11 — eleven	23 — twenty-three	
12 — twelve	24 — twenty-four	

Among these cardinal numbers in English, you can see that they are simple (*one, two, three, hundred, thousand*) and derivatives (those in which there are suffixes — *teen* and — *ty*: *seventeen, fifty*). There is also a component that includes two or more *words*: *eight hundred, five hundred and forty three, six thousand three hundred and ninety nine*. Such complex numerals, like the word «*thousand*» we have not yet mentioned. So, as a way of cardinal numbers more than a hundred:

101 — one hundred and one

102 — one hundred and two

200 — two hundred

300 — three hundred

1000 — one thousand

1001 — one thousand and one

1346 — one thousand three hundred and forty six

3000 — three thousand

10,000 — ten thousand

And, of course, we can not ignore the greatest values of cardinal numbers in the English language:

100000 — one hundred thousand

One million — one million

1 billion — one milliard (familiar in England) and *one billion* (*accustomed to in the US*)

Cardinal numerals

one, two, three, four, five, six, seven, eight, nine, ten (1, 2, 3, 4, 5, 6, 7, 8, 9, 10);

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (11, 12, 13, 14, 15, 16, 17, 18, 19);

twenty, thirty-seven, forty-two, fifty-one, sixty-five, seventy, eighty-three, ninety-eight (20, 37, 42, 51, 65, 70, 83, 98);

one hundred eighty-six (186); two hundred (200); three hundred forty (340); four hundred (400); five hundred three (503); eight hundred twelve (812); nine hundred one (901);

one thousand six hundred seventy-nine (1,679); four thousand (4,000); fifteen thousand (15,000); sixty-three thousand four hundred ninety-five (63,495); seven hundred eight thousand thirty-four (708,034);

five million (5,000,000); thirteen million nine hundred sixty-seven thousand one hundred eleven (13,967,111);

six billion three hundred forty-nine million twenty-five thousand six hundred eighty-two (6,349,025,682).

Examples in sentences

She has three brothers.

There are twelve students in my group.

How many feet are there in a mile? – There are 5280 feet in a mile.

Numbers at the beginning of the sentence should be written out in words. If you need to use figures, restructure your sentence.

Fifty-six workers were fired yesterday. – Yesterday 56 workers were fired.

Numerals used in the same function in a sentence are usually written either as words or as figures.

He wrote one hundred thirty essays, fifty-two stories, and seven novels.

He wrote 130 essays, 52 stories, and 7 novels.

Note: Multiples of one hundred

In less formal speech and writing, especially in American usage, four-digit numbers that are multiples

of 100 are often named in the following way:

1100 – eleven hundred; 1200 – twelve hundred; 1500 – fifteen hundred; 1600 – sixteen hundred; 2300 – twenty-three hundred; 4400 – forty-four hundred; 5600 – fifty-six hundred.

Ordinal numerals

Ordinal numerals that can be expressed in one or two words are usually written as words.

Examples of spelling

first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th);

eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, nineteenth (11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th);

twentieth, thirty-seventh, forty-second, fifty-first, sixty-fifth, seventieth, eighty-third, ninety-eighth (20th, 37th, 42nd, 51st, 65th, 70th, 83rd, 98th);

one hundred eighty-sixth (186th); three hundred fortieth (340th); five hundred third (503rd); eight hundred twelfth (812th);

one thousand six hundred seventy-ninth (1,679th); nine thousand eight hundred fiftieth (9,850th);

two hundredth (200th); three thousandth (3,000th); five millionth (5,000,000th).

Examples in sentences

Generally, ordinal numerals are used as adjectives and stand before nouns. An ordinal numeral is usually preceded by the definite article "the".

The first story was interesting. The second was dull.

The thousandth visitor received a prize.

John Kennedy was the 35th president of the United States.

An ordinal numeral may have the meaning "another, one more", in which case it is preceded by the indefinite article "a".

We sent them two letters, but they didn't answer. We are going to send them a third letter today.

Numerals like "eighteen" have two stresses: sixteen ['siks'ti:n]; eighteen ['ei'ti:n]. Depending on the position of the numeral in the sentence, primary stress may fall on the first or on the last syllable.

Fractions

The numerator of the fraction is expressed by a cardinal numeral, and the denominator is expressed by an ordinal numeral. The suffixes "rd, th, ths" are not written in the denominator of the fractions written in figures ($1/3$; $1/5$; $3/7$), but such fractions are pronounced in the same way as fractions written in words (one-third; one-fifth; three-sevenths).

Common fractions are usually written out in words. Mixed numbers may be written out in words if short but are often written in figures.

Fractions are generally hyphenated, except in those cases where the numerator or the denominator is already hyphenated: "one-fifth" but "one twenty-fifth".

Some manuals of style recommend writing without a hyphen fractions in the meaning of nouns: a half / one half; one third; two thirds; three fourths / three quarters; four fifths.

Examples of spelling

$1/2$ – one-half / a half; $1/3$ – one-third;

$1/4$ – one-fourth / a quarter;

$1/5$ – one-fifth; $1/8$ – one-eighth;

$1/9$ – one-ninth; $1/10$ – one-tenth;

$1/12$ – one-twelfth; $1/20$ – one twentieth;

$1/32$ – one thirty-second;

$1/100$ – one-hundredth;

$1/1000$ – one-thousandth;

$2/3$ – two-thirds; $4/5$ – four-fifths;

$3/4$ – three-fourths / three-quarters;

$5/8$ – five-eighths; $9/10$ – nine-tenths;

$7/36$ – seven thirty-sixths;

$33/100$ – thirty-three hundredths;

$65/1000$ – sixty-five thousandths;

- 1 1/2 – one and a half;
- 1 1/4 – one and a quarter;
- 3 2/5 – three and two-fifths;
- 6 3/7 – six and three-sevenths.

Examples in sentences

This box weighs two-thirds of a kilogram.
 He has already written three-quarters of his new novel.
 A cent is one hundredth part of a dollar.
 A milliliter is one thousandth of a liter.

LESSON 16

The Passive Voice.

The Passive Voice (страдательный залог): Образование

The Passive Voice показывает, что лицо или предмет, обозначенные подлежащим, являются объектами действия, выраженного сказуемым:

She was woken from her sleep by his singing. - Она была разбужена его пением.

Образование

The Passive Voice образуется при помощи вспомогательного глагола *to be* в соответствующем времени, лице и числе и причастия прошедшего времени смыслового глагола *Participle II*:

The Passive Voice
 to be +
 Participle II

Passive Voice	Present	Past	Future
Indefinite	am/are/is given	was/were given	shall/will be given
Continuous	am/are/is being given	was/were being given	-
Perfect	has/have been given	had been given	shall/will have been given
Perfect-Continuous	-	-	-

Например:

Active	Passive
Mary helps John. - Мэри помогает Джону.	John is helped by Mary. - Джону помогает Мэри.
Mary helped John. - Мэри помогла Джону.	John was helped by Mary. - Джону помогла Мэри.
Mary will help John. - Мэри	John will be helped by Mary. -

поможет	Джону.	Джону	поможет	Мэри.
Mary is helping John.	- Мэри	John is being helped by Mary.	-	
помогает	Джону.	Джону (сейчас)	помогает	Мэри.
Mary was helping John.	- Мэри	John was being helped by Mary.	-	
помогала	Джону.	Джону	помогала	Мэри.
Mary has helped John.	- Мэри	John has been helped by Mary.	-	
помогла	Джону.	Джону	помогла	Мэри.
Mary had helped John before		John had been helped by Mary before		
Mother came.	- Мэри	Mother came.	- Джону	помогла
Джону до прихода мамы.		Мэри до прихода мамы.		
Mary will have helped John.	-	John will have been helped by Mary.	-	
Мэри	поможет	Джону.	Джону	поможет
			Мэри.	

Отрицательная и вопросительная формы образуются по тем же правилам, что и формы действительного залога:

в отрицательной форме частица подставляется после вспомогательного глагола:

John isn't helped by Mary. - Джону Мэри не помогает.

При сложной форме вспомогательного глагола частица not ставится после первого вспомогательного глагола:

John hasn't been helped by Mary. - Джону Мэри не помогла.

в вопросительной форме вспомогательный глагол (в сложной форме первый по счету) обычно ставится перед подлежащим:

Is John helped by Mary? - Джону Мэри помогает?

Has John been helped by Mary? - Джону Мэри помогла?

We must finish our work as soon as possible. - Мы должны закончить работу как можно скорее.

Our work must be finished as soon as possible. - Наша работа должна быть закончена как можно скорее.

You ought to translate this article at once. - Тебе следует перевести эту статью сразу же.

This article ought to be translated at once. - Эту статью следует перевести сразу же.

Если в страдательной конструкции указывается исполнитель действия, выраженный одушевленным существительным или местоимением, ему предшествует предлог *by*:

The book was written by O.Wilde. - Книга была написана О.Уайльдом.

Если в конструкции указывается объект или материал, при помощи которого совершено действие, употребляется предлог *with*:

The room was filled with smoke. - Комната была полна дыма.

The finger was cut with a knife. - Палец порезали ножом.

В английском языке есть глаголы, употребление которых в пассиве чаще всего невозможно без *by-phrase*, т.е. фразы, указывающей на деятеля производимого действия: *to follow, to overtake, to seize, to visit, to govern, to characterize, to attract, to control, to rule, to influence, to confront, to attend, to accompany, to join, to cause, to bring about, to mark* и т.д.:

He is followed by the police. - Его преследует полиция.

LESSON 17

The Passive Voice.

Временные формы.

Все временные формы пассивного залога состоят из двух частей: глагол **to be** в определенной временной форме и третья форма глагола (причастие прошедшего времени или Past Participle). Как и в активном залоге, в пассивном существуют различные времена, формы, которые мы с вами рассмотрим.

Важно помнить, что третья форма глагола всегда присутствует и остается неизменной во всех временных формах пассивного залога. Собственно время высказывания мы определяем по форме глагола *to be*. Сравним формы активного и пассивного залога:

Tense	Active Voice	Passive Voice
Present Simple	write	is/are written
Present Continuous	am/is/are writing	is/are being written
Present Perfect	have/has written	have/has been written
Past Simple	wrote	was/were written
Past Continuous	was/were writing	was/were being written
Past Perfect	had written	had been written
Future Simple	will write	will be written
Future Perfect	will have written	will have been written
Modals	can/ should write	can/ should be written

LESSON 18

REPEATING GRAMMAR MATERIAL.

INTERMEDIATE RATING II.

LESSON 19

GRAMMAR PREPOSITIONS

3. 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**.

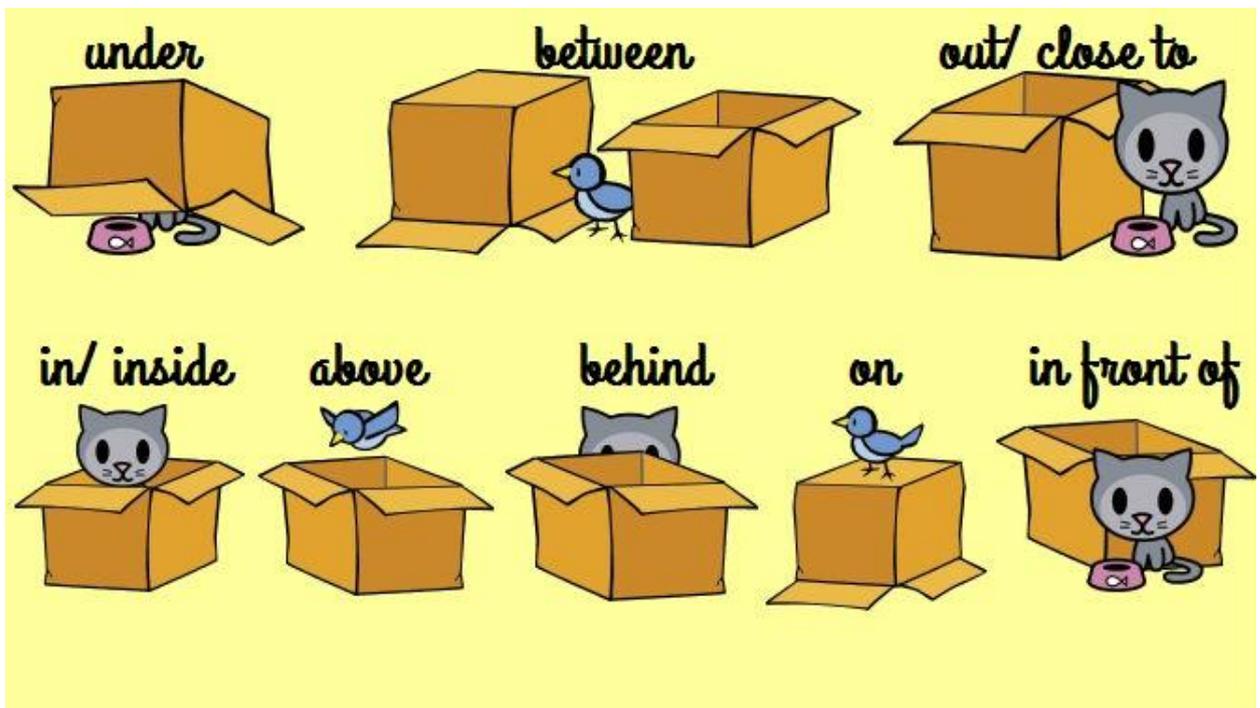
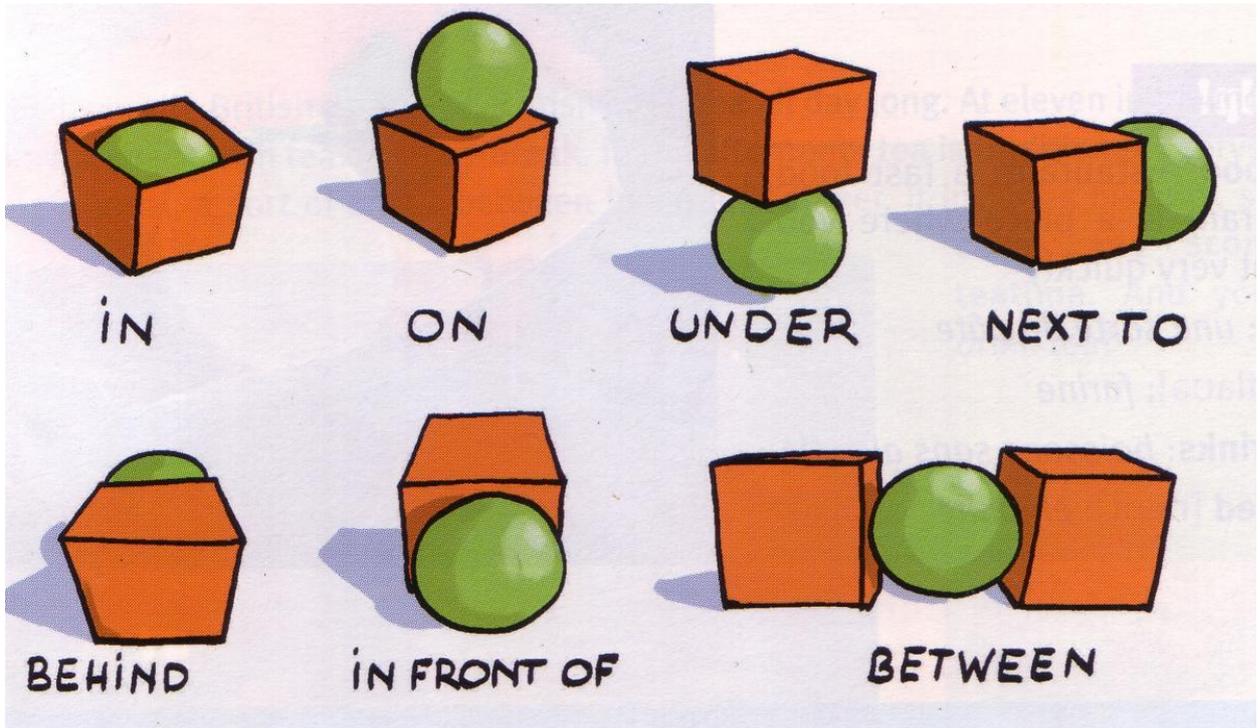
We arrived **a few minutes ago**.

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**.



LESSON 20.

FINAL LESSON.

II TERM

LESSON 1

Indirect Speech

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." – Боб сказал: «Париж прекрасен».

Indirect Speech: Bob said (that) Paris was great. Боб сказал, что Париж прекрасен.

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. Дополнительно о временах глагола.

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). Дополнительно о временах глагола.

Past Simple → 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.

Прямая речь (Direct speech)	Косвенная речь (Indirect speech)
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He said, "We had finished our work by five o'clock." Он сказал: «Мы окончили свою работу к пяти часам».	He said that they had finished their work by five o'clock. Он сказал, что они окончили свою работу к пяти часам.
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4. Глаголы в прямой речи в любом будущем времени переходят в соответствующее ему будущее в прошедшем в косвенной речи. Дополнительно о временах глагола.

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." «Она скоро придет».	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." «Мы придем домой».	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**." – Он сказал, что сделает это завтра.
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. – Он говорит, что у него есть моя футболка.

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).

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

Косвенная речь
- He says, "We'll have to 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 ведётся речь. (1л. 3л., 2л. 1,3л.)
3. Возможен союз "that".
4.
 - a) В утвердительном предложении глагол в повелительном наклонении заменяется инфинитивом.
 - b) 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, says to Olga - tells Olga, said to Boris - told Boris.

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")

LESSON 2

Indirect Speech. Special Question.

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.

LESSON 3

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. Общие вопросы (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. — Он спросил, 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.

Прямая речь. He asked me, "Do you speak English?"

Косвенная речь. 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 He asked, "Did you watch the latest film?"	Past Perfect 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.

LESSON 5

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) после модальных глаголов **can (could), may (might), must, should, would** (кроме глагола **ought**);

в) после глаголов чувственного восприятия **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. – Завтра он *напишет* им письмо.

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* свою книгу.

The teacher **made** the student **rewrite** the exercise. – Преподаватель *заставил* студента *переписать* упражнение.

You **had better** do it at once. – *Лучше* сделай это сразу.

I **would rather** come earlier. – Я *бы лучше* пришёл (*предпочёл бы* прийти) пораньше.

You look tired. You **had better** go home. – Ты выглядишь уставшим. *Лучше* тебе идти домой.

Инфинитив переходных глаголов в английском языке имеет шесть форм: неопределённую (**Indefinite**), длительную (**Continuous**), завершённую (**Perfect**) и завершено-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 (Формы инфинитива)

	Active	Passive
Indefinite	to write <i>to go</i>	to be written
Continuous	to be writing <i>to be going</i>	

Perfect	to have written <i>to have gone</i>	to have been written
Perfect Continuous	to have been writing <i>to have been going</i>	

Инфинитив в форме Indefinite (**Indefinite Infinitive**) употребляется:

1. Для выражения действия, **одновременного** с действием, выраженным глаголом-сказуемым предложения:

He was glad **to see** them. – Он был рад *видеть* их.

I am glad **to study** at the college. – Я рада, что *учусь* в колледже.

It will be very interesting **to read** these books. – Будет очень интересно *прочитать* эти книги.

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. – Я хочу *сделать* доклад.

He decided **to go** alone. – Он решил *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. – Я рад, что сейчас *разговариваю* с вами.

She seems **to be waiting** in vain. – Кажется, она зря *ждёт*.

Инфинитив в форме Perfect (**Perfect Infinitive**) употребляется:

1. Для выражения действия, **предшествующего** действию, выраженному глаголом-сказуемым:

I am glad **to have studied** at the University. – Я рада, что *училась* в университете.

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. – Нам нужно было *вернуть* книги в 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. – Я счастлив, что уже 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. – Я всегда рад, когда *мне рассказывают* новости.

We seem **to have been invited** to the discussion. – Кажется, *нас пригласили* участвовать в дискуссии.

The Functions of the Infinitive (Функции инфинитива)

Функция	Пример	Перевод
Подлежащее	To read much is to know much. To know the basic laws of electricity is very important.	Много <i>читать</i> – значит много знать. <i>Знать</i> основные законы электричества очень важно.
Часть простого сказуемого	I shall read much in summer. He will go to the college.	Летом я буду много <i>читать</i> . Он <i>пойдёт</i> в колледж.
Часть сложного глагольного сказуемого	We must read much. I began to study English. They hope to meet you.	Нам надо много <i>читать</i> . Я начал <i>изучать</i> английский язык. Они надеются вас <i>встретить</i> .
Часть составного именного сказуемого	My wish is to know English well. The point is to achieve the aim.	Моё желание – хорошо <i>знать</i> английский язык. Главное – <i>достичь</i> цели.
Дополнение	I decided to attend lessons. He asked me to wait.	Я решил <i>посещать</i> занятия. Он попросил меня <i>подождать</i> .
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 <i>сдала</i> все экзамены. У вас есть что-нибудь <i>поесть</i> ? Она принесла мне <i>почитать</i> книгу. Задача, которая <i>должна быть решена</i> , имеет большое значение.
Обстоятельство	In order to get this book I went to the library. We study English (so as) to read English books on our specialty.	Чтобы <i>получить</i> эту книгу, я пошёл в библиотеку. Мы изучаем английский язык, чтобы <i>читать</i> книги по нашей специальности.

Инфинитив с зависимыми от него словами образует инфинитивную группу:

to learn the poem by heart – выучить стихотворение наизусть;

to explain the rule to the students – объяснить студентам правило.

Необходимо запомнить следующие застывшие словосочетания с инфинитивом и предложения:

to cut a long story short короче говоря

to tell (you) the truth сказать (вам) по правде

to say nothing of не говоря уже о

to put it mildly мягко выражаясь

to say the least of it по меньшей мере

to begin with начнём с того что

The book leaves much to be desired. Книга оставляет желать лучшего.

He is difficult to deal with. С ним трудно иметь дело.

He is hard to please. Ему трудно угодить.

She is pleasant to look at. На неё приятно смотреть.

LESSON 6

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:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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 whose infinitive 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 imperative forms, 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 due to universal recognized 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 appropriate in order not to threaten a conversational partner in his needs of self-determination and territory: according to Brown-

Levinson 1978, the partner's "negative face" shouldn't be threatened. As a result, the imperative mood isn't necessarily the most 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. The imperative mood's appropriateness depends on several factors like psychological and social relationships, as well as the speaker's basic communicative intention (illocutionary force). For example, the speaker may have the simple intention to "offer" something, to "wish" or "permit" something, or just to "apologize", and not to "manipulate" his conversational partner. 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!"

LESSON 7

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.
Вскоре стало широко известно, что Эйнштейн награжден Нобелевской премией.

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. <i>Я помню, что видел вас где-то.</i>	вспоминать I remember to see you soon. <i>Я помню, что мне нужно вас вскоре навестить.</i>
forget	He forgot opening the windows. <i>Он забыл, что открыл окно.</i>	He forgot to open the window. <i>Он забыл открыть окно.</i>
regret	сожалеть о случившемся She didn't regret, accepting his offer. <i>Она не сожалела, что приняла его предложение.</i>	сожалеть о том, что следует сказать I regret to say I feel ill. <i>К сожалению, я должен сказать, что заболел.</i>
try	пробовать We tried cooking this sauce. <i>Мы попробовали приготовить этот соус.</i>	стараться Try to understand. <i>Постарайся понять.</i>
stop	переставать, прекращать He stopped smoking. <i>Он перестал курить.</i>	останавливаться He stopped to smoke. <i>Он остановился, чтобы закурить.</i>
go on	продолжать Go on talking. <i>Продолжайте говорить.</i>	далее We went on to discuss a curious story. <i>Затем мы обсудили странную историю.</i>
propose	предлагать I propose waiting till he comes. <i>Я предлагаю подождать, пока он придет.</i>	намереваться I propose to start tomorrow. <i>Я намереваюсь начать завтра.</i>
want	нуждаться This job wants doing at once. <i>Эту работу необходимо сделать немедленно.</i>	хотеть He doesn't want to work so hard. <i>Он не хочет работать так усердно.</i>
mean	означать Missing the train means waiting for an hour. <i>Опоздать на поезд озна-чает еще час ожидания.</i>	намереваться I mean to get to the top by sunrise. <i>Я намереваюсь подняться на вершину до рассвета.</i>

As all predicative constructions the Gerundial Construction consists of two elements: the nominal and the verbal. **The nominal element** can 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
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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

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 words	Meaning	Examples
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?

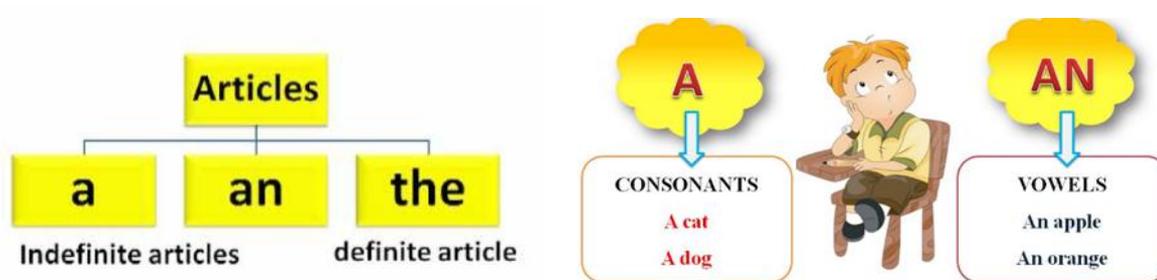
Separating the issue (tag-question / disjunctive question).

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.

LESSON 9

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)

A - An

a + consonant

a + lamp
a + door
a + house
a + bag
a + tomato

an + vowel

an + apple
an + elephant
an + ice-cream
an + orange
an + umbrella

A. Write **a** or **an** before the names.



___ car



___ aeroplane



___ parrot



___ baby



___ doll



___ hat



___ egg



___ rabbit



___ apple



___ elephant



___ cat



___ ice-cream



___ mouse



___ snake



___ armchair



___ ladybug

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.

'The' is used:

1. to refer to something which was mentioned before:

A horse and a donkey loved each other.
The horse loved the donkey's beautiful eyes,
and the donkey loved the horse's long hair.

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

'The' is used:
2. The speaker and listener know what is being talked about, even if it wasn't mentioned before.

The illustration shows two men in suits sitting at a table with plates of food and coffee. A speech bubble from one of the men says, "The boy is listening to music." An arrow points from this speech bubble to a circular inset showing a boy wearing headphones and listening to music. Another arrow points from the boy back to the speech bubble, indicating that both the speaker and the listener know who the boy is.

'The' is used:
3. In sentences or clauses where we define or identify a particular person or object:

The illustration shows a man in a purple suit standing and talking to a porter. The porter is sitting on a suitcase and has several bags around him. A speech bubble from the man says, "The red one." Another speech bubble from the porter asks, "Which bag is yours?" An arrow points from the man's speech bubble to the porter's speech bubble, indicating that the man is identifying a specific bag.

'The' is used:

4. to refer to objects we regard as unique.

The earth is going around the sun.



'The' is used:

6. before superlatives and ordinal numbers.



Burj Khalifa is the tallest building in the world.



The first chapter of the book is very interesting.

LESSON 10

Repeating grammar material.

LESSON 11

INTERMEDIATE RATING I.

LESSON 12

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.

LESSON 13

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](#)

LESSON 14

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

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

- Lee has caught another whelk.

Sentence

Interrogative

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

- Is that another whelk, Lee?

Sentence

Exclamatory

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

- I've hooked another whelk!

Sentence

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!

LESSON 15

Repeating grammar material.

LESSON 16

Repeating grammar material.

LESSON 17

INTERMEDIATE RATING II.

LESSON 18

Repeating grammar material.

LESSON 19

Repeating grammar material.

LESSON 20

Final lesson.

PRACTICAL LESSON MATERIAL

TEXTS FOR RETELLING

TOPIC 1

PHARMACEUTICAL INDUSTRY IN UZBEKISTAN

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

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

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

Development of pharmaceutical industry enables Uzbekistan to address a number of 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 production of innovative medical drugs;
2. Protection of the domestic market from unfair competition and providing equal market access for domestic and foreign manufacturers;
3. Improvement of quality control of medical drugs including actions to remove redundant

administrative barriers in the registration of domestically manufactured drugs;

4. Training the highly-skilled workers for development and production of pharmaceutical products according to the international standards.

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

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

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

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

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

TOPIC 1

Pharmaceutical Industry in Uzbekistan

1. What is Pharmaceutical Industry in Uzbekistan?
2. What strategy has Uzbekistan?
3. What competitive advantages can you count?
4. What is the goal for nearest future?
5. How many parts are there in sectoral development strategy?
6. What was the average annual growth rate?
7. What organizations collaborate in the Pharmaceutical Industry?
8. How many medical substances are planned to produce?
9. How many original drugs do the research institutions plan for production?
10. How many medical drugs do domestic companies produce?
11. What preparations and products can be arranged in Uzbekistan?

TOPIC 2

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 thousand), 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 this 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

TOPIC 2

Pharmaceutical Industry in the UK

1. How many people does the Pharm. Industry in the UK employ?
2. What agency is responsible for ensuring medicines and medical devices?
3. How many leading industrial sectors in the world?
4. What place does the British Pharm. Sector take among the leading British industrial fields?
5. Is the Pharm. Industry of Great Britain dynamic and fast growing?
6. What place does Great Britain take by the total volume of the occupied share in market?
7. What organization presents the interests of the British Pharm. Branch?
8. Whose interests are presented by this organization?
9. Does the state create all necessary terms for development of R&D in the pharmaceutical sector?
10. How many per cent of known medicines were produced in GB?
11. In accordance with what does MHRA control registration of medicines?

TOPIC 3

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

TOPIC 3

Pharmaceutical Education in the UK

1. What model a program based on?
2. How many years for entering and leaving profession are given?
3. How many years must the students study for receiving BSc?
4. How many pharmacy schools are there in the UK?
5. How many students has every school each year?
6. How many applicants do pharmacy schools receive for each place?
7. What does that mean?
8. What examinations do the school-leavers take?
9. How many subjects are studied before applying and what are they?
10. What is the graduate fully equipped?
11. How many years of pharmacy education are there in Europe?

TOPIC 4

DRUGS MADE BY MEDICINAL PLANTS

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 physiology would 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 and finally burst, covering the plant with self-made pesticide. Knowing how a plant's DNA program set 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. John's-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. John's-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. John's-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 attacked or harmed
4. suspect – believe to be likely or possible
5. scale – remove scale or scales from

TOPIC 4

Drugs Made by Medicinal Plants

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?

TOPIC 5

PLANTS AS A SOURCE OF DRUGS

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

TOPIC 5

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?

TOPIC 6

CLINICAL PHARMACY

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

TOPIC 6

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?

TOPIC 7

INDUSTRIAL PHARMACY

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

TOPIC 7

Industrial Pharmacy

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 responsibility for 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 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.**

TOPIC 8

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

TOPIC 8

Branches of Biotechnology

1. How many major industrial areas in Biotechnology and what are they? **There are four major industrial areas and they are health 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 is Bioinformatics? **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.**

TOPIC 9

MEDICINAL CHEMISTRY

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 presenting 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

TOPIC 9 Medicinal Chemistry

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 have chemistry abilities, especially, synthetic abilities, to use chemical principles to design effective therapeutic agents.**

TOPIC 10

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

TOPIC 10 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.**

EXERCISES FOR STRENGTHENING GRAMMAR MATERIAL

THE INFINITIVE

PUT THE PARTICLE “TO” WHERE NECESSARY

1. Children like . . . eat apples and cakes.
2. You can . . . catch butterflies in the field.
3. Sparrows cannot . . . run very fast, but they can . . . fly rather high.
4. Sam likes . . . read and . . . learn rhymes.
5. My brother cannot . . . drive a car at all.
6. We must . . . get up early tomorrow; we shall . . . help our mother.
7. We like . . . help our granny.
8. Girls like . . . draw flowers.
9. My parents have . . . go to Moscow.
10. His sister Nancy can . . . sing very well.

THE INFINITIVE

EXPRESS STRONG DOUBT. USE THE APPROPRIATE INFINITIVE.

1. Can it (be) so late now? 2. Can he (tell) the truth then? 3. Surely it can't (be) Jim. I know him quite well. 4. But she can't (say) it. I am sure she didn't mean it. 5. I'll try to do it myself. It can't (be) so difficult after all. 6. Who told you about it? You can't (know) about it before. 7. It seems strange. Can somebody (work) against us? 8. I can't believe it. Can he (resent) it? 9. Could it (be) a joke? She felt rather hurt. 10. You can't (see) him at the meeting. He was ill then.

THE INFINITIVE

OPEN THE BRACKETS USING THE CORRECT FORM OF THE INFINITIVE. TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. I don't feel well now. I should (remember) to take the medicine yesterday. 2. Children should (obey) their parents. 3. It's three o'clock and I'm feeling very hungry; I should (eat) more for lunch. 4. The little boy was playing with his father's typewriter and of course he broke it; he shouldn't (allow) him to play with it. 5. You have a weak heart. You shouldn't (run). 6. I was very tired last summer and I should (take) a holiday, but there was too much work to do. 7. When he went for a walk he should (take) his umbrella, it looked like rain, (but he didn't). 8. The workmen are very slow; the job should (finish) a week ago. 9. You shouldn't (eat) so much bread, now you've gained weight. 10. You shouldn't (go) out yesterday without a coat. No wonder you caught cold.

THE PRESENT INDEFINITE TENSE

COMPLETE THE SENTENCES. USE THE CORRECT FORM OF THESE VERBS:

TO BOIL, TO CLOSE, TO COST, TO GO, TO HAVE, TO LIKE, TO MEET,
TO OPEN, TO SMOKE, TO SPEAK, TO TEACH, TO WASH

1. She's very clever. She . . . four languages.
2. Steve . . . ten cigarettes a day.
3. We usually . . . dinner at 7 o'clock.
4. I . . . films. I often . . . to the cinema.
5. Water . . . at 100 degrees Celsius.
6. In Britain the banks . . . at 9.30 in the morning.
7. The City Museum . . . at 5 o'clock every evening.
8. Food is expensive. It . . . a lot of money.
9. Shoes are not expensive. They a lot of money.

10. Tina is a teacher. She . . . Mathematics to young children.
11. Your job is very interesting. You . . . a lot of people.
12. Peter . . . his hair twice a week.

THE PRESENT INDEFINITE TENSE

COMPLETE THE SENTENCES. ALL OF THEM ARE NEGATIVE. USE ONE OF THESE VERBS.

TO COST, TO DRIVE, TO GO, TO KNOW, TO PLAY, TO SEE, TO SELL, TO SMOKE, TO WASH, TO WEAR

1. “Have a cigarette.” “No, thank you. I”
2. They newspapers in that shop.
3. She has a car, but she very often.
4. I like films, but I to the cinema very often.
5. He smells, because he very often.
6. It’s a cheap hotel. It much to stay there.
7. He likes football, but he very often.
8. I much about politics.
9. She is married, but she a ring.
10. He lives near our house, but we him very often.

Verb in sentences without noun (Imperative Mood)

A) Insert the appropriate verbs and translate the sentences.

Work, taste, eat, drink, run, wear, read, follow

1. . . . in the lab when the teacher is present.
2. Walk! Do not . . . in the lab.
3. Never . . . chemicals.
4. Do not . . ., . . . beverages, or chew gum in the lab.
5. Avoid contact with chemicals. . . . safety glasses whenever necessary.
6. Never rely on the shape, size or colour of the bottle. . . the label.
7. Carefully . . . all instructions.

B) Translate the sentences into Uzbek/Russian.

If you see a fire.

1. Stay calm, don’t panic.
2. Shut the door to the room with fire.
3. Tell other people about fire as soon as possible.
4. Leave the building immediately.
5. Do not run. Walk quickly but calmly.
6. Do not use lifts in fire.
7. Move near the floor. The best air is at floor level.

8. Close all doors behind you.

THE PRESENT PERFECT OR THE PAST INDEFINITE TENSE

PUT THE VERBS IN THE PRESENT PERFECT OR IN THE PAST SIMPLE

1. My friend is a writer. She (to write) many books.
2. We (not to have) a holiday last year.
3. (you/see) Alan last week?
4. I (to play) tennis yesterday afternoon.
5. What time (you/go) to bed last night?
6. (you/ever/be) to the United States?
7. My hair is clean. I (to wash) it.
8. When I was a child, I (not to like) sport.
9. Katy loves travelling. She (to visit) many countries.
10. John works in a bookshop. He (to work) there for three years.

THE VERB TO BE

TRANSLATE THE SENTENCES INTO UZBEK/RUSSIAN.

1. Copper, gold and silver are metals.
2. Ozone is toxic to the pulmonary system.
3. Combustion is a major type of chemical reactions.
4. Sodium and chlorine are the constituents of salt.
5. Electrons are in constant motion.
6. Magnesium is lighter than aluminum.
7. Chemistry is the most important subject for a pharmacist.
8. Lithium is the lightest metal in existence.
9. The two most plentiful components of air are nitrogen and oxygen.
10. Corrosion is the worst enemy of metals.

TO HAVE , HAVE GOT

PUT IN HAVE GOT, HAS GOT, HAVEN'T GOT, HASN'T GOT

1. They like animals. They three dogs and two cats.
2. Sarah a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He a lot of friends.
4. Mr. and Mrs. Johnson two children, a boy and a girl.
5. An insect six legs.
6. I can't open the door. I a key.
7. Quick! Hurry! We much time.
8. What's wrong? I something in my eye.
9. Ben doesn't read much. He many books.
10. It's a nice town. It a very nice shopping centre.
11. Alice is going to the dentist. She toothache.

PUNCTUATION MARKS

EACH SENTENCE HAS MISTAKES. FIND AND CORRECT THEM.

- 1) If you are good at drawing, you could be architect (grammar mistakes)
- 2) It is the secretary's duty to answer the phone (a punctuation mistake)
- 3) She is respected for her efficiency at work (a spelling mistake)
- 4) I prefer to work slowly (a spelling mistake)
- 5) My elder sister are really interested at the problems of the environment (grammar mistakes)
- 6) If you are fond in animals you could to study to be a vet (grammar mistakes)
- 7) Several million people speaks Esperanto, which is based of various European languages (grammar mistakes)
- 8) What kind of knowledges would you need if you decide to be a doctor? (grammar mistakes)
- 9) Well try to translate the article tomorrow (a punctuation mistake)
- 10) Nobody adviced him what to wear on the wedding party (a spelling mistake)

THE PASSIVE VOICE

REWRITE THE FOLLOWING SENTENCES USING THE PASSIVE VOICE

- 1) People celebrate the International Women's Day on March 8th each year.
- 2) In 2002 UNESCO organized a celebration in honour of A. Gijduvoni.
- 3) Save the Children Fund (SCF) is distributing vitamin tablets in Karakalpakstan.
- 4) Engineers are constructing a new international terminal at Tashkent airport.
- 5) In Britain people do not elect their head of state.
- 6) UNESCO has listed Khiva as a World Heritage Site.
- 7) The Red Crescent in Uzbekistan has held many seminars to teach students about the dangers of drugs.
- 8) The Government is doing much to reduce unemployment.
- 9) Uzbek people listen to many radio channels.
- 10) Public Houses publish many text-books every year.

THE PASSIVE VOICE

COMPLETE THE SENTENCES. USE THE PASSIVE OF THESE VERBS:

TO BLOW, TO BUILD, TO CLEAN, TO DAMAGE, TO FIND, TO INVENT,
TO MAKE, TO PAY, TO SHOW, TO SPEAK, TO STEAL

1. The room every day.
2. Two trees down in the storm last night.
3. Paper from wood.
4. There was a fire at the hotel last week. Two rooms
5. Many different languages in India.
6. These houses are very old. They about 500 years ago.
7. Many American programmes on British television.
8. My car last week. The next day it by the police.
9. The transistor in 1948.
10. She has a very good job. She 3000 US dollars a week.

MODAL VERBS

PUT THE MODAL VERBS WHERE NECESSARY.

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

MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. Mike can run very fast.
2. They can understand French.
3. Kate can speak English well.
4. My brother can come and help you in the garden.
5. Can you speak Spanish?
6. Can your brother help me with mathematics?
7. His little sister can walk already.
8. The children cannot carry this box: it is too heavy.
9. My friend cannot come in time.
10. This old woman cannot sleep at night.
11. His sister can cook very well.
12. I can sing, but I cannot dance.
13. Can't you wait till tomorrow morning? - I can wait, but my toothache can't.
14. Can I borrow your pencil for a moment?
15. Her grandmother can knit very well.
16. I can answer the questions. They are very easy.
17. This trip is too expensive for me. I can't afford it.
18. She can type. She can speak well on the telephone. She hopes she can find the job she's looking for.
19. Could you come to my place next Friday? - I'm sorry. I can't.

MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. May I invite Nick to our house? 2. You may go now. 3. If you have done your homework, you may go for a walk. 4. Don't go to the wood alone: you may lose your way. 5. May I go to the post office with Mike? 6. May I take Pete's bag? 7. Don't give the vase to the child: he may break it. 8. May we take notes with a pencil? 9. You may not cross the street when the light is red. 10. May I shut the door? 11. It stopped raining, and mother told us that we might go out. 12. May children play with scissors? 13. They may travel by sea. It may be cheaper, but it takes a long time. 14. It may be true. 15. May I come and see you? 16. Where have you been, may I ask?

THE EQUIVALENTS OF THE MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. I had to do a lot of homework yesterday. 2. She had to stay at home because she did not feel well. 3. Pete had to stay at home because it was very cold. 4. Mike had to write this exercise at school because he had not done it at home. 5. They had to call the doctor because the grandmother was ill. 6. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister. 7. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 8. I am sorry I couldn't come yesterday. I had to work late. 9. I have not written the composition. I shall have to write it on Sunday. 10. We did not have to buy biscuits because our granny had baked a delicious pie. 11. Will you have to get up early tomorrow? 12. Why do you have to get up early tomorrow? 13. I had to go to the hospital to visit my aunt. 14. What did you have to learn by heart? - At school, I had to learn a beautiful poem "Leisure" by William Henry Davies. 15. I have to see him.

MODAL VERBS AND THEIR EQUIVALENTS

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

1. It is quite clear to everybody in the family that he must start getting ready for his exam instead of wasting time. 2. It is impossible to do anything in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go

or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting.6. We can't wait for them any longer; we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out. 8. I doubt if I can finish the work in time, but I must do it.

MODAL VERBS AND THEIR EQUIVALENTS

PUT THE EQUIVALENTS INSTEAD OF THE MODAL VERBS.

1. You must listen to the tape recording of this text several times. 2. You must take your exam in English. 3. She can translate this article without a dictionary. 4. We can't meet them at the station. 5. The doctor must examine the child. 6. He must work systematically if he wants to know French well.7. This child must spend more time in the open air. 8. I can't recite this poem. 9. You must take part in this work. 10. He can't join the party because he is busy. 11. I can settle my own problems.

MODAL VERBS

TRANSLATE THE SENTENCES INTO UZBEK OR RUSSIAN.

1. I was to wait for her at the railway station.2. We were to go to the cinema that afternoon.3. We were to get there before the others. 4. He was to tell her where to find us. 5. She was to graduate from Oxford that year. 6. She was to wear that dress at the graduation party. 7. He is to come here at five o'clock. 8. The train was to leave at 5 am. 9. They were to start on Monday. 10. He was to telephone the moment she was out of danger. 11. Roses were to be planted round the pond. 12. There was to be a discussion later on.

MODAL VERBS

PUT THE EQUIVALENTS OF THE MODAL VERBS "TO HAVE TO" OR "TO BE TO".

1. Where ... the meeting to take place? - I suppose in the lecture hall. 2. So, our plan is as follows: I ... to go to the college library and get the books. You ... to look through all the material here. Later we ... to work together. 3. "You ... to do it alone, without anybody's help," she said sternly. 4. I ... to help my friends with this work now, so I cannot go with you. 5. It was raining hard and we ... to wait until it stopped raining. 6. I ... to ask him about it tomorrow, as today he has already gone. 7. Why didn't you tell me that I ... to buy the books? 8. According to the order of the schoolmistress all the pupils ... to return the library books before the twenty-third of May. 9. As we had agreed before, we ... to meet at two

o'clock to go to the stadium together. But Mike did not come. I waited for another half hour, but then I ... to leave as I was afraid to be late. 10. The meeting ... to begin at five o'clock. Don't be late.

MODAL VERBS

FILL IN THE SPACES WITH "WILL BE ABLE TO" OR "WILL NOT (WON'T) BE ABLE TO".

1. When her arm is better, she _____ to play the piano again. 2. I'm sorry, but I _____ come to your birthday party next week. 3. He _____ eat everything when the doctor allows him. 4. My sister _____ to go out to dances until she is seventeen. 5. Why do you sit at the back of the class if you can't hear well? You _____ hear better if you sit in the front. 6. I'm too busy to have a holiday this year, but I hope I _____ have a long holiday next year. 7. The train leaves at five o'clock tomorrow morning. We _____ catch it if we don't get up very early. 8. He was working very hard before he fell ill. He _____ work so hard when he comes out of hospital. 9. Perhaps one day we _____ travel to the Moon. 10. She _____ to wear her new dress when it is ready.

THE EQUIVALENTS OF THE MODAL VERBS

CHANGE THE FOLLOWING INTO THE NEGATIVE AND INTERROGATIVE.

1. Mother has to cook dinner after work. 2. He had to sit up late with this work. 3. You will have to get up very early to-morrow. 4. The girl had to take care of her younger sister and brothers. 5. She will have to do it once over again. 6. These documents have to be filed. 7. They had to cover the whole distance on foot. 8. We will have to speak to him about it.

THE PAST SIMPLE OR PAST CONTINUOUS

PUT THE VERBS IN THE CORRECT TENSE (PAST SIMPLE OR PAST CONTINUOUS)

1. She (walk) along the street when she (see) an old friend. 2. The woman was very tired, and she (lie) on her children (come) home from school. 3. The sun (rise) when I (wake) up this morning. The sick child (sleep) when the doctor (come). I (read) the newspaper when I (hear) a strange noise. It (rain) hard when I (go) out this morning. 7. We (listen) to the wireless when the telephone bell (ring). 8. The little boy (fall) when he (fall) into the river. 9. Jack's mother (cook) the dinner when he (come) home from school. 10. A lot of people (see) this accident while they (wait) for the bus.

THE PAST SIMPLE OR PAST CONTINUOUS

PUT THE VERBS IN THE CORRECT TENSE (PAST SIMPLE OR PAST CONTINUOUS)

1. The woman was very tired, and she (lie) on her bed when her children (come) home from school. 2. The sun (rise) _ when I (wake) up this morning. 3. The sick child (sleep) when the doctor (come). 4. I (read) the newspaper when I (hear) a strange noise. 5. It (rain) hard when I (go) out this morning. 6. We (listen) to the wireless when the telephone bell (ring). 7. The little boy (fish) when he (fall) into the river. 8. Jack's mother (cook) the dinner when he (come) home from school. 9. A lot of people (see) this accident while they (wait) for the bus. 10. He often (go) to the British Museum when he (study) at the London University.

DEGREES OF COMPARISON OF THE ADJECTIVES

PUT THE ADJECTIVES IN THE COMPARATIVE AND SUPERLATIVE DEGREES WHERE POSSIBLE.

1. Robert and Paul are the (noisy) boys that I know. 2. Boys are always (noisy) than girls. 3. Summer is the (warm) of the four seasons. 4. Winter in London is (foggy) than in Paris. 5. These are the (bad) cigarettes I have ever smoked. 6. I think I am the (bad) dancer in the world. 7. Your work is much (good) than I thought. 8. London is (big) than Manchester. Manchester is (small) than London. 9. A train goes faster than a ship but not as (fast) as an airplane. 10. His dog is (good) than yours.

DEGREES OF COMPARISON OF THE ADJECTIVES

PUT THE ADJECTIVES IN THE COMPARATIVE AND SUPERLATIVE DEGREES WHERE POSSIBLE.

1. London is (big) than Manchester. 2. A train goes faster than a ship but not as (fast) as an airplane. 3. It is (hot) in Athens than it is in London: it is as (hot) in Oslo as it is in London. 4. Which is the (cold)? 5. This is the (wonderful) and (beautiful) film I have ever seen. 6. My cold is (bad) today than it was yesterday. 7. This piece of homework is as (bad) as yours last one. 8. Richard is not as (tall) as Tom. 9. Tom is the (tall) boy in the class. 10. He doesn't look a day (old) than forty.

THE ARTICLE

PUT THE ARTICLES: A/AN/THE WHERE NECESSARY.

1. When...moon passes between...earth and ... sun ...eclipse results.
2. There is...red book and...green book on...table in...dining room.
3. Can you tell me how to get to...theatre?
4. He bought ... books from ... library.
5. I know...students of that Institute.
6. I want to write ... letter to my sister.
7. ...great Russian writer Gogol was born in ... Ukraine in 1809.
8. Leningrad is situated on ... Neva.
- 9.... Crimea is surrounded by ... Black Sea.
- 10...Europe and ... America are separated by ... Atlantic Ocean.
11. They met him at...gate of school.
12. He read ... letter ... second time.

THE ARTICLE

PUT THE ARTICLES: A / AN / THE WHERE NECESSARY.

1. In our part of _____ country _____ November is _____ stormy month.
2. All books must be returned to _____ library before _____ next Monday.
3. My daughter will go to _____ school _____ next year.
4. There is _____ large school in _____ village.
5. He lives in _____ country in _____ summer.
6. I like _____ autumn in _____ Moscow.

THE PRESENT PERFECT TENSE

COMPLETE THE SENTENCES WITH A VERB FROM THE LIST. USE THE PRESENT PERFECT(HAVE/HAS + THE PAST PARTICIPLE OF THE VERB).

Break, buy, finish, do, go, go, lose, paint, read, take

1. "Are they still having dinner?" "No, they have finished."
2. I some new shoes. Do you want to see them?
3. "Is Tom here?" "No, he to work".
4. "..... you the shopping?" "No, I'm going to do it later".
5. "Where's your key?" "I don't know. I it".
6. "Look! Somebody that window".
7. Your house looks different. you it?
8. I can't find my umbrella. Somebody it.
9. I'm looking for Sarah. Where she?
10. "Do you want the newspaper?" "No, thanks. I it."

PUT IN "GONE" OR "BEEN"

1. He's on holiday at the moment. He's gone to Spain.
2. 'Where's Jill?' 'She's not here. I think she's to the bank.'
3. 'Hello, Pat. Where have you?' 'I've to the bank.'
4. 'Have you ever to Mexico?' 'No, never.'
5. My parents aren't at home this evening. They've out.
6. There's a new restaurant in town. Have you to it?
7. Paris is a wonderful city. I've there many times.
8. Helen was here earlier but I think she's now.
9. My sister is clever. She's many different jobs.
10. Ann has five children. She's married five times.

THE PRESENT PERFECT TENSE

COMPLETE THESE SENTENCES.

Jill is in London. She has been in London since Monday.

1. I know George. I have known him for a long time. 2. They are married. They married since 1983. 3. Brian is ill. He ill for a week. 4. We live in this house. We here for ten years. 5. I know Tom very well. I him for a long time. 6. We are waiting for you. We waiting since 11 o'clock. 7. Alice works in a bank. She in a bank for five years. 8. I'm learning English. I learning English for six months. 9. She has a headache. She a headache since she got up.

MAKE QUESTIONS WITH "HOW LONG ...?"

Jill is in London. How long has she been in London?

1. I know George. How long have you known him? 2. Mike and Judy are in Brazil. How long? 3. Diana is learning Italian. How long? 4. My brother lives in Germany. How long? 5. It is raining. How long? 6. Bill is a teacher. How long? 7. I know Margaret. How long? 8. I have a motor-bike. How long? 9. Linda and Frank are married. How long?

THE PREPOSITION

PUT THE PREPOSITIONS WHERE NECESSARY.

1. My father sets his watch _____ noon _____ the Kremlin clock. 2. Peter's sister was born _____ 1970. 3. _____ two days _____ the 21st of October Helen and her group mates will go to the concert. 4. Winter holiday will begin _____ the 24 th of January. 5. Don't worry! You are not _____ danger. 6. All _____ us shouted _____ joy when we learned that she was _____ danger. 7. A lot of students go _____ college every day. 8. I don't like playing _____ football, but I often play tennis _____ work _____ weekdays, and _____ the week-end too. 9. Ann's children were _____ hospital last week. 10. "When did you discuss _____ those questions last?" We discussed _____ them. 11. I stayed _____ home _____ ten yesterday morning.

THE NUMERAL

ANSWER THE QUESTIONS:

1. How many months are there in the year?
2. How many days February has?
3. How much is five plus six?
4. How much is fifteen minus three?
5. How much is thirteen times three?
6. How much is seven times six?
7. How much is forty-nine minus twelve?
8. How much is ninety-eight minus thirty-five?
9. How much is two hundred twenty-four plus sixty-six?
10. How much is eight times nine?

THE NUMERAL

WRITE THE FOLLOWING TELEPHONE NUMBERS DOWN:

1. +99890 139 32 34
2. +99891 456 67 67
3. +99894 9891551
4. +99891 674 44 69
5. +99890 666 77 55
6. +58433 465 22 11
7. +67890 989 45 54
8. +78910 687 66 66
9. +98765 409 23 13
10. +45678 123 45 67

THE NUMERAL

ANSWER THE QUESTIONS:

1. How many hours do 120 minutes make?
2. How many days do 48 hours make?
3. How many weeks do 35 days make?
4. How many minutes do 60 seconds make?
5. How many days does a common year make?
6. How many days does a leap year make?
7. How many years does a century make?
8. How many minutes does an hour make?
9. How many days does a month make?
10. How many months does a year make?

THE NUMERAL

ANSWER THE QUESTIONS:

1. What are the numbers from one to ten?
2. What are the numbers from ten to twenty?
3. What number comes after twelve?
4. What number comes after thirty-two?
5. What number comes after fifty-five?
6. What number comes before forty-seven?
7. What number comes before one hundred and sixty-three?
8. What number comes before ninety-nine?
9. Does eleven come before or after twelve?
10. Does five come before or after six?

THE NUMERAL

ANSWER THE QUESTIONS:

1. How many days are there in a month?
2. How many months are there in a year?
3. How many days are there in a week?
4. How many days are there in a year?
5. What is the first month of the year?
6. What is the last month of the year?
7. What is the fifth month of the year?
8. What is the eleventh month of the year?
9. What is the second month of the year?
10. How many days are there in February?

THE GERUND (NON-FINITE FORM OF THE VERB)

VERB+ING

To sing-singing

To rub-rubbing

To wait-waiting

OPEN THE BRACKETS USING THE GERUND.

1. Why do you avoid (to speak) to me? 2. The doctor insisted on (to send) the sick man to hospital. 3. He was always ready for (to help) people. 4. In (to make) this experiment they came across some very interesting phenomena. 5. The watch requires (to repair).

THE GERUND (NON-FINITE FORM OF THE VERB)

TRANSLATE THE SENTENCES PAYING ATTENTION TO THE GERUND.

1. He is afraid of being late for the lecture. 2. There are various methods of purifying water. 3. You will improve your pronunciation by reading aloud. 4. This soil is good for growing vegetables. 5. His greatest pleasure is sleeping. 6. I think of going to London. 7. Thank you for coming. 8. Wash your hands before and after using this medicine.

PARTICIPLE I (NON-FINITE FORM OF THE VERB)

TRANSLATE THE FOLLOWING SENTENCES INTO UZBEK/RUSSIAN.

1. While doing my morning exercises I open the window. 2. Being very busy he can not go with us. 3. More than 80% of all plants living today are flowering plants. 4. The woman standing at the window is our teacher. 5. A leaf is the main food-making part of a plant. 6. Matter is changing all the time because of changing conditions in the world around us. 7. Algae being simple do not develop flowers; they do not have true roots, stems or leaves. 8. X-rays are harmful to living things so care must be taken when working with them.

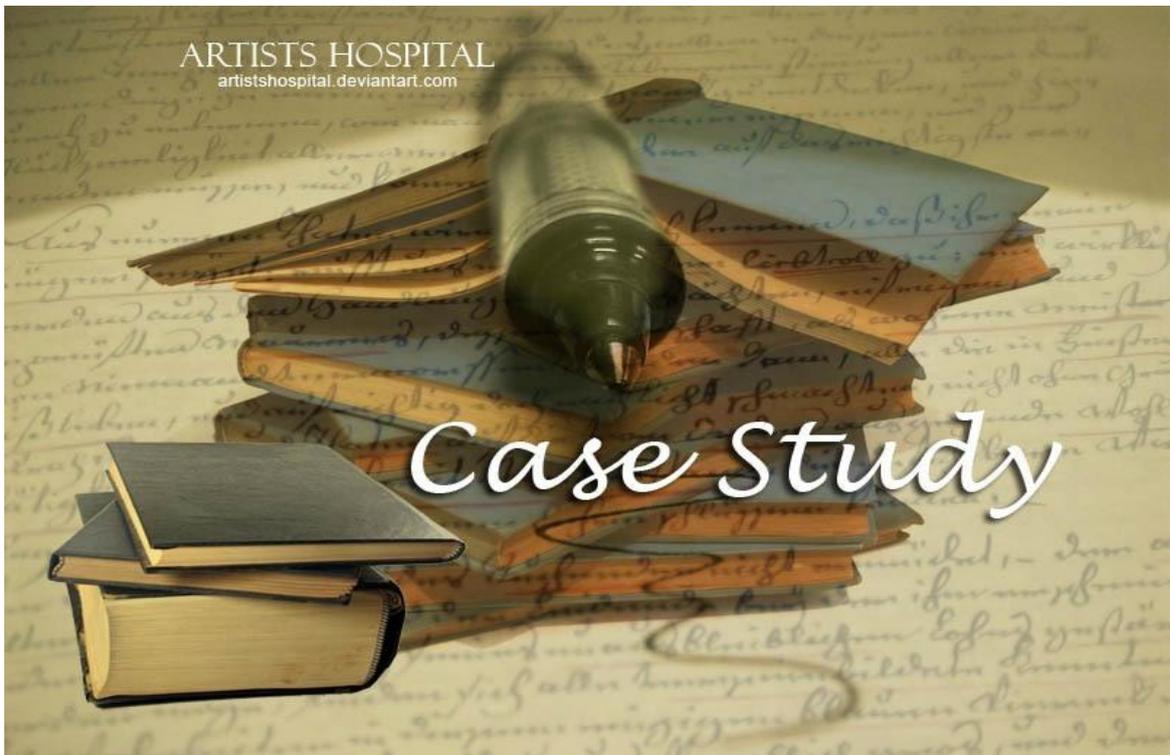
PARTICIPLE II

V3

PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM. TRANSLATE THE SENTENCES.

1. Ice melts when (to heat). 2. I showed him the letter (to write) by my friend. 3. The (to translate) text is very difficult. 4. The work (to do) by them took up much time. 5. We spoke about the holidays (to spend) in the country. 6. Silver (to dissolve) in water kills many harmful bacteria. 7. There is enormous amount of information (to store) in the DNA of a cell. 8. Cellulose is the most abundant substance (to find) in the plant kingdom.

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

Case Studies in the Classroom

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

Preparing for a Case Discussion

Unlike lecture-based teaching, the case method requires intensive preparation by the students, before each class. If a case has been assigned for discussion in the class, the student must prepare carefully and thoroughly for the case discussion. The first step in this preparation is to read the case thoroughly. To grasp the situation described in a case study, the student will need to read it several times.

The first reading of the case can be a light one, to get a broad idea of the story. The

subsequent readings must be more focused, to help the student become familiar with the facts of the case, and the issues that are important in the situation being described in the case – the who, what, where, why and how of the case. However, familiarity with the facts described in the case is not enough. The student must also acquire a thorough understanding of the case situation, through a detailed analysis of the case. During the case analysis process, she must 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
Root reason	основная причина
Capacity	мощность
Exercise one's right	пользоваться правом

Analyse the case

Questions

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

Roles

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

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

Buyers

You represent the interests of the Production Plant.

You claim full compensation for the losses.

The list of damages includes:

1. part of the purchase price for the delivered equipment,
2. projected transport charges back to the country of origin,
3. the fee to the Experts' Commission.

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

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

Article 219 entitles you to compensation.

Seller

You represent the interests of the Suppliers.

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

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

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

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

Useful language

Anything the matter?

The thing is...

Your claim should be supported by evidence.

That sounds reasonable.

There are complaints because...

There is also the problem of...

It came as a surprise.

It happened through no fault of ours.

Let's split the expenses.

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

That seems fair.

Further Subjects for Discussion

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

How must a manager behave in a conflicting situation?

What are his rights by law?

Where can he apply for help?

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

Written follow-up

Write up the minutes of the meeting.

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/

Analyse the case

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.

Your 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 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	превышение нормы
device	устройство
sound-proof cove	звукопоглощающее покрытие
commission	вводить в эксплуатацию
maintain one' s pledge	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 more than 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. All 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	за собственный счет
detect defects	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	дата проверки
Design error failure	отказ, обусловленный погрешностью устройства
Fit for service	годный к эксплуатации
In working order	в исправном состоянии
Minor repairs	мелкий ремонт
Recondition	приводить в исправное положение
Repair schedule	график ремонта
Running test	эксплуатационные испытания
Safety regulations	техника безопасности
Service manual	инструкции по эксплуатации
Technical condition	техническое состояние
Trouble chart	перечень часто возникающих неисправностей
Up-date	обновлять, модернизировать

Written follow-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 company from 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	защитный чехол
lubricating oil	смазочное масло

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 more than 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 full 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	инструкции по сборке
Observe instructions	соблюдать инструкции
Infringe instructions	не соблюдать инструкции
Non-observance of instructions	несоблюдение инструкций
Maintenance and operation instructions	инструкции по эксплуатации и уходу
Discover defects	обнаружить дефекты
The guarantee period expires	гарантийный срок истекает
Expiration of the guarantee period	истечение гарантийного периода
Rapidly-wearing parts	быстро изнашивающиеся детали
The equipment stands idle	оборудование простаивает
Ensure trouble-free operation	гарантировать бесперебойную работу
Make repairs	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 no 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.

All 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 meeting between 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
take on lease	брать в аренду
buy out	выкупать
dwindle	уменьшаться, сокращаться
craftsman	искусный мастер
a leap in the dark	прыжок в неизвестность, рискованный шаг
findings	полученные данные, добытые сведения
data	данные
change-over	переход, переключение

Analyse the case

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 the 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 in 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 me that...

There's nothing in the market survey that will persuade me to...

There's no evidence that...

I'm convinced

I'm sure

It's my conviction that...

I'm absolutely 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'm going 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 come to 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 come to a decision about the kind of advertising to be done. Ad experts should come with 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 meeting is 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 more specific about...?

Could you give me all the facts and figures to back that up, please?

I'm worried about all the expense involved in ... Can you prove that...

I can assure you that...

There is no 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'd go along with that point of view.

I'm sure 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
make public	передать 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 by the Centre?
3. Do you find the decision to suspend construction voluntary?
4. What could be the ways to resolve the dispute?

Roles

Representative of 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 strangely 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 rehabilitation 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	профилактический ремонт

Analyse the case.

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 some percentage 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 wide advertising 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
entry visa	въездная виза
exit visa	выездная виза
check in for the flight	зарегистрироваться на рейс
currency exchange	обмен валюты
immigration officer	служащий паспортного стола
go through passport control	проходить паспортный контроль
put the luggage on the scales	поставить багаж на весы
excess luggage charge	плата за провоз багажа сверх нормы
boarding pass	посадочный талон
disembark	сходить с самолета
baggage claim area	зал выдачи багажа
lost and found	бюро находок
go through customs	проходить таможенный досмотр
duty-free	не подлежащий обложению пошлиной
liable to duty	подлежащий обложению пошлиной
gate	выход на посадку
terminal	конечный пункт
show smb round	показать достопримечательности
downtown	коммерческий центр города
retail shop	магазин розничной продажи
self-service shop	магазин самообслуживания
gift shop	магазин подарков
parking area	автостоянка
car rental	прокат автомобилей

traffic jam	дорожная пробка
traffic lights	светофор
start the engine	завести мотор
a flat tyre	спущенная шина
recharge the battery	перезарядить аккумулятор
refill the radiator	залить радиатор
gas (gasoline) амер.	бензин
make a reservation for	зарезервировать
receptionist	администратор
guest	проживающий в гостинице
hotel card	карточка проживающего в гостинице
service bureau	бюро обслуживания
travel agency	бюро путешествий
Exchange office	обменный пункт
travellers' cheques	туристские чеки
credit cards	кредитные карточки
hairdresser's	дамская парикмахерская
barber's	мужская парикмахерская
laundry	прачечная
change linen	менять бельё
shoe repair shop	сапожная мастерская
dry cleaning	химчистка
check out	выезжать из гостиницы

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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 common as 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 home together with his friends who have come to discuss the project and its feasibility. Among the guests there is a new friend from the U.K., who has come to Moscow for a long-term stay.

Words and word combinations

spare time	свободное время
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
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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 come to 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't 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 necessary 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 no reason why...

I know it's risky but I'm all optimistic about...

The thing that worries me most 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 came to these figures.

Could you break down the calculations into more details?

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 more modern 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 no 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
take over	принимать (должность) от другого
assets	(недвижимое) имущество
stock	запас товара на складе
envisage	предусматривать, намечать
have a ready sale	находить хороший сбыт, быстро, продаваться
absorb	поглощать
accounts department	бухгалтерия

Analyse the case

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 involved 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.

If we 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...

Of course, 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'm rather 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'm sure it's feasible to...

I'm completely behind the proposal to...

I could not agree more with 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

Analyse the case

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 more and 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 losing 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 more flexible 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 more competitive 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 involve more people 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	персональные компьютеры, совместимые с ИБМ
Computerize	компьютеризировать
software (packages)	программное обеспечение
troubleshooting	поиск неисправности
maintain delivery schedules	выполнять графики поставок
explore the market	освоить рынок
expand the market	расширить зону сбыта
diversify one' s product	диверсифицировать продукцию
ensure safety standards	гарантировать безопасность
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. I was with the Hollywood, dealt in the capital building, textiles. Now I'm president 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	очистные сооружения
garment	одежда
start from scratch	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 more than 60 per cent of the authorized fund. Your contribution will be not only in money but 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

The task to be accomplished is...

I think, it's quite the right time for...

It'll cause no problem.

One of the 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. Besides, 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

строительная площадка

recreation facilities

места отдыха и развлечений

Analyse the case

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 on a 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 without 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	скопление транспорта, затор, пробка
commission	уполномочить, поручить
rush hours	часы пик
residential areas	жилые кварталы
from all angles	со всех точек зрения

Analyse the case

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 convinced 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
curriculum vitae	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 allocate 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 raise 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 accounting, 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
health condition

семейный статус
состояние здоровья

life insurance	страхование жизни
allowances	надбавки к зарплате
education background	уровень образования
command of foreign languages	знание иностранных языков
practical working experience in...	практический опыт работы в...
fulfil functions	исполнять функции
level of competence	уровень компетентности

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)	предотвращать от чего-л.
soak	пропитать, намочить
research and development	(научные) исследования и опытные разработки
ill effects	пагубные последствия

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

Analyse the case

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.

SELF-STUDY

THEMES

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 8 ball ajratiladi. Fan bo'yicha MI o'zlashtirish bali semestrlar bo'yicha to'plagan MI ballarining o'rtacha qiymatiga teng.

**THEMES OF ORIGINAL WORK
FOR THE 1ST YEAR RESIDENTS OF MASTER DEGREE**

I TERM OF THE ACADEMIC YEAR OF 2017-2018

№	Themes	Fulfillment form	Hours	Duration
1	1. Continuous tenses. 2. "Pharmaceutical branch of Chemistry in Uzbekistan".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	25-30.09.2017
2	1. Degrees of Comparison of the Adjectives. 2. "Occurrence of Water in Nature".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	23-28.10.2017
3	1. Perfect tenses. 2. "New generation of Drugs".	1. Make tables. 2. Make tests. 3. Summary on the themes. 4. Translation in written form.	3	20-25.11.2017
4	1. Modal verbs and their Equivalents. 2. "Oxygen Compounds".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	11-16.12.2017
5	1. The Passive Voice. 2. "Metal Compounds". 3. "Carbohydrates".	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	01-06.01.2018
6	1. Direct and Indirect Speech. 2. "Negative Influence of Plant-obtaining drugs".	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	29.01-03.02.2018

II TERM OF THE ACADEMIC YEAR OF 2017-2018

№	Themes	Fulfillment form	Hours	Duration
1	1. Changing Direct speech into Indirect speech. 2. “Chromatography”.	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
2	1. Pronouns. 2. “Pharmaceutical management in Uzbekistan”.	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
3	1. Article. 2. “Festivals, holidays”. 3. “Pharmacokinetics”.	1. Make tables. 2. Make tests. 3. Summary on the themes. 4. Translation in written form.	3	
4	1. Sequence of Tenses. 2. “Immunology: Immunity against microbes”.	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
5	1. There is/ are. 2. “Solving ecological problems in the pharmaceutical plants”.	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	
6	1. Gerund. 2. Solving air and soil pollution problems.	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	

QUESTIONING FOR SELF-STUDY

1. What are drugs used for?
2. What are drugs obtained by?
3. What is the importance of drugs?
4. What is drug?
5. What legal and illegal substances do drugs include?
6. Describe psychoactive drugs.
7. How many groups are psychoactive drugs divided into?
8. What effects has drug?
9. Describe effects of the drug.
10. What do the effects of drugs depend on?
11. The main reasons of using drugs.
12. What ways to alter consciousness do we have?
13. How many categories are drugs divided into and what are they?
14. What organization can approve to be over-the-counter?
15. What is the amount of active ingredients in prescription and non-prescription drugs?
16. What drugs are protected by patent?

17. What drugs are not protected by patent?
18. How many names has every proprietary drug and what are they?
19. What does the chemical name describe?
20. What does the generic name describe?
21. What does the trade name describe?
22. How many primary considerations can influence drug selection and use? What are they?
23. Describe Pharmacodynamics.
24. Describe Pharmacokinetics.
25. Why is the science of Pharmacokinetics important?
26. Why must doctor know to select the right dose?
27. How do many drugs get to their site of action?
28. How are they broken down by?
29. What symptoms can antihistamines relieve in allergy?
30. What side effects have antihistamines?
31. How do antihistamines sell?
32. There are 2 goals of drug development: Effectiveness and Safety. What happened if the drug's usual dose is toxic?
33. What side effects can Penicillin have?
34. What new sleep drugs, which have better safety margin do you know?
35. What side effects can Warfarin have?
36. What side effects can Clozapine cause?
37. What must people do?
38. When can drug interactions occur?
39. What should people consult their pharmacist?
40. How can alcohol affect?
41. What information about his patient must doctor (pharmacist) have?
42. What is Drug Abuse?
43. What is Absorption?
44. What is Distribution?
45. What is Elimination?
46. What ways of taking drugs can you describe?
47. What advantages and disadvantages has oral administration?
48. How are oral drugs absorbed?
49. What oral drugs, which can irritate the GIT do you know?
50. What parenteral ways do you know?
51. What advantages and disadvantages has sublingual route?
52. What advantages and disadvantages has rectal route?
53. How does the transdermal administration act?
54. What advantages and disadvantages has the transdermal administration?
55. How do the Inhalants act?
56. What advantages and disadvantages of the Inhalants do you know?
57. What is Bioavailability?
58. How are the drug distributed?
59. What is Metabolism?
60. What organs is the drug excreted (metabolized) by?
- 61.** How can drugs be excreted by?
62. What does Pharmacodynamics describe?
63. How does Atropine act?
64. How does Digitalis act?
65. How do the agonists act?
66. How do the antagonists act?
67. What is Tolerance?
68. There are 2 mechanisms, which are responsible for tolerance: what are they?

69. What factors can affect a drug's absorption, distribution, metabolism and excretion?
70. How is the study of genetic differences called?
71. What ways of drug's metabolism do you know?
72. What doctors must individualize?
73. What must he consider?
74. What factors complicate the therapeutical process?
75. What happens in malignant hyperthermia?
76. Where do many drugs inactivated?
77. What do the kidneys do?
78. What substances can increase the liver's enzyme activity?
79. What can increase the liver enzymes?
80. What drugs that may slow liver activity do you know?
81. Who has more chronic diseases?
82. How many prescription and over-the-counter drugs do the elderly people take?
83. Why are adverse reactions more severe in elderly people than in adults?
84. What process do the elderly people have in their kidneys and liver?
85. What should doctors do?
86. What organs of the elderly people are more sensitive for the anticholinergic side effects?
87. How is it called?
88. What can cause problems?
89. What should the elderly people discuss with the doctor?
90. What are drugs used for?
91. What are drugs obtained by?
92. What is the importance of drugs?
93. What is drug?
94. What legal and illegal substances do drugs include?
95. Describe psychoactive drugs.
96. How many groups are psychoactive drugs divided into?
97. What effects has drug?
98. Describe effects of the drug.
99. What do the effects of drugs depend on?
100. The main reasons of using drugs.
101. What ways to alter consciousness do we have?
102. How many categories are drugs divided into and what are they?
103. What organization can approve to be over-the-counter?
104. What is the amount of active ingredients in prescription and non-prescription drugs?
105. What drugs are protected by patent?
106. What drugs are not protected by patent?
107. How many names has every proprietary drug and what are they?
108. What does the chemical name describe?
109. What does the generic name describe?
110. What does the trade name describe?

GLOSSARY

GLOSSARY

Термин	Инглиз тилидаги шархи
3D virtual world	An online 3D environment in which users control a character or avatar to interact with each other and with the surrounding environment.
Academic practice	A term used to describe the collective responsibilities of academic staff in higher education, namely those for teaching, learning and communicating the subject, discipline-specific research/scholarship, academic management activities and, for some, service requirements.
Access course	A qualification for non-traditional, usually mature, students, as a route into higher education.
Accreditation	Certified as meeting required standards (e.g. an accredited programme is one that has been approved by an external body as meeting certain standards or criteria). Achieving approach to learning See strategic approach.
Achievement motivation	A desire to succeed at a task (e.g. obtaining high grades, even when the task does not inspire interest) (see also extrinsic motivation, intrinsic motivation).
Extrinsic motivation	Typifies students who are concerned with the grades they achieve, external rewards, and whether they will gain approval from others (see also achievement motivation, intrinsic motivation).
Intrinsic motivation	Typifies students who enjoy a challenge, want to master a subject, are curious and want to learn (see also achievement motivation, extrinsic motivation).
Achieving approach to learning.	See strategic approach.
Strategic approach to learning	Typifies students who adapt their learning style to meet the needs of the set task. Intention is external to the real purpose of the task, as it focuses on achieving high marks for their own sake, not because they indicate high levels of learning. Also known as the achieving approach.
Action learning	An approach to learning involving individuals working on real projects with the support of a group (set) which meets regularly to help members reflect on their experience and to plan next actions.
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 training system subjects and objects in the field of consumers and implementation of their services.
The state and society	- education and training system regulating the activities to monitor and guarantee the preparation and adoption
Continuous education	- training base of qualified competitive staff, include all types of education, state educational standards, as well as the structure of the system retraining.
Science	- training and development of highly qualified specialists using modern educational and information technologies.
Production	- The need for personnel as well as quality of training and basic requirements of the customer in terms of financial, logistical training system participants.
Educational Technology	- this trainer, education of students affect their particular circumstances, and it will act as a pre-defined intensive process of formation.
Technology	- is the Greek word "technical," that is the "master" and "Logos" - "science". Changes as sources. Research, technology, skills and techniques used in the process, a set of methods.
Learning technology	- general information about the development of the information object after receiving information brought into the process and interconnection of between informational laws.
Basic concepts:	innovation in the private diagnostics, innovation educational activities, axiology, acmiology, creativity, reflection.
Innovation	- Updating. Change in process of activity. Updating on the basis of scientific and technical achievements and advanced experience in the field of engineering, technology, management, news, as well as their different reflection.
Concept	- the purpose of drawing up the plan with the current legislation in this area is the concept stage
Invent	- the creation of innovation
Invention	- new ideas and technical solutions, creative product that allows to solve the specific problem.
Overview	- <i>noun</i> : [countable usually singular] a short description of a subject or situation that gives the main ideas without all the details
Sickness	- <i>noun</i> : [uncountable] the state of being sick, absence from work due to sickness
Consciousness	- <i>noun</i> : [uncountable] MEDICINE the condition of being awake and able to understand what is happening around
psychoactive drugs	- <i>adjective</i> : technical psychoactive drugs, chemicals etc. have an effect on the mind
Spinal cord	- <i>noun</i> : [countable] the thick string of nerves enclosed in your SPINE by which messages are sent to and from your brain

Stimulants	- <i>noun</i> : [countable] a drug or substance that makes you feel more active and full of energy
Hallucination	- <i>noun</i> : [countable, uncountable] something you see, feel, or hear that is not really there, or the experience of this, usually caused by a drug or mental illness
Forth	- <i>adverb</i> : literary beginning on that day or at that time
Boredom	- <i>noun</i> : [uncountable] the feeling you have when you are bored
Tension	- [uncountable] nervous feeling: a nervous, worried, or excited feeling that makes it impossible for you to relax
Awareness	- <i>noun</i> : [uncountable] knowledge or understanding of a particular subject or situation.
Food and drug administration (FDA) decipher	- <i>verb</i> : [transitive] to find the meaning of something that is difficult to read or understand.
Proprietary	- <i>adjective</i> : [no comparative, usually before noun::] a proprietary product is one that is only sold under a particular name by a particular company
A generic	(nonproprietary) name, and a trade (proprietary or brand) name.
Cramp	- <i>noun</i> : [countable] a severe pain that you get in part of your body when a muscle becomes too tight, making it difficult for you to move that part of your body
Cramps	[plural] severe pains in the stomach, especially the ones that women get during MENSTRUATION
Nonprescription	- <i>adjective</i> : a nonprescription drug is one that you can buy in a store without a PRESCRIPTION (= written order) from a doctor SYN: over-the-counter.
Peer	-to look very carefully or hard, especially because you cannot see something well
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something
Ritual	- <i>noun</i> : [countable, uncountable] something that you do regularly and in the same way each time.
Fascinating	- <i>adjective</i> : extremely interesting
Involve	- <i>verb</i> : [transitive] to include something as a necessary part or result.
Euphoria	- <i>noun</i> : [uncountable] a feeling of extreme happiness and excitement.
Bloodstream	- <i>noun</i> : [singular] BIOLOGY blood as it flows around your body.
Mystery	- <i>noun</i> : plural mysteries [countable] something that is not understood or cannot be explained, or about which little is known.
Surrounding	- <i>adjective</i> : [only before noun::] near or around a particular place :
Eliminated	- <i>verb</i> : [transitive] 1 to completely get rid of something that is unnecessary or unwanted
Antiepileptic	
Frustration	- <i>noun</i> : [countable, uncountable] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or

	achieve something
Response	- [countable] a single reaction to a STIMULUS (= something that causes a reaction in living things) , for example the way your body reacts to a particular infection
Be rid of somebody/ something	to be no longer affected by someone or something unpleasant, annoying, or unwanted
Adverse	- <i>adjective</i> : [only before noun] not good or favorable
Reaction	-[singular] a bad effect, such as illness, caused by food that you have eaten or a drug that you have taken.
Unwanted	-. <i>adjective</i> : not wanted or needed
Cruise	- <i>verb</i> : informal to do something well or successfully, without too much effort.
Maintain	- <i>verb</i> : [transitive] to take care of something so that it stays in good condition.
Target	- <i>verb</i> : [transitive] to make something have an effect on a limited group or area.
Stuffy -	<i>adjective</i> : a stuffy room or building does not have enough fresh air in it
Over -the-counter	- <i>adjective</i> : [only before noun::] over-the-counter drugs can be obtained without a PRESCRIPTION (= a written order from a doctor)
annoying -	<i>adjective</i> : making you feel slightly angry :
Safety	-[uncountable] the state of not being dangerous or likely to cause harm or injury
Life -threatening	- <i>adjective</i> : a life-threatening situation or injury could cause a person to die
Alternative	- <i>adjective</i> : [only before noun::] an alternative idea, plan etc. is one that can be used instead of another one SYN alternate :
Interfere :	- <i>verb</i> : [intransitive] to prevent something from succeeding or from happening in the way that is normal or planned
Clot	- <i>verb</i> : [intransitive, transitive]if a liquid such as blood or milk clots or something clots it, it becomes thicker and more solid
Schizophrenia around them	- <i>noun</i> : [uncountable] MEDICINE a serious mental illness in which someone's thoughts and feelings are not based on what is really happening
Hesitate	- <i>verb</i> : [intransitive] to pause before saying or doing something because you are nervous or not sure :
Outcome	- <i>noun</i> : [countable] the final result of a meeting, process, series of events etc., especially when no one knows what it will be until it actually happens :
Interactions	- <i>noun</i> : [countable, uncountable] a process by which two or more things have an effect on each other, or an occasion when this happens :

APPENDIX

STANDARDIZED

PROGRAMME

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

Рўйхатга олинди:
№ MD-1.04
2013 йил 28 август



Олий ва ўрта махсус таълим
вазирлигининг 2013 йил
28 августдаги 319-сонли буйруғи
билан тасдиқланган

**АМАЛИЙ ХОРИЖИЙ ТИЛ
ФАНИНИНГ
ЎҚУВ ДАСТУРИ**

Барча мутахассисликлар учун

ТОШКЕНТ- 2013

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича ўқув-услубий бирлашмалар фаолиятини мувофиқлаштирувчи Кенгашнинг 2013 йил 13 августдаги 3– сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

- Хожиев С.К. – “Факультетлараро роман тиллари” кафедраси мудири, ф.ф.н., доцент;
Набиева К.Н. – “Тиллар ўқитиш методикаси” кафедраси доценти, п.ф.н.;
Зияева С.А. – “Факультетлараро герман тиллари” кафедраси мудири, ф.ф.н., доцент;
Рахмонкулова Х.С. – “Факультетлараро герман тиллари кафедраси катта ўқитувчиси.

Такризчилар:

- Ортиқова Ю. – ЎзМУ хорижий филология факультети “Табиий йўналишларда чет тили кафедраси мудири в.б.;
Олтиев Т.Ж. – “Факультетлараро роман тиллари” кафедраси доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2013 йил 27 июндаги 11-сонли баённома.)

КИРИШ

Дастур магистратура босқичи талабаларининг ўрганаётган амалий хорижий тилдан олган билимлари асосида оғзаки ва ёзма нутқларини ривожлантиришни, улардан келгуси илмий ва касбий фаолиятларида тўла фойдаланишни ҳамда коммуникатив, лингвистик, социолингвистик, дискурсив, стратегик, касбий, умуммаданий компетентлигини интеграллашган ёндашув асосида ривожлантиришни кўзда тутади.

Фаннинг мақсад ва вазифалари

Ўқув фанининг мақсади – магистратура талабаларида *лингвистик, коммуникатив, лингвомамлакатшунослик, лингвомаданий, илмий* ҳамда *касбий компетенцияларини* шакллантиришдир.

- ▣ *Лингвистик компетентлик* тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади.
- ▣ *Коммуникатив компетентлик* нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутади. Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабатини коммуникация жихатдан шакллантиради.
- ▣ *Лингвомамлакатшунослик компетенция* тили ўрганилаётган мамлакат тарихи, ижтимоий-сиёсий тизими, географик ўрни, бошқа давлатлар билан ўзаро лингвостратегик алоқалари (қабиларни ўзлаштиришни ўз ичига олади).
- ▣ *Лингвомаданий компетенция* тили ўрганилаётган мамлакатнинг айни пайтдаги ижтимоий-иқтисодий ва маданий ривожини ва шунга мос тарзда нутқ муомала маданияти ҳақида тасаввурга эга бўлишни назарда тутиб. Оғзаки ва ёзма нутқ амалиётининг таржимага йўналтирилган малакаларини эгаллашни шакллантиради.
- ▣ *Илмий компетентлик* тил ўрганувчидан ўз соҳаси бўйича илмий ахборотларни, тадқиқот натижаларини, хорижий давлатларнинг

илмий ютуқларини ўрганиш ва ўз илмий фаолиятларида фойдаланишдан иборат.

- ▣ *Касбий компетенция* магистрнинг эгаллаётган мутахассислиги бўйича хорижий тил орқали касбий янгиликлар, инновацион лойиҳаларни ҳаётга татбиқ эта олиш, *билим, кўникма* ва *малакаларни* эгаллашни назарда тутди.

Фаннинг вазифаси – магистратура босқичида санаб ўтилган барча компетенцияларга эришиш – коммуникатив компетенцияни шакллантиришга, шунингдек уларнинг ўрганаётган амалий чет тиллардан бирида равон ва аниқ сўзлашишларига ва ҳозирги пайтда дунёда содир бўлаётган сиёсий, иқтисодий ва ижтимоий воқеликка ўз муносабатларини билдира олишларини ҳамда мустақил фикрлаш, изланиш, *билим, кўникма* ва *малакаларини* мустаҳкамлашга хизмат қилади.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Чет тилига ихтисослашмаган магистратура мутахассисликлари битирувчилари CEFR га кўра ўқув курси ниҳоясида B2 даражани эгаллашлари кўзда тутилади.

Лингвистик компетенция - мазкур компетенцияда магистратура босқичи талабалари:

тинглаб тушуниш бўйича

- ▣ ўрганилаётган тилнинг морфологик тузилиши ва товуш тизими;
- ▣ ўрганилаётган тилдан она тилига таржима амалиёти билим, кўникма ва малакаларига эга бўлиш;
- ▣ ўрганилаётган тилнинг ривож ва тил доирасидаги асосий экстралингвистик шаклланишнинг факторлари ҳамда тарихий манбалари, унинг диалектик хилма-хиллигини тушуниш;
- ▣ ўрганилаётган чет тилидаги эълон ва хабарларни тушуна олиш;
- ▣ маъруза нутқ, баёнот, илмий ва ихтисослик тақдимотлар, сўров ва фикрларнинг моҳиятини тушуна олиш;

- ▣ мавзу яхши таниш бўлганда ва ахборот йўналиши ўрнига мос маркерлар кўрсатилаётган ҳолатда давомли маъруза ёки далилларнинг мураккаб тизимини кузата олиш;
- ▣ радио, интернет ва телевидение дастурлари, интервьюларнинг аксарият қисмини тушуна олиш;

ўқиш бўйича

- ▣ ўз мутахассислик соҳаларига оид ёки оид бўлмаган кенг қўламли бирмунча узун ва мураккаб матнларни услубий жиҳатлари, очик ойдин ёки бирмунча яширин баён этилган фикрларни аниқлаган ҳолда тушуна олиш;
- ▣ кичик деталларнинг ҳам муҳим жиҳатлари, қарашлар, очик ойдин ёки бирмунча яширин баён этилган фикрларни ҳам аниқлай олиш;
- ▣ ўз мутахассислик соҳаларига оид вебсайт ёки журналлардан тегишли тафсилотларни ола билиш;

ёзиш бўйича

- ▣ стилистик хусусиятлари, меъёрий грамматика асосларини билиш;
- ▣ махсус номалар, бизнес хатлар, электрон хатлар ёза олиш;
- ▣ ўрганилаётган тилда яхши тузилган иншо ва маърузалар ёза олиш;
- ▣ таклифлар, хулосалар ва тезислар ёза олиш;

гапириш бўйича

- ▣ ўрганилаётган тилда сўзлашувчилар билан мулоқотга кира олиш (зарур бўлганда бошқара олиш);
- ▣ ўз соҳаларига оид интервьюда қатнаша олиш;
- ▣ расмий доираларда (масалан семинар в.х.к.лар)хос равишда савол-жавобда иштирок эта олиш;
- ▣ маълум мавзу бўйича тақдимот қила олиш каби билим, кўникма ва малакаларига эга бўлишлари талаб этилади.

Коммуникатив компетенция

- ▣ мос коммуникатив вазиятда дискурс танлай олиш;
- ▣ юзага келган муаммонинг моҳиятини тушунтира олиш ва мижозга

зарурият туғилганда розилик борасидаги хизматни тақдим қилувчи шахсга тушунтира билиш;

- ▣ тил шакллари танилай билиш ва уларни нутқ мазмуни бўйича коммуникатив вазиятлар доирасида касбий матнга мувофиқ тарзда қўллаш ва ўзгартира олиш;
- ▣ тил эгаларида ҳайратланиш ёки аччиқланишни уйғотмайдиган, улар учун табиий, одатий саналган муомалада мулоқот қила олишни билишлари лозим;

Лингвомамлакатшунослик компетенцияси

- ▣ нутқ мазмуни бўйича касбий коммуникатив вазиятлар доирасида эквивалентсиз касбий сўзларни билиш ва уларни матнларда (жумладан, маълумотномалардан фойдаланган ҳолда) тушуниш;
- ▣ тили ўрганилаётган мамлакатдаги касбий фаолиятнинг объектини англатувчи сўзларни билиш;
- ▣ тили ўрганилаётган мамлакатда қабул қилинган касбий мулоқот меъёрларига мувофиқ тарзда нутқий муомалани ва одоб (этикет) қолипларини қўллай билиш.
- ▣ инсонларга нисбатан ҳурмат, бошқа маданиятга толерантликни сақлаган ҳолда жамиятда қабул қилинган одоб-ахлоқ ва ҳуқуқий меъёрлар асосида ижтимоий ҳамкорликни, шерикчилик, ишончли муносабатларни қўллаб-қувватлашда жавобгарликка тайёр эканлигини намоён эта олишлари зарур.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Амалий хорижий тил фани магистратура босқичида ўқитилиб ҳар бир мутахассислик ўқув режасидаги назарий ва амалий фанлар ҳамда иқтисод, география, мамлакатшунослик, сиёсатшунослик, психология, Ўзбекистоннинг янги тарихи каби бир қатор фанлар билан бевосита боғлиқ. Магистрантлар ушбу фанлар бўйича ўзлаштирган билимларини амалий хорижий тилда мулоқот жараёнида эркин қўллай олишлари назарда

тутилади.

Фаннинг ишлаб чиқаришдаги ўрни

Амалий хорижий тил фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Магистратура босқичи битирувчилари “Амалий хорижий тил” фани доирасида ўрганган билимларидан турли ташкилот, хорижий кўшма корхоналар ҳамда давлат ва нодавлат ташкилотларда фаолият кўрсатишлари жараёнида фойдаланадилар. Бу эса магистрларнинг касбий фаолиятида чет тилларни амалий қўллаш малакасини ривожлантиради.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Магистратура талабаларининг “Амалий хорижий тил” фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан фойдаланилади. Замонавий ахборот ва педагогик технологияларнинг турларидан бири интерфаол усулда ўқитиш ҳисобланади. Интерфаол усулда ўқитиш - бу билиш фаолиятини ташкил этишнинг махсус шаклидир. Магистрантларга амалий чет тилини ўргатишда ахборот ва педагогик технологияларни қўллаш катта аҳамиятга эга. Бу усулнинг туб моҳияти шундан иборатки, деярли барча магистрантлар ўқув жараёнига жалб этилади. Интерфаол усулларни қўллаш, янги материални ўзлаштириш жараёнини енгиллаштиради, ҳамда магистрантларнинг танқидий фикрлашини ривожлантиради. Бунинг учун дарсларда индивидуал, жуфт ва гуруҳ-гуруҳ бўлиб ишлаш, роль ўйинлари, турли маълумот-манбалари билан ишлаш, ақлий ҳужум, хотира картаси, мозаика, кластер, сенквейн, бумеранг, бинго ва бошқалар ташкил қилинади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чет эл каналлари ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим, кўникма ва малакаларни ҳосил қилиш ва

ривожлантиришда катта самара беради.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулоти мазмуни

Амалий хорижий тил фанини ўқитишдан мақсад талабаларнинг ўзга тилда мулоқот юритиш малакаси ва маҳоратини *лингвистик, коммуникатив, ижтимоий-маданий* билимлар воситасида ривожлантиришдан иборат. Ўрганилаётган “Амалий хорижий тил”ни ўрганиш таркибига ўқиб ахборот олиш, тарбия ва ривожланиш нуқтаи назаридан чет тилини коммуникатив ўқитиш жараёнида берилиши мумкин бўлган маънавий бойликлар киради. Магистратура босқичида чет тилини ўқитишнинг асосий мақсади – магистрант ўз касбий фаолиятида ҳамда кундалик ҳаётида чет тилидан самарали ва эркин фойдалана олиш кўникмаларини ҳосил қилиш керак. Магистрант мутахассисликка оид матн маълумотларини таҳлил қилиши, тил соҳиби нутқини тўлиқ тушуниши, умумгуманитар характерга эга бўлган, ижтимоий-сиёсий характердаги ва мутахассисликка оид адабиётлардан ахборот олиш, ахборот алмашиш имконига эга бўлиши лозим.

Амалий хорижий тилнинг фонетика ва грамматика қисмлари бўйича умумий маълумот

Ўрганилаётган тилнинг товуш тизими урғу, интонация, ритмик гуруҳ, сўзларнинг боғланиши ва морфологик тузилиши, сўз туркумлари: от, сифат, сон, феъл, равиш, ёрдамчи сўзлар, артиклар, предлоглар, равишдош, сифатдош феълларнинг актив ва пассив формалари, модал феъллар, конъюнктив 1, конъюнктив 2, инфинитив ва инфинитивли конструкциялар модал сўзлар, модал юктамалар, феъл замонлари, мураккаб тўлдирувчи, отларнинг кўплик формаси, сифатларда роднинг ифодаланиши, гап бўлаклари ва уларнинг умумий таснифи, замонларнинг мослашуви кўчирма ва ўзлаштира гап.

Амалий хорижий тилнинг синтаксис қисми бўйича умумий маълумот

Гап, Содда гап, Бир бўлакли гаплар, икки бўлакли гаплар. Қўшма гаплар. Аниқловчи эргашган, эга эргашган, мақсад эргашган, тўлдирувчи эргашган, хол эргашган, равиш эргашган, натижа эргашган, сабаб эргашган, шарт

эргашган, тўсиқсиз эргаш гаплар, актив ва пассив форма, пассив форманинг альтернативалари.

Амалий хорижий тилнинг лексика қисми бўйича умумий маълумотлар

Мутахассисликка оид термин ва тушунчалар. Аббревиатура, акроним ва топонимлар. Идиомалар, фразеологик бириклар. Кўп маъноли сўзлар, сўз бирикмалари, эркин бирикмалар, феълли турғун бирикмалар. Ўзлашган сўзлар. Клишелар. Луғатлар ва уларнинг таркиби. Тиллардаги реалиялар, муқобилсиз лексикалар.

Амалий машғулотларнинг тахминий рўйхати

Амалий машғулотларда магистрантлар ўрганган чет тилларида жонли мулоқот қилишни ва касбига оид мавзуларни чет тилидан она тилига, она тилидан чет тилига тўғридан тўғри таржима қилишни ўрганади.

Амалий чет тили фани ўз хусусиятига кўра ижтимоий ҳаёт билан бевосита ва билвосита боғлиқ ҳолда жамиятнинг турли соҳаларида учрайдиган воқеаларга оид мавзуларни қамраб олади. Амалий машғулотларни ташкил этиш бўйича коммуникатив компетенцияни ривожлантириш учун қуйидаги мавзулар тавсия этилади:

1. Келажакдаги мутахассис касбий фаолияти;
2. Ўз мамлакатининг эгаллаётган соҳаси бўйича ривожланиш тарихи ва бугунги куни, миллий қадриятлари;
3. Эгаллаётган соҳаси бўйича тили ўрганилаётган мамлакатнинг ривожланиш тарихи, бугунги куни ва миллий қадриятлари;
4. Даврнинг энг долзарб муаммолари ва уларнинг ечими:
 - *Глобаллашув ва интеграция (турли мамлакатлар иқтисодий ҳаётининг ягона иқтисодий сиёсат асосида ўзаро боғланган ҳолда ривожланиш шакли);*
 - *Терроризм, одам савдоси, гиёҳвандлик, ишсизлик каби иллатларга қарши кураш;*
 - *халқаро иқтисодий инқироз;*
 - *инновацион техника ривожу;*

- *экология ва саломатлик;*
5. Халқаро ҳамкорлик:
 - *касбий фаолият;*
 - *географик жойлашуви;*
 - *ижтимоий-сиёсий муносабатлар;*
 - *маданий-маърифий муносабатлар;*
 - *халқаро туризм ва уни ривожлантириш концепцияси;*
 6. Магистратура талабаси эгаллаётган мутахассислиги бўйича ўз давлати ва тили ўрганилаётган мамлакат таълим тизими, унинг ютуқ ва камчиликларини ўрганиш, таҳлил қилиш;
 7. Мутахассисликка оид лингвистик атамалар билан ишлаш;
 8. Эгаллаётган соҳаси бўйича интернет ресурсларидан фойдаланишга доир мавзулар устида ишлаш;

Мустақил ва амалий машғулотларни ташкил этиш бўйича кафедра профессор ўқитувчилари томонидан кўрсатма ва тавсиялар ишлаб чиқилади. Унда талабалар чет тили бўйича билим ва кўникмаларини жонли мулоқот, машқлар бажариш, иншо ва баёнлар ёзиш, машқларни таржима қилиш орқали ўз билимларини янада бойитадилар. Шунингдек дарслик ва ўқув қўлланмалар, аудио тасмалар орқали эшитиш, видео тасмалар орқали кўриб эшитиш ва тестлар ечиш асосида билимларини мустаҳкамлашга эришиш таржима материалларидан фойдаланиш, ўтилган мавзулар юзасидан диалог қилиш ва шу кабилар орқали магистрантлар билимини ошириш тавсия этилади.

Амалий хорижий тилни ўрганиш жараёнида:

- ▣ *мамлакатнинг ижтимоий-сиёсий ҳаёти, ўз мамлакати ҳамда тили ўрганилаётган мамлакатдаги моддий ва маънавий бойликлар тўғрисидаги маълумотларни пухта эгаллаш;*
- ▣ *маданиятлараро муносабатни таъминлай олиш;*
- ▣ *халқаро алоқаларда ўз давлати номидан нутқ сўзлай олиш;*
- ▣ *ўз мамлакати ва ҳамкор мамлакатларнинг маънавий*

бойликларига ҳурмат билан муносабатда бўлиш;

▣ *мукаммал нутқ маданиятига эга бўлиш;*

▣ *етук тарбияланган коммуникатив фаол шахсни тарбиялаш назарда тутилади..*

Шунингдек, ҳуқуқий ва коммуникатив компетенциялар бўйича:

▣ *ўқишатиш, мантиқий баён этиш, нутқ фаолиятининг турли шакллари ва усуллари (паралингвистик, экстралингвистик воситалар)дан фойдаланиш;*

▣ *нутқ фаолияти билан боғлиқ руҳий функциялар (мустақил фикрлаш, хотирлаш, эътибор қилиш, таҳлил қилиш, синтез қилиш, умумлаштириш);*

▣ *иродалилик, собитқадамлик, фаоллик ўз соҳаси бўйича мустақил касбий фаолият юритишига тайёр бўлиши лозим.*

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Ўрганилаётган хорижий тилда мамлакатлар даврий нашрлари тилининг ўзига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари;

- турли даражадаги ахборот хабарлари:

- аниқ воқеа-ҳодисалар тўғрисида сиёсий-иқтисодий-маданий ахборотлар;

- энг аҳамиятли воқеа ва ҳодисаларни изоҳлаб бериш;

- ўз мамлакати ва жаҳондаги аниқ сиёсий-иқтисодий-маданий воқеалар ва жараёнларни назарий жиҳатдан умумлаштириш ҳамда магистрлик диссертацияларини бажариш жараёнида хорижий тилдаги адабиётлар, интернет ресурсларидан унумли фойдалана олишни кўзда тутади.

Амалий хорижий тил фанидан мустақил иш магистрантнинг билим ва кўникма ва малакаларини янада ривожлантириш, янги маълумотлар тўплаш, мустақил хулосалар чиқариш ва турли илмий-амалий гипотезага хулосалар беришни ўргатади ҳамда чет тилидан билимларини ошишига хизмат қилади. Мустақил ишларнинг натижалари мавзу бўйича презентация (Power Point), реферат, маъруза, конспект, дебат (ёки round-table discussion) шаклида ташкил қилиниши мумкин. . Мустақил иш магистрантларга аннотация, реферат, оғзаки маъруза ва ахборот олиш ва тақдим қилиш усулларини эгаллашга имконият беради. Кўрсатиб ўтилган иш турлари таълим жараёнида давом этади ва материал ҳажми, мураккаблиги ошиб боради, шунингдек ўқитувчининг бевосита раҳбарлиги ҳам камайиб боради. Мустақил ишни муваффақиятли бажариш учун уни аниқ режалаштириш ва ташкил қилиш тавсия этилади. Тўғри ташкил этилган мустақил иш ўзлаштиришни сифатини оширишга, магистрантларнинг амалий хорижий тилдан билимларини ортишига ёрдам беради.

Тавсия этилаётган мустақил ишларнинг мавзулари

Мустақил иш мавзулари соҳалар хусусиятини инобатга оган ҳолда кафедра мутахассислари томонидан белгиланади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Бунда:

- сенсор таълим услублари (визуал, аудио, кинестет, тактил);
- таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлексор, прагматик);
- интроверт ва экстроверт;
- яхши билим олиш учун таълимнинг самарали услубларидан оқилонга фойдаланишга асосий эътибор қаратилади.

Вазифалар устида ишлаш жараёнида:

- ✓ вазифаларни аниқлаш ва персонализация қилиш;
- ✓ кутубхоналардан унумли фойдаланиш;
- ✓ интернетдан мақсадли ва самарали фойдаланиш;
- ✓ плагиат (кўчирмакашлик) га йўл қўймаслик;

- ✓ хотирани яхшилаш;
- ✓ имтиҳон ва тестга тайёргарлик кўриш;
- ✓ таълим кўникмаларини босқичма-босқич эгаллаб бориш;
- ✓ амалий вазифаларни бажариш;
- ✓ мустақил ўқиш;
- ✓ долзарб мавзулар муҳокамаси;
- ✓ матнлар /мақолалар/видео материалларни танқидий муҳокама қилиш;
- ✓ талаба портфолиосига алоҳида аҳамият берилади.

Дастурнинг информацион - методик таъминоти

Амалий хорижий тил фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган. Амалий чет тили фанидан машғулотларда аудио-видео воситалар ва компьютер технологиялари ёрдамида такдимотлар ўтказиш, амалий машғулотларда коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, ақлий ҳужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, Jigsaw 1,2, интерфаол усулларидан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликлари ва илғор педагогик технологияларни қўллаш назарда тугилади. Бундан ташқари, тизимли ёндашув асосида талабаларнинг ўқиш-билиш фаолиятини тасвирлайдиган таълим жараёнининг лойиҳаси тузиб чиқилади. Таълим мақсади реал, аниқ диагностик бўлишига эришилади ва талабанинг билим, ўзлаштириш сифати объектив баҳоланади.

Амалий машғулотлар талабанинг фаоллигига таяниб мазкур фан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида такдимотлар ўтказиш, коммуникатив методнинг тармоқлари бўлган – лойиҳалаш, масофавий таълим, ақлий ҳужум, гуруҳли фикрлаш, галерея, ротация, думалоқ стол, кейс стади, зигзаг 1,2, интерфаол усуллардан фойдаланиш, кичик гуруҳ мусобақалари, интернет янгиликларини қўллаш назарда тугилади. Фанни ўзлаштиришда электрон дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электрон материаллардан, электрон почта, чет эл каналлари ва виртуал воқеликни ўзида жамлаган интернетдан фойдаланиш

мумкин:

Ахборот технологиялари: интернет, электрон таълим дастурлари. Глобал тафаккурнинг ривожланиш технологиялари (Р.Хенви, У. Книп). Педагогик маҳорат технологияси (Ю.Н.Кулюткин, Е.Б.Спасская). Билимдонлар баҳси. Талабалар нуқтаи – назарлари муҳокамаси, қарши фикрлар танлаш, умумлаштириш ПОПС (МППО) – ифода – тўртпоғонали баҳс услуби. Жой эгалланг – плакатлар асосидаги баҳс. Услублар: “Муҳим тушунча”, “Усталик билан берилган саволлар”, “Аквариум”. Таълимнинг фаол услублари: **“Кейс-услуби”** (Гарвард университети бизнес мактаби), иш уйинлари. **Қора қути услуби** – масалани аниқ ҳодиса таҳлили орқали, ижодий баҳс орқали камчиликлар сабабини аниқлаш. **“Ақлий ҳужум”** – (Е.А.Александров и Г.Я.Буш) – гуруҳ қатнашчилари ижодий ғояларини жамоа, ғоялари билан қарши ғоялар ёрдамида фаоллаштириш каби методлар ёрдамида олиб борилади.

Фойдаланиладиган адабиётлар рўйхати

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*** **Изоҳ:** Ҳар бир ОТМ ишчи дастурни тузишда мутахассислик хусусиятидан келиб чиқиб соҳага оид ўқув адабиётлар рўйхатини шакллантириши тавсия этилади.

***WORKING
PROGRAMME***

O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI
TOSHKENT FARMATSEVTIKA INSTITUTI
TILLAR KAFEDRASI

“Tasdiqlandi”
O‘quv ishlari bo‘yicha prorektor
_____ S.U.Aliev
2017 yil “___” “_____”

Magistratura bosqichi 1 kurs talabalari uchun
«**Amaliy xorijiy til**» fanining

ISHCHI O‘QUV DASTURI

Bilim sohasi: 500000- Sog‘liqni saqlash va ijtimoiy
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
- 5A510502 - Farmatsevtika ishini tashkil qilish va boshqarish

Umumiy o‘quv soati - 116
Shu jumladan:
Amaliy mashg‘ulotlar - 80
Mustaqil ta‘lim soati - 36

Toshkent - 2017

Fanning ishchi o'quv dasturi O'zbekiston Respublikasi Oliy va O'rta maxsus ta'lim vazirligining 2013 yil 28 avgustdagi 319 - sonli buyrug'i bilan tasdiqlangan "Amaliy xorijiy til" fani dasturi asosida tayyorlangan.

Fan dasturi Toshkent farmatsevtika instituti Kengashining 2017 yil "_____"
— dagi _____ -sonli bayoni bilan tasdiqlangan.

Tuzuvchi:

M.B.Umarova - Tillar kafedrası katta o'qituvchisi

Taqrizchilar:

S.A.Saidov – Farmakologiya va Klinik farmatsiya kafedrası mudiri

H.R.Alimova – O'z MU fakultetlararo kafedrası katta o'qituvchisi

Toshkent farmatsevtika instituti
Sanoat farmatsiyasi fakulteti dekani:

2017 yil "_____" _____ **H.Sh.Ilxomov**

Tillar kafedrası mudiri:

2017 yil "_____" _____ **S.M.Tuychiyeva**

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 tadbii 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 oliy ta'lim muassasasi talabalarining xorijiy tillarni bilish va amaliy qo'llay olishlarini talab qilmoqda. Shunga ko'ra Toshkent Farmatsevtika Instituti Tillar kafedrasini ingliz tili o'qituvchilari tomonidan institut talabalarining ingliz tilidagi bilimlarini Umumyevropa ta'lim standartlari (CEFR)ning B2 darajasi talabiga javob beradigan qilib o'qitish zarurati tug'ildi.

Shu boisdan, O'zbekiston Respublikasi Prezidenti I.A.Karimovning 2011 yil 20 maydagi "Oliy ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash va yuqori malakali mutaxassislar tayyorlash sifatini tubdan yaxshilash chora-tadbirlari to'g'risida"gi PQ-1533 sonli qarori, O'zbekiston Respublikasi Oliy va O'rta maxsus ta'lim vazirligining 2010 yil 26 fevraldagi "Oliy ta'lim tizimidagi bakalavriat ta'lim yo'nalishlari va magistratura mutaxassisliklarining uzluksizligi va uzviylikini tanqidiy tahlil qilish ishlarini tashkil etish haqidagi" 95-sonli buyrug'i va O'zbekiston Respublikasi Prezidenti I.A.Karimovning 2012 yil 10 dekabrda "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875 sonli qarorini amalga oshirish maqsadida magistratura bosqichi talabalarining ingliz tilidagi bilim va ko'nikmalarini Umumyevropa ta'lim standartlari (CEFR)ning B2+ bosqichi talabiga javob beradigan darajada o'qitish uchun ishchi dastur yaratildi.

Magistratura bosqichida chet tili o'qitishning maqsad va vazifalari

Farmatsevtika institutida ingliz tili o'qitishning asosiy maqsadi ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunib, savodli tarzda qo'llay oladigan, mutaxassislikka oid adabiyotlarni o'qib, tarjima qila oladigan, ingliz tilida muloqot yurita oladigan mutaxassislarni tayyorlashdir.

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 quyidagilarni 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 usublari;
- lug`at va ma'lumotlar bilan ishlashning asosiy turlari;
- ish yozishmalarini rasmiylashtirish asoslari.

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 adabiyotlarni tarjima 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;

O`quv rejadagi boshqa fanlar bilan bog`liqligi

Talabaning chet tilini o`rganishi o`zbek va rus tillari bilan uzviy bog`liq.

Bu tillarning fonetika va grammatika bo`limlari, grammatikaning morfologiya va sintaksis qismlari, mutaxassislikka oid terminlar, kimyodan element, kislot, oksid va tuzlarning nomlari bo`yicha olgan bilimlari kerak bo`ladi.

Fanni o`qitishda zamonaviy axborot va pedagogik texnologiyalar

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 pedagogik texnologiya usullaridan samarali foydalanish mumkin.

Ilg`or pedagogik texnologiyalarning juda ko`p usullari mavjud. Talabalarga ingliz tilini o`qitishda pedagogik texnologiyaning "aqliy hujum", klaster, muammoli maqsadlar, algoritm va sxemalar kabi turlari 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 kafedrası televizor DVD va kompyuterlar bilan ta'minlangan. Ingliz tilini o`rganishda o`quv dasturlar, qisqa metrajli

filmlar, videokassetalar 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 mantiqiyliqi, 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, vizuallashtirish), 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.

ASOSIY QISM

Fanning uslubiy jihatdan uzviy ketma-ketligi

Asosiy qismda fan mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalari mutahassislikka oid matnlar orqali ochib beriladi. Bunda mavzu bo'yicha talabalarga DTS asosida etkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohatlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'nggi yutuqlari e'tiborga olinishi tavsiya etiladi.

Amaliy mashg'ulotlarning tavsiya etiladigan mavzulari

So'zlarning vasalishi

Ot yasovchi qo'shimchalar: - ion, -ure, -ment, -ity, - age, -ary, -ance (-ence), -ness, -th

Sifat yasovchi qo'shimchalar: -ic, -ol, -y, -ive, -ous, -ary

(-ery), -able, -ible, -ar, -ent, -ist

Son yasovchi qo'shimchalar: - th, - teen, - ty

Ravish yasovchi qo'shimchalar: - ly

Fe'l yasovchi qo'shimchalar: - ate, - ize, -(ise), -y, -en, -ty

Asosiy old qo'shimchalar: a-, ab-, be-, com-, con-, de-, dis-, ex-, il-, im-, in-, ir-, Intra-, over-, per-, pre-, sub-, un-

Grammatika

Artikl. Noaniq va aniq artikl.

Ot. Otlarning ko'plik shakli.

Sifat. Sifat darajalari.

Son. Sanoq sonlar. Tartib sonlar. Murakkab sonlar.

Olmosh.

Kishilik olmoshlari. Egalik olmoshlari. Ko'rsatish olmoshlari.

Fe'l. "to be" fe'li (Noaniq zamon).

"to have " fe'li (Noaniq zamon).

Noaniq zamon guruhlari.

Davomiylik zamoni guruhlari.

Tugallangan zamon guruhlari.

Noaniq majxul nisbat guruhlari.

Davomiylik majxul nisbat guruhlari.

Tugallangan majxul nisbat guruhlari.

Modal fe'llar. Modal fe'llarning ekvivalentlari.

Sifatdosh (Sifatdosh I, Sifatdosh II).

Ravish; Ravish darajalari.

Predloglar; O`rin – paytni bildiruvchi predloglar.

Sintaksis

Bo'lishli gapda so'z tartibi.

So'roq gaplar. Umumiy va maxsus savollar.

There is, there are konstruktsiyasi.

Shaxssiz gaplar.

Murakkab ega.
Murakkab to`ldiruvchi.
Zamonlarning moslashuvi.

O'quv faninig o'qitilishi bo'yicha uslubiy ko'rsatmalar

Farmatsevtika institutida ingliz tili o'qitishning asosiy maqsadi ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunib, savodli tarzda qo'llay oladigan, mutaxassislikka oid adabiyotlarni o'qib, tarjima qila oladigan, ingliz tilida muloqot yurita oladigan mutaxassislarni tayyorlashdir.

Talaba quyidagi ko'nikmalarga ega bo'lishi kerak:

- Chet tili morfologiyasi, fonetikasi va sintaksisi;
- Chet tilida uchraydigan o`ziga xos ilmiy atamalar;
- Mutaxassisligi bo'yicha chet tilida ilmiy manba va adabiyotlarni tanlay olish;
- Chet tilida ilmiy ish, taqriz va annotatsiya yozish usullari.

Talaba quyidagilarni qo'llay bilish kerak:

- Mutaxassislik bo'yicha adabiyotlarni tarjima 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;

Asosiy qismda fan mavzulari mantiqiy ketma-ketlikda keltiriladi. Har bir mavzuning mohiyati asosiy tushunchalari mutahassislikka oid matnlar orqali ochib beriladi. Bunda mavzu bo'yicha talabalarga DTS asosida etkazilishi zarur bo'lgan bilim va ko'nikmalar to'la qamrab olinishi kerak.

Asosiy qism sifatiga qo'yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo'layotgan ijtimoiy-siyosiy va demokratik o'zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohatlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so'nggi yutuqlari e'tiborga olinishi tavsiya etiladi.

O'quv fanining o'qitilishi bo'yicha uslubiy ko'rsatmalar

Farmatsevtika institutida ingliz tili o'qitishning asosiy maqsadi ingliz tilidagi zamonaviy farmatsevtik atamalarni tushunib, savodli tarzda qo'llay oladigan, mutaxassislikka oid adabiyotlarni o'qib, tarjima qila oladigan, ingliz tilida muloqot yurita oladigan mutaxassislarni tayyorlashdir. Talaba quyidagi ko'nikmalarga ega bo'lishi kerak:

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Asosiy qism sifatiga qo`yiladigan talab mavzularning dolzarbligi, ularning ish beruvchilar talablari va ishlab chiqarish ehtiyojlariga mosligi, mamlakatimizda bo`layotgan ijtimoiy-siyosiy va demokratik o`zgarishlar, iqtisodiyotni erkinlashtirish, iqtisodiy-huquqiy va boshqa sohalaridagi islohatlarning ustuvor masalalarini qamrab olishi hamda fan va texnologiyalarning so`nggi yutuqlari e`tiborga olinishi tavsiya etiladi.

**“AMALIY XORIJIY TIL” FANI BO`YICHA AMALIY
MASHG`ULOTLARNING KALENDAR-TEMATIK REJASI
1 KURS I SEMESTR**

№	Mavzular nomi	Soatlar soni
1	Intonation in the Imperative and Interrogative sentences. Word-order in the Imperative and Interrogative sentences. General and Special questions. Text: “Pharmaceutical Industry in Uzbekistan” p.1 (OTM, p.4)	2
2	Information technologies: Teaching program “CEFR”. Reading. Grammar: Types of Pronouns. Text: “Pharmaceutical Industry in Uzbekistan” p.2. (OTM, p.4)	2
3	Word-formation. Noun and adjective suffixes. Text: “Pharmaceutical Industry in Uzbekistan”. Conversation on the text (Speaking).	2
4	Grammar: Degrees of Comparison of the Adjectives. Text: “Pharmaceutical Industry in the UK ”, p.1(OTM, p.5)	2

5	Word-formation. Number, adverb and verb suffixes. Grammar: Construction “There is/are”. Text: “Pharmaceutical Industry in the UK”, p.2 (OTM, p.5)	2
6	Information technologies: Teaching Program “CEFR”. Listening. Text: “Pharmaceutical Industry in the UK”. Conversation on the text (Speaking).	2
7	Word-formation. Main prefixes. Grammar: Indefinite tenses. The Past and Present Indefinite Tenses. Text: “Pharmaceutical Education in the UK”, p.1(OTM, p.6)	2
8	Grammar: Indefinite tenses. The Future Indefinite Tense. Text: “Pharmaceutical Education in the UK”, p.2 (OTM, p.6)	2
9	The Numeral. Text: “Pharmaceutical Education in the UK”. Conversation on the text (Speaking).	2
10	INTERMEDIATE RATING I. Writing an Essay.	2
11	Information technologies: Teaching Program “CEFR”. Reading. Grammar: Participle II. Perfect tenses. The Past Perfect Tense. Text: “Drugs made by Medicinal Plants”, p.1 (OTM, p.8)	2
12	Grammar: Participle II. Perfect tenses. The Future Perfect Tense. 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	Information technologies: Teaching Program “CEFR”. Listening. Grammar: Modal verbs and their Equivalents. Text: “Plants as a source of drugs”, p.2 (OTM, p.9)	2
15	Grammar: The Numeral. Cardinal Numerals. Ordinal Numerals. Fractional Numerals. Text: “Plants as a source of drugs”. Conversation on the text (Speaking).	2
16	Grammar: The Passive Voice. Text for translating: “Herbal Medicine” (OTM, p.24)	2
17	Grammar: The Passive Voice. Text for translating: “Biological Engineering” (OTM, p.25)	2
18	INTERMEDIATE RATING II. Writing an Essay.	2
19	Grammar: Prepositions. Text for translating:	2

	“Therapygenetics” (OTM, p.26)	
20	Final lesson.	2
1 KURS II SEMESTR		
№	Mavzular nomi	Soatlar soni
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	Information technologies: Teaching Program “CEFR”. Reading. Grammar: Indirect Speech. General Question. Text : “ Clinical Pharmacy”. Conversation on the text (Speaking)	2
4	Repeating Grammar material. Text for outleson 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	Information technologies: Teaching Program “CEFR”. Listening. Grammar: Types of questions. Text: “Branches of Biotechnology”, p.1 (OTM, p.14) Text for outleson reading: “Pharmacogenomics” (OTM, p.40)	2
9	Grammar: Using articles with Proper nouns. Text: “Branches of Biotechnology”, p.2 (OTM, p.14) Text for outleson reading: “History of Pharmacy” (OTM, p.41)	2
10	Text: “Branches of Biotechnology”. Conversation on the text (Speaking) Text for outleson reading: “Poisonous Plants” (OTM, p.42)	2
11	Writing an essay. INTERMEDIATE RATING I.	2
12	Information technologies: Teaching Program “CEFR”. Reading. Grammar: Sequence of Tenses. Text for outleson 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”.	2

	Conversation on the text (Speaking) Text for outleson reading: “Pharmacogenetics ” (OTM, p.47)	
16	Text for translating: “Gene Therapy” (OTM, p.28) Text: “Pharmaceutical Industry”, p.1(OTM, p.17)	2
17	Writing an essay. INTERMEDIATE RATING II.	2
18	Information technologies: Teaching Program “CEFR”. 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

Mustaqil ta’limni tashkil etishning shakli va mazmuni

«Amaliy xorijiy til» fanidan Magistratura bosqichi talabalari uchun mustaqil ish rejalashtirilgan. Talabalarning mustaqil ishi kafedrada qabul qilingan talabalarning mustaqil ishini tashkil etish, nazorat qilish va baholash tartibi to‘g‘risidagi Nizom asosida baholanadi.

TALABALAR MUSTAQIL TA’LIMINING MAZMUNI VA HAJMI

1 kurs I semestr

№	Themes	Fulfillment form	Hours	Duration
1	1. Continious tenses. 2. “Pharmaceutical branch of Chemistry in Uzbekistan”.	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	25- 30.09.2017
2	1. Degrees of Comparison of the Adjectives. 2. “Occurrence of Water in Nature”.	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	23- 28.10.2017
3	1. Perfect tenses. 2. “New generation of Drugs”.	1. Make tables. 2. Make tests. 3. Summary on the themes. 4. Translation in written form.	3	20- 25.11.2017

4	1. Modal verbs and their Equivalentents. 2. "Oxygen Compounds".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	11- 16.12.2017
5	1. The Passive Voice. 2. "Metal Compounds". 3. "Carbohydrates".	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	01- 06.01.2018
6	1. Direct and Indirect Speech. 2. "Negative Influence of Plant-obtaining drugs".	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	29.01- 03.02.2018

1 kurs II semestr

№	Themes	Fulfillment form	Hours	Duration
1	1. Changing Direct speech into Indirect speech. 2. "Chromatography".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
2	1. Pronouns. 2. "Pharmaceutical management in Uzbekistan".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
3	1. Article. 2. "Festivals, holidays". 3. "Pharmacokinetics".	1. Make tables. 2. Make tests. 3. Summary on the themes. 4. Translation in written form.	3	
4	1. Sequence of Tenses. 2. "Immunology: Immunity against microbes".	1. Make tables. 2. Make tests. 3. Summary on the theme. 4. Translation in written form.	3	
5	1. There is/ are. 2. "Solving ecological problems in the pharmaceutical plants".	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	
6	1. Gerund. 2. Solving air and soil pollution problems.	1. Make tables. 2. Make tests. 3. Translation in written form. 4. Summaries on the themes.	3	

**Kurs ishlari rejalashtirilmagan.
Malakaviy analiyot rejalashtirilmagan.**

BAHOLASH MEZONLARI

1,2 - semestrlar davomida “Amaliy xorijiy til” fani bo‘yicha amaliy mashg‘ulotlar olib boriladi.

O‘zbekiston Respublikasi tibbiyot oliy ta‘lim muassasalari talabalarining bilimini 100 balli baholash reyting tizimi to‘g‘risidagi muvaqqat nizomiga va Toshkent Farmatsevtika instituti ilmiy kengashi qaroriga muvofiq magistratura talabalarining bilimini baholashni Tillar kafedrasida ko‘rib chiqib, ingliz tili bo‘yicha quyidagi ballarni belgiladi:

- joriy nazorat (JN);
- talabalarining mustaqil ishi (TMI);
- oraliq nazorat (ON);
- yakuniy nazorat (YAN)

TALABALAR BILIMINI JORIY BAHOLASH TIZIMI

№	O‘zlashtirish bali (%)	Baho	Baholash sifatlari
1	86 – 100 34,1 - 40	A‘lo”5”	Uy vazifasini 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	71 – 85 28,1 – 34	Yaxshi “4”	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	55 – 70 22 – 28	To‘liq Qoniqarli “3”	Uy vazifasini bajarishda 1 ta 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.

“Amaliy xorijiy til” fani uchun joriy nazorat (mustaqil ish bilan birgalikda) 50 ball bilan baholanadi. Har bir mavzu bo‘yicha magistratura talabasining mavzu bo‘yicha tayyorgarligi, amaliy topshiriqlarni bajarish, mavzuni o‘zlashtirish darajasi va bajarilgan mustaqil ishi ballarda baholanadi. Magistratura talabalari bilimi 100 balli reyting tizimi orqali baholanadi.

Fan bo‘yicha to‘planadigan 100 ball JN, MI, ON va 30 bali YAN uchun ajratilgan. Bir semestrda yig‘iladigan 70 balldan 40 bali JN ga, 20 bali ON ga va 10 bali MI ga taqsimlanadi.

№	Baholash turi	A‘lo	Yaxshi	Qoniqarli
1	Joriy baholash	34,1 – 40	28,1 – 34	22 – 28
2	TMI	8,6 – 10	7,1 – 8,5	5,6 – 7
3	Oraliq baholash	17,2 – 20	14,2– 17	11,2 - 14
4	Yakuniy nazorat	25,8 – 30	21,3 – 25,5	16,5 – 21

Jami	86 – 100	71 – 85	56 - 70
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Ma’ruzalar rejalashtirilmagan.

JN baholashda magistratura talabasining mashg‘ulotda qatnashishi hisobga olinadi.

ORALIQ NAZORAT

“Amaliy xorijiy til” fani bo‘yicha ON semestrda 2 marta o‘tkaziladi va 20 ball bilan baholanadi. Oraliq baholash kafedra majlisi qarori bilan yozma ish, test, og‘zaki suhbat shakllarida yoki ularning kombinatsiyalarida o‘tkazilishi mumkin.

ON baholash mezonlari

O‘zlashtirish bali va %	Baho
(86-100%) 17,2 – 20	a’lo “5”
(71-85%) 14,2– 17	yaxshi “4”
(56 - 70%) 11,2 - 14	qoniqarli “3”
(0-55 %) 11,2 balldan kam	qoniqarsiz “2”

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 10 ball ajratiladi. Fan bo‘yicha MI o‘zlashtirish bali semestrlar bo‘yicha to‘plagan MI ballarining o‘rtacha qiymatiga teng.

№	O‘zlashtirish bali (%)	Baho	Baholash sifatleri
1	86 - 100 8,6-10	a’lo”5”	1.Matnlarni tarjima qilishda 2ta stilistik xatoga yo’l qo`ysa; 2.Mavzu bo`yicha test savollarini to`liq tuzsa
2	71 – 85 7,1-8,5	yaxshi “4”	1.Matnalrni tarjima qilishda 3ta stilistik va 1ta grammatik xatoga yo’l qo`ysa; 2.Mavzu bo`yicha test savollarni yaxshi tuzsa
3	55 – 70 6,5-7	qoniqarli “3”	1.Matnlarni tarjima qilishda 5ta stilistik va 2ta grammatik xatoga yo’l qo`ysa; 2.Mavzu bo`yicha test savollarini qoniqarli tuzsa

4	55 % dan kam 6 dan kam	qoniqarsiz “2”	1.Matnlarni tarjima qilishda ko`p xatolarga yo`l qo`ysa; 2. Mavzu bo`yicha, test savollarini tuzolmasa
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TMI ni baholash mezonlari

O`zlashtirish bali va %	Baho
(86-100%) 8,6-10 (9)	a`lo “5”
(71-85%) 7,1-8,5 (8)	yaxshi “4”
(56 - 70%) 5,6 - 7 (7)	qoniqarli “3”
(0-55 %) 5,6 balldan kam	qoniqarsiz “2”

YAKUNIY NAZORAT

Yakuniy baholash ingliz tili bo`yicha mashg`ulotlar tugagandan so`ng semestr yakunida o`tkaziladi. YaB ga ingliz tili fanini muvaffaqiyatli yakunlagan hamda JB,OB va MI dan ijobiy bahoga ega bo`lgan talabalar qo`yiladi. YaB institut ilmiy kengashi qaroriga binoan test, yozma ish, og`zaki suhbat shaklida o`tkaziladi.

Yakuniy baholash mezoni:

- 1) agar talaba topshiriqning 86 – 100 % igacha to`g`ri javob yozsa 25,8-30,0 ball;
- 2) agar talaba topshiriqning 71 – 85 % igacha to`g`ri javob yozsa 21,5-25,5 ball;
- 3) agar talaba topshiriqning 55 - 70 % igacha to`g`ri javob yozsa 16,5-21,0 ball qo`yiladi.
- 4) 55 % -16,5 balldan past – “qoniqarsiz”

YAN baholash mezonlari

O`zlashtirish bali va %	Baho
(86-100%) 25,8 – 30 (26)	a`lo “5”
(71-85%) 21,3 – 25,5 (22)	yaxshi “4”
(56- 70%) 16,5 – 21 (17)	qoniqarli “3”
(0 - 55 %) 16,5 balldan kam	qoniqarsiz “2”

MAGISTRATURA TALABASINI INGLIZ TILI FANI BO`YICHA ATTESTATSIYADAN O`TKAZISH TARTIBI

Amaliy xorijiy til fani bo`yicha Magistratura 1 kurs talabasining yakuniy bahosini hisoblash quyidagicha amalga oshiriladi:

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DISTRIBUTING MATERIAL

- 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 Len's buying his wife a present Jane's washing her hair Peter's looking for a better job We're buying some new clothes The cats are starving She's watering the flowers The baby's crying	because nobody fed them this morning. because he doesn't earn much at the moment. because they're dry and the weather's hot. because it's her birthday soon. because I've got exams next week. because he's hungry. because she's going to a party tonight. 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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Put the words in the correct order to make questions in the Present Continuous.

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_____ ?

d crying daughter why is your

_____ ?

e dinner are Ken and Ellen for coming wher

_____ ?

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	veto

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 (housewife) 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

T3.2 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.



a Penelope Jones



b Melanie Matthews



c Kerry Fisher



d 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

- a) I'm waiting for
- b) She's wearing
- c) She's getting out of
- d) She's waving to
- e) He's holding

B

- her hand.
- her car.
- her fans.
- a beautiful blue dress.
- the big stars.

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<p>Match the following words:</p> <p>1. An adviser a) muhim, asosiy 2. illness b) xizmat 3. Observation c) imkonbermoq 4. To capture d) dori 5. A chief e) maslahatchi 6. To enable f) kasallik 7. A campaign g) ishg'oletmoq 8. A medicine h) mukofot 9. A service i) kuzatish, kuzatuv 10. A reward j) urush</p>	<p>Match the following words:</p> <p>1. To acquaint a) xavfli 2. treatise b) og'ir, o'tkir 3. contribution c) bog'liqbo'lmoq 4. dangerous d) ro'yxatgaolmoq 5. to acquire e) podshohlik 6. to seize f) hissa 7. ascribe g) ilmiyish 8. to connect h) to'satdatushlabqolmoq 9. royal i) tanishtirmoq, tanishmoq 10. severe j) egallamoq, olmoq</p>
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<p>Match the following words:</p> <p>1. disease a) hokim 2. A reward b) davolamoq 3. To acquaint c) kasallik 4. A ruler d) og'ir, o'tkir 5. To enable e) bog'liqbo'lmoq 6. To connect f) mukofot 7. Treatment g) imkonbermoq 8. To cure h) tanishtirmoq, tanishmoq 9. A service i) davolash 10. Severe j) xizmat</p>	<p>Match the following words:</p> <p>1. A campaign a) ishg'oletmoq 2. An adviser b) egallamoq 3. To capture c) imkonbermoq 4. Treatise d) dori 5. To enable e) xavfli 6. To acquire f) maslahatchi 7. Dangerous g) hissa 8. Contribution h) ilmiyish 9. Medicine i) kuzatish 10. Observation j) urush</p>
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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.

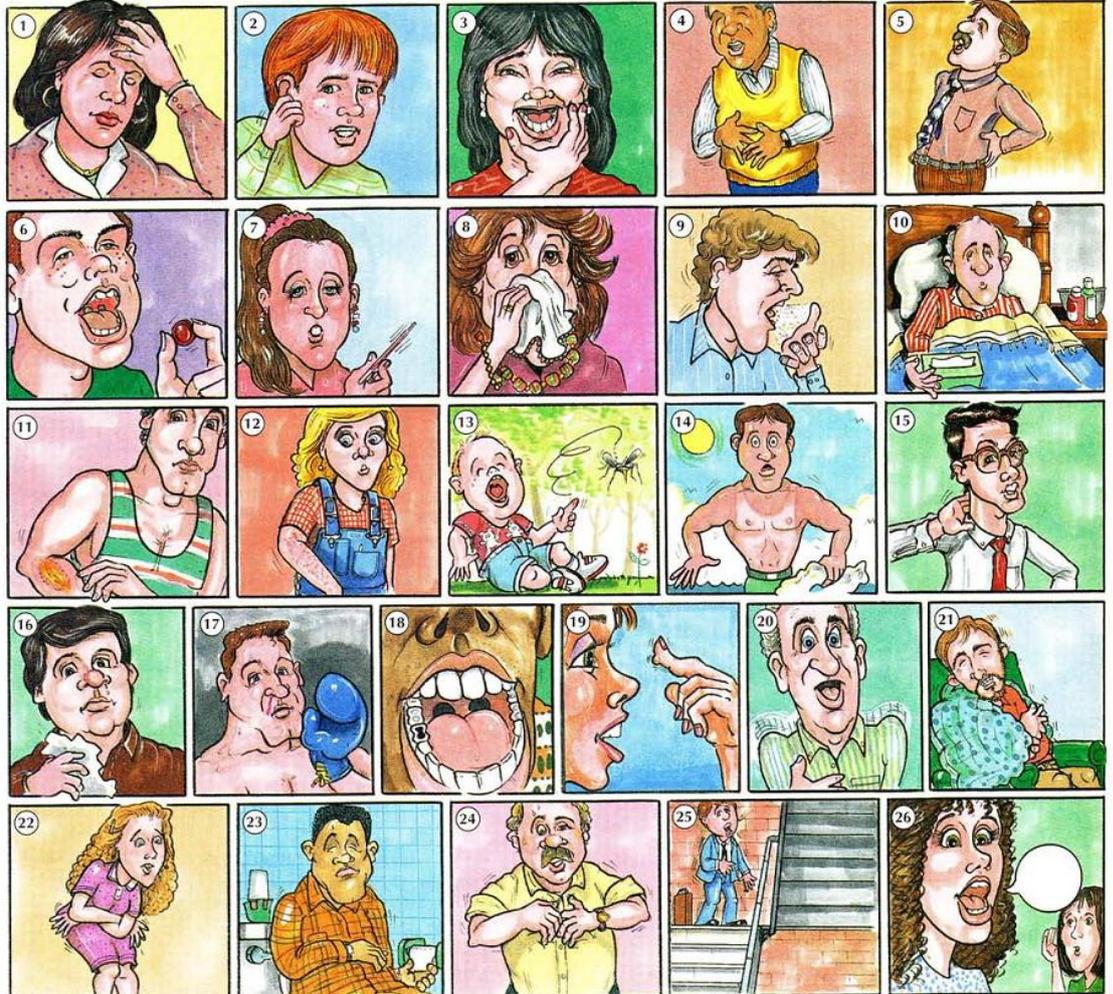
AILMENTS, SYMPTOMS, AND INJURIES



A. What's the matter?
B. I have a/an [1-19].



A. What's the matter?
B. I have [20-26].



- | | | | | |
|----------------|--------------------------|-----------------|-------------------|----------------------------|
| 1. headache | 6. sore throat | 11. infection | 16. runny nose | 22. cramps |
| 2. earache | 7. fever/
temperature | 12. rash | 17. bloody nose | 23. diarrhea |
| 3. toothache | 8. cold | 13. insect bite | 18. cavity | 24. chest pain |
| 4. stomachache | 9. cough | 14. sunburn | 19. wart | 25. shortness of
breath |
| 5. backache | 10. virus | 15. stiff neck | 20. (the) hiccups | 26. laryngitis |
| | | | 21. (the) chills | |



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] .

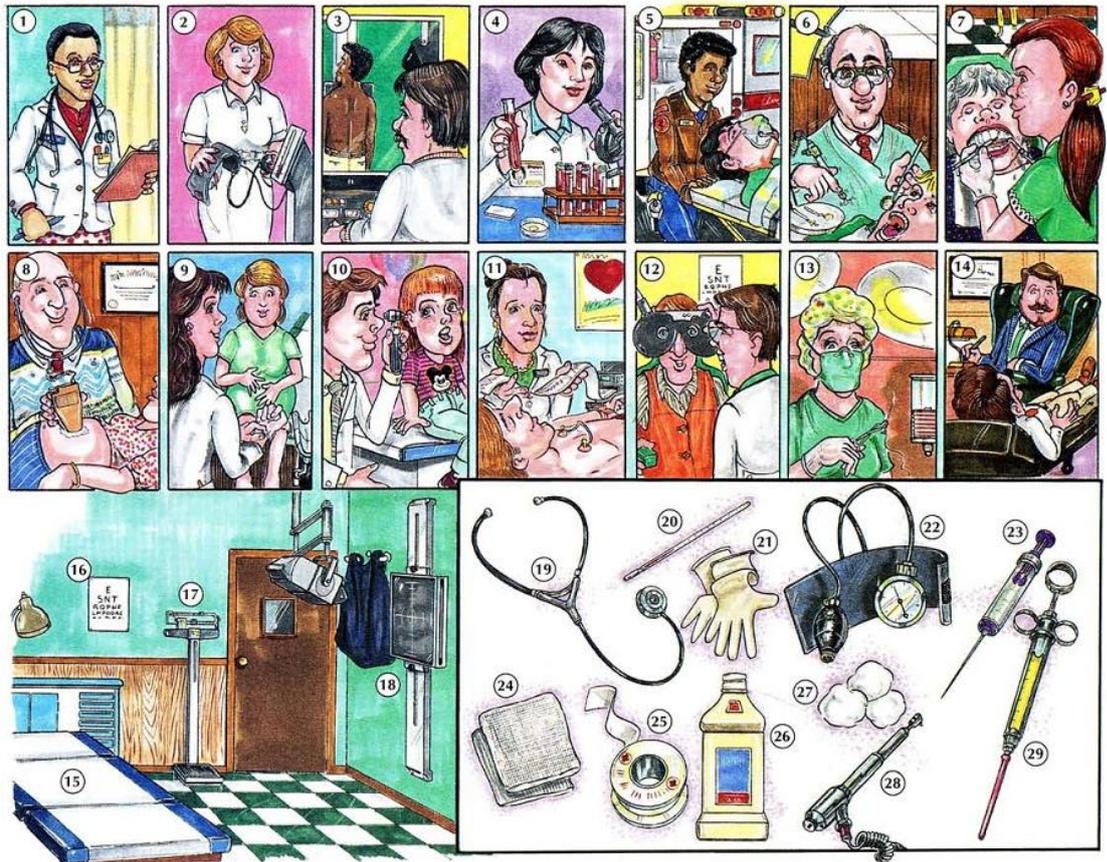


- | | | | | |
|---------------|---------------|--------------------|---------------|-----------------|
| 27. faint | 32. exhausted | 36. burp | 41. dislocate | 46. break-broke |
| 28. dizzy | 33. cough | 37. vomit/throw up | 42. scratch | 47. hurt-hurt |
| 29. nauseous | 34. sneeze | 38. bleed | 43. scrape | 48. cut-cut |
| 30. bloated | 35. wheeze | 39. twist | 44. bruise | 49. swollen |
| 31. congested | | 40. sprain | 45. burn | 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 | 8. obstetrician | 15. examination table | 23. needle/syringe |
| 2. nurse | 9. gynecologist | 16. eye chart | 24. bandages/gauze |
| 3. X-ray technician | 10. pediatrician | 17. scale | 25. adhesive tape |
| 4. lab technician | 11. cardiologist | 18. X-ray machine | 26. alcohol |
| 5. EMT/emergency
medical technician | 12. optometrist | 19. stethoscope | 27. cotton balls |
| 6. dentist | 13. surgeon | 20. thermometer | 28. drill |
| 7. (oral) hygienist | 14. psychiatrist | 21. gloves | 29. anesthetic/Novocaine |
| | | 22. blood pressure gauge | |



[1-14]
A. What do you do?
B. I'm a/an _____.



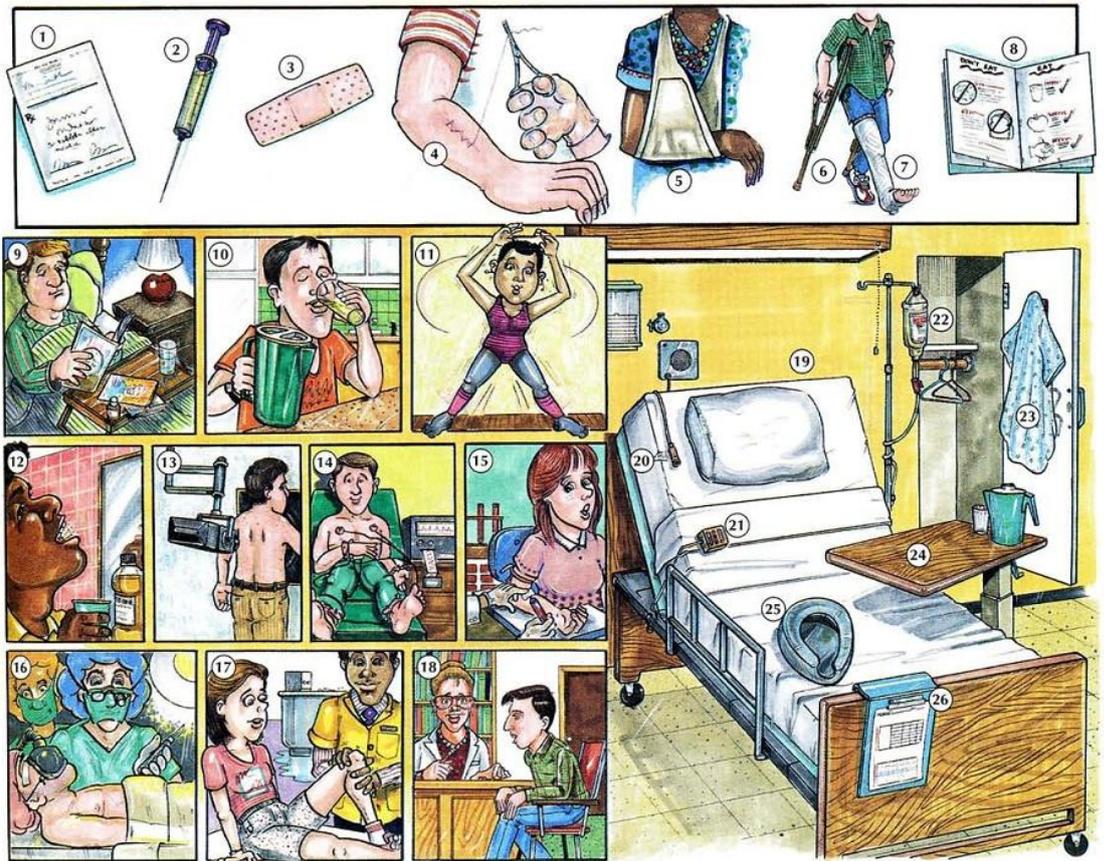
[15-18]
A. Please step over here to the _____.
B. Okay.



[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?
 { She/He told me to [9-12].
 B. { 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.

TESTS

BANK

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 has been 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 high.
 - +low.
 - bad
 - little

-tall

37. Find the antonym to the underlined word: Flowers are collected before the time of pollination.

+after

-on

-with

-for

38. Find the antonym to the underlined word. Solid forms of drugs are used internally.

+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;
 - pediatrics;
 - 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 therapist 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 Pectoris?
 - +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 therapist 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: Ставить банки:

+to apply cups

-to place cups

-to get cups

-to give cups

116. Find the right translation: Вызвать врача:

+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: влажный климат

+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. Choose the appropriate word.

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 wildily?
+ 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. How is 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 and White 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 Tashkent Pharmaceutical 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

EVALUATING CRITERIA

O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI

TOSHKENT FARMATSEVTIKA INSTITUTI

TILLAR KAFEDRASI

«Tasdiqlandi»

O‘quv ishlari bo‘yicha prorektor

Aliyev S.A.

2017 yil “ _____ ” “ _____ ”

«AMALIY XORIJIY TIL» FANIDAN

MAGISTRATURA BOSQICHI 1 KURS TALABALARINING

O‘ZLASHTIRISH KO‘RSATKICHINI

NAZORAT QILISH NAMUNAVIY

MEZONI

TOSHKENT – 2017

Ushbu mezon Tillar kafedrasining 2017 yil “ ___ ” “ _____ ”dagi yig‘ilishida muhokama qilindi va tasdiqlandi. Ish bayoni № “ _____ ”

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, ishonchlik 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 vaqtda 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- va 2- semestrlar davomida “Amaliy xorijiy til” fani bo‘yicha amaliy mashg‘ulotlar olib boriladi. Ushbu fanlarga ajratilgan soatlar taqsimoti Ishchi dasturda ko‘rsatilgan.

Magistratura talabalarining fan bo‘yicha o‘zlashtirishlarini baholash semestr davomida muntazam ravishda olib boriladi va quyidagi turlar orqali amalga oshiriladi:

- joriy nazorat (JN);
- talabalarining mustaqil ishi (TMI);
- oraliq nazorat (ON);
- yakuniy nazorat (YaN).

JORIY NAZORAT

“Amaliy xorijiy til” fani bo‘yicha talabaning yil davomidagi o‘zlashtirishi 100 balli tizimda baholanadi. “Amaliy xorijiy til” fani uchun joriy nazorat (mustaqil ish bilan birgalikda) 50 ball bilan baholanadi. Har bir mavzu bo‘yicha magistratura talabasining tayyorgarligi, amaliy

topshiriqlarni bajarish, mavzuni o'zlashtirish darajasi va bajarilgan mustaqil ishi ballarda baholanadi.

Fan bo'yicha to'planadigan 100 ball JN, TMI, ON va 30 bali YaN uchun ajratilgan. Bir semestrda yig'iladigan 70 balldan 40 bali JN ga, 10 bali MI ga, 20 bali ON ga taqsimlanadi.

№	Baholash turi	A'lo	Yaxshi	Qoniqarli
1	Joriy baholash	34,1 – 40	28,1 – 34	22 – 28
2	TMI	8,6 – 10	7,1 – 8,5	5,6 – 7
3	Oraliq baholash	17,2 – 20	14,2– 17	11,2 - 14
4	Yakuniy nazorat	25,8 – 30	21,3 – 25,5	16,5 – 21
	Jami	86 – 100	71 – 85	56 - 70

Ma'ruzalar rejalashtirilmagan.

JN baholashda magistratura talabasining mashg'ulotda qatnashishi hisobga olinadi.

ORALIQ NAZORAT

“Amaliy xorijiy til” fani bo'yicha ON semestrda 2 marta o'tkaziladi va 20 ball bilan baholanadi. Oraliq baholash kafedra majlisi qarori bilan yozma ish, test, og'zaki suhbat shakllarida yoki ularning kombinatsiyalarida o'tkazilishi mumkin.

ON baholash mezonlari

O'zlashtirish bali va %	Baho
(86-100%) 17,2 – 20	a'lo “5”
(71-85%) 14,2– 17	yaxshi “4”
(56 - 70%) 11,2 - 14	qoniqarli “3”
(0-55 %) 11,2 balldan kam	qoniqarsiz “2”

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 10 ball ajratiladi. Fan bo'yicha MI o'zlashtirish bali semestrlar bo'yicha to'plagan MI ballarining o'rtacha qiymatiga teng.

№	O'zlashtirish bali (%)	Baho	Baholash sifatlari
1	86 - 100 8,6-10	a'lo”5”	1.Matnlarni tarjima qilishda 2ta stilistik xatoga yo'l qo'ysa; 2.Mavzu bo'yicha test savollarini to'liq tuzsa
2	71 – 85 7,1-8,5	yaxshi “4”	1.Matnlarni tarjima qilishda 3ta stilistik va 1ta grammatik xatoga yo'l qo'ysa; 2.Mavzu bo'yicha test savollarni yaxshi tuzsa
3	55 – 70 6,5-7	qoniqarli “3”	1.Matnlarni tarjima qilishda 5ta stilistik va 2ta grammatik xatoga yo'l qo'ysa; 2.Mavzu bo'yicha test savollarini qoniqarli

			tuzsa
4	55 % dan kam 6 dan kam	qoniqarsiz “2”	1. Matnlarni tarjima qilishda ko`p xatolarga yo`l qo`ysa; 2. Mavzu bo`yicha, test savollarini tuzolmasa.

TMIning baholash mezonlari

O`zlashtirish bali va %	Baho
(86-100%) 8,6-10 (9)	a`lo “5”
(71-85%) 7,1-8,5 (8)	yaxshi “4”
(56 - 70%) 5,6 - 7 (7)	qoniqarli “3”
(0-55 %) 5,6 balldan kam	qoniqarsiz “2”

YAKUNIY NAZORAT

Yakuniy baholash ingliz tili bo`yicha mashg`ulotlar tugagandan so`ng semestr yakunida o`tkaziladi. YAB ga ingliz tili fanini muvaffaqiyatli yakunlagan hamda JB,OB va MI dan ijobiy bahoga ega bo`lgan talabalar qo`yiladi. YAB institut ilmiy kengashi qaroriga binoan test, yozma ish, og`zaki suhbat shaklida o`tkaziladi.

Yakuniy baholash mezonlari:

- 1) agar talaba topshiriqning 86 – 100 % igacha to`g`ri javob yozsa 25,8-30,0 ball;
- 2) agar talaba topshiriqning 71 – 85 % igacha to`g`ri javob yozsa 21,5-25,5 ball;
- 3) agar talaba topshiriqning 55 - 70 % igacha to`g`ri javob yozsa 16,5-21,0 ball qo`yiladi.
- 4) 55 % -16,5 balldan past – “qoniqarsiz”

YAN baholash mezonlari

O`zlashtirish bali va %	Baho
(86-100%) 25,8 – 30 (26)	a`lo “5”
(71-85%) 21,3 – 25,5 (22)	yaxshi “4”
(56- 70%) 16,5 – 21 (17)	qoniqarli “3”
(0 - 55 %) 16,5 balldan kam	qoniqarsiz “2”

MAGISTRATURA TALABASINI INGLIZ TILI FANI BO`YICHA ATTESTATSIYADAN O`TKAZISH TARTIBI

Amaliy xorijiy til fani bo`yicha Magistratura 1 kurs talabasining yakuniy bahosini hisoblash quyidagicha amalga oshiriladi:

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