



YAKHSHIBOYEVA GULBAHOR OYBEK KIZI

ENGLISH IN PHARMACY



**MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**MINISTRY OF HEALTH OF THE REPUBLIC OF
UZBEKISTAN**

YAKHSHIBOYEVA GULBAHOR OYBEK KIZI

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“English in Pharmacy: A Guide for Pharmacy Students’ is unique in that it provides a guide for teaching reading, speaking and grammar skills to pharmacy students.

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Annotation

"English in Pharmacy: A Guide for Pharmacy Students' is unique in that it provides a guide for teaching reading, speaking and grammar skills to pharmacy students.

The textbook provides materials in accordance with the work program "The English Language" for applicants for higher education of medical and pharmaceutical universities at B2+ level.

The manual consists of 1 term and contains texts, lexical exercises, and speaking activities for: introduction to the specialty; drugs: technology, names, classes, administration; foreign educational environment.

"English in Pharmacy: A Guide for Pharmacy Students' includes theoretical materials and exercises on the main topics of English grammar.

The goal of the textbook is to help students focus on and develop reading, speaking and grammar skills while teachers provide the necessary assistance with background and interpretation for specific materials need to learn.

The textbook is intended for classroom and individual work while studying the discipline "The English Language". It can appear helpful for scientists and teachers in their professional activities.

INTRODUCTION TO THE SPECIALITY

UNIT 1

<i>VOCABULARY AND READING</i>	Andijan State medical Institute
<i>GRAMMAR: THEORY AND PRACTICE</i>	Pronouns: Personal, Object, Relative, Demonstrative, Indefinite, Reflexive, Possessive and Interrogative
<i>SPEAKING</i>	Our Institute

ANDIJAN STATE MEDICAL INSTITUTE

*TEXT**Vocabulary*

Academy of Sciences	Fanlar akademiyasi
applicant for higher education	oliy ma'lumotga da'vogar
article	maqola
associate professor	dotsent
chemist's shop	dorixona
compound	birikma
correspondent form of study	o'qishning muxbir shakli
credit test	kredit sinovi

faculty	fakultet
hospital	kasalxona
member	a'zo
pharmaceutical plant	farmatsevtika zavodi
research	tadqiqot
science	fan
scientific society	ilmiy jamiyat
scientist	olim
senior lecturer	katta o'qituvchi
teaching staff	o'qituvchilar tarkibi
text-book	darslik
to carry out	amalga oshirish
to conduct a seminar	seminar o'tkazish
to deliver a lecture	ma'ruza o'qish
to fail an exam	Imtihondan o'ta olmaslik
to find an application	ariza topish uchun
to found	topmoq
to investigate	tergov qilish
to pass an exam	imtihon topshirish
to take an exam	imtihon olish
to treat	davolamoq

Read and translate the text.

To start with, the history of pharmaceutical education in Andijan State medical institute dates back to the beginning of the 19th century and connects with the Tashkent

pharmaceutical institute, where a pharmaceutical laboratory was opened in 1900th

Almost years later, in 2017, the Pharmaceutical duration was founded in our institute.

Andijan State Medical Institute, which is the only in Fergana Valley, is one of the higher educational institutions that provides professional education to the community. The history of the educational institution goes back to August 1955, which has been able to accumulate an invaluable experience in providing the highly qualified specialists with the necessary knowledge and skills for more than half a century. At present, this kind of experience has been used to help students master the medical sciences. Therefore, this institution has a special place in the country in the preparation of highly qualified doctors.

This institute has almost 70 years of history the only one in the valley, which educate young people who build their future in order to protect the health of the population, to ways of preventing various dangerous diseases and to treat them.

All necessary conditions have been created for the students to get full education and to study the secrets of medicine. Students study in wide and bright rooms and use up-to-date modern medical equipments.

They have the opportunity to get deep knowledge on theoretical subjects, and also have practical trainings. This allows students to graduate in a short time and begin practical work in various medical institutions.

Most of professors are members of the Academies of Science in foreign countries.

During the period of studies applicants for higher education

study theoretical and practical subjects. At the end of each year, they have practice in chemist's shops, botanical stations, pharmaceutical plants and hospitals. Many applicants for higher education are members of scientific societies, where they can master specific knowledge in different fields of science. What is really important, the results of their work often find practical application. Some of the applicants for higher education continue their scientific work taking a post-graduate course of the Institute.

There are all forms of studying at the Institute, such as full-time form of education, correspondent and distance forms.

Task 1. Answer the questions.

1. Where do you study?
2. What year are you in now?
3. What specialties does the Andijan State medical Institute have?
4. What subjects are there at the Institute?
5. What faculties are there at the Institute?
6. What is a scientific society?
7. What is the teaching staff of the Institute?
8. What forms of studying are there at the Institute?
9. What can be found in the structure of the Institute?
10. When and where do applicants for higher education have practice?
11. What do the scientists of the Institute do?
12. When was Andijan State medical institute founded?
13. What do you know about the history of the Institute?
14. Where can the applicants for higher education continue their study?

Task 2. Which of the following statements are true and which are false?

1. According to the text, the Pharmaceutical duration was founded in 1931.
2. As far as we know, nowadays, the ASMI, Pharmacy faculty is not the only establishment of higher education in the pharmaceutical industry in Uzbekistan.
3. As we know, there are only professors in the teaching staff of the Institute.
4. If an applicant for higher education wants to continue the scientific work, he or she can take a post-graduate course of the institute.
5. According to the text, only Uzbek citizens can study at the Institute.

Task 3. Complete the sentences choosing the correct option a, b or c.

1. We know that there are such faculties in the Institute as ____
 - a. medical-pharmaceutical faculty, faculty for foreign citizens' education and industrial pharmacy, managing and administration faculty.
 - b. pharmaceutical faculty, medical-pharmaceutical faculty, faculty for foreign citizens' education and industrial pharmacy, managing and administration faculty.
 - c. pharmaceutical faculty, medical-pharmaceutical faculty, managing and administration faculty.
2. As far as we know, at the end of each year applicants for higher education have practice in ____
 - a. botanical stations, chemist's shops, pharmaceutical plants and hospitals.

- b. chemist's shops, pharmaceutical plants and hospitals.
 - c. pharmaceutical plants, chemist's shops, supermarkets and hospitals.
3. According to the text, the history of pharmaceutical education in Andijan
- a. dates back to the beginning of the 18th century and connects with the Tashkent Pharmaceutical Institute, where a pharmaceutical laboratory was opened in 19th.
 - b. dates back to the beginning of the 19th century and connects with the Tashkent Pharmaceutical Institute, where a pharmaceutical laboratory was opened in 19th.
 - c. dates back to the beginning of the 19th century and connects with the Tashkent Pharmaceutical Institute, where a pharmaceutical laboratory was opened in 19th.



Starting from 1960s, practical and laboratory trainings have taken a considerable place in the educational process. An hour per a week was assigned for practical classes in pharmacy and pharmacognosy.



Prepare a speech about «Andijan State Medical Institute», using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences.

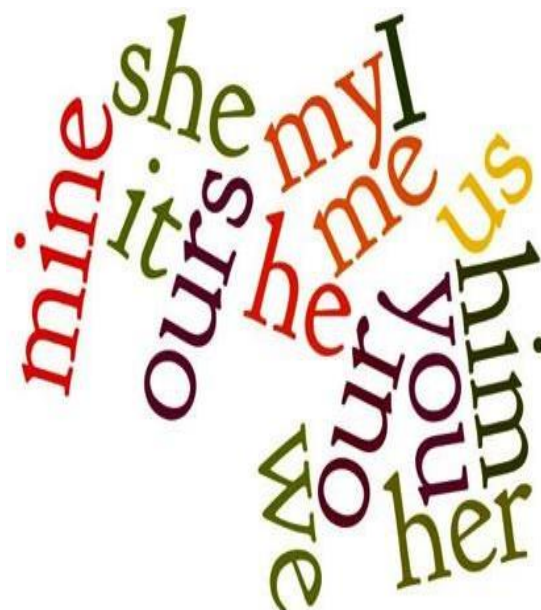
THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	<p>I would like to tell you about</p> <p>Today I'd like to give you an overview of.. My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
MAIN BODY <i>Tell the main information</i>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that Also, you have to know that In my point of view,</p> <p>To my knowledge, ...</p>

	<p>As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude</p> <p>... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: PRONOUNS

Personal Pronouns (Subject form)	Personal pronouns (Object form)	Possessive Pronouns	Absolute Possessive Pronouns
I	me	my	mine
we	us	our	ours
you	you	your	yours
they	them	their	theirs
he	him	his	his
she	her	her	hers
it	it	its	its

Pronouns make up a small subcategory of nouns. The distinguishing characteristic of pronouns is that they can be substituted for other nouns. For instance, if you're telling a story about your sister Sarah, the story will begin to sound repetitive if you keep repeating "Nancy" over and over again.



Nancy has always loved fashion. Sarah announced that Sarah wants to go to fashion school.

You could try to mix it up by sometimes referring to Sarah as "my sister," but then it sounds like you're referring to two different people.

Sarah has always loved fashion. My sister announced that Sarah wants to go to fashion school.

Instead, you can use the pronouns she and her to refer to Sarah.

Sarah has always loved fashion. **She** announced that **she** wants to go to fashion school.

Personal Pronouns (Subject and Object)

I, we, you, they, he, she, it are known as personal pronouns. Object pronouns are

my, us, you, them, him, her and it.

We use object pronouns:

1) *as the object of the verb:*

Examples:

*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**.*

2) *after prepositions:*

Examples:

*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**.*

Relative Pronouns

Relative pronouns make up another class of pronouns. They are used to connect relative clauses to independent clauses. Often, they introduce additional information about something mentioned in the sentence. Relative pronouns include ***that***, ***what***, ***which***, ***who***, and ***whom***. Traditionally, ***who*** refers to people, and ***which*** and ***that*** refer to animals or things.

Examples:

*The woman **who** called earlier didn't leave a message. All the dogs **that** got adopted today will be loved.*

*My car, **which** is nearly twenty years old, still runs well.*

Demonstrative Pronouns

That, ***this***, ***these*** and ***those*** are demonstrative pronouns. They take the place of a noun or noun phrase that has already been mentioned.

This is used for singular items that are nearby. ***These*** is

used for multiple items that are nearby. The distance can be physical or metaphorical.

Examples:

*Here is a letter with no return address. Who could have sent **this**?*

*What a fantastic idea! **This** is the best thing I've heard all day.*

*If you think gardenias smell nice, try smelling **these**.*

That is used for singular items that are far away. **Those** is used for multiple items that are far away. Again, the distance can be physical or metaphorical.

Examples:

*A house like **that** would be a nice place to live.*

*Some new flavors of soda came in last week. Why don't you try some of **those**? **Those** aren't swans, they're geese.*

Indefinite Pronouns

Indefinite pronouns are used when you need to refer to a person or thing that doesn't need to be specifically identified. Some common indefinite pronouns are **one**, **other**, **none**, **some**, **anybody**, **everybody**, and **no one**.

Examples:

***Everybody** was late to work because of the traffic jam. It matters more to **some** than others.*

***Nobody** knows the trouble I've seen.*

When indefinite pronouns function as subjects of a sentence or clause, they usually take singular verbs.

Reflexive and Intensive Pronouns

Reflexive pronouns end in **-self** or **-selves**: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Use a reflexive pronoun when both the subject and object of a verb refer to the same person or thing.

Examples:

*Henry cursed **himself** for his poor eyesight. They booked **themselves** a room at the resort. I told myself it was **nothing**.*

Possessive Pronouns

Possessive pronouns come in two flavors: limiting and absolute. *My, your, its, his, her, our, their* are used to show that something belongs to an antecedent.

Examples:

*Sarah is working on **her** application.*

*Just put me back on **my** bike.*

*The students practiced **their** presentation after school.*

The absolute possessive pronouns are *mine, yours, his, hers, ours, and theirs*. The absolute forms can be substituted for the thing that belongs to the antecedent.

Examples:

*Are you finished with your application? Sarah already finished **hers**.*

*The blue bike is **mine**.*

*I practiced my speech and the students practiced **theirs**.*

Interrogative Pronouns

Interrogative pronouns are used in questions. The interrogative pronouns are *who, what, which, and whose*.

Who wants a bag of jelly beans?

What is your name?

Which movie do you want to watch?

Whose textbook is this?

PRACTISE YOUR GRAMMAR: PRONOUNS

Task 1. Choose the best answer to complete each sentence.

1. This is _____ speaking.
 - A. John
 - B. he
 - C. he John
 - D. am
2. This student is as smart as _____ is.
 - A. I
 - B. me
 - C. she
 - D. we
3. The dog chewed on _____ favorite toy.
 - A. it's
 - B. it is
 - C. its'
 - D. its

4. Terry is taller than_____am.
 A. I
 B. me
 C. she
 D. we

Task 2. Use the correct personal pronouns. Watch the words in brackets.

1. _____is dreaming. (George)
2. _____is green. (the blackboard)
3. _____are on the wall. (the posters)
4. _____is running. (the dog)
5. _____are watching TV. (my mother and I)
6. _____are on the table. (the text-books)
7. _____is riding his bike. (Alec)
8. _____is from Bristol. (Claire)
9. _____has got a brother. (Diana) 10. Have _____
 _____got a computer, Mary?

Task 3. Put in the personal pronoun in brackets in its subject or object form.

1. _____lives in Liverpool. (he)
2. I met_____ in the Institute. (he)
3. They sing with _____ in the choir. (I)
4. Lisa likes_____. (it)

5. Excuse_____, is this the way to the Institute? (I)
6. _____worked in the garden. (we)
7. Where are the cupcakes? Did you eat__? (they)
8. Is_____your sister? (she)
9. Where are_____from? (you)
10. _____saw Jack in the laboratory. (we)

Task 4. Put in the correct personal pronouns or possessive determiners.

I am Robert and live in Bristol. This is Jack._____ is_____ friend. _____ lives in Bristol, too. Sarah likes_____. _____ likes_____blue eyes very much. Sarah lives with older sister in a flat in Bristol. Bristol is hometown. _____is an old city with lots of sights.

Task 5. Choose the correct possessive pronouns.

1. Is this (your/ yours) textbook? Is it really (your/ yours)?
2. (Our/ ours) parents live in Hamburg.
3. Is this (her/ hers) guitar? Is it really (her/ hers)?
4. How old is (your/ yours) sister?
5. Where does (their/ theirs) team play?
6. Yesterday she sent (her/ hers) letter to Tashkent.
7. Are those (their/ theirs) trainers? Are they (their/ theirs)?
8. Ken has cut (his/him) finger.
9. The children finished (their/ theirs) game.
10. The Institute has (it/its) own swimming pool.

Task 6. Choose the correct reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves).

1. Robert performed this experiment_____.

2. Lisa did her homework_____.
3. We helped_____to some Coke at the party.
4. Emma, did you take the photo by_____?
5. I wrote this poem_____.
6. He cut_____with the knife while he was doing the dishes.
7. The lion can defend_____.
8. My mother often talks to_____.
9. Tim and Gerry, if you want more milk, help____. 10. Alice and Doris collected the stickers_____.

Task 7. Choose the correct demonstrative pronouns (this, that, these or those)

1. Look at_____newspaper here. 9.
2. _____are my grandparents, and ____friends and grandparents.
3. _____building over there is our there are my Institute.
4. _____is my mobile phone and _is your mobile phone on the shelf over there.
5. _____photos here are much better than _____photos on the book.
6. _____was a great evening.
7. Are _____your pencils here?
8. _____bottle over there is empty.
9. _____bricks over there are for your chimney.
10. John, take _____ folder and put it on the desk over there.

Task 8. Insert the correct pronouns.

1. Scientists are working hard to find cures for lots of diseases, but ____ haven't found a cure for the common cold yet.
2. Is this ____ coffee?
3. I haven't seen ____ for ages. They look great.
4. ____ always has a shower at about half past six in the morning.
5. ____ salary is paid into ____ bank account every month.
6. ____ English is getting better.
7. He told ____ to hurry up.
8. ____ is involved in all the discussions
9. Alexander Fleming discovered penicillin, but ____ did it by mistake.
10. Could ____ give ____ that gadget?
11. Give ____ that book. Give it to ____.
12. I can do this job alone. ____ don't need ____ help.
13. Is everything clear to ____?
14. How are ____?
15. I'm sorry ____ was late for ____ party.
16. The company has offices in many places but ____ head office is in New York.

UNIT 2

VOCABULARY	AND	My Future Speciality
READING		
GRAMMAR:	THEORY	The verbs "to be", "to have" in
AND		Present
PRACTICE		Simple Tense
SPEAKING		My Future Speciality

MY FUTURE SPECIALITY

Vocabulary

analytical chemist	Analitik kimyogar
disease	kasallik
dispensing pharmacist	tarqatuvchi farmatsevt
head of a department	bo'lim boshlig'i
health	sog'liq
higher educational establishment	oliy o'quv yurti
knowledge	bilim
origin	kelib chiqishi
pharmaceutical education	farmatsevtika ta'limi
pharmacy graduate	dorixona bitiruvchisi
prepared drugs	tayyorlangan dorilar
prescribed medicines	buyurilgan dorilar
ready-made drugs	tayyor dorilar
recovery	tiklanish
speciality	ixtisosligi

sphere	soha
to achieve	erishmoq
to choose (chose, chosen)	tanlamoq (tanlagan, tanlangan)
to define	belgilash
to devote	bag'ishlamoq
to dispense	tarqatmoq
to explain	tushuntirish
to identify	aniqlash
to permit	ruxsat berish
to recognize	tanimoq
to store	saqlash
to supply	etkazib berish

Read and translate the text.

I have chosen pharmacy as my future speciality. Pharmacy is the science which studies medicinal substances used for treating and preventing different diseases. Pharmacy studies recognizing, identifying, collecting, selecting, preparing, storing, testing, compounding and dispensing all medicinal substances.

A pharmacist or a provisor is a pharmaceutical education who is permitted by law to prepare drugs at chemist's shops, pharmaceutical plants, to check up the quality of the drugs, to dispense and supply them. A



pharmacist together with a doctor devotes his life to protecting people's health. He is often called 'the second doctor'.

To become a pharmacist one should achieve knowledge of different subjects. Future specialists must know chemistry - the science explaining composition and transformation of matter, different fields of chemistry. Thus, *General Chemistry* deals with basic principles and inorganic substances, *Organic Chemistry* is the chemistry of carbon compounds, *Analytical Chemistry* studies qualitative and quantitative analyses of inorganic substances, *Biochemistry* studies biochemical processes taking place in the human body and in animals, *Toxicological Chemistry* deals with toxic substances and their action on the organism.

Botany is the science

of plants, their structure, functions and classification, *Pharmacognozy* is the science of drugs of animal, vegetable and mineral origin. Of course, my future speciality is closely connected with drugs, that is why future pharmacists must know *Pharmacology* which is defined as the science of drugs and their action and other sciences.

The sphere of action of a pharmacist is broad: at a chemist's he may be a manager, or an assistant manager, a head of a department, a dispensing pharmacist, an analytical chemist. A manager is responsible for the work of all departments of a chemist's, it's financial, economic and administrative activity. A dispensing pharmacist takes prescriptions and delivers drugs. An analytical chemist controls the effectiveness of drugs, their technology and time of storing. A specialist with higher pharmaceutical education has the right to be the head of a drug storehouse or his assistant. A pharmacist may also work at a chemical analytical laboratory, which controls the quality of

prepared drugs at pharmacies as well as ready-made drugs. Very often leading specialists of pharmaceutical factories are graduates of pharmaceutical academies.

At present the sphere of action of a pharmacist is becoming broader: it's worth to say about the specialists who work at numerous biochemical, clinical laboratories at sanatoria, hospitals, polyclinics. Many specialists have private chemist's shops which supply the population with all kinds of medicines, vitamins and things of medical care many of which are imported. Of course, one can see pharmacy graduates teaching at higher educational establishments, schools of pharmacy, medical schools, secondary schools, etc.

Wherever a provisor works he must always remember that he works with people. There is no a provisor without love for his profession, a profound respect for people. His aim is to help an ill person to use the prescribed medicines in a better way, to strengthen a person's belief in a sooner recovery.

To sum up, we can say that a pharmacist is a specialist with higher pharmaceutical education who is permitted by law to prepare drugs at chemist's shops, pharmaceutical plants, to check the quality of the drugs, to dispense and supply them. To become a pharmacist, one should achieve knowledge in different subjects (chemistry, pharmacology, pharmacognosy, etc.). A pharmacist must always remember that he works with people.

Task 1. Answer the questions.

1. What is pharmacy which is your future speciality?
2. What are the duties of a pharmacist?
3. To become a provisor one should achieve knowledge of different subjects, shouldn't he? What are these subjects?

4. Where can pharmaceutical specialist work?
5. What is a manager responsible for? (a dispensing pharmacist, an analytical chemist)
6. Can you describe the work of a chemical analytical laboratory?
7. The sphere of action of a modern specialist is becoming broader, isn't it? Where else can he work?
8. What is the aim of a provisor as a medical worker?
9. What are you going to do after graduating from the academy?

Task 2. Fill in the gaps using the words from the box.

<i>maintain</i>	<i>respects</i>	<i>patients</i>	<i>pharmacist</i>
<i>colleagues</i>	<i>avoids</i>	<i>professional</i>	<i>diagnosis</i>

LEGAL RESPONSIBILITIES AND WORK ETHICS

Responsibility must be taken for the whole process of____, prescribing and follow-up, including an awareness of limitations to expertise.

A_____ maintains professional competence. He has a duty to

_____ knowledge and abilities as new medications, devices and technologies become available and as health information advances.

A pharmacist acts with honesty and integrity in _____relationships. A pharmacist _____avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of

_____.

A pharmacist respects the values and abilities of _____ a
 _____ and other health professionals.

A pharmacist _____ the covenantal relationship between the patient and pharmacist.

Task 3. Choose a suitable word given in the brackets to fill in each gap.

To become (an\ a) pharmacist one should achieve knowledge of different subjects. (A\ -) Future specialists must know chemistry - the science explaining composition and transformation of matter, different fields of chemistry. Thus, General Chemistry deals with basic principles (and\ but) inorganic substances. Organic Chemistry (are\ is) the chemistry of carbon compounds. Analytical Chemistry (study\ studies) qualitative and quantitative analyses of inorganic substances. Biochemistry (study\ studies) biochemical processes taking place in the human body and in animals. Toxicological Chemistry deals with toxic substances and their action (of\ on) the organism. Botany (are\ is) the science of plants, their structure, functions and classification. Pharmacognosy (are\ is) the science of drugs of animal, vegetable and mineral origin. Of course, my future speciality (are\ is) closely connected with drugs, that (are\ is) why future pharmacists must know Pharmacology which (are\ is) broadly defined as the science of (a\ -) drugs and their action and other sciences.



It is interesting to know that Benjamin Franklin was a pharmacist, while Agatha Christie was a pharmacy technician.



Prepare a speech about « My Future Speciality», using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	<p>My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p> <p>I would like to tell you about</p> <p>Today I'd like to give you an overview of..</p>
MAIN BODY <i>Tell the main information</i>	<p>Firstly, I want to tell you about</p> <p>Secondly, I have to say that</p> <p>Also, you have to know that In my point of view,</p>

	To my mind, ... To my knowledge, ... I believe, it is important to know that
SUMMARY <i>Sum it up</i>	To conclu de... Finally, ... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

GRAMMAR: THE VERBS «TO BE» AND «TO HAVE» IN PRESENT SIMPLE TENSE

The verb **to be** is a key verb in English, playing a major part in many types of constructions, as in all other European languages. It has many usages and meanings, both as a main verb and as an auxiliary verb. It also acts differently in negative sentences and questions.

AFFIRMATIVE	I	am
	We	are
	You	
	They	
	He	Is
	She	
	It	

QUESTION FORM	Am	I...?
	Are	we... ?
		you ...
		they ...
	Is	he... ?
		she ...?
		it...?
NEGATIVE	I	am not
	We	are not (aren't)
	You	
	They	
	He	is not (isn't)
	She	
	It	

The verb *be* is used in the following patterns:

- 1) with a **noun**:

*I **am** a student of the Institute of Pharmacy.*

- 2) with an **adjective**:

*The students **are** happy to study at this Institute.*

- 3) as an auxiliary verb with the *-ing* form to make **the continuous** aspect

*We **are** studying English at the moment.*

- 4) with the *-ed* form to make **the passive** voice

The texts *are* read by the students.

5) with a **prepositional phrase**:

Ivan and his wife are from Andijan.

The verb "have" as a main verb

Pronouns	Affirmative sentence	Negative sentence	Question
I	I have books.	I do not have books.	Do I have books?
you	You have books.	You do not have books.	Do you have books?
he, she, it	He has books.	He does not have books.	Does he have books?
we, you, they	They have books.	They do not have books.	Do they have books?

PRACTISE YOUR GRAMMAR: THE VERBS «TO BE» AND «TO HAVE» IN PRESENT SIMPLE TENSE

Task 1. Write negative and interrogative sentences.

1. You are a pharmacy student.

- _____?

2. His friend is a first-year student.

- _____?

3. Chemistry is an interesting subject

- _____?

4. They are students of the pharmaceutical department.

- _____?

5. We are at the lecture in anatomy now.

- _____?

Task 2. Choose the correct form.

1. It__easy to study well.

A am **B** is **C** are

2. My best friends_____third- year students.

A am **B** is **C** are

3. We_nearly ready to start the experiment.

A am **B** is **C** are

4. _____it possible to know chemistry well?

A am **B** is **C** are

5. How much_____it?

A am **B** is **C** are

6. Who_____on the phone?

A am **B** is **C** are

7. Whose_____those books?

A am **B** is **C** are

8. Everybody_____working in the laboratory now.

A am **B** is **C** are

9. ___anybody there?

A am **B** is **C** are

10. ___Latin an interesting subject?

A am **B** is **C** are

Task 3. Put the verb "to be" in the correct form.

1. Their hostel _____ (to be) near the Institute.
2. They _____ (to be) second-year students?
3. My friends _____ (not to be) at the lecture in chemistry now.
4. We _____ (to be) members of scientific society.
5. It _____ (to be) a Latin class now?

Task 4. Put the verb "to have" in the correct form.

1. We (have\ has) a lot of books in English.
2. The teacher (have\ has) a new textbook.
3. My brother (have\ has) a great job.
4. Does he (have\ has) a Degree in Pharmacy?
5. They don't (have\ has) a lot of money.
6. My cousin and his wife (have\ has) three children.
7. Does your friend (have\ has) a sister?
8. Yes, my friend (have\ has) a sister.
9. My neighbor (doesn't have\ don't have) a big house.
10. They (doesn't have\ don't have) time to study every evening because they work at the chemist's shop.

Task 5. Complete the sentences with your personal information and tell about yourself.

1. I would like to introduce myself. My first name is__.
2. My surname is_____.
3. I am_____years old.
4. I am from_____, but now I live in_____.
5. I have a\an_____family. There are_____.
6. My mother is_____. She is____years old. Her job is_____.
7. My father is_____. He is____years old. His job is_____.

8. I have_____ (sisters\brothers). They are__.
9. I like_____.
10. I dislike_____.
11. As for me, I want to visit_____, because.
12. I think, I am a good student, because_____.

UNIT 3

<i>VOCABULARY AND READING</i>	Chemist's Shop
<i>GRAMMAR: AND PRACTICE</i>	The Noun and its Number
<i>SPEAKING</i>	Chemist's Shop

CHEMIST'S SHOP

TEXT

Vocabulary

chemist's department	kimyogar bo'limi
cold	sovuq
cough	yo'tal
dispensing pharmacist	tarqatuvchi farmatsevt
flu	gripp
headache	bosh og'rig'i
immediate	darhol
manager	menejer
medication	dorilar
prescription department	retseptlar bo'limi
replenishing	to'ldirish
therapeutic tools	terapevtik vositalar

to affect	ta'sir qilmoq
to compound	birikmoq
to dispense	tarqatmoq
to store	saqlash

Read and translate the text.

The production and sale of drugs is a big business in many countries. Drugs affect and alter health. So they play a prominent role in society, as well as drug industry as a whole. This role includes discovery of new drugs, their development into useful therapeutic tools and production and distribution of existing medicines.

Nowadays most drugs are prepared by pharmaceutical manufacturers and are distributed to the chemist's shops or hospitals in suitable dosage forms.

A chemist's shop is a specialized shop where drugs are compounded, dispensed, stored and sold. An average chemist's shop has a hall for visitors, departments for selling drugs and proper working rooms. There are usually two departments in a large chemist's shop. At the chemist's department one can have a medicine immediately, other drugs have to be ordered at the prescription department.

A chemist's shop also has an assistant room, a room for washing, drying and sterilization, an analytical laboratory, a room for dispensing medicines, a room for storing. There are some requirements for the storage of drugs. The drugs for immediate use should be kept in refrigerators. Some drugs should be stored in cool place and protected from light.

At the chemist's medicines are distributed according to the therapeutic effect: drugs for cough, cardiac medicines, drugs for headache, flu and cold, antihypertensive and antihypotensive remedies.

Because of his knowledge the pharmacist should provide information required for the safe and effective use of both prescription and over - the - counter medications when supplying them to patients. The pharmacist serves as an information source of all aspects of drugs to his colleagues in the medical, dental and nursing professions.

The personnel of a chemist's shop consist of a manager, who is the head of it, a dispensing pharmacist, who takes prescription and delivers drugs, a chemist controlling the prescription, a chemist - analyst controlling the effectiveness of the drugs prepared. There is also a pharmacist who is in charge of the supply of the necessary medications and its replenishing.

Task 1. Answer the questions.

1. Why is drug industry a big business in many countries?
2. What kind of role do drugs play in society?
3. Where are most drugs produced nowadays?
4. How are they distributed?
5. What is a chemist's shop?
6. What departments and rooms does an average chemist's shop include?
7. What drugs are sold there?
8. What dosage forms do you know?
9. Where are drugs kept at the chemist's shops?
10. What information can pharmacist provide people with?

Task 2. Find the synonym in another column.

- | | |
|------------------------|----------------------|
| 1) drug | a) to produce |
| 2) big | b) consumers |
| 3) to distribute | c) suitable |
| 4) to include | d) at once |
| 5) to affect | e) to write out |
| 6) to prepare | f) as well as |
| 7) to manufacture | g) to demand |
| 8) visitors | h) to apply |
| 9) proper | i) spot |
| 10) immediately | g) medicine |
| 11) to prescribe | k) large |
| 12) also, | l) to spread |
| 13) to require | m) to consist of |
| 14) to use | n) to have impact on |
| 15) place | o) to get ready |
| 16) to supply | p) to run |
| 17) source | q) origin |
| 18) to be in charge of | r) to provide |

Task 3. Match the pictures with the words in the box.

medicines

ointments

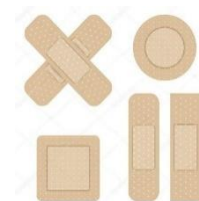
bandage

hot water bottle

cotton

mustard plaster

tincture



Task 4. Choose a suitable word given in the brackets to fill in each gap.

A chemist's shop (are\is) a medical institution in which you can have all the prescriptions made up and buy all the necessary things when you (are\is) ill. There (are\is) three types of chemist's shops in our country at present: municipal, hospital, private. All of them (are\is) licensed. (You\Your) can also buy some medicines at chemist's stalls. The chemist's shop consists of several (departments\ department): chemist's, wholesale, stock-in-trade and prescription department.

The prescription department provides medicines only by (the\a) doctor's prescriptions. Ready-made medicines such as tablets, drops as well as injection solutions (are\is) usually given out immediately at a patient's request. If (an\a) patient needs some ointment, a tincture or powders he can order them and will get the prepared medicines in some hours. Sometimes medicines (are\is) prepared in the presence of a patient having a prescription with the word "cito".

Task 5. Play the dialogue and make up a similar one.

AT THE PHARMACY

Pharmacist: Good morning, may I help you? Could you please fill this prescription for me? Have you taken this medicine before?

Customer: No I haven't.

Pharmacist: You have to take one pill three times a day for seven days.

Customer: Are there any side effects?

Pharmacist: Yes. You may feel dizzy.

Customer: What about precautions?

Pharmacist: Don't drive when you take this medicine. When will the prescription be ready? It'll be ready in a few minutes.

Customer: I've also had a runny nose for a couple of days, can you recommend something?

Pharmacist: This decongestant is very effective, but be careful using it. It causes drowsiness and you shouldn't drink any alcohol when taking it.

Customer: OK, I'll try it. I also need some band-aides and sun screen. Where are those?

Pharmacist: The band-aides are on aisle 3, on the left and the sun screen is on aisle 2, on the top shelf.

Customer: Thanks.

Pharmacist: Will that be all? That should do it. That comes to \$34.56.

Customer: That's expensive! Why so much?

Pharmacist: The prescription medication is expensive. It cost \$25.99. I may be able to get you a generic drug for about half that price, but I would have to consult your doctor first.

Here's your change. Have a good day

Task 6. Find Uzbek equivalents for some useful expressions from the dialogue.

1. May I help you?
2. I'd like to have this prescription filled.
3. What about precautions?
4. Can you recommend something?
5. Will that be all?
6. That's expensive!
7. To get smth for about half the price
8. Don't bother.
9. Here's your change.

Task 7. Match the words on the left with the correct meaning on the right.

___1) drowsy	a) feeling like you have to vomit
___2) nauseated	b) a kind of medicine used on skin
___3) pregnant	c) be more than
___4) precaution	d) a mother giving her milk to her baby
___5) dizzy	e) suggested
___6) nursing	f) sleepy
___7) exceed	g) expecting a baby
___8) recommended	h) amount of medicine to take
___9) dosage	i) feeling like everything is turning
___10) ointment	j) taking care so something bad doesn't happen



The fundamental difference between U.S. and U.K. pharmacies is that in the States, drugstores are shops where you can get not only medicines but also everyday essentials like cat food, cockroach traps and Christina Aguilera's new CD, 24 hours a day. In Britain, a chemist's shop is a place to pick up a prescription and get medications.



Prepare a speech about « Chemist's Shop », using the useful language from the table "The Structure of Your Speech. Useful Language". Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING</p> <p><i>Introduce what you are going to tell about</i></p>	<p>To begin with, I want to tell you about First of all, I want to tell you about</p> <p>I would like to tell you about</p> <p>My topic is / will be very important for you because ...</p> <p>Today I'd like to give you an overview of..</p>
<p>MAIN BODY</p> <p><i>Tell the main information</i></p>	<p>Initially, I want to tell you about Secondly, I have to say that</p> <p>Also, you have to know that I think,</p> <p>To my mind, ... In my opinion, ...</p> <p>I believe, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: THE NOUN AND ITS NUMBER



There are two numbers in Noun-Number: Singular and Plural. When we speak about one person and one thing, we use the noun in singular form. Single means one. Plural number is used when the noun refers to more than one item. Countable nouns have both singular and plural forms. Uncountable nouns and mass nouns do not normally have a plural form.

The regular plural ending of an English noun is **-s**.

<i>student</i>	<i>students</i>
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These are the exceptions to the normal pattern:

<i>singular ending</i>	<i>noun</i>	<i>plural ending</i>	<i>noun</i>
<i>-s, -ss, -ch, -x, -zz</i>		<i>-es</i>	
<i>focus</i>		<i>focuses</i>	
<i>church</i>		<i>churches</i>	

<i>box</i>	<i>boxes</i>
-o	-s or -es
<i>hero</i>	<i>heroes</i>
<i>piano</i>	<i>pianos</i>
<i>potato</i>	<i>potatoes</i>

consonant + y	-ies
<i>baby</i>	<i>babies</i>
<i>hobby</i>	<i>hobbies</i>
vowel + y	-s
<i>key</i>	<i>keys</i>
<i>ray</i>	<i>rays</i>
-f	-s or -ves
<i>hoof</i>	<i>hoofs or hooves</i>
<i>shelf</i>	<i>shelves</i>
<i>roof</i>	<i>roofs</i>
-fe	-ves
<i>knife</i>	<i>knives</i>
<i>life</i>	<i>lives</i>
<i>thief</i>	<i>thieves</i>

Irregular plurals

Some nouns have two plural forms.

<i>fish</i>	<i>fish or fishes</i>
-------------	-----------------------

Some of them have the same form in the singular and plural.

<i>a sheep</i>	<i>ten sheep</i>
<i>a deer</i>	<i>seven deer</i>

A few change a vowel to form the plural.

<i>man</i>	<i>men</i>
<i>woman</i>	<i>women</i>
<i>foot</i>	<i>feet</i>
<i>tooth</i>	<i>teeth</i>
<i>goose</i>	<i>geese</i>
<i>mouse</i>	<i>mice</i>
<i>louse</i>	<i>lice</i>

Some nouns form the plural with *-en*.

<i>child</i>	<i>children</i>
<i>ox</i>	<i>oxen</i>

Since it is not possible to give more than a selection of the irregular forms, you should check in a dictionary if you are in doubt. If the dictionary does not show the plural form, then you can assume that it is regular.

Compound nouns normally form the plural by adding *-s* to the last word of the compound.

<i>a bookcase</i>	<i>two bookcases</i>
<i>an Indian take-away</i>	<i>two Indian take-aways</i>

There are a few exceptions: A compound noun formed from a noun and an adverb makes the first word plural.

<i>a passer-by</i>	<i>several passers-by</i>
--------------------	---------------------------

Compound nouns with *woman* as the first word make both words plural.

<i>a woman doctor</i>	<i>several women doctors</i>
<i>a woman driver</i>	<i>most women drivers</i>

Pluralia Tantum and Singularia Tantum

Some nouns *only have a plural form*. They cannot be used with numbers. They include the names of certain tools, instruments and articles of clothing which have two parts.

They are called '*plurale tantum*,' (pluralia tantum), Latin for 'plural only' and used for 'a noun which is used only in plural form, or which is used only in plural form in a particular sense or senses.' These nouns are always treated grammatically as plurals.

Tools and instruments: *Binoculars, headphones, sunglasses, glasses, scissors, tweezers, pliers, forceps, shears, tweezers, and tongs.*

Clothing: *jeans, pyjamas, tights, knickers, shorts, trousers, pants, and clothes.*

A pair of: We can use 'pair of' to refer to one example of these nouns:

*I bought a new **pair of binoculars** last week.*

*That old **pair of trousers** will be useful for doing jobs in the garden.*

Other nouns which are always in plural form are the following ones:

Belongings, outskirts, clothes, premises (buildings), congratulations, savings (money), earnings, stairs, goods, surroundings, likes/dislikes, thanks, cattle .

Some nouns are used **only in the singular**, even though they end in -s. These include:

-the names of academic subjects: *classics, economics, mathematics/maths, physics;*

-the physical activities: *gymnastics and aerobics;*

-the diseases: *measles and mumps;*

-the word news.

Such nouns are called **singulare tantum** (or singularia tantum). It refers to nouns (in any specific sense) that has no plural form and is only used with singular verbs. It is frequently for **mass nouns** i.e. noun that normally cannot be counted like *advice, bread, knowledge, luck, work, money* etc.

Plurals of English nouns taken from Latin or Greek

English has borrowed many common words from Latin and Greek. In their original language the plurals of such words followed that language's rules:

datum – data bacterium – bacteria medium – media analysis – analyses nucleus – nuclei
phenomenon– phenomena

PRACTISE YOUR GRAMMAR: THE NOUNS AND ITS NUMBER

Task 1. Choose the correct answer

1. **The plural of “nucleus” is...**
 A nucleuses C nucleum
 B nuclei D It doesn't have a plural
2. **The plural of “experiment” is...**
 A experiments C experiment's
 B experimentes D It doesn't have a plural
3. **The plural of “box” is...**
 A boxs C boxes
 B boxen D It doesn't have a plural
4. **The plural of “tomato” is...**
 A tomatos C tomato's
 B tomatoes D tomato's
5. **The plural of “body” is...**
 A body's C bodys
 B bodies D bodyes
6. **The plural of “information” is...**
 A information C informations
 B informationes D It doesn't have a plural
7. **The plural of “gold” is...**
 A gold C golde
 B golde D It doesn't have a plural
8. **The plural of “sheep” is...**

A sheep

C sheep's

B sheeps

D It doesn't have a plural

9. The plural of "mouse" is...

A mouses

C mousis

B mice

D It doesn't have a plural

10. The plural of "ox" is...

A oxes

C oxen

B oxs

D It doesn't have a plural

11. The plural of "day" is...

A daes

C days

B dais

D day's

Task 2. Choose the correct form of the verb

1. His hair _____ (is\are) beautiful. 2. Genetics _____ (is\are) the science of the 21st century. 3. Such shorts _____ (is\are) in fashion now. 4. The analysis _____ (is\are) very important. 5. The trousers you bought yesterday _____ (is\are) too expensive. 6. New analytical scales (is\are) installed in our laboratory. 7. Their money _____ (is\are) in the bank. 8. Mice _____ (is\are) used in the experiment. 9. No news _____ (is\are) good news. 10. Her teeth _____ (is\are) healthy. 11. The data _____ (is\are) important.

Task 3. Make plurals.

- pill- _____
- textbook- _____

- fish - _____
- information- _____
- test-tube - _____
- watch - _____
- dish - _____
- lung - _____
- shelf - _____
- kidney - _____
- foot - _____
- wolf - _____
- person - _____
- analysis - _____
- yourself - _____
- goose - _____
- tomato - _____
- tissue - _____
- fox - _____
- thief - _____
- wife - _____
- bridge - _____
- day - _____
- hero - _____
- shop - _____
- nose - _____
- baby - _____
- deer - _____
- tree - _____
- man - _____
- flask - _____
- box - _____

- knife - _____
- child - _____
- family - _____
- manager - _____
- medication - _____
- prescription department - ____

UNIT 4

VOCABULARY AND READING	Text 1. Prescriptions Text 2. The English Prescription
GRAMMAR: THEORY AND PRACTICE	Adjectives. Degrees of Comparison
SPEAKING	Prescriptions. The English Prescription

PRESCRIPTIONS

TEXT 1

Vocabulary

abbreviations	qisqartmalar
frequency	chastota
to alleviate	yumshatish
to prescribe	buyurmoq
treatment	davolash

Read and translate the text.

A prescription is written by a doctor to give patients medicine needed to alleviate symptoms or stabilize a medical condition that might be chronic in nature. The prescription is written by a physician in order to tell the pharmacist which medication is required. These often include a number of prescription abbreviations. Prescriptions are used for medications that a doctor feels is necessary for treatment. These are legal documents that are required in order to receive

medicine which is prepared by the pharmacist in a pharmacy. Recommendations, on the other hand, are courses of action that a doctor feels will be helpful for the patient. These could include simple daily tasks such as taking a walk or eating more fruits and vegetables.

Prescriptions include:

Patient identifier: First and last name of the patient, as well as the date of birth (DOB).

Medication (also named "drug"): The medicine that is prescribed. **Strength:** How strong the medication prescribed is (50 mg, 100 mg, etc.). **Amount:** How often the patient should take the medicine.

How much: Number of pills, tablets, etc. provided.

Frequency: How often the patient should take the medicine.

Route: How the patient should take the medicine (by mouth, topical, sublingual, etc.).

Refills: How often the prescription should be renewed.

Signature: Signature of the physician writing the prescription.

Date: The day on which the prescription was written.

*Task 1. Answer
the questions.*

1. What is a prescription?
2. Why does a physician write a prescription?
3. What is the difference between a prescription and recommendations?
4. What information does a prescription include?

Task 2. Match the words from column A with synonyms from column B.

Column A	Column B
1) amount	a) medicine
2) chronic	b) illness, sickness, disease
3) drug	c) information that identifies a patient
4) easier said than done	d) how often something is done
5) frequency	e) how much
6) medical condition	f) person who has a license to prepare medications for patients
7) medication	g) recurring, happening again and again
8) patient identifier	h) doctor
9) pharmacist	i) idiomatic term used to refer to medicine
10) pharmacy	j) not easy to do
11) physician	k) to sleep enough to feel rested
12) prescription	l) licensed store which sells medicine that requires a prescription
13) to refill	m) to be relaxed
14) route	n) placed on the skin
15) strength	o) to take medicine by mouth
16) sublingual	p) to provide medicine again based on a prescription

17) to alleviate	q) order from a doctor for medicine
18) to get a good night's sleep	r) how medicine should be taken
19) topical	s) how strong the medicine is
20) to stabilize	t) under the tongue
21) to stay calm	u) to make easier, to relieve
22) to take a pill	v) to make regular

Task 3. Read and translate the dialogue. Dramatize it.

Dialogue: Giving a Prescription

Patient: ... what about the problems I've been having sleeping?

Doctor: I'm going to give you a prescription for some medicine to help you get a better night's sleep.

Patient: Thank you, doctor.

Doctor: Here, you can get this prescription at any pharmacy.

Patient: How often should I take the medicine?

Doctor: Just take one pill about 30 minutes before you go to bed.

Patient: How long should I take them?

Doctor: The prescription is for thirty days. If you're not sleeping well after thirty days, I'd like you to come back in.

Patient: Is there anything else I can do to help me sleep at night?

Doctor: Don't worry so much about things at work. I know, I know... easier said than done.

Patient: Should I stay home from work?

Doctor: No, I don't think that's necessary. Just remember to stay calm.

THE ENGLISH PRESCRIPTION

TEXT 2

Vocabulary

compound	birikma
curative	davolovchi
dispense	tarqatish
generic name	umumiy ism
identify	aniqlash
trade name	savdo nomi
unique	noyob

Read and translate the text.

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

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

The trade or brand name is the private property of the drug company. Most drugs have several trade names because each company producing the drug gives it a different name. It is

common practice to capitalize the first letter of a trade name.

The generic or official name is shorter than the chemical name. It is public property and any drug manufacturer may use it. There is only one generic name for each drug. The majority of physicians use trade names in prescriptions. Generic name should be used as the language of prescription. It is known to the specialists of medicine and pharmacy and it is not known to general public. For example, ampicillin is the generic name of a well-known antibiotic; alpha-aminobenzyl P- its chemical name; Omnipen, Penbritin, Polycillin, etc. are its trade names.

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

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

Task 1. Answer the questions.

1. When was the language of prescription unique in Great Britain?
2. Where is Latin used in prescriptions today?
3. What names does each drug have at present?
4. What is a brand name?
5. What is a generic name?
6. What is the structure of the English prescription?

Task 2. Complete the sentences with the necessary words from the text.

1. The trade name is usually known to the specialists of medicine and isn't known to _____.

2. Generic names are known to the specialists of _____ and _____. 3. The body of the prescription contains _____. 4. _____ drugs had only one official name. 5. Chemical names are difficult _____, hard _____, and difficult _____. 6. A prescription cannot be written without a very _____ knowledge of the dose effect of the drug.

Task 3. Read the Latin codes and their equivalents used in English prescriptions. Translate them into Uzbek.

a.c. - before meals

h - hour

i - one or one time

ne.rep. (n.r.) - means to the pharmacist that the prescription is not to be repeated

p.r.n. - as needed

Sig. - signature

i.i.stat. - two tablets at once

i.q. 4h. - one capsule every 4 hours

in - mix

tabs - tablets

t.i.d. - three times a day

i.d. - once a day

Task 4. Read the examples of the following English prescriptions, translate the codes.

Prescription I

Tel. ER5- 600 Reg. No. 198

Rupert Black, M.D. 230 Broad Street Philadelphia 1,
Philadelphia1 Name: Mrs. Anna White, age 45 Address: 619
Locust Street, Philadelphia, Philadelphia Tabs, Thyroid USP 30
mg2 Dispense: 60 Sig. Tabs.i.t. i.d.a.c.

Rupert Black, M.D. ne.rep.

Prescription II

Tel. ER5- 600

Rupert Black, M.D.230 Broad StreetPhiladelphia 1,
PhiladelphiaName: Mrs. John

W. Keyes, age 30Address: 525 East, 68th Sir., New York, New
York 10021Rx Theophylline 3 gm

Ephedrine Sulfate 0.6 gm

Phenobarbital 0.6 gm M. Divide into 30 capsules

Sig. Cap. i. of 4 h. p.r.n. Rupert Black, M.D. ne.rep.



You can't freeze helium simply by cooling it to absolute zero. It will freeze if you apply extremely intense pressure.



Prepare a speech about «The English prescription», using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences

■

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING</p> <p><i>Introduce what you are going to tell about</i></p>	<p>My topic is / will be very important for you because ...</p> <p>First of all, I want to tell you about I would like to tell you about</p> <p>Today I'd like to give you an overview of..</p>
<p>MAIN BODY</p> <p><i>Tell the main information</i></p>	<p>First of all, I want to tell you about Secondly, I have to say that Also, you have to know that I think,</p> <p>To my mind, ... In my opinion, ... I believe, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: ADJECTIVES AND THEIR DEGREES OF COMPARISON

You might know that **adjectives** are words that modify a noun or a pronoun; therefore adjectives are called modifiers in English. Sometimes modifiers are used to compare two or more people, things, actions, or qualities. This is called three degrees of adjectives.

Three Degrees of Comparison



1. The Positive Degree

The positive degree of an adjective makes no comparison.

- A *tall* building.
- She runs *fast*.
- This is a *beautiful* car.

2. The Comparative Degree

The comparative degree compares two people, things, activities or qualities.

- A *taller* building than this one.
- She runs *faster* than I do.
- This car is *more beautiful* than yours.

3. The Superlative Degree

The superlative degree compares a person, thing, activity or quality with the group.

- The *tallest* building in the town.
- She is the *fastest* runner among the students.
- This is the *most beautiful* car I have ever seen.

Rules for making comparatives and superlatives One syllable adjectives.

1. Form the comparative and superlative forms of a one-syllable adjective by adding **-er** for the comparative form and **-est** for the superlative.

One Syllable Adjectives

Positive	Comparative	Superlative
tall	taller	tallest
old	older	oldest
short	shorter	shortest

2. If the one-syllable adjective ends with an **-e**, just add **-r** for the comparative form and **-st** for the superlative form.

One Syllable Adjectives With an -e

Positive	Comparative	Superlative
large	larger	largest
wise	wiser	wisest
wide	wider	widest

3. If the one-syllable adjective ends with a single consonant with a vowel before it, double the consonant and add **-er** for the comparative form and double the consonant and add **-est** for the superlative form.

One Syllable Adjectives With Single Consonant and a Vowel Before it

Positive	Comparative	Superlative
thin	thinner	thinnest
big	bigger	biggest
sad	sadder	sadest

Two-syllable adjectives

1. With most two-syllable adjectives, you form the comparative with **more** and the superlative with **most**.

Two Syllable Adjectives

Positive	Comparative	Superlative
peaceful	more peaceful	most peaceful
careless	more careless	most careless
famous	more famous	most famous

2. If the two-syllable adjectives ends with **-y**, change the **y** to **"i"** and add **-er** for the comparative form, and for the superlative form change the **"y"** to **"i"** and add **- est**.

Two Syllable Adjectives Ends with -y

Positive	Comparative	Superlative
pretty	prettier	prettiest
happy	happier	happiest
angry	angrier	angriest

3. Two-syllable adjectives ending in **-er, -le, or -ow** take **-er** for comparative form and **-est** to for the superlative form.

Two Syllable Adjectives Ending in -er, -le or -ow

Positive	Comparative	Superlative
clever	cleverer	cleverest
narrow	narrower	narrowest
gentle	gentler	gentlest

Adjectives with three or more syllables.

For adjectives with three syllables or more, you form the comparative with **more** and the superlative with **most**.

Three Syllable Adjectives

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful

convenient	more convenient	most convenient
comfortable	more comfortable	most comfortable

Exceptions:

Some adjectives have irregular comparative and superlative forms.

Irregular Comparative and Superlative Forms

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
many	more	most
much	more	most
well	better	best
far	farther	farthest/furthest
little	less	least

Note: Two-syllable adjectives that follow two rules. These adjectives can be used with **-er** and **-est** and with more and most.

Two Syllable Adjectives Follow Two Rules

Positive	Comparative	Superlative
simple	simpler/more simple	simplest/most simple
clever	cleverer/more clever	cleverest/most clever
gentle	gentler/more gentle	gentlest/most gentle
quiet	quieter/more quiet	quietest/most quiet

PRACTISE YOUR GRAMMAR: ADJECTIVES AND THEIR DEGREES OF COMPARISON

Task 1. Make the comparative and superlative degrees.

1. Small _____
2. Nice _____
3. Short _____
4. High _____
5. Large _____
6. Clever _____
7. Heavy _____
8. Interesting _____
9. Difficult _____
10. Attentive _____
11. Bad _____
12. Little _____

Task 2. Make the positive degree.

1. Earliest _____
2. Worse _____
3. Most _____
4. Best _____
5. Largest _____
6. Shorter _____
7. Busier _____
8. Less _____
9. Better _____
10. Least _____
11. Nicer _____
12. Longest _____

Task 3. Put the adjectives in the correct form.

1. Diana is the _____ (good) student in the group.
2. The _____ (long) examination session is in the summer.
3. Our Institute is situated in the _____ (beautiful) street.
4. My friend got a _____
5. Our first-year _____ students study _____ (high) mark at the exam in chemistry than I. (bad) than the senior students.
6. Pharmacognosy is as _____ (difficult) as botany.
7. Pharmacology isn't so _____ (easy) as you say.

Task 4. Choose the best answer.

1. He is a _____ man.
A handsome
B more handsome
C the most handsome
2. He was _____ than the day before.
A good
B better
C the best
3. The way was _____ now than last time.
A long
B longer
C the longest
4. We were _____ to the yard than to the house.
A close
B closer
C the closest
5. My heart was _____.
A heavy

B heavier

C the heaviest

6. He is very loud, he should behave_____.

A more quietly

B quieter

C more quiet

7. His English is_____than mine.

A worst

B more worse

C worse

8. I speak French_____than Tom.

A fluentlier

B fluently

C more fluently

9. Tom usually answers_____than his brother.

A more honest

B honestlier

C more honestly

10. You must get up_____to do your morning exercises.

Task 5. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (big)_____than yours.

2. This is the (interesting)_____lecture I have ever heard.

3. Non-smokers usually live (long)_____than smokers.

4. Which is the (dangerous)_____substance in the lab?

5. A holiday by the sea is (good)_____than a holiday in the mountains.

6. It is strange but often a coke is (expensive)___than a beer.

7. Who is the (rich)_____woman on earth?
8. The weather this summer is even (bad)____than last summer.
9. He was the (clever)_____student of all.
10. This is the (difficult)_____experiment I have ever carried out.

Task 6. Complete the following sentences using the appropriate form of the adjective.

1. I visit my parents (more often/the most often) than my brothers do.
2. He thinks he always knows (better/best).
3. Out of all my siblings, I visit my parents (more often/the most often).
4. David did (worse/the worst) than he thought he would do on his test.
5. I did (worse/the worst) out of all the students on my test.
6. Out of all the students, Frank studied (less/the least), but got the best grade.
7. We argued (longer/the longest) than I thought we would.
8. My sisters laughed (louder/the loudest) out of the whole audience.
9. The two guys who enjoyed the game (more/most) were Tom and Robert.
10. George drives (more recklessly/the most recklessly) than his brother.

UNIT 5

VOCABULARY READING	AND	Text 1. Coldrex Tablets Text 2. Paracetamol
GRAMMAR: AND PRACTICE	THEORY	Present Simple Tense
SPEAKING		Drug Annotation

COLDREX TABLETS

TEXT 1

Vocabulary

administration stuffy	ma'muriyat
nose medical advice	burun
persist	tibbiy maslahat
storage reach exceed	davom eting
flu essential	saqlash
description	yetmoq
precaution	oshib ketish
	gripp
	muhim
	tavsif
	ehtiyot chorasi

Description

“Coldrex Tablets” are particularly effective against the symptoms of colds and flu because they are made to the special Coldrex formula. They contain the full- recommended dose of

paracetamol to ease aches and pains and to lower your temperature. There's phenylephrine to clear a stuffy nose. We've also added caffeine, mild stimulant to keep you going through your cold, and vitamin C - an essential vitamin your body often lacks during colds and flu.

Indications

"Coldrex Tablets" are indicated for the relief of the symptoms of cold and flu.

Administration

At the first sign of cold or flu, take "Coldrex Tablets" with water or a warm drink. To obtain maximum relief take "Coldrex" for the full course of your cold.

Dosage

ADULT: take 2 tablets up to 4 times a day.

CHILDREN 6-12 years: Take 1 tablet up to 4 times a day. Not suitable for children under 6 years of age.

Precautions

Not to be given to children under 6 years of age except on medical advice. **Do not take with other products containing paracetamol**

Contraindications

An allergic reaction to "Coldrex" is encountered very rarely.

Do not exceed the stated dose!

Some medicines do not combine. If you are receiving medicine from your doctor, ask his advice before taking "Coldrex". If symptoms persist, consult your doctor.

Storage

Store in dry place.

Keep out of the reach of children.

Task 1. Fill the gaps using the words from the box.

<i>particularly</i>	<i>temperature</i>	<i>added</i>
<i>contain</i>	<i>keep</i>	<i>lacks</i>

“Coldrex Tablets” are_____effective against the symptoms of colds and flu because they are made to the special Coldrex formula. They_____the full- recommended dose of paracetamol to ease aches and pains and to lower your _____. There’s phenylephrine to clear a stuffy nose. We’ve also _____caffeine, mild stimulant to_____you going through your cold, and vitamin C - an essential vitamin your body often_____during colds and flu. Contains paracetamol.

PARACETAMOL

TEXT 2

Vocabulary

contraindication	dekade	kontrendikatsiya
frequent		o'n yil
measuring spoonful		tez-tez
measuring capful		qoshiqni o'lchash
respectively		o'lchovli
renal insufficiency		navbati bilan
		buyrak yetishmovchiligi

General

The most frequent and thus most important analgesics applied by the doctor daily have been in use for decades. One of them is Paracetamol. It is distinguished by good analgesic and antipyretic properties and is well tolerated.

Composition

One tablet contains Paracetamol BP 500 mg;

One suppository contains Paracetamol BP 250 mg;

One measuring spoonful/measuring capful mixture (5ml) contains 120 mg and 200 mg respectively.

Indications

Any attacks of pain, such as headache, toothache, earache, - muscular pain, arthritis pain, traumatic pain, and post-operative pain, feverish conditions with grippal infections and other infectious diseases.

Severe renal insufficiency; caution with damaged liver.

Side Effects

Side effects are not to be expected when Paracetamol is administered in therapeutic doses. Avoid overdose and long-term treatment.

Administration and Dosage

Tablets: children (above 6 years) $\frac{1}{2}$ -1 tablet; adults 1-2 tablets.

Suppositories: infants 1-6 years one suppository.

Mixture: babies (2nd-12 month) $\frac{1}{2}$ -1 measuring spoonful/measuring capful.

The analgesic and antipyretic effect sets in after 30 min and will last for 3 to 4 hours.

Storage

Tablets: No special requirements.

Suppositories: Storing temperature is not above 25 C. Mixture: Protected from light.

Task 1. Make sentences with the following words.

overdosage _____

therapeutic doses _____

requirement _____

damaged liver _____

infectious diseases _____



Unlike many substances, water expands as it freezes. An ice cube takes up about 9% more volume than the water used to make it.



Prepare a drug annotation of a drug, using the useful language from the table "The Structure of Your Speech. Useful Language". Your speech must contain the most important information of the given topic.

THE STRUCTURE OF YOUR SPEECH.

USEFUL LANGUAGE.

The name of this drug is....

It is produced in the form of... (tablets, drops, suppositories, etc.). The composition of this drug is....

It is indicated for....

One should take this drug....

The dosage for adults is and for children is...

The drug is contraindicated for the patients with ... / In general there are contraindications, but it is better to consult your doctor before taking this drug. The stated dose is not to be exceeded.

The side - effects of this drug are / There are no side - effects.

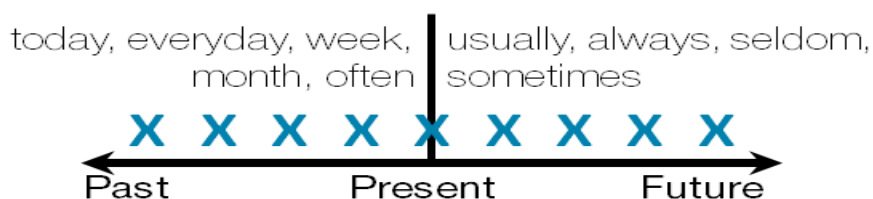
This drug should be stored (in a dry, cool, dark place).

It should be kept out of the reach of children. The shelf - life of this drug is....

One package contains....

GRAMMAR: PRESENT SIMPLE TENSE

Present Simple Tense



Verb or Verb + s/-es in 3 p.

The present simple tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**.

The present simple tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:
I like chemistry (habit); I work in Kiev (unchanging situation); Water boils at 100 degrees of Celsius (general truth)

- To give instructions or directions:
You walk for two hundred meters, then you turn left.

- To express fixed arrangements, present or future:
Your exam starts at 09.00

- To express future time, after some conjunctions: *after, when, before, as soon as, until*:
He'll give it to you when you come next Saturday.

- With verbs of the senses and mental processes:
I understand you now. He thinks that he wants to become a pharmacist.

PRACTISE YOUR GRAMMAR: PRESENT SIMPLE TENSE

Task 1. Write negative and interrogative sentences.

1. I study at the Institute of Pharmacy.

-

?

2. I always do my English homework.

-

?

3. He studies at the pharmaceutical department.

-

?

4. They like organic chemistry very much.

-

?

5. My best friend lives in a hostel.

-

?

Task 2. Open the brackets and write the correct forms of the verbs.

1. Anne _____ (like) studying biology.

2. We _____ (not\ watch) TV every day.

3. Students _____ (carry out) experiments very often.

4. They _____ (have) breakfast before 7 a.m.

5. _____ you _____ (study) at the Institute of Pharmacy?

6. Masha _____ (not\ play) computer games.

7. She _____ (have) shower in the mornings.

8. My friend _____ (speak) French.

9. My sister and I _____ (go) to the Institute by subway.

10. _____ your best friend _____ (live) in a hostel?

Task 3. Write questions in the Present Simple Tense.

1. _____ you _____ analytical chemistry? (to study)
2. _____ your teacher _____ the homework? (to check)
3. _____ you _____ photos when you are on holiday?
(to take)
4. _____ she _____ to English lessons regularly? (to go)
5. _____ they _____ good marks? (to get)

Task 4. Write do \ does \ am \ is \ are in the gaps.

1. _____ you tired?
2. _____ you study chemistry?
3. _____ you a student?
4. _____ you have a brother?
5. _____ she a student?
6. _____ she study chemistry?
7. _____ you have lessons every day?
8. _____ they at home?
9. _____ he at work?
10. _____ she speak English?
11. _____ you speak English?
12. _____ he an English teacher?
13. _____ it cold outside?
14. _____ you study biology?
15. _____ you understand me?

Task 5. Write the correct form of the verbs.

Chemistry _____ (to be) a branch of physical science that _____ (to study) the composition, structure, properties and change of matter. Chemistry _____ (to include) topics such as the properties of individual atoms, how atoms _____ (to form) chemical bonds to create chemical compounds and the interactions between substances through chemical reactions to form different substances.

Chemistry _____ (to be) sometimes called the central science because it _____ (to bridge) other natural sciences, including physics, geology and biology.

Task 6. Find and correct the mistakes in these sentences.

1. The Browns goes to the seaside every summer.

2. I doesn't understand the word "test-tube". What do this word mean?

3. British people drinks a lot of tea.

4. Do she studies at the Institueof Pharmacy?

5. My train leave at 09.30, so I need to be at the station by 9.

6. Does your groupmates arrives on Monday?

7. What time do the first double-period begins?

8. Do it take you 10 minutes to get to the Institute? – Yes, you are right.

9. We usually plays football but sometimes we plays volleyball or tennis.

10. Water freeze at 0°C (32°F).

UNIT 6

<i>VOCABULARY AND READING</i>	Text 1. The Chemical Laboratory Text 2. Laboratory Safety
<i>GRAMMAR: THEORY AND PRACTICE</i>	There is\ there are
<i>SPEAKING</i>	Chemistry Laboratory

THE CHEMICAL LABORATORY

TEXT 1

Vocabulary

a burette	buretka
a burner	yoquvchi
a flask	kolba
a funnel	huni
a test-tube	sinov naychasi
a vessel	kema
an acid	kislota
an alkali	gidroksidi
analytical balance	analitik balans

glassware	shisha idishlar
impurities	aralashmalar
to boil	qaynatmoq
to increase	oshirish
to melt	eritmoq
to occupy	egallamoq
to point out	ishora qilish
to record all the findings	barcha topilmalarni qayd etish
to write down carefully	diqqat bilan yozmoq
to carry out various experiments	turli eksperimentlarni o'tkazish
glassware for measuring	o'lchov uchun shisha idishlar
vapour pressure	bug' bosimi
melting point	erish nuqtasi

Read and translate the text.

The course of training at any pharmaceutical institute is impossible without practical classes in chemistry. They are held in the chemical laboratories. Students of our Andijan State Medical Institute carry out various experiments with different chemical substances there.

All members of my group prefer to attend practical classes. That's why we work in the chemical laboratory with great pleasure. We try to improve our knowledge in practice. Our chemical laboratory occupies a large and light room. It is well-ventilated because chemists often work with substances having strong and unpleasant odour. During our practical classes in chemistry, we study chemical and physical properties of

inorganic substances. Our students carry out different experiments and carefully record all the findings. Usually, they point out the title of the experiment and the date, the substances, describe reagents and the results.

The laboratory has its own equipment. It is equipped with special laboratory tables besides the demonstration table which stands between the two rows of tables and in front of them. In our experiments we use laboratory vessels and glassware of different kinds.

There are three groups of them in the laboratory: glassware for general use, glassware for special use and glassware for measuring. Students carry out experiments using test-tubes, funnels, flasks, retorts, burettes, graduated cylinders, measuring glasses and pipettes. They also have microscopes, analytical balances, distillators, burners to heat solutions and thermometers at hand. The most widely available reagents at our laboratory are acids (nitric, sulphuric), alkalis (potassium solution, sodium solution), oxides, organic salts, indicators (phenolphthalein, methylene orange). Among the subjects students study in the laboratory are density, viscosity, vapour pressure and others.

There are a lot of laboratories in our academy. The laboratory of inorganic chemistry is for identifying the properties of elements and inorganic substances. The first-year students have their practical classes there. The qualitative and quantitative analysis of organic and inorganic substances can be obtained in the laboratory of analytical chemistry. The laboratory assistant carries out experiments in the laboratory of organic chemistry. Here we can study the properties of organic substances and ways of their synthesis. There are two more

laboratories in our academy: the laboratory of quality control and the laboratory of juridical chemistry. In the latter one students can obtain the toxicological analysis.

The work in the chemical laboratory is of great importance. The findings obtained help people to keep their health and to increase their knowledge. It's well-known that the running water contains various impurities. We learn how to obtain distilled water with distillators. Our students also like to work with special vessels for the determination of molecular weights and for the determination of melting and boiling points.

To sum up, practical classes in chemistry are usually held in the chemical laboratories where students carry out various experiments using different chemical substances. Moreover, the work in the chemical laboratory is of great importance because it helps students to increase their knowledge and to get more practical training.

Task 1. Answer the questions.

1. Where are the practical classes in chemistry held?
2. What do students do in the chemical laboratories?
3. What kind of room does our laboratory occupy?
4. What do students study during our practical classes in chemistry?
5. What is the chemical laboratory equipped with?
6. What groups of vessels and glassware do you know?
7. What do students use when they carry out experiments?

Task 2. Combine the words of two columns.

- | | |
|---------------|---------------|
| 1) blank | a) cylinder |
| 2) graduated | b) point |
| 3) measuring | c) volumetric |
| 4) analytical | d) glass |
| 5) drying | e) weight |
| 6) molecular | d) cabinet |
| 7) boiling | e) balance |

<i>equipe</i>	<i>includes</i>	<i>flask</i>	<i>cleanlines</i>
<i>supplie</i>	<i>measurin</i>	<i>distille</i>	

Task 3. Fill the gaps.

- Every chemistry laboratory is _____ gas and water.
- The laboratory is _____ benches, shelves, racks, etc.
- Here you can see glassware for _____ use: test-tubes, flasks, beakers, etc.
- The glassware for _____: is burettes, pipettes, measuring glasses, etc.
- Volumetric _____ are used to measure specific volumes.
- _____ water is contained in large bottles.
- The work in the chemistry laboratory requires _____.

Task 4. Name the basic lab equipment in the pictures below.



1. _____



2.



3.



4.

Task 5. Choose a suitable word given in the brackets to fill in each gap.

The laboratory (have\has) its own equipment. It (are\is) equipped with special laboratory tables besides the demonstration table which stands between the two rows of tables and in front of (they\them).

In our experiments (us\we) use laboratory vessels and glassware of different kinds. There (is\are) three groups of them in the laboratory: glassware for general use, glassware for special use and glassware for measuring. Students (carry out\carry) experiments using test-tubes, funnels, flasks, retorts,

burettes, graduated cylinders, measuring glasses and pipettes. They also (have\has) microscopes, analytical balances, distillators, burners to heat solutions and thermometers at hand.

The most widely available reagents at our laboratory (are\is) acids, alkalis, oxides, organic salts, indicators.

Task 6. Look at the picture and write 5-7 sentences, describing what you can see in the picture.

LABORATORY SAFETY

TEXT 2

Vocabulary

a science room	fan xonasi
apparatus	apparati
beverage	ichimlik
disposal	yo'q qilish
equipment	uskunalar
exceptions	istisnolar
goggles	ko'zoynaklar
hazard	xavf
immediately	darhol
lab coat	laboratoriya paltosi
responsible	javobgar
rule	qoida
to avoid	oldini olish
to blow up	portlatmoq
to enter	kirmoq
to follow	ergashmoq

to fool around	aldanmoq
to notify	xabar berish
to observe	kuzatmoq
to poison	zaharlamog
to remove	olib tashlash
unsafe	xavfli
well-ventilated area	yaxshi havolantirilgan joy

Read and translate the text.

When you study chemistry, you would probably have to do experiments. It is important to know what you're doing as to avoid doing something silly like poisoning yourself or blowing up the lab! Therefore, you should first read and understand the below rules about working and behaving in the laboratory before doing any experiments.

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask your teacher before proceeding with the activity.
3. Never work alone in the laboratory. No student may work in the science classroom without the presence of the teacher.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
5. Perform only those experiments authorized by your teacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are not allowed.
6. Do not eat food, drink beverages, or chew gum in the

laboratory. Do not use laboratory glassware as containers for food or beverages.

7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.

8. Always work in a well-ventilated area.

9. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times.

10. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.

11. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for

water. Check with your teacher for disposal of chemicals and solutions.

12. Labels and equipment instructions must be read carefully before use. Set up and use the equipment as directed by your teacher.

13. Keep hands away from face, eyes, mouth, and body while using chemicals or lab equipment. Wash your hands with soap and water after performing all experiments.

14. Any time chemicals, heat, or glassware are used, students will wear safety goggles. No exceptions to this rule!



15. Contact lenses may not be worn in the laboratory.
16. Dress properly during a laboratory activity. Long hair, dangling jewelry, and loose or baggy clothing are hazard in the laboratory. Long hair must be tied back, and dangling jewelry and baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed on lab days.
17. A lab coat or smock should be worn during laboratory experiments.
18. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it seems. Do not panic.
19. If you or your lab partner is hurt, immediately (and loudly) yell out the teacher's name to get the teacher's attention. Do not panic.
20. If a chemical should splash in your eye(s) or on your skin, immediately flush with running water for at least 20 minutes. Immediately (and loudly) yell out the teacher's name to get the teacher's attention.
21. All chemicals in the laboratory are to be considered dangerous. Avoid handling chemicals with fingers. Always use a tweezer. When making an observation, keep at least 1 foot away from the specimen. Do not taste, or smell any chemicals.
22. Check the label on all chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
23. Never look into a container that is being heated.
24. Do not place hot apparatus directly on the laboratory desk. Always use an insulated pad. Allow plenty of time for hot apparatus to cool before touching it.

Task 1. Answer the questions.

1. What is laboratory safety?
2. How must students conduct themselves at all times in the laboratory?
3. Are there only written instructions of laboratory safety?
4. What must you do if you do not understand a direction or part of a procedure?
5. Can a student work alone in the laboratory?
6. Can a student touch any equipment when first entering a science room?
7. What must students wear any time chemicals, heat, or glassware are used?
8. May contact lenses be worn in the laboratory?
9. What must a student do if a chemical should splash in his\her eye(s) or skin?
10. What mustn't a student do with a container that is being heated?

Task 2. Tell about laboratory safety using the following word combinations.

To do experiments; to avoid poisoning yourself; to

understand the below rules; to work alone in the laboratory; not touch any equipment; experiments authorized by your teacher; a well-ventilated area; pranks are dangerous; drink beverages; equipment instructions; chemical waste; after performing all experiments; no sandals; report any accident; to be considered dangerous; if a chemical may splash in your eye(s); check the label; use an insulated pad.



Remember that temperature affects volume; therefore avoid using liquids that will fluctuate in temperature (hot water that will cool, for example).

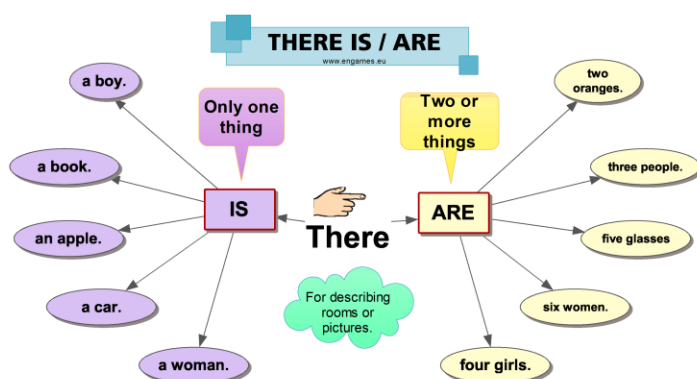


Prepare a speech about «Chemistry Laboratory», using the useful language from the table "The Structure of Your Speech. Useful Language". Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING</p> <p><i>Introduce what you are going to tell about</i></p>	<p>To start with, I want to tell you about I would like to tell you about</p> <p>My topic is / will be very important for you because ...</p> <p>Today I'd like to give you an overview of..</p>
<p>MAIN BODY</p> <p><i>Tell the main information</i></p>	<p>First of all, I want to tell you about Secondly, I have to say that</p> <p>Also, you have to know that I think,</p> <p>To my mind, ... In my opinion, ... I believe, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: THERE IS\ THERE ARE

The choice between the phrases there is and there are at the beginning of a sentence is determined by the noun that follows it. Use there is when the noun is singular ("There is a cat"). Use there are when the noun is plural ("There are two cats").



We use there is and there are when we first refer to the existence or presence of someone or something:

There is a letter on your desk. Julia brought it from the mail room.

~~Not: It's a letter on your desk.~~

There are three Japanese students in my class.

"There is" is a singular form.

There is a new cafe in the center of Andijan.

"There are" is the plural form of "there is":

There are two new buildings next to the Institute.

PRACTISE YOUR GRAMMAR: THERE IS\ THERE ARE

Task 1. Write negative and interrogative sentences.

1 There is the Andijan State Medical Institute in Andijan.

- _____?

- 2 There are new English textbooks.
- _____?
- 3 There is the pharmaceutical department.
- _____?
- 4 There are a lot of students in the classroom.
_____?
- 5 There is a scientific journal on the desk.
- _____?

Task 2. Complete the sentences using "is" or "are".

1. There____thirty students in my group.
2. There____some books in my bag.
3. There____some computers in the library.
4. There____a blackboard in the classroom.
5. There____a CD player on our teacher's desk.
6. There____some textbooks.
7. There____some dictionaries in the classroom.

Task 3. Read this conversation and underline the correct phrase.

Man: Excuse me. I'm new to the neighborhood. My name's Mirzo. *Woman:* Welcome to our neighborhood, Mirzo. My name's Masha. *Man:* Nice to meet you. *Is there \ Are there a drugstore* near here?

Woman: Yes, *there is \ there are*. In fact, *there is \ there are* two. One's on this street and one's on the corner of the next street.

Man: Thanks, and *are there \ is there* any banks?

Woman: No, *there aren't \ there isn't*, but there *is \ there are* a cashpoint machine at the supermarket next to the drugstore on this street.

Man: Thanks a lot.

Prepare a speech about «Pharmacy», using the useful language from the table "The Structure of Your Speech. Useful Language". Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	To begin with, I want to tell you about I would like to tell you about My topic is / will be very important for you because ... Today I'd like to give you an

	overview of..
MAIN BODY <i>Tell the main information</i>	Initially, I want to tell you about ... Secondly, I have to say that ... Also, you have to know that I think, ... To my mind, ... In my opinion, ... I believe, it is important to know that ...
SUMMARY <i>Sum it up</i>	Finally, ... I'd like to finish/end by saying... To conclude...

GRAMMAR: PRONOUNS SOME, ANY, NO

		
SOME	ANY	NO NOT ANY
<i>There are <u>some</u> books.</i>	<i>Are there <u>any</u> books?</i>	<i>There are <u>no</u> books.</i> <i>There are <u>not any</u> books.</i>

We use **some** and **any** with uncountable nouns and plural nouns. The general rule is that you use "some" in positive sentences and "any" in negative sentences and questions.

*I have **some** prescriptions to buy in a chemist's shop. I don't have **any** textbooks in Organic chemistry.*

*Do you have **any** test-tubes to carry out an experiment?*

PAY ATTENTION! "**some**" is used in questions when offering or requesting something that is there.

*Would you like **some** coffee? (offer) – Could I have **some** water? (request)*

When we use **some** in a question, we show what we are offering the other person, but not asking a question.

We use "**any**" in questions and negative sentences.

*Do you have **any** questions about this topic? Are there **any** drugstores in this area?*

*He hasn't got **any** questions.*

We use "**no**" in positive sentences, but with a negative meaning (without using "not").

*Thi students have **no** problems with this topic.*

COMPOUND USES OF SOME, NO AND ANY

SOME, ANY, NO – FORMING COMPOUNDS

	AFFIRMATIVE	INTERROGATIVE	NEGATIVE	AFFIRMATIVE SENTENCE WITH NEGATIVE MEANING
THINGS	SOMETHING	ANYTHING	ANYTHING	NOTHING
PEOPLE	SOMEONE SOMEBODY	ANYONE ANYBODY	ANYONE ANYBODY	NO-ONE NOBODY
PLACES	SOMEWHERE	ANYWHERE	ANYWHERE	NOWHERE

PAY ATTENTION! The rules for using these compound words are the same as the rules for using some and any.

*He needs to find **somewhere** to live in Andijan. I didn't know **anyone** at the conference.*

***No one** at the conference said a word about this invention.*

PRACTISE YOUR GRAMMAR: PRONOUNS SOME, ANY, NO

Task 1. Choose the correct option.

1. Have you got____English friends?
a) some
b) any
c) no

2. No, I haven't got__English friends.
a) no
b) some
c) any

3. As for me, I have__new books in biochemistry.
a) some
b) any
c) no

4. He has__time at all.
a) some
b) any
c) no

5. Did you pass_tests in analytical chemistry last week?
- a) some
 - b) any
 - c) no
6. Would you like___orange juice?
- a) some
 - b) any
 - c) no
7. Unfortunately, the professor has_time left to answer more questions.
- a) some
 - b) any
 - c) no
8. Have you ever written_scientific articles?
- a) some
 - b) any
 - c) no
9. Have you got_____textbooks in microbiology?
- a) some
 - b) any
 - c) no
10. Yes, I have_textbooks in microbiology.
- a) some
 - b) any
 - c) no

11. Have you got____water? I am really thirsty.
- a) some
 - b) any
 - c) no
12. No, I do not have_____water.
- a) some
 - b) any
 - c) no
13. I want to find____one who wants to cooperate with me in writing a new article.
- a) some
 - b) any
 - c) no
14. I will live_where in London. It does not matter to me.
- a) some
 - b) any
 - c) no
15. There is_body in the classroom at the moment. It is empty.
- a) some
 - b) any
 - c) no

16. Are you looking for ___thing in particular?
- a) some
- b) any
- c) no

Task 2. Fill in the blanks below to complete the sentences. Use 'some' or 'any'.

1. I do not need _____ advice from you. I am old enough to use my head.
2. He does not have _____ pens, but I have _____ pens.
3. Our teacher did not give us _____ homework yesterday.
4. I am tired. Do we have _____ time to take a nap?
5. A: Do they have _____ library cards?

B: No, they don't have _____.

6. Pavel wants to buy _____ new books.
7. Excuse me, I need _____ information about the next conference.
8. I need _____ help with my homework.
9. The teacher has _____ questions that he wants to ask you. _____
10. Unfortunately, I do not have _____ time to discuss it. _____
11. I am sorry, but we have _____ time. We are in a hurry.
12. Dima read _____ interesting books last month.

Task 3. Underline the correct option.

1. There is *someone / anyone* in the classroom.
2. There is *anything / nothing* on the shelf.
3. Can I tell you *something / nothing*?

4. He did not tell me *anything* / *something* about this accident.
5. *No one* / *Anyone* came to visit her in a hospital.
6. *Anybody* / *Somebody* called her yesterday.
7. Did you go *anywhere* / *nowhere* last weekend?

Task 4. Choose and write "something", "anything" or "nothing" in the following sentences.

1. He's hungry, but there's _____ to eat in the fridge!
2. I don't want to talk about _____.
3. I can see _____ on the desk. What is it?
4. "Pardon? What did you say?" – " _____".
5. Is there _____ interesting to watch on TV tonight?
6. _____ important happened yesterday.

Task 5. Correct the mistakes if there are any.

1. I am sure, Mr. Paterno did not tell you nothing about the conference.
2. The doctors have never done something to hurt him.
3. Let me explain something to you.
4. Have your read some articles by this outstanding professor?
5. Who told you that he did not write some books?
6. I need something to talk to.
7. I cannot confirm nothing now.
8. Do you have some questions?
9. Would you like any coffee?
10. I did not have nothing to do at the weekends so I was bored.

UNIT 7

VOCABULARY	AND	History of Pharmacy
READING		
GRAMMAR:	THEORY	Past Simple Tense
AND		
PRACTICE		
SPEAKING		History of Pharmacy

HISTORY OF PHARMACY

TEXT

Vocabulary

ancient	qadimiy
chemical compound	kimyoviy birikma
compilation	jamlama
drugstore	dorixona
eventually	oxir-oqibat
for instance	masalan
key discovery	kalit kashfiyoti
medicinal substance	dorivor modda
mode of action	harakat rejimi
origin	kelib chiqishi
papyrus (pl. papuri)	papirus (pl. papuri)
pharmaceutical company	farmatsevtika kompaniyasi
pharmacy	dorixona
preparation	tayyorgarlik
prescription book	retseptlar kitobi
property	mulk

prepresentative	vakil
substantially	asosan
to appear	paydo bo'lmoq
to distribute	tarqatmoq
to issue a decree	farmon chiqarish
to set up	o'rnatish
treatise	risola
valuable	qimmatli
various	turli xil

Read and translate the text.

The history of pharmacy as an independent science is relatively young. The origins of pharmacy dates back to the first third of the nineteenth century. The earliest known compilation of medicinal substances was an Indian treatise. However, the earliest text as preserved dates to the 3rd or 4th century AD. India has a great history of medicine and patient care.

Ancient Egyptian pharmacological knowledge was recorded in various papyri such as the Ebers Papyrus of 1550 BC, and the Edwin Smith Papyrus of the 16th century BC. In Ancient Greece there was a group of experts in medicinal plants. Probably the most important representative was Diocles of Carystus (4th century BC). He is considered to be the source for all Greek pharmacotherapeutic treatises between the time of Theophrastus and Dioscorides. The Latin translation De Materia Medica (Concerning medical substances) was used as a basis for many medieval texts, and was built upon by many middle eastern scientists during the Islamic Golden Age.

The advances made in the Middle East in botany and

chemistry led medicine in medieval Islam substantially to develop pharmacology. Muhammad ibn Zakarīya Rāzi (Rhazes) (865-915), for instance, acted to promote the medical uses of chemical compounds. Al-Biruni (973-1050) wrote one of the most valuable Islamic works on pharmacology entitled *Kitab al-Saydah* (The Book of Drugs), where he gave detailed knowledge of the properties of drugs and wrote about the role of pharmacy and the functions and duties of the pharmacist. Ibn Sina (Avicenna), too, described no less than 700 preparations, their properties, mode of action and their indications. In Europe pharmacy-like shops began to appear during the 12th century. In 1240 emperor Frederic II issued a decree by which the physician's and the apothecary's professions were separated.

The first pharmacy in Europe (still working) was opened in 1241 in Trier, Germany. In Europe there are old pharmacies (opened in 1317) still operating in Dubrovnik, Croatia and one in the Town Hall Square of Tallinn, Estonia dating from at least 1422. The oldest is claimed to be set up in 1221 in the Church of Santa Maria Novella in Florence, Italy, which now houses a perfume museum. The medieval Esteve Pharmacy, located in Llívia, is also now a museum dating back to the 15th century, keeping old prescription books and antique drugs.

The earliest drugstores date to the Middle Ages. The first known drugstore was opened by Arabian pharmacists in Baghdad in 754, and many more soon began operating throughout the medieval Islamic world and eventually medieval Europe. By the 19th century, many of the drugstores in Europe and North America had eventually developed into larger pharmaceutical companies.

Most of today's major pharmaceutical companies were founded in the late 19th and early 20th centuries. Key discoveries of the 1920s and 1930s, such as insulin and penicillin, became mass-manufactured and distributed. Switzerland, Germany and Italy had particularly strong industries, with the UK, US, Belgium and the Netherlands.

Task 1. Answer the questions.

1. When does the origins of pharmacy date back to?
2. Where was the earliest known compilation of medicinal substances found?
3. Where was a group of experts in medicinal plants found?
4. What was Muhammad ibn Zakarīya Rāzi famous for?
5. When and where was the first pharmacy opened in Europe?
6. When were most of today's major pharmaceutical companies founded?
7. Is the history of pharmacy young or old?
8. Is pharmacy connected to the medicine?
9. What countries have a great history of medicine and patient care?
10. What country was pharmacology developed in?
11. When pharmacy-like shop began to appear?
12. When the earliest drugstores appeared?
13. When did insulin and penicillin become mass-manufactured?

Task 2. Match these words with their English equivalents from the text.

mustaqil fan, tibbiyot, dorivor o'simliklar, kimyoviy birikmalar, farmakoterapevtik risolalar, retseptlar kitobi, retseptlar, dorixonalar, farmatsevtika kompaniyalari, dori retsepti, qadimiy dorilar.

Task 3. Look at these synonyms. Give your own examples.

Adjective	Opposite (Adj.+ prefix)	Opposite (different word)
correct	incorrect	wrong
usual	unusual	strange/rare
formal	informal	casual
expensive	inexpensive	cheap
kind	unkind	cruel
intelligent	unintelligent	stupid
interesting	uninteresting	boring
fashionable	unfashionable	out of date

Task 4. Match these words and phrases with their definitions.

1)herbal medicine	A) a medicine; a medicament; the act or process of treating with medicine; administration of medicine
2) acupuncture	B) the process of accepting personal responsibility to keep ourselves healthy, and well physically, emotionally, mentally and spiritually

3) self-healing	C) restoring and maintaining health through the stimulation of specific points on the body
4) folk medicine	D) the study and use of medicinal properties of plants
5) medication	G) longstanding remedies passed on and practiced by lay people

Task 5. Write a translation of the following text.

Pharmacy (from the Greek φάρμακον = remedy) is a transitional field between the health sciences and the chemical sciences, as well as the profession charged with ensuring the safe use of medications. Traditionally, pharmacists have compounded and dispensed medications based on prescriptions from physicians. More recently, pharmacy has come to include other services related to patient care, including clinical practice, medication review, and drug information. Some of these new pharmaceutical roles are now mandated by law in various legislatures. Pharmacists, therefore, are drug therapy experts, and the primary health professionals who optimize medication management to produce positive health outcomes.



Every year on October 23 from 6:02 am to 6:02 pm, chemistry students, and chemists celebrate Mole Day in honour of Avogadro's number (6.02210^{23}), the number of carbon atoms in 12 grams of carbon.



Prepare a speech about « History of Pharmacy », using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	<p>To start with, I want to tell you about I would like to tell you about</p> <p>My topic is / will be very important for you because ...</p> <p>Today I'd like to give you an overview of..</p>
MAIN BODY <i>Tell the main information</i>	<p>Firstly, I want to tell you about As well as, I have to say that</p> <p>Also, you have to know that In my opinion, ...</p>
SUMMARY <i>Sum it up</i>	<p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: PAST SIMPLE TENSE

The **past simple** is a verb tense that is used to talk about things that happened or existed before now. We use **the simple past** to describe an action that started in the past and ended in the past. It could be something that happened twenty years ago or something that happened two minutes ago. It started. It stopped. It's over.

*This scientist **wrote** one of the most valuable Islamic works on pharmacology.*

*The author of this book **gave** detailed knowledge of the properties of drugs and*

***wrote** about the role of pharmacy and the functions and duties of the pharmacist.*

For **regular verbs**, we add *-ed* to the base form of the verb (*work-worked*) or *-d* if the verb already ends in *e* (*move-moved*).

Positive sentences	<i>I, she, he, it, you, we, they</i>	<i>worked.</i>	
Negative sentences	<i>I, she, he, it, you, we, they</i>	<i>did not (didn't)</i>	<i>work.</i>
Questions	<i>Did</i>	<i>I, she, he, it, you, we, they</i>	<i>work?</i>

In **regular one-syllable verbs** with a single vowel followed by a consonant, we double the final consonant when adding *-ed* to make the past simple:

*stop: The bus **stopped** suddenly. plan: Who **planned** this trip?*

PAY ATTENTION! Check these spelling rules of regular verbs.

Regular verbs

Spelling rules	Examples
base form + ed	walk → walk ed play → play ed
verbs ending in -e + d	like → lik ed move → mov ed
verbs ending in a consonant + y ↓ change y → i + ed	carry → carri ed study → studi ed
Some verbs ending in a single consonant + the second last letter is a vowel → double the last letter + ed	plan → plan ned stop → stop ped

Many verbs are *irregular*. Each one has to be learnt. The verb form is the same for all persons (I, you, she, he, it, we, they), and we make questions and negatives with irregular verbs in the same ways as for regular verbs.

Positive sentences	<i>I, she, he, it, you, we, they</i>	wrote	<i>a prescription.</i>
Negative sentences	<i>I, she, he, it, you, we, they</i>	did not (didn't)	<i>write.</i>
Questions	Did	<i>I, she, he, it, you, we, they</i>	write?

PAY ATTENTION! Check the forms of irregular verb "TO BE" in Past Simple Tense.

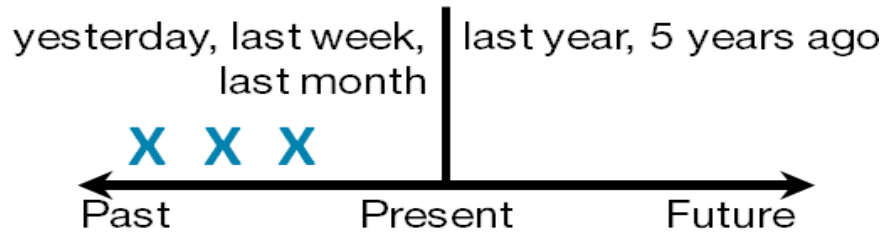
AFFIRMATIVE		NEGATIVE		INTERROGATIVE	
I	WAS	I	WASN'T	WAS	I ... ?
YOU	WERE	YOU	WEREN'T	WERE	YOU ... ?
HE	WAS	HE	WASN'T	WAS	HE ... ?
SHE		SHE			SHE ... ?
IT		IT			IT ... ?
WE	WERE	WE	WEREN'T		WE ... ?
YOU		YOU		WERE	YOU ... ?
THEY		THEY			THEY ... ?

The earliest drugstores *were* in the Middle Ages.

When and where *was* the first pharmacy opened in Europe?

PRACTISE YOUR GRAMMAR: PAST SIMPLE TENSE

Past Simple Tense



Verb + ed or Irregular V2.

Task 1. Write negative and interrogative sentences.

1. I graduated from the Institute of Pharmacy.
- _____?
2. She passed her exams very well.
- _____?
3. They obtained a new substance yesterday.
- _____?
4. He shut the window and went out.
- _____?
5. We finished medical college last year.
- _____?

Task 2. Write the correct forms of the verbs in the Past Indefinite.

<ul style="list-style-type: none"> • To be - • To cost - • To buy - • To cut - • To fall - • To study - • To stop - • To understand - • To drink - 	<ul style="list-style-type: none"> • To do - • To leave - • To drive - • To work - • To stay - • To make - • To forget - • To carry out - • To go -
---	--

Task 3. Open the brackets and write the correct forms of the verbs.

1. Last June Irina _____ (go) to the USA for three weeks.
2. _____ you _____ (study) English last year?
3. He _____ (stay) at the hotel last year.
4. I _____ (not have) much time for talking.
5. Last month my groupmates _____ (go) to a conference.
6. _____ they _____ (obtain) a new substance last week?
7. He _____ (not\ visit) Scotland with his friends last holiday.
8. My best friend _____ (want) to be a pharmacist when he _____ (to be) 10 years old.
9. When we _____ (to be) at college, my teacher always _____ (tell) us to eat healthy food.
10. I _____ (not\ carry out) experiment last

lesson.

Task 4. Write *was\were\did* in the gaps.

1. Who__your teacher last term? 2._she your student last term?
3. ____you at work yesterday morning?
4. ____you at the department last Friday?
5. Where_____ you work in 1999?
6. What time _____ you get up last Sunday?
7. ____you go out last Friday?
8. ____the head of department at work yesterday morning?
- 9.___you have many students yesterday?

Task 5. Write the correct forms of the verbs using *Past Simple*.

1. Marie Curie _____(to be) born in 1867 and _____(die) in 1934. Marie Curie _____(receive) the Nobel Prize in Chemistry in 1911 for her discovery of radium and polonium. She _____(to be) able to isolate and study the compounds and nature of radium.
2. Alessandro Volta _____(to be) the first person to isolate methane gas. He _____(discover) that methane mixed with air _____(can) be exploded using an electric spark. He also _____(find out) that electric potential in a capacitor is directly proportional to electric charge.
3. Louis Pasteur _____(to be) born in 1822 and_(die) in 1895. In addition to developing the process of Pasteurization, Louis Pasteur ____ (discover) the

assymetrical molecular structure on certain. He____
 _____(make) some of the earliest vaccines for rabies and
 anthrax, and the reduction of a bacterial infection in what__(to
 be) known as puerperal fever.

4. Alfred Nobel (1833-1896)_____(to be) famous for
 inventing the dynamite. Alfred Nobel____(to be) a chemist,
 innovator, engineer, and arms manufacturer. One of his earliest
 inventions_____(include) the gas meter. At one
 time, he__(have) nearly 350 patents on various items.

5. Mario Molina (1943)_____(discover) the ozone hole in
 the Antarctic. He

_____(get) the Nobel Prize in Chemistry in 1995.

Molina also

_____(co-discover) the harm that
 chlorofluorocarbons

_____(have) on the ozone layer.

UNIT 8

VOCABULARY AND READING	On the History of Chemistry in Uzbekistan
GRAMMAR: THEORY AND PRACTICE	Pronouns <i>many, much, (a) few, (a) little</i>
SPEAKING	On the History of Chemistry in Uzbekistan

ON THE HISTORY OF CHEMISTRY IN UZBEKISTAN

TEXT

Vocabulary

density	zichlik
impact	ta'sir
manufacture	ishlab chiqarish
odour	hid
property	mulk
qualitative analysis	sifatli tahlil
raw materials	xom ashyolar
substance	modda
to deliver a lecture	ma'ruza qilish
to determine	aniqlash uchun
to influence	ta'sir qilmoq
to research	tadqiqot qilish

Read and translate the text.

The Tashkent Pharmaceutical Institute was founded on July 16, 1937 according to the order of the Republic of Uzbekistan National Commissariat of Public Health Services № 155. This event gave the basis for training specialists on pharmacy not only in Uzbekistan but in some Central Asian republics. The program for forming the structure of higher pharmaceutical education and training pharmacists has been created.

From 1937 the duties of directors were carried out by Shurpe E.Y., Arkhangelsky P.F., Valinsky A.S. and in 1938 Nedrit P.A. became the director. Then till 2001 the duties of rectors were carried out by Tagirov K.H., professor Sohboyev D.S., academician Turakulov Y.H., professors Rakhimov H.R., Azizov M.A., Kholmatov Kh.Kh., Zakirov U.B., Tashmukhamedov E.R. and academician Iskandarov S.I., professors Yunuskhodjayev A.N., Djalilov X.K., Alimdjanov I.I., Doctor of Medical Sciences K.S.Rizaev.

The historical event for the Tashkent Pharmaceutical Institute was the gaining independence of the Republic of Uzbekistan. The Institute together with stage-by-stage reforms spent in the Republic creatively works on carrying out the National Program on personnel training, renewal of material-technical basis and performing educational-methodical, scientific, spiritual-enlightenment work, working out the educational plans, standards and programs. During this period of time there have been founded industrial pharmacy faculty, pharmacists' improving qualification faculty and also the new directions of professional education such as biotechnology, clinical pharmacy and cosmetic pharmacy were opened.

For the years of its existence the institute has become not only the centre of pharmaceutical education but the centre of science. Nowadays together with gradually realization of the new pharmaceutical educational concept there has been conducting the purposeful researches on the Republic of Uzbekistan urgent medicinal politics problems. The Scientific Centre on medicinal preparations standardization equipped with up-to-date apparatus has been organized in the Institute. The main directions of the centre are: the remedies quality control, their standardization, studying specific pharmacological properties, conducting before-clinical researches, working out the normative-technical documentation for remedies registration on the territory of Uzbekistan. For the short period of time about 10 preparations have been instilled into production.

The Institute successfully conducts scientific-pedagogical staff training. This training is realized by means of postgraduate and doctoral studies. The Specialized Council on the master's theses and the theses for a doctor's degree protecting has been created.

From 1992 the special journal "Chemistry and Pharmacy" has been regularly publishing. It became the mirror of pharmaceutical science and practice in our republic. Nowadays the journal has a new name "Pharmaceutical Journal". The website www.farjur.uz of the magazine was created.

The Institute collaborates with WHO European department in the special project for Central Asian countries on pharmaceutical education reforming, as well as with higher educational institutions and organizations of Russia, Kazakhstan, Ukraine, Pakistan, India and China.

Task 1. Answer the questions.

1. How did the foundation of Tashkent pharmaceutical Institute influence the development of chemistry in Uzbekistan?
2. What were the chemists of the 19th century mostly interested in?
3. What is professors famous for?
4. When was "Pharmaceutical Journal" published?
5. Who started the development of analytical chemistry in Uzbekistan?

Task 2. Complete the sentences with the words from the box.

<i>scientific</i>	<i>qualitative</i>	<i>raw materials</i>
<i>properties</i>	<i>density</i>	<i>manufacture</i>

1. At that time chemistry had an applied character and paid much attention to the _____ of glass, dyes, sugar and to the analyses of _____
2. The sphere of professor Beketov's _____ interests included general regularities of chemical processes and metallic _____ of hydrogen.
3. In 1904 professor Sohboyev D.S defined tasks of _____ analysis.
4. The physical methods are based on physical properties of samples: colour, _____, odour, etc.

Task 3. Prepare the report about the outstanding scientists of your faculty or Institute.



Today, there are approximately 20,731 pharmacies in the Uzbekistan alone. Still, openings of new pharmacies mean the numbers are constantly changing. The number of pharmacies available per capita is rather high (1.8–2.0).



Prepare a speech about « An outstanding pharmacist of Ukraine », using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences.

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING</p> <p><i>Introduce what you are going to tell about</i></p>	<p>To begin with, I want to tell you about First of all, I want to tell you about</p> <p>I would like to tell you about</p> <p>My topic is / will be very important for you because ...</p> <p>Today I'd like to give you an overview of..</p>
<p>MAIN BODY</p> <p><i>Tell the main information</i></p>	<p>Initially, I want to tell you about Secondly, I have to say that</p> <p>Also, you have to know that I think,</p> <p>To my mind, ...</p> <p>I believe, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: PRONOUNS *MANY, MUCH, (A) LITTLE, (A) FEW*

1. When do we use *much* and when *many*?

- **much:** uncountable nouns (*milk, marmalade, money, time etc.*)
- **many:** countable nouns (*bottles of milk, jars of marmalade, dollars, minutes etc.*)

Examples:

- *How much money have you got?*
- *How many dollars have you got?*

In informal English these questions are often answered with **a lot of, lots of**. There is no much difference between the two phrases.

2. When do we use *a little/little* and when *a few/few*?

- **a little:** non countable nouns (*milk, marmalade, money, time etc.*)
- **a few:** countable nouns (*bottles of milk, jars of marmalade, dollars, minutes etc.*)

Examples:

- *He has a little money left.*
- *He has a few dollars left.*

We use *few* and *little* **without the article *a*** to point out a more negative meaning.

Examples:

- **A few** students of our school know this. (*There are some student who know it.*)
- **Few** students know this. (*It is almost unknown.*)

PRACTISE YOUR GRAMMAR: PRONOUNS MANY, MUCH, (A) LITTLE, (A) FEW

Task 1. Choose the correct answer “a few” or “a little”.

1. _____electricity
2. _____suitcases
3. _____rice
4. _____water
5. _____bottles of water
6. _____coal
7. _____scarves
8. _____gold
9. _____dollars
10. _____sand

Task 2. Choose the correct answer “few” or “little”.

1. This president had_____power.
2. She spoke_____English. It was nearly impossible to understand her.
3. They got_____complaints.
4. I'm sorry, but I have _____time to waste. problems.
5. He is lucky. He has _____

6. They have _____ interest in politics.
7. There's very _____ communication between them.
8. _____ children understood the difference.
9. We had _____ hope that his sister would survive.
10. Very _____ students studied Latin last year.

Task 3. Choose the correct answer "much" or "many". Mind countable and uncountable nouns.

1. How _____ students are there in your group?
2. How _____ pocket money do you get per week?
3. How _____ time is left?
4. How _____ sisters does Ella have?
5. How _____ coins did you find yesterday?
6. How _____ water is in this bottle?
7. How _____ crosswords did she solve correctly?
8. How _____ milk do they have for breakfast?
9. How _____ experiments were carried out last week?
10. How _____ coffee do your parents drink per day?

Task 4. Insert "much" or "many".

1. You can see _____ test-tubes near the laboratory.
2. You mustn't eat so _____ bananas.
3. You mustn't drink so _____ coffee.
4. He bought _____ furniture for his new flat.
5. This work won't take _____ time.
6. Have we got _____ apples for the children?
7. I don't like _____ salt in the salad.
8. My little sister speaks _____ that's why we call her «a chatter box».

Task 5. Put in the correct pronouns (*much, many, little, few*).

1. He isn't very popular. He has _____ friends.
2. Ann is very busy these days. She has _____ free time.
3. Did you take _____ photographs when you were on holidays?
4. I'm not very busy today. I haven't got _____ to do.
5. The museum was very crowded. There were too _____ people.
6. Most of the town is modern. There are _____ old buildings.
7. The weather has been very dry recently. We've had _____ rain.

UNIT 9

VOCABULARY	AND	The Future of Pharmacy
READING		
GRAMMAR:	THEORY	Future Simple Tense
AND		
PRACTICE		
SPEAKING		The Future of Pharmacy

THE FUTURE OF PHARMACY

TEXT

Vocabulary

care-giver	g'amxo'rlik qiluvchi
challenge	qiyinchilik
collaboration	hamkorlik
compassion	rahm-shafqat
consistency	izchillik
consistent use	izchil foydalanish
evidence	dalil
health profession	sog'liqni saqlash
	kasbi
integral	ajralmas
long-term conditions	uzoq muddatli
	shartlar
particular	xususan
partnership	shariklik
profound	chuqur
requirement	talab
shift	siljish
to assume	taxmin qilmoq
to improve	yaxshilash
to shape	shakllantirmoq
to supply	etkazib berish

Read and translate the text.

Pharmacy, as the third largest health profession, has a central role in assuring the safe and consistent use of medicines and as a provider of wider care. Pharmacists are working in collaboration with many other healthcare organizations to shape the future of pharmacy. In the coming decades, they are expected to become more integral within the health care system. Pharmacists are currently playing a much bigger part in helping patients get the best from their use of medicines. A broader role for pharmacists as care-givers will be central to securing the future of pharmacy.

The role of pharmacy is changing, with a particular focus on the shift from dispensing and supply towards services that help people to get the most from their medicines and stay well. Future models of care delivered through pharmacy depend fundamentally on what is happening, and likely to happen, in the wider national health system. The system faces profound challenges, related to the economic context, and the requirement is to improve the quality of care for patients, and in particular for those living with long-term conditions. Pharmacists are to assume the role of supporting patients with effective medicines use and by serving as care-givers in the health system, working in close partnership with other health and social care professionals as well as with patients. There is a stronger focus on assuring and improving the quality of care – all health care providers must get better at finding out what patients want and need, and delivering this with safety, consistency and compassion. Pharmacy will have to make its case for delivering new models of care, based on evidence of cost and clinical effectiveness.

Task 1. Answer the questions.

1. Who do pharmacists work in collaboration with?
2. Where are pharmacists playing a bigger part now?
3. When are they expected to become more integral within the health care system?
4. What is the role of pharmacy?
5. What profound challenges does the system face?
6. What can happen in pharmacy in the future?

Task 2. Translate each of the words into Uzbek.

Practitioner, diagnosis, physiology, research, science, development, determine, therapy, terminology, feeling, efficiency, problem, experience, patient, residency.

Task 3. Translate each of the words into English.

Sog'liqni saqlash tizimi, klinik dorixona, takomillashtirish, bemorlarni parvarish qilish ko'nikmalari, bemorlarni parvarish qilish, etkazib berish, davolashni muvofiqlashtirish.

Task 4. Read and translate the following information.

In most jurisdictions (such as the United States), pharmacists are regulated separately from physicians. These jurisdictions also usually specify that only pharmacists may supply scheduled pharmaceuticals to the public, and that pharmacists cannot form business partnerships with physicians or give them "kickback" payments. However, the American Medical Association (AMA) Code of Ethics provides that physicians may dispense drugs within their office practices as long as there is no patient exploitation and patients have the right to a written prescription that can be filled elsewhere. 7 to 10 percent of American physicians' practices reportedly dispense drugs on their own.



The future of pharmacy has been an ongoing discussion for some years, which is connected with artificial intelligence. Artificial intelligence (AI) makes it possible for machines to learn from experience, adjust to new inputs and perform human-like tasks.



Prepare a speech about «The Future of Pharmacy», using the useful language from the table “The Structure of Your Speech. Useful Language”. Your speech must contain the most important information of the given topic and be no less than 10 sentences.

■

■

■

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	<p>I would like to tell you about</p> <p>My topic is / will be very important for you because ...</p> <p>Today I'd like to give you an overview of..</p>
MAIN BODY <i>Tell the main information</i>	<p>Initially, I want to tell you about Secondly, I have to say that</p> <p>Also, you have to know that I think,</p> <p>To my mind, ...</p> <p>I believe, it is important to know that</p>
SUMMARY <i>Sum it up</i>	<p>Finally, ...</p> <p>I'd like to finish/end by saying... To conclude...</p> <p>Before I finish I'd finally like to say...</p>

GRAMMAR: FUTURE SIMPLE TENSE

The future simple refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The future simple is used:

To predict a future event:

It will rain tomorrow.

• With I or We, to express a spontaneous decision:

I'll pay for the tickets by credit card.

- To express willingness:

I'll do the washing-up.

He'll carry your bag for you.

- In the negative form, to express unwillingness:

The baby won't eat his soup.

I won't leave until I've seen the manager!

- With **I** in the interrogative form using "**shall**", to make an offer:

Shall I open the window?

- With **we** in the interrogative form using "**shall**", to make a suggestion:

Shall we go to the cinema tonight?

- With **I** in the interrogative form using "**shall**", to ask for advice or instructions:

What shall I tell the boss about this money?

- With **you**, to give orders:

You will do exactly as I say.

- With **you** in the interrogative form, to give an invitation:

Will you come to the dance with me?

Will you marry me?

Note: In modern English **will** is preferred to **shall**. **Shall** is mainly used with **I** and **we** to make an offer or suggestion, or to ask for advice (see examples above). With the other persons (**you, he, she, they**) **shall** is only used in literary or poetic

situations, e.g. *"With rings on her fingers and bells on her toes, She shall have music wherever she goes."*

Forming the future simple

The future simple tense is composed of two parts: *will/shall* + the infinitive without *to*

	Affirmative	Negative	Interrogative	Interrogative Negative
I	will see	I won't see	Will I see?	Won't I see?
*I	shall see		*Shall I see?	
You	will see	You won't see	Will you see?	Won't you see?
He	will see	He won't see	Will he see?	Won't he see?
We	will see	We won't see	Will we see?	Won't we see?
*We	shall see		*Shall we see?	
They	will see	They won't see	Will they see?	Won't they see?

**Shall is dated, but it is still commonly used instead of "will" with the affirmative or interrogative forms of I and we in certain cases (see above).*

PRACTISE YOUR GRAMMAR: FUTURE SIMPLE TENSE

Task 1. Write negative and interrogative sentences

1. I shall graduate from the Andijan State Medical Institute next year.

- _____?

2. My groupmate will pass the final exams next Monday.

- _____?

3. They will go to the dean's office tomorrow.

- _____?

4. He will talk to the dean very soon.

- _____?

5. We shall finish medical college in a year.

- _____?

Task 2. Open the brackets and write the correct forms of the verbs.

1. I think we ____ two return tickets tomorrow. (to buy)

2. The test __ at ten tomorrow. (not\ to be)

3. My groupmate ____ to Canada next summer. (to go)

4. ____ we __ the test next Monday? (to have)

5. I ____ you in the evening. (to phone)

6. I'm sure our 3-day tour __ more than 5000 grivnas. (to cost)

7. Our English teacher says that we __ the test tomorrow.
(not\ have)

8. ____ your groupmate ____ you with your homework? (to help)

9. We __ an experiment tomorrow at the lesson. (to carry out)

10. ____ you ____ analytical chemistry next

Friday? (to have)

11. My working day_____at six o'clock. (to begin)
12. I____breakfast at seven o'clock. (to have)
13. I____home at half past seven and__to Institute. (to leave\ to go)
14. I____a bus to the Institute. (not \ to take)
15. Classes__at eight. (to begin)
16. We__four classes tomorrow. (to have)
17. Our group____Latin Language next Tuesday. (to have)

Task 3. Complete the sentences. Write 'll or won't.

1. We have organic chemistry today and we_____have it tomorrow too.
2. Ann's brother is thirteen. He_____be fourteen on his next birthday.
3. I bought a lottery ticket, but I_____win.
4. My dad is thirty-nine. He_____be forty on his next birthday.
5. My sister Mary is fifteen. She_____be sixteen until next year.
6. My groupmate Igor is clever. He_____pass all his exams.
7. It's raining now. But it_____be sunny later.
8. Masha and Tanya are always late for classes. They_____arrive until nine o'clock

Appendix 1.

CHEMICAL SYMBOLS, FORMULAE & EQUATIONS

Symbols

Symbol	Name	Pronunciation
Ac	Actinium	/ækt'ɪniəm/
Ag	Silver	/'sɪlvə/
Al	Aluminium	/æljʊ'mɪniəm/
Am	Americium	/əmə'risiəm/
Ar	Argon	/'ɑ:ɡɒn/
As	Arsenic	/'ɑ:snɪk/
At	Astatine	/'æstəti:n/
Au	Gold	/'gəʊld/
B	Boron	/'bɔ:rən/
Ba	Barium	/'bæəriəm/
Be	Beryllium	/bə'rɪliəm/
Bh	Bohrium	'bɔ:riəm/
Bi	Bismuth	/'bɪzməθ/
Bk	Berkelium	/'bɜ:klɪəm/
Br	Bromine	/'brəʊmi:n/
C	Carbon	/'kɑ:bən/
Ca	Calcium	/'kælsiəm/
Cd	Cadmium	/'kælmɪəm/
Ce	Cerium	/'si:riəm/
Cf	Californium	/kæli'fɔ:niəm/
Cl	Chlorine	/'klɔ:ri:n/
Cm	Curium	/'kju:riəm/
Co	Cobalt	/'kəʊbɔlt/
Cr	Chromium	/'krəʊmiəm/
Cs	Caesium	/'si:ziəm/
Cu	Copper	/'kɒpə/
Db	Dubnium	/'dʌbniəm/

Ds	Darmstadtium	/dɑ:m'stætiəm/
Dy	Dysprosium	/dis'prəʊziəm/
Er	Erbium	/'ɜ:bɪəm/
Es	Einsteinium	/aɪn'staɪniəm/
Eu	Europium	/ju:'rəʊpiəm/
F	Fluorine	/'flʊəri:n/
Fe	Iron	/'aɪən/
Fm	Fermium	/'fɜ:miəm/
Fr	Francium	/'frænsiəm/
Ga	Gallium	/'gæliəm/
Gd	Gadolinium	/gædə'liɪniəm/
Ge	Germanium	/dʒə'meɪniəm/
H	Hydrogen	/'haɪdrədʒən/
He	Helium	/'hi:liəm/
Hf	Hafnium	/'hæfniəm/
Hg	Mercury	/'mɜ:kjʊri/
Ho	Holmium	/'həʊlmiəm/
Hs	Hassium	/'hæsiəm/
I	Iodine	/'aɪədi:n/
In	Indium	/'ɪndiəm/
Ir	Iridium	/ɪ'riɪdiəm/
K	Potassium	/pə'tæsiəm/
Kr	Krypton	/'kriptən/
La	Lanthanum	/'lænθənəm/
Li	Lithium	/'liθiəm/
Lr	Lawrencium	/lə'rensiəm/
Lu	Lutetium	/lju:'ti:fəm/
Md	Mendelevium	/mendə'liɪviəm/
Mg	Magnesium	/mæg'ni:ziəm/
Mn	Manganese	/'mæŋgəni:z/

Mo	Molybdenum	/mə'libdənəm/
Mt	Meitnerium	/maɪt'nɜ:riəm/
N	Nitrogen	/'naɪtrədʒən/
Na	Sodium	/'səʊdiəm/
Nb	Niobium	/naɪ'əʊbiəm/
Nd	Neodymium	/ni:əʊ'dɪmiəm/
Ne	Neon	/'ni:n/
Ni	Nickel	/'nikəl/
No	Nobelium	/nəʊ'bi:liəm/
Np	Neptunium	/nep'tju:niəm/
O	Oxygen	/'ɒksɪdʒən/
Os	Osmium	/'ɒzmiəm/
P	Phosphorus	/'fɒsfərəs/
Pa	Protactinium	/prəʊtæk'tɪniəm/
Pb	Lead	/'led/
Pd	Palladium	/pə'leɪdiəm/
Pm	Promethium	/prə'mi:θiəm/
Po	Polonium	/pə'ləʊniəm/
Pr	Praseodymium	/preɪziəʊ'dɪmiəm/
Pt	Platinum	/'plætɪnəm/
Pu	Plutonium	/plu:'təʊniəm/
Ra	Radium	/'reɪdiəm/
Rb	Rubidium	/ru:'bɪdiəm/
Re	Rhenium	/'ri:niəm/
Rf	Rutherfordium	/rʌðə'fɔ:diəm/
Rg	Roentgenium	/rɒnt'geniəm/
Rh	Rhodium	/'rəʊdiəm/
Rn	Radon	/'reɪdɒn/
Ru	Ruthenium	/ru:'θi:niəm/
S	Sulphur	/'sʌlfə/

Sb	Antimony	/ 'æntɪməni /
Sc	Scandium	/ 'skændiəm /
Se	Selenium	/ sə 'li:niəm /
Sg	Seaborgium	/ si: 'bɔ:giəm /
Si	Silicon	/ 'sɪlɪkən /
Sm	Samarium	/ sə 'mɛəriəm /
Sn	Tin	/ 'tɪn /
Sr	Strontium	/ 'strɒntiəm /
Ta	Tantalum	/ 'tæntələm /
Tb	Terbium	/ 'tɜ:biəm /
Tc	Technetium	/ tek 'ni:ʃiəm /
Te	Tellurium	/ tə 'luəriəm /
Th	Thorium	/ 'θɔ:riəm /
Ti	Titanium	/ ti 'teɪniəm /
Tl	Thallium	/ 'θæliəm /
Tm	Thulium	/ 'θju:liəm /
U	Uranium	/ ju 'reɪniəm /
Uub	Ununbium	/ ju: 'nʌnbɪəm /
Uuh	Ununhexium	/ ju:nən 'heksiəm /
Uuo	Ununoctium	/ ju:nə 'nɒktiəm /
Uup	Ununpentium	/ ju:nən 'pentɪəm /
Uuq	Ununquadium	/ ju:nən 'kwɒdiəm /
Uut	Ununtrium	/ ju: 'nʌntriəm /
V	Vanadium	/ və 'neɪdiəm /
W	Tungsten	/ 'tʌŋstən /
Xe	Xenon	/ 'zenɒn /
Y	Yttrium	/ 'ɪtriəm /
Yb	Ytterbium	/ ɪ 'tɜ:biəm /
Zn	Zinc	/ 'zɪŋk /
Zr	Zirconium	/ zɜ: 'kəʊniəm /

Formulae

CO₂	Carbon dioxide
CO	Carbon monoxide
NO₂	Nitrogen dioxide
N₂O	Dinitrogen oxide
NO	Nitrogen oxide
N₂O₄	Dinitrogen tetroxide
SO₂	Sulphur dioxide
SO₃	Sulphur trioxide
H₂SO₄	Suphuric acid
HCl	Hydrochloric acid
HNO₃	Nitric acid
PCl₅	Phosphorus pentachloride

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YAKHSHIBOYEVA GULBAHOR OYBEK KIZI

ENGLISH IN PHARMACY



“Nashr matbaa uyi”