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ПЕРЕДМОВА

З розвитком охорони здоров'я відбуваються зміни в фармацевтичній освіті, значно ширшими стають функції фармацевтичного персоналу. Важливу роль у формуванні нової моделі фармацевтичного спеціаліста відіграє іноземна мова як один з важливих компонентів професійної підготовки сучасних фармацевтичних фахівців. Володіння іноземною мовою для майбутнього фармацевта стає його значущою особистісною характеристикою, що передбачає здатність вступати в ділову комунікацію як в професійній так і в суспільній сферах, дає можливість вдосконалювати свій професійний та культурний рівень, а також проектувати творчий підхід до майбутньої фахової діяльності.

Збірка контрольних робіт призначена для самостійної роботи з іноземної мови для студентів фармацевтичного факультету заочної форми навчання вищих медичних закладів освіти України.

Метою збірки контрольних робіт є навчання іноземної мови для спеціальних цілей, сприяння розвитку та удосконаленню умінь і навичок студентів з оволодіння професійною лексикою, збагачення знань з хімії та фармації, формування умінь культури фахового мовлення. Пропонована збірка контрольних робіт має практичну орієнтацію пов'язана, насамперед, з професійною освітою студентів-фармацевтів.

Структурна організація збірки контрольних робіт зумовлена сутністю і специфікою читання як комунікативного процесу, пов'язаного з аналітико-синтетичною обробкою інформації, поданої у текстах фахової тематики.

Збірка контрольних робіт складається з 15-ти варіантів контрольних робіт. В кожному варіанті приділяється увага розвитку лексичних та граматичних навичок, що дозволяє активізувати всі аспекти мовленнєвої діяльності фармацевтів : читання, переклад, усне та письмове мовлення, які є базисом для формування фахового мовлення фармацевтів.

Тексти пристосовано до виконання навчальних завдань з професійної мовної підготовки студентів-фармацевтів за рахунок скорочення інформації та спрощення.

Лексичний склад текстів забезпечує тематичну спадкоємність і достатньо високу повторюваність, що сприяє формуванню фахової комунікації фармацевтів. Запропоновані завдання до текстів керують розумовими діями фармацевтів під час самостійної роботи, сприяють вирішенню мовленнєвих завдань.

Досконале вивчення навчального матеріалу, старанне виконання завдань сприятиме виробленню вмінь і розвитку навичок формулювати і висловлювати свої думки, аналізувати факти і висловлювати свої погляди.

ЗМІСТ

1. **ПЕРЕДМОВА……. 1**
2. **ЗМІСТ…….. 3**
3. Контрольна робота №1…….. 6
4. Контрольна робота №2…….. 11
5. Контрольна робота №3…….. 16
4. Контрольна робота №4…….. 21
5. Контрольна робота №5…….. 26
6. Контрольна робота №6…….. 31
7. Контрольна робота №7…….. 36
8.Контрольна робота №8…… 41
9. Контрольна робота №9…… 47
10. Контрольна робота №10…… 53
11. Контрольна робота №11…… 59
12. Контрольна робота №12…… 64
13. Контрольна робота №13…… 69
14. Контрольна робота №14…… 74
15. Контрольна робота №15…… 79
16. **ПЕРЕЛІК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ……. 84**
17. ПРИМІТКИ

Контрольна робота
Варіант 1

I. Read the text. Translate it into Ukrainian (in written)

Herb

Herb is a low-growing plant that has a fleshy or juicy stem when it is young. The stems of some herbs develop hard woody tissue when they grow old. Most herbs are perennials. The tops of plants die each growing season, but the roots remain alive and produce new plants year after year. Some herbs are annuals. They live for only one growing season and must be raised from seed each year.

The word "herb" comes from the Latin word "herba", meaning grass, green stalks, or blades. Botanists use the word to mean any plant with soft, succulent tissues.

Some herbs are used in cooking to flavour foods. Others give scents to perfumes. Still others are used for medicines. Some herbs, such as balm and sage, are valued for their leaves. Saffron is picked for its buds and flowers, fennel seeds are used in relishes and seasoning. Vanilla fruit pods yield vanilla flavouring. Ginseng is valued for its aromatic roots.

People often grow herbs in their gardens. Many kinds of herbs can also be raised indoors. The plants grow well with little care. Gardeners plant herbs in good soil that has been well cultivated. They choose a sunny spot that is easily accessible. When herbs begin to grow, the gardener keeps the soil loose and free from weeds. The leaves, stems, or seeds of herbs can be used fresh, or they can be dried for later use. Dried herbs can be pounded to a fine powder, placed in airtight containers, and then stored.

Although herbs have little food value, they make food tasty and more flavourful. Cooking with herbs has become a culinary art, and it adds great variety to any menu.

II. Fill in the gaps using words and phrases from the text.

1. The … of some herbs develop hard … when they grow old.
2. Botanists use the word to mean any plant with soft, … tissues.
3. Some herbs are used in cooking to … foods.
4. When herbs begin to grow, the gardener … and free from weeds.
5. Although herbs have little …, they make food tasty and more flavourful.

III. Fill in prepositions where necessary.

1. The tops of plants die each growing season, but the roots remain alive and produce new plants year… year.
2. The word "herb" comes … the Latin word "herba".
3. Some herbs give scents … perfumes.
4. Saffron is picked … its buds and flowers.
5. The plants grow well … little care.

IV. Correct the wrong statements.

1. Annuals live for *some* growing seasons and must be raised from seed each year.
2. Vanilla fruit pods are valued for its aromatic roots.
3. Fresh herbs can be pounded to a fine powder, placed in airtight containers, and then stored.
4. Although herbs have immense food value, they make food tasty and more flavourful.
5**.** Gardening herbs has become a culinary art, and it adds great variety to any menu.

V. Give as much information as you can about "The development of modern Botany" (10-15 sentences) – in written.

VI. Fill in the gaps with the form of the article where necessary.

1. Herbarium is … organized collection of dried plants.
2. Herbaria serve … important function in … study of plants.
3. They offer … easy way to examine many different kinds of … plants of one particular … kind.
4. Each specimen is labeled with its name, … place and date of collection, … name of the collector.
5. … largest collection is held by … herbarium of the Royal Botanic Gardens in England.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. The flowers of poppies are admired for … delicate beauty and gracefulness.
2. The tiny seeds have no narcotic properties. … also yield oil used in preparing some foods for human consumption.
3. The Iceland poppy is widely cultivated in gardens. … long-lasting flowers are various shades.
4. Opium comes from the young capsules of the opium poppy where seeds develop. To obtain …, workers scratch the capsules late in the day.
5. The milky juice that seeps out solidifies overnight, and is collected the next day. … takes 120,000 capsules to yield about 10 to 18 kilograms of opium.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Bad		
Little		
Much/many		
long		
Famous		

Difficult		
Pretty		
Hot		

IX. Write the readings in words:

Example: 375 –three hundred and seventy five

1. 305 –
2. 13^{th} –
3. 2014 (year) –
4. 2.35 –
5. 1/8 -

X. Underline the correct form of the verb.

1. Their friends *go / are going* for a walk in the yard daily.
2. I usually *dress / am dressing* at seven o'clock.
3. We *discuss / are discussing* a difficult problem now.
4. *Are/ Do* they *speaking / speak* English now?
5. I'll stay here until he *returns / will return*.

XI. Rewrite the following sentences in the Passive Voice.

Example: The girls have prepared this delicious cake (cake).
– The delicious cake has been prepared by the girls.

1. The students wrote these interesting texts about the classes.
2. Many people study English at language schools.
3. Bad sleeping affects productivity and health.
4. The students will prepare their assignment on analytical Chemistry.
5. They will install a new computer centre in the University.

XII. Put general questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- Do the students of Pharmacy study English at the University?

1. Victor and Mike study Pharmacognosy at the University every afternoon.
2. Some of the University professors teach their classes on line.
3. Many students were paying attention to the news about the foundation of the scientific society on Organic Chemistry.
4. Diana is thinking about getting a new job with a big pharmaceutical company.
5. The patient has just taken an aspirin.

XIII. Put special questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- What subject do the students of Pharmacy study at the University?

1. This Professor has written 16 books.
2. She's read the book you gave her last month.
3. We moved into this flat two months ago.
4. Our group is listening to a lecture on Botany now.
5. Part-time students will be back for their next session in spring.

XIV. Put the following sentences in the negative form.

Example: The students of Pharmacy study English at the University.
- The students of Pharmacy don't study French at the University.

1. Part-time students of Pharmacy write four test-papers on English.
2. Students studied on Sundays last year.
3. Look! Ann has made a lot of mistakes in her test.
4. My friend is helping me with my homework now.
5. Tomorrow we will be going home at this time.

XV. Reorder the sentences as in the example.

Example: gardening/ he /collapsed /when /he/ was
- He collapsed when he was gardening.

1. nurse / assessed / the / his / injury/ he/ hospital/ arrived/ to
2. was / she/ street /her/ when/ hit /crossing /a /the /car/
3. he/ was/ operation/ lot / a/ in /the/ before/ pain / of
4. he /diagnosis/ a/ careful/ made/ the /after/ examination
5. house/ phone/ the/ was/ when/ the/ rang/ I/ leaving

XVI. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore ; Therefore; However; This chapter / abstract has examined macroeconomics datar; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Illegal drugs

Drugs are any chemical substances that effect a physical, mental, emotional, or behavioral change in an individual. Drug abuse is the use of any licit or illicit chemical substance that results in physical, mental, emotional, or behavioral impairment in an individual. Illegal drugs are drugs whose possession and use is forbidden by law due to their harmfulness and, usually, lack of therapeutic use.

The most common illegal drugs are: cannabis, cocaine, hallucinogens, opium, heroin, depressants, stimulants, etc.

In many countries, drug smuggling carries a severe penalty, including the death penalty. In 2011, two people were sentenced to death in Malaysia for trafficking 1 kilogram of cannabis into the country. On March 30, 2012, three Filipinos were executed by the Chinese government for drug trafficking.

In the USA, Federal law states that first time offenders be sentenced to a minimum term of imprisonment averaging 1 to 3 years.

Drug trafficking is widely regarded as the most serious of drug offences around the world.

Контрольна робота
Варіант 2

I. Read the text. Translate it into Ukrainian (in written):

Plants

Plants vary greatly in size and form. Almost in every part of the world, we see such plants as flowers, grass, and trees.

Without plants, there could be no life on the Earth. The oxygen in the air we breathe comes from plants. The food that we eat comes from plants or from animals that eat plants. We build houses from timber. Much of our clothing is made from the fibres of the cotton plant. They also add beauty and pleasure to people's lives.

Scientists believe there are more than 350,000 species of plants. They divide all living things into five main groups called kingdoms. These kingdoms are (1) plants, (2) animals, (3) fungi, (4) protists, and (5) monerans. Scientists group organisms in a particular kingdom because of certain basic characteristics. These characteristics include physical structure, means of obtaining food, and means of reproduction.

Plants have characteristics that set them apart from other living things. Plants are complex organisms that are made up of many types of cells. Plant cells consist of cellulose.

All plants develop from a tiny form of the plant called an embryo. Monerans, protists, and fungi, such as mushrooms, do not develop from embryos. Plants also obtain food in ways different from those most other organisms. Almost all plants stay in one place for their entire lives. Most plants make their own food from air, sunlight, and water by a process called photosynthesis. Some plants such as broomrape and dodder, are not green and do not produce their food by photosynthesis. They are parasites that obtain their food from other plants. Some other plants, such as Indian pipe and coralroot orchid, are saprophytes. They feed on dead plant or animal matter.

II. Fill in the gaps using words and phrases from the text.

1. The … in the air we breathe … from plants.
2. Scientists believe there are more than 350,000 … of plants.
3. All plants develop from a … form of the plant … an embryo.
4. Broomrape and, are not green and do not … their food by photosynthesis.
5. Indian … and coralroot orchid, are saprophytes.

III. **Fill in prepositions where necessary.**

1. Without plants, there could be no life … the Earth.
2. We build houses … timber.
3. They divide all living things … kingdoms.
4. Plants can make their food … air, sunlight, and water … a process called photosynthesis.
5. They feed … dead plant or animal matter.

IV. Correct the wrong statements.

1. Much of our food is made from the fibres of the cotton plant.
2. Plants add ugliness and pleasure to people's lives.
3. Plants have characteristics that make them alike other living things.
4. Plants obtain food in the same way from as most other organisms.
5. Parasites obtain their food from the air.

V. Give as much information as you can about "The importance of Botany" (10- 15 sentences) – in written.

VI. Fill in the gaps with the form of the article where necessary.

1. Poppy … seeds are used as … flavouring.
2. Plants maintain in … living environment.
3. … development of … modern botany began from … Renaissance.
4. Dried herbs can be pounded to … fine powder.
5. Cooking with … herbs has become … culinary art.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Prehistoric people gathered wild plants and used … to build shelters.
2. The young male-patient showed … hands to the doctor.
3. My father is not a teacher, … is a scientist.
4. People depend on plants cultivation for most of … food.
5. Botany is the science. … studies plants.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Far		
bad		
Much/many		
high		
efficient		
useful		
heavy		
cold		

IX. Write the readings in words:

Example:375 –three hundred and seventy five

1. 503 –
2. 16^{th} –
3. 2015 (year) –

4. 3.65 –
5. 1/7 -

X. Underline the correct form of the verb.

1. I *am drinking / drink* coffee now.
2. My sister *is taking / takes* vitamins every day.
3. They *are going / go* to classes on weekdays.
4. Where *is/ does* John *living / live*?
5. I'll wait for Ann here until she *returns / will return.*

XI. Rewrite the following sentences in the Passive Voice.

Example: The girls have prepared this delicious cake (cake).
– The delicious cake has been prepared by the girls.

1. Michael usually makes preparations from herbs.
2. A lot of people use herbs nowadays.
3. One must water plants every day.
4. Histology studies different kinds of cells.
5. Plant pathology controls the growing conditions of plants.

XII. Put general questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- Do the students of Pharmacy study English at the University?

1. Ann and Jack work in the laboratory every afternoon.
2. Many students surf educational sights.
3. Victor is examining body fluids under the microscope now.
4. This unusual laboratory has been opened by a very generous person.
5. This solution has been infused for a very long time.

XII. Put special questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- What subject do the students of Pharmacy study at the University?

1. The active constituents of the drugs have been extracted for ten minutes.
2. Proteins are made of many carbon molecules.
3. We will move into this flat in two months.
4. Our group is writing abstracts of the lecture on Histology now.
5. Part-time students will be back for their next session in spring.

XIV. Put the following sentences in the negative form.

Example: The students of Pharmacy study English at the University.
- *The students of Pharmacy don't study French at the University.*

1. Part-time students of Pharmacy study in autumn and spring.
2. These students wrote the test paper last year.
3. Many books are written by the Professors of the University.
4. My friend is infusing the solution now.
5. Tomorrow we will be listening to the lecture at this time.

XV. Reorder the sentences as in the example.

Example: gardening/ he /collapsed /when /he/ was

- *He collapsed when he was gardening.*

1. hospital/ wards/ involves/ training/ the/ professional/ practice/ in
2. holiday/ on/ go/ after/ exams/ our/ we/ take/ will/ we
3. the/ airport/ I/ to/ will/ when/ ring/ you/ I/ get/ up
4. dates/ will/ know/ you/ when/exams/ your/ do/ have/ the/ you/ the?
5. rich / will/ retire/ the/ they/ be/ very/ by/ time/ they/ very

XVI. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined macroeconomics data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Patches

Patches are flexible pharmaceutical preparations of varying sizes, containing one or more active substances They are intended to be applied to the skin. They make active substances pass through the skin and circulate in the organism.

Patches normally consist of active substances and an outer covering supporting the preparation. Patches are covered by a protective liner, which is removed before applying a patch to the skin. The protective liner generally consists of a sheet of plastic or metal material. When removed, the protective liner does not detach the preparation. The outer covering is a backing sheet impermeable to the active substance and to the water, designed to support and protect the preparation.

The outer covering may have the same dimensions as the preparation or it may be larger. In the latter case the overlapping border of the outer covering is covered by pressure-sensitive adhesive substances which assure the adhesion of the patch to the skin. The preparation contains the active substances together with excipients intended to modify the rate and to enhance transdermal absorption. It may be a single layer or multi layer solid or semi-solid matrix.

The patch adheres firmly to the skin by gentle pressure of hands or the fingers and can be peeled off without causing appreciable injury to the skin.

Контрольна робота
Варіант 3

I. Read the text. Translate it into Ukrainian (in written)

Homeopathy

Homeopathy is a system of medicine whose principles are even older than Hippocrates. It seeks to cure in accordance with natural laws of healing and uses medicines made from natural substances: animal, vegetable, and mineral.

Homeopathy was "discovered" in the early 1800s by German physician, Samuel Christian Friedrich Hahnemann. Shortly after setting up practice, he became disillusioned with medicine, and with good reason. Eighteenth and nineteenth century physicians believed that sickness was caused by humours, or fluids, that had to be expelled from the body by every possible means. To achieve this, patients were cauterized, blistered, purged, and bled. Hahnemann protested against those brutal and senseless methods, and his colleagues quickly denounced him for heresy. He was also opposed to the way doctors prescribed medicines.

Homeopathy is a system of medicine that uses "natural" remedies made from animal, vegetable, and mineral substances. These remedies are prepared in such a way that they are non-toxic and do not cause side effects. And the remedies are available at a fraction of the cost of prescription and non-prescription drugs.

Homeopathic medicine is prescribed according to the law of similar and age-old principle that recognizes the body's ability to heal itself. This is no newfangled approach to healing; after being founded homeopathy spread rapidly throughout Europe. It was extremely popular in many countries in the nineteenth century, and then declined with the usage of "wonder drugs" and other changes in the practice of medicine. The holistic movement that surfaced in the early 1970s in America advocates the return to natural laws of healing, and it has sparked a revival of interest in this scientific system of medicine.

Clinical evidence accumulated over more than 150 years of use demonstrates that homeopathic medicine is the viable alternative to standard medicine.

II. Fill in the gaps using words and phrases from the text.

1. Homeopathy uses medicine made from natural substances: …., …., … …..
2. To achieve this, patients were ...., …, … …..
3. Homeopathic medicines are … in such way that they are … and do not cause … .
4. After being founded … spread rapidly throughout Europe.
5. Homeopathy … with the usage of “wonder drugs” and other … in the practice of medicine.

III. Fill in prepositions where necessary.

1. Shortly … after setting … practice, he became disillusioned … good reason.
2. Hahnemann was opposed … the way doctors prescribed medicine.

3. The remedies are available … a fraction … the cost … prescription … non-prescription drugs.
4. The holistic movement advocates the return … natural laws … healing.
5. Clinical evidence was accumulated … 150 years … use .

IV. Correct the wrong statements.

1. Homeopathy seeks to cure in accordance with chemical laws.
2. Homeopathy was discovered in the late 1800s.
3. Hahnemann supported the senseless and brutal methods of the treatment.
4. Homeopathy is a system of botany that uses "natural" remedies.
5. Homeopathic medicine is the poor alternative to standard medicine.

V. Give as much information as you can about "Homeopathic remedy usage" (10-15 sentences) – in written.

VI. Fill in the gaps with the form of the article where necessary.

1. Keep drugs out of reach of … small children.
2. To take … remedy, tip … dose onto your clean palm or onto … spoon, and transfer onto … tongue.
3. There are … 200 homeopathic physicians in … Britain.
4. Allium helps … person with … early-stage cold.
5. Phosphorus has … long-lasting effect and should not be repeated often.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Have you seen Dr. Brown? – Yes, I saw … at the pharmacy.
2. Don't take this book. It is … . There's yours.
3. We need some help here. Andrew has hurt … .
4. We cannot make a salad. – She has got apples.
5. The flowers of poppies are admired for … delicate beauty and gracefulness.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Far		
Bad		
Much/many		
Severe		
Adequate		
Developed		
Large		
Thin		

IX. **Write the readings in words:**

Example: 479 –three hundred and seventy five

1. 605 –
2. 20^{th} –
3. 2017 (year) –
4. 8.65 –
5. 2/3 -

X. **Underline the correct form of the verb.**

1. He *likes / is liking* classical music.
2. Jack *was / is making* a report at 7 pm yesterday.
3. Students *prepare/ was preparing* for her exams in May.
4. John is free now. He *passed/ has passed* his credit test.
5. *Do/ Are* students still *read/ reading* the text?

XI. Rewrite the following sentences in the Passive Voice.

Example: The girls have prepared this delicious cake (cake).
– The delicious cake has been prepared by the girls.

1. The scientists have carried out some new investigations.
2. Histology studies different kinds of cells.
3. The doctor is now treating his patient for heart attack.
4. The holistic movement is advocating the return to the natural laws of healing.
5. The surgical nurse had pulled a retractor apart before the surgeon ordered.

XII. **Put general questions to the following sentences.**

Example: The students of Pharmacy study English at the University.
- Do the students of Pharmacy study English at the University?

1. The saline solutions have been prepared according to the instruction.
2. There are 92 naturally occurring elements.
3. The nonmetals do not conduct electricity or heat at all.
4. He is going to study at an accredited language school in Europe.
5. They will render the text about pharmaceutical education in Great Britain in this lesson.

XIII. **Put special questions to the following sentences.**

Example: The students of Pharmacy study English at the University.
- What subject do the students of Pharmacy study at the University?

1.Plants form the base of the natural food chain.
2. Drugs arise from a heterogeneous population of individual plants living under a variety of conditions.
3. Scientific system of medicine is developing through the world.
4. People are using herbs to make food tasty.
5. The University has been training pharmacists since 1997.

XIV. **Put the following sentences in the negative form.**

Example: The students of Pharmacy study English at the University.

- *The students of Pharmacy don't study French at the University.*

1. He has been working at his thesis dedicated to rare pharmaceutical processes for ten years.
2. We had been waiting for twenty minutes for the separation of the fluid from sediment when electricity disappeared.
3. I dream of becoming a pharmacist.
4. After taking the sleeping pills the child was still sleeping when I came.
5. When the bottle exploded, we had been working with the illegal substance for half an hour.

XV. Reorder the sentences as in the example.

Example: gardening/ he /collapsed /when /he/ was

- *He collapsed when he was gardening.*

1. rang/ Ann/ an/ was/ when/ writing/ an/ essay
2. home/ Tom/a/ returned/ was/ mother/ writing/ when/ letter/ his
3. Peter/ were/ met/ we/ hurrying/ canteen/ the/ to/ when
4. you/ whom/ saw/ were/ I/ you/ when/ speaking/ to?
5. Alice/ sleeping/ returned/ was/ I/ not/ returned/ when

XVI. **Render the article in the written form. Use the following phrases:**

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Interferon

Interferon is a protein produced by various body cells in response to viral infections. Interferons protect other cells from becoming infected by the virus. Interferons also are produced if certain harmful chemicals and drugs enter the body.

Researchers have tested interferons in the treatment of many diseases, including certain cancers.

There are three types of interferons: alpha, beta, and gamma. Alpha and beta interferons are produced by many types of cells throughout the body. Gamma interferon, also called immune interferon, is produced by white blood cells called lymphocytes. All three interferons are released by the cells within a few hours after a viral infection occurs. They bind to the cells that border the infection and prevent the virus from spreading. Some interferon enters the bloodstream, where more is produced to help protect the rest of the body. In addition to its antiviral properties, gamma interferon acts as a signal molecule in triggering an immune response to many kinds of infections. An immune response is the process by which the body produces disease fighting cells and antibodies.

Interferon was jointly discovered in England by Scottish virologist Alick Isaacs and Swiss virologist Jean Lindenmann in 1957. In the late 1960s, Kari J. Cantell, a Finnish virologist, developed techniques for obtaining interferons from human white blood cells. Today, scientists use techniques of molecular biology to manufacture large quantities of interferons.

Контрольна робота
Варіант 4

I. Read the text. Translate it into Ukrainian (in written).

Chemical Bonds

Atoms of most elements possess the property of binding to other atoms. When two or more atoms are bound together, the force of attraction that holds them together is called a chemical bond. Atoms of particular elements may form a certain precise and limited number of bonds, others may form many. When atom reacts, they gain, lose or share electrons. Metallic elements frequently combine with nonmetal lie elements to form compounds. There are two types of bonding: ionic and covalent.

Ionic bonds are characteristic of sodium compounds. Sodium can gain a complete outer shell and it may acquire 7 electrons from other atoms. So, sodium can have an enormous excess of a negative charge. There is an electrostatic force of attraction between oppositely charged ions of sodium compounds, called ionic or electrovalent bond.

There is an alternative way of bondage combination of two nonmetal lie elements, both gaining electrons. They combine by sharing electrons. A shared pair of electrons is a covalent bond. If two pairs of electrons are shared, the bond is a double bond (hydrogen + oxygen = water).

There are three types of covalent substances: substances composed of small individual molecules with weak forces of attraction (gases); small molecules with weak forces of attraction (ethanol) and giant molecules (quartz).

Atoms are bonded together strongly enough to be regarded as a single entity. This aggravation is called a molecule.

Some elements (pure substances that cannot be split up) consist of small individual molecules with negligible forces of attraction between them (oxygen).

II. Fill in the gaps using words and phrases from the text.

1. Atoms of most elements … the property of binding to other atoms.
2. Sodium can gain a complete … and it may acquire 7 electrons from other atoms.
3. A shared pair of … is a covalent bond.
4. Atoms are bonded together strongly enough to be regarded as a … entity.
5. This … is called a molecule.

III. Fill in prepositions where necessary.

1. Atoms … most elements possess the property … binding to other atoms.
2. Atoms … particular elements may form a certain precise and limited number … bonds, others may form many.

3. Metallic elements frequently combine … nonmetal lie elements … form compounds.
4. There is an electrostatic force … attraction … oppositely charged ions … sodium compounds, called ionic or electrovalent bond.
5. Some elements consist … small individual molecules … negligible forces … attraction … them.

IV. Correct the wrong statements.

1. Elements are made of molecules.
2. All the matter is made of atoms.
3. Elements combine in different proportions to form atoms.
4. Atoms of all elements have the same masses.
5. Chemical reactions take place between similar atoms.

V. Give as much information as you can about "Chemical Analysis" (10-15 sentences) – in written.

VI. Fill in the gaps with the form of the article where necessary.

1. … Atoms of particular elements may form … certain precise number of bonds, others may form many.
2. When … atom reacts, they gain, lose or share molecules.
3. Ionic bonds are …characteristic of metal compounds.
4. … Sodium can gain … complete outer shell and it may acquire 7 electrons from other atoms.
5. There is … chemical force of attraction between oppositely charged ions of sodium compounds, called … ionic or electrovalent bond.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. The whole evening students talked about … exams.
2. This is my book. The book is ... .
3. Ann distilled water by … .
4. I have got a little money. I can buy … bread.
5. Don't hesitate to ask Ms Brown if you need .... help.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Far		
Bad		
Much/many		

stable		
Clear		
Nervous		
Careful		
Dangerous		

IX. Write the readings in words:

Example: 479 –three hundred and seventy five

1. 407 –
2. 23rd –
3. 2012 (year) –
4. 6.65 –
5. 1/4 –

X. Underline the correct form of the verb.

1. People *gathered / were gathering* wild plants for the treatment of different disease.
2. Listen! The Prof Smith *explains / is explaining* a new approach to classification.
3. Nowadays the holistic medicine *becomes / is becoming* extremely popular in many countries.
4. The course of instruction leading to a degree in pharmacy *was/ were* extended from four to five years in 1960.
5. Life *is/ will be* better fifty years from now.

XI. Rewrite the following sentences in the Passive Voice.

Example: The girls have prepared this delicious cake (cake).
– The delicious cake has been prepared by the girls.

1. People use herbs to flavor their food. (food)
2. The nurse cleaned the wound. (wound)
3. The doctor is now treating the patient for heart attack.(patient)
4. The holistic movement is advocating the return to the natural laws of healing.(natural laws)
5. Plant pathology controls the growing conditions of plants.(growing conditions of plants)

XII. Put general questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- Do the students of Pharmacy study English at the University?

1. Ecology is concerned with the way plants and animals affect each other.
2. Senior students are preparing for their final exam these days.

3. He will have finished his experiment by nine o 'clock tomorrow.
4. He is going to study at an accredited Pharmaceutical school in Europe.
5. They will render the text about pharmaceutical education in Great Britain in this lesson.

XII. Put special questions to the following sentences.

Example: The students of Pharmacy study English at the University.

- What subject do the students of Pharmacy study at the University?

1. He has been a teacher since 1990.
2. She had washed all laboratory glassware by five o 'clock in the afternoon yesterday.
3. By the end of this month he will have been working at the same drugstore for twenty years.
4. The first college of pharmacy was founded in the United States in 1821.
5. Plants form the system, in which energy is transferred from one organism to another in the form of food.

XIV. Put the following sentences in the negative form.

Example: The students of Pharmacy study English at the University.

- *The students of Pharmacy don't study French at the University.*

1. Certain genes can move around within the chromosome of cells.
2. They will be eating junk food before the operation.
3. Carbon compounds form less than 25 per cent of all known compounds.
4. After taking the sleeping pills the child was still sleeping when I came.
5. The microscope has broken down.

XV. Reorder the sentences as in the example.

Example: gardening/ he /collapsed /when /he/ was

- *He collapsed when he was gardening.*

1. dentist/ if/ the/ you/ to/ have/ go/ toothache/ a
2. healthy/ if/ and/ / fit/ will/ does/ be / exercises / of/ lots/ Peter / he
3. if/ doesn't/ go/ rain/ will/ we/ it/ beach/ go/ the/to
4. sweets/ you/ many/ damage/ too/ eat/ when/ teeth/ your
5. it/ I/ for/ fail/ prepare/ will/ don't/ exam/ the/ if/ I

XVI. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined macroeconomics data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Atoms

All matter is composed of certain fundamental units called atoms. These atoms are very small, about 0.000000004 inches in diameter.

The nucleus of the atom is composed of two particles called pro-tons and neutrons. At a relatively great distance from the nucleus there are smaller particles called electrons, which move around the nucleus.

Electrons differ from each other in the amount of energy that they have. The electrons which are near the nucleus have a high energy; the ones farther away have low energy. Electrons orbit the nucleus in special regions called shells.

Substances made up of identical atoms are called elements. So far 105 different elements have been discovered, each of which differs from the other in the number of protons contained in the nucleus. The number of protons contained in the nucleus of a particular element is known as its atomic number. The number of electrons orbiting around the nucleus is equal to the number of protons in the nucleus.

Because protons and neutrons have identical weights and electrons are approximately 2000 times lighter, most of the weight of an atom is contained in its nucleus. The sum of the number of protons and the number of neutrons in an atom of a particular element is known as atomic weight.

The elements are arranged in the order of increasing atomic num-ber in the Periodical Table. Each element is represented by a symbol consisting of one or two letters. For instance the first element, hydro-gen, represented by the symbol H, has an atomic number of 1 and an atomic weight of 1. Calcium, on the other hand, represented by the symbol Ca has an atomic number of 20 and an atom weight of 40. This means that a calcium atom weighs 40 times as much as a hydro-gen atom. The Periodic Table is also arranged in such a way that ele-ments with similar properties are grouped under each other.

Контрольна робота
Варіант 5

I. Read the text. Translate it into Ukrainian (in written):

Types of Changes in Matter

Matter can undergo three kinds of changes: chemical, physical, and nuclear. When gasoline is burned or plastics are produced from petroleum, chemical changes occur. In each case the original atoms are preserved, but the new substance has a different chemical composition from the original material. The atoms have been rearranged into new combinations.

Boiling of water and distilling of alcohol are all examples of physical changes. In all these reactions the chemical composition of the substances involved remains the same. The only change is in physical form.

The phenomenon of radioactivity, fission of uranium-235, or fusion of hydrogen atoms, with the resultant release of atomic energy, are examples of nuclear changes. In each case the composition of the nuclei of the atoms changes and one kind of atom is transmuted into another.

Elements vary from those that are highly active to those that are inert. The tendency of a substance combine is called a chemical property. Atoms of the same element may com-bine to form molecules.

Atoms of most elements will react with other kinds of atoms to form compounds. Even in the combined states, atoms may still react. For example, atoms of iron (Fe), when exposed to moist air, undergo a complex reaction. They combine with the oxygen molecules in the air (02) to form rust, which is a hydrate of iron oxide (Fe203).

In the early 1960s it was discovered that the heavy "noble gases" -krypton, xenon, and radon - can form compounds. The lighter noble gases - helium, neon, and argon - are inert and do not combine.

II. Fill in the gaps using words and phrases from the text.

1. When gasoline is … or plastics are produced from petroleum, chemical changes occur.
2. Boiling of water and distilling of … are all examples of … changes.
3. Elements … from those that are … active to those that are inert.
4. Atoms of most elements will … with other kinds of atoms to form compounds.
5. The lighter noble gases - …, neon, and … - are inert and do not combine.

III. Fill in prepositions where necessary.

1. The atoms have been rearranged … new combinations.
2. The only change is … physical form.

3. The phenomenon … radioactivity, fission … uranium-235, … fusion … hydrogen atoms, … the resultant release … atomic energy, are examples … nuclear changes.

4. Atoms … the same element may combine … form molecules.
5. … all these reactions the chemical composition … the substances involved remains the same.

IV. Correct the wrong statements.

1. When plastics are produced from petroleum, physical changes occur.
2. Boiling of water and distilling of alcohol are all examples of chemical changes.
3. Elements vary from those that are inert to those that are highly active.
4. Compounds of most elements will react with other kinds of compounds to form atoms.
5. Atoms of iron combine with the water in the air to form rust.

V. Give as much information as you can about "Branches of Chemistry" (10-15 sentences) – in written.

VI. Fill in the gaps with the form of the article where necessary.

1. In each case … original atoms are preserved, but … new substance has … different chemical composition from ... original material.
2. In each case … composition of … nuclei of … atoms changes and one kind of atom is transmuted into another.
3. The tendency of … substance combine is called … chemical property.
4. In … early 1960s it was discovered that … heavy "noble gases" - krypton, xenon, and radon - can form compounds.
5. They combine with … oxygen molecules in … air to form rust, which is a hydrate of iron oxide.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Make sure that everyone brings … own book.
2. Joe and … have been close friends for many years.
3. The local government plans to cut .... budget for health care.
4. We cannot carry out the experiment. – We haven't .... power.
5. There are always … things to do in the lab.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Far		
Bad		
Much/many		
weak		

heavy		
unstable		
powerful		
tremendous		

IX. **Write the readings in words:**

Example: 479 –three hundred and seventy five

1. 107 –
2. 24 nd -
3. 2002 (year) –
4. 6.95 –
5. 1/8 -

X. **Underline the correct form of the verb.**

1. The surgical forceps *are sterilizing / are being sterilized* in the box now.
2. Now the reaction of neutralization *is /was* being carried on.
3. Nowadays the holistic medicine *becomes / is becoming* extremely popular in many countries.
4. When water *freezes / has frozen*, it changes chemically.
5. Several schools of pharmacy *have / has* now adopted a six-year profes-sional course leading to the degree of Doctor of Pharmacy.

XI. Rewrite the following sentences in the Passive Voice.

Example: The girls have prepared this delicious cake (cake).
– The delicious cake has been prepared by the girls.

1. The scientists are discussing the problem now.
2. The pharmacist was preparing some suspension when the first customer entered the chemist's.
3. Yesterday at the seminar, we explored an interesting question.
4. Tomorrow at noon they will be carrying out the reaction of neutralization.
5. Chemists investigate properties of the substances that make up living things.

XII. Put general questions to the following sentences.

Example: The students of Pharmacy study English at the University.
- Do the students of Pharmacy study English at the University?

1. Ecology is concerned with the way plants and animals affect each other.
2. He is making his report at 2pm today.
3. He had accomplished his experiment by nine o 'clock yesterday.
4. A professionally trained pharmacist is expected to give advice to a physician in the techniques of administering medication.

5. They will not render the text about pharmaceutical education in Great Britain in this lesson.

XII. Put special questions to the following sentences.

Example: The students of Pharmacy study English at the University.

- What subject do the students of Pharmacy study at the University?

1. They will have finished their meeting by four o 'clock this afternoon.
2. I will have tidied up the room by the time you get back.
3. He is tired because he has been studying for his exam all morning.
4. To become a pharmacist in the United States, a person must graduate an accredited college of pharmacy.
5. The University has been training pharmacists since 1997.

XIII. Put the following sentences in the negative form.

Example: The students of Pharmacy study English at the University.

- *The students of Pharmacy don't study French at the University.*

1. It was discovered that certain genes can move around within the chromosome of cells.
2. The nurse was preparing the patient to the operative treatment.
3. Biochemistry is the study of metals and their compounds.
4. The microscope has broken down.
5. When the bottle exploded, we had been working with the substance for half an hour.

XV. Reorder the sentences as in the example.

Example: gardening/ he /collapsed /when /he/ was

- *He collapsed when he was gardening.*

1. bonds/ when/ chemical/different/ form/ elements/ they / together/ bind
2. yourself/ be/ burn/ very/can / careful/ you/when/ acid,/ you/ hydrochloric/ work/ with
3. when/ cap/ opening/ cork/ the/ make/ bottle/ the/ certain/ of/ that/ portion/ nothing/ inside / touches/ the
4. us/ if/ visit/ you/ to/ have/ come/ enough/ time.

5. holiday/ after / on/ we/ go/ will/ we'll/ take / exams/ our

XVI. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally ; Above all; Thus (therefore); Furthermore ; Therefore; However; This chapter / abstract has

examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Carbohydrates: Sugars

The sugars belong practically to one or another of two kinds, namely, the sucrose or cane-sugar variety, and the glucose or grape sugars.

Cane sugar, or sucrose, is the ordinary sugar of commerce, ex-tracted chiefly from sugar cane. It is a crystalline body, not soluble in either absolute alcohol or ether, though freely soluble in weak alcohol; in water, its solution is thick and syrupy. Cane sugar is represented by the formula $C_{12}H_{22}0_{]P}$ and to its group belong malt-ose and lactose. The former is a low form of sugar, the final product of the action of diastase on starch. Lactose, $C_{I2}H_{24}0_{I2}$, or sugar of milk, is a variety of sugar found only in the milk of the mammalia. It is only partially soluble in either hot or cold water, and not di-rectly susceptible of alcoholic fermentation except under the action of weak acids which convert it into grape sugar. In the presence of any decomposing proteins, lactose is transformed into lactic acid. One of the most remarkable features connected with the sugars is their pow-er of deflecting a ray of polarized light to either right or left. Cane sugar has a specific rotating power of 73°-8 to the right; maltose has a similar power of 155° to the right; while lactose has an action on polarized light in the same direction of 61°-5.

Grape sugar, or glucose, also called dextrose, or starch sugar, ex-ists ready formed in grapes and other fruits, but is also made on a large scale from starches either by treating them with dilute acids or by the action of malt; in fact, grape sugar is the first product during fermentation of either cane sugar, milk sugar, or starch. When cane sugar solution is boiled with dilute mineral acids, the sugar is split up into two glucoses. One of these rotates polarized light to the right, and is hence called dextrose; the other rotates it to the left and is hence called levulose. This mixture of dextrose and levulose is often called invert sugar, because light polarization is the opposite of that of cane sugar, for although dextrose or glucose rotates to the right, and levulose to the left, yet the latter rotates so much more, that the combined solution polarizes distinctly to the left. Glucose or dex-trose is soluble in both water and dilute alcohol, and is directly bro-ken up or fermented by yeast into alcohol and carbon dioxide.

Контрольна робота
Варіант 6

I. Read the text. Translate it into Ukrainian (in written) .

Chemist's Shop

Chemist's shop is an institution of health service which supplies the population with medicines and medical things. It is a place where a wide variety of articles is sold and prescription can be made; drugs are composed, dispensed, stored and sold. An ordinary chemist's shop has a chemist's department, a prescription one, proper working rooms and a hall for visitors.

At the chemist's department one can buy drugs ready to use, different things for medical care and medical herbs.

At the chemist's all medicines are kept in drug cabinets, open shelves and refrigerators. Poisonous, drastic, narcotic and psychotropic drugs can be sold by prescription only. These drugs are potent and can be dangerous, their use must be strictly controlled.

All containers of dispensed medicines should be clearly labeled with the following particulars: name of the patient, name of the medicine, correct dosage instructions, date of dispensing, expiry date, warnings or contradictions, name and address of the pharmacy.

The pharmacist should instruct the patient about: the necessity to follow the prescribed directions carefully; the dangers of overdosage; the problems resulting from an inadequate dosage; the expected side effects of the drug; the proper storage of the drug, etc. The pharmacist should also advise the patient about the dangers of taking drugs for longer periods unless he is under care of a physician.

A complete prescription is made up of six essential parts: the patient's name, the superscription, the inscription, the subscription, the signature and the prescriber's name. The superscription is the traditional symbol Rx, which always appears at the beginning of the prescription. The inscription is the body of the prescription. This contains the ingredients and quantities of each. In the complex prescription containing multiple ingredients, the inscription may consist of three parts: medication, adjuvant and vehicle. The subscription always follows the inscription and contains the writer's instructions to the pharmacist. This designates the form of preparation (mixture, tablets, ointment, etc.), the strength in words and figures) and the quantity of total number (in words and figures. The signature consists of the directions to be given to the patient. This information is intended to be placed on the label of the container in which the medication is dispensed. The prescriber's name is the part of the prescription that guarantees its authenticity.

II. Fill in the gaps using words and phrases from the text.

1. All the medicines must be taken according to the … and … .
2. Any … may cause bad reaction.
3. The use of … … must be strictly controlled.
4. The body of the prescription may consist of three parts: … , … and vehicle.

5. People with nervous disorders are sometimes … sedatives.

III. **Fill in prepositions where necessary.**

1. There are many possible forms: … the simple white tablet … the sophisticated micro-encapsulated slow released multicolored formulation.
2. The pharmacist is responsible … purity, stability and availability … the drug.
3. The coating … a tablet does not influence drug availability.
4. The forms of drugs have not been changed … many years.
5. …. many tablets, the drug substance is only a fraction … the whole.

IV. Correct the wrong statements.

1. Chemist's is a place where a wide variety of articles is sold and patients are given prescriptions.
2. An ordinary chemist's shop has a chemist's department, a prescription one and wards.
3. At the chemist's department, all the drugs are to be ordered.
4. Different potent and drastic drugs are available right away.
5. The inscription is not obligatory in prescription.

V. Give as much information as you can about the institutions of pharmacy (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. Chemistry is … study of different kinds of matter, called substances, and … changes involved when one substance is transformed into another.
2. You will be attended to by … cardiologist.
3. … Atoms are bonded together strongly enough to be regarded as … single entity. 4. Of special interest were … attempts to obtain … absolutely new medication.
5. Pharmacokinetics is … characteristic interactions of … drug and … body in terms of its absorption, distribution, metabolism, and excretion.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. The pharmacist with … I am going to the congress is a very nice and intelligent person.
2. Because humans do not store most vitamins in … bodies, a human must consume … regularly to avoid deficiency.
3. … has been working at his thesis dedicated to rare pharmaceutical processes for ten years.
4. Dyspnea is a common accompaniment; the patient complains that the crushing pressure on … chest prevents … from breathing properly.

5. Various elements differ in … chemical and physical properties.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
large	*larger*	*the largest*
expensive		
comfortable		
		The latest
	bigger	
		The fastest
weak		
	farther	
Hot		

IX. Write the readings in words.

Example:12375 – twelve thousand three hundred and seventy five

1. 5701 -
2. 134^{th} -
3. 1997 (year) –
4. 20 –
5. 2/3 –

X. Underline the correct form.

1. Alcohol *has / is having* a very negative influence on the action of medicines.
2. These drugs *have arrested / are arresting* bleeding.
3. The urinalysis *confirmed / was confirming* the presence of albumin.
4. Alcohol usually *increases / is increasing* the toxicity of barbiturates by more than 50 %.
5. Who *prescribes / is prescribing* the way of drug administration to a patient at the moment?

XI. Fill in the gaps with the right form of the verb.

1. The stomach ulcer (*to cause*) a profuse abdominal bleeding.
2. These tablets (*to relieve*) an unbearable pain in my back.
3. She was wounded because she (*not to study*) the rules of work with chemicals.
4. Oral administration (*to be*) slower than other methods and disadvantageous if time is a factor in therapy.
5. Today the laboratory (*to produce*) more complex carbohydrates.

XII. Rewrite the following sentences in the Passive Voice.

Example: They have stuck labels on the bottles. (labels).
– Labels have been struck on the bottles by them.

1. She is rubbing in a healing ointment to relieve pain and skin irritation.
2. The chemist was marking bottles of poisonous drugs.
3. Now we are ordering the cough mixture at this chemist's.
4. These patients were following a strict diet for two months.
5. He handed in a prescription for the antidepressant.

XIII. Put general questions to the following sentences.

Example: Chemist's shop is an institution of health service which supplies the population with medicines and medical things.

-Is Chemist's shop an institution of health service which supplies the population with medicines and medical things?

1. The route of drug administration is absolutely unimportant.
2. Dmitri Mendeleev published the first periodic table in 1869.
3. The word “Pharmacy” comes from Greek word “pharmacon” which in the modern language means a “drug”.
4. With the help of chemical reagents the students perform chemical reactions.
5. This young pharmacist experimentally synthesized sulfonamides.

XIV. Put special questions to the following sentences.

Example: Aspirin is the strongest painkiller we've got.
- What is the strongest painkiller we've got?

1. The treatment of colitis today is more effective than 20 years ago.
2. After using strong steroid drugs, the patient with cirrhosis felt better.
3. The drug label must inform a patient about the method of administration of medicine and its keeping in details.
4. Ancient Greek philosophers believed that the earth, air, fire, and water were the basic elements that composed all matter.
5. Biochemistry and biophysics have achieved remarkable results in analyzing and synthesizing DNA and RNA.

XV. Put the following sentences in the negative form.

Example: The opium poppy contains a narcotic drug called opium.
- The opium poppy doesn’t contain a narcotic drug called opium.

1. Morphine and codeine are natural chemicals.
2. Anesthetics have been administered in time.
3. The effect of opium-related drugs depends on many factors.
4. One of the most notable achievements in chemistry has been the development or synthesis of whole new classes of materials.

5. The most effective form of treatment for heroin addiction is the synthetic narcotic drug methadone.

XVI. Reorder the words to write *if* and *when* sentences as in the example.

Example: *you / take / habitually / If / you / drugs / addicted will become.*
- If you take drugs habitually, you will become addicted.

1. drug / the / in / is destroyed / If / the digestive / it will be / tract / ineffective.
2. explosion / these / will / substances / two / mix / If / terrible / happen.
3. given / a drug / is / in short / and the body / of it rapidly,/ If / the drug / intervals/ concentration will rise in the / cannot / dispose / body tissues with / enough / each successive dose.
4. it / will / if / is possible / a solution / containing / of solute / influence / under / to prepare / existing conditions / a large amount / not/ Technical reasons.
5. vomiting, / a patient / If / is / oral / will not be / administration / advisable.

XVII. Render the article in the written form.

Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Anabolic Steroids

Anabolic steroids are derivatives or synthetic models of the male sex hormone testosterone that stimulate muscle growth. In the 1950s a growing number of athletes and bodybuilders began to use anabolic steroids to increase strength and body weight and to improve athletic performance. By the 1980s, the use of anabolic steroids had spread to members of the general public - particularly adolescent boys - who were concerned with improving their appearance.

Little is known about the long-term effects of anabolic-steroid use. However, the United States Food and Drug Administration and the American College of Sports Medicine agree that anabolic steroids can have harmful effects. In men, the use of large amounts of anabolic steroids can cause the body's natural production of testosterone to decrease or even stop completely. In young, physically immature users, anabolic steroids can halt the natural lengthening of bones, thereby stunting growth. Women who use anabolic steroids may develop masculine characteristics such as increased facial and body hair and a deepened voice.

Some of these physical side effects may be permanent. Users may also exhibit overly aggressive behavior, depression, or more serious psychiatric disorders that generally disappear within a few weeks after steroid use is halted. Prolonged use of anabolic steroids may lead to heart disease, liver damage, and other serious disorders.

Контрольна робота
Варіант 7

I. Read the text. Translate it into Ukrainian (in written) .

The Beginnings of Modern Chemistry

For about two centuries after Boyle, scientists continued to make useful discoveries. They made little progress in fundamental theory, however, because they were still far from understanding the true nature of matter or from knowing what actually happens in chemical reactions.

Perhaps the greatest source of confusion and defeat in these centuries was a theory of burning (combustion) called the phlogiston theory. It was originated by chemists Johann Joachim Becher and George Ernst Stahl. According to this theory, phlogiston, an "essence" like yellowness and hardness in the theories of ancient philosophers, was supposed to escape from substances during the burning process.

By this time, chemists were learning to use the "modern method" of winning knowledge; that is, testing theories with experiments. But tests did not confirm the existence of phlogiston.

The first clue to the truth came when an English chemist, Joseph Priestley, discovered in 1774 that a certain gas (now called oxygen) was essential to the burning process. (Oxygen was also discovered by Swedish chemist Karl Wilhelm Scheele at about the same time.) A few years earlier another English scientist, Henry Cavendish, had discovered the element hydrogen. French chemist Antoine Laurent Lavoisier used the discoveries of Priestley and Cavendish in a series of experiments designed to solve the problem of the burning process. He formulated the present accepted theory of combustion. This contribution is often considered to mark the beginning of modern chemistry.

II. Fill in the gaps using words and phrases from the text.

1. Joseph Priestley … a certain gas which is now called oxygen.
2. Little progress in fundamental … was achieved because scientists were still far from understanding the true … of matter.
3. … was also discovered by Swedish chemist Karl Wilhelm Scheele at about the same time.
4. French chemist Antoine Laurent Lavoisier formulated the present accepted theory of …
5. This … is often considered to mark the beginning of modern chemistry.

III. **Fill in prepositions where necessary.**

1. Mendeleev listed the elements … columns in order … increasing atomic mass.
2. … 1875, Mendeleev predicted Gallium, … 1879, Scandium, and … 1886, Germanium.
3. In all solutions the dissolved substance is called the solvent, and the medium … which it is dissolved is the solute.
4. An example of suspension is milk … fatty droplets.

5. The dissociation … ions takes place only … the time the solute is dissolved.

IV. Correct the wrong statements.

1. The scientists fully understood the nature of matter.
2. The theory of burning is absolutely scientific.
3. In 1774 nitrogen was discovered.
4. Priestley wasn't the first to discover oxygen.
5. Boyle formulated the present accepted theory of combustion.

V. Give as much information as you can about the fields of chemistry (10-15 sentences) - in written .

VI. Fill in the gaps with the form of the article where necessary.

1. … nucleus of … atom is composed of two particles called protons and neutrons.
2. … Electrons differ from each other in … amount of energy that they have.
3. … Sodium can gain … complete outer shell and it may acquire 7 electrons from other atoms.
4. … Atoms are bonded together strongly enough to be regarded as … single entity.
5. Sodium can have … enormous excess of … negative charge.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. What is new for you in … investigation.
2. Solutions of acids, bases and salts conduct an electric current and so … are called electrolytes.
3. If … hammer the nonmetal, … breaks.
4. A student complained that … report had been lost.
5. Because humans do not store most vitamins in … bodies, a human must consume … regularly to avoid deficiency.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree
bad	*worse*	*The worst*
	harder	
comfortable		
		The latest
	less	
interesting		
	easier	
clever		
		The fastest

IX. Write the readings in words:

Example: 777 –seven hundred and seventy seven

1. 501 -
2. 12^{th} -
3. 2012 (year) -
4. 7.47 –
5. 1/3 -

X. Underline the correct form.

1. The theory of Dalton *states / is stating* that matter is made up of small particles called elements.
2. Robert Bunsen *sheds / is shedding* new light on the relation between chemical composition and molecular structure.
3. All bases *contain /are containing* the hydroxyl radical, determining chemical properties of bases.
4. Usually, when we *shake up / are shaking up* a finely-divided solid with a liquid, the latter becomes dull, or cloudy?
5. The apparatus *is working / works* now. He has repaired it.

XI. Fill in the gaps with the right form of the verb.

1. I couldn't take the bottle because I (*to break*) it.
2. The room was full of smell. What (*to happen*)?
3. There (to be) nothing on the table. Mary (*not to buy*) anything.
4. The reaction was shown to the students despite the fact somebody (*to break*) the apparatus.
5. She was wounded because she (*not to study*) the rules of work with chemicals.

XII. Rewrite the following sentences in the Passive Voice.

Example: By 1939 Otto Hahn had established the occurrence of uranium fission. (uranium fission).

– The occurrence of uranium fission had been established by Otto Hahn by 1939.

1. The scientists made little progress in fundamental theory. (progress)
2. The chemist proved his hypothesis to be correct. (hypothesis)
3. Linus Pauling made contribution to the knowledge of the nature of the chemical bond. (knowledge of the nature)
4. Modern scientists have discovered new 20 elements. (new 20 elements)
5. Biochemistry and biophysics have achieved remarkable results in analyzing and synthesizing DNA and RNA. (remarkable results)

XIII. Put general questions to the following sentences.

Example: The practicals are held in various special well-equipped laboratories.

- Are the practicals held in various special well-equipped laboratories?

1. A solution is a homogeneous structure of two or more substances.
2. All samples of a solution have the same properties.
3. The nonmetals have weak properties.
4. The word "Pharmacy" comes from Greek word "pharmacon" which in the modern language means a "drug".
5. The subject Technology of Drugs teachers the students the art of making medicines at the Chemist's Shop.

XIV. Put special questions to the following sentences.

Example: A new book on organic chemistry has been published recently.

- What book has been published recently?

1. Hydrochloric acid provides digestion in our stomach.
2. Many acids are water solutions of gases.
3. There are 92 naturally occurring elements.
4. Some elements do not conduct electricity or heat at all.
5. The doctor has finally inserted the needle into the skin.

XV. Put the following sentences in the negative form.

Example: The doctor has used a hot water bottle.

- *The doctor hasn't used a hot water bottle.*

1. An organic compound is a substance whose molecules contain one or more carbon atoms.
2. Living organisms consist mostly of water and organic compounds.
3. Proteins occur as separate molecules or as reticular constituents of cells.
4. The scientist has studied this problem all his life.
5. Anesthetics have been administered in time.

XVI. Reorder the words to write *if* and *when* sentences as in the example.

Example: ought/ You / if / you're / to anything / to see / allergic.

- *You ought to see if you're allergic to anything.*

1. take / had / if / a headache / I / an aspirin / I'd.
2. I / student / When / I spent / a wonderful / a medical / month / was / at / in Hong Kong / use / where / a hospital / acupuncture / they.
3. I/ my / If / ankle / sprained /put / a / I'd / on / bandage / it.
4. have / mixture / a / When / cough / I take / I / cough / some.
5. explosion / these / will / substances / two / mix / If / terrible / happen.

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

History of Vitamin research

The value of eating certain foods to maintain health was recognized long before vitamins were identified. The ancient Egyptians knew that feeding a patient liver would help cure night blindness, now known to be caused by a vitamin A deficiency. In 1747, the Scottish surgeon James Lind discovered that citrus foods helped prevent scurvy, a particularly deadly disease in which collagen is not properly formed, and is characterized by poor wound healing, bleeding of the gums, and severe pain. In 1753, Lind published his Treatise on the Scurvy, which recommended using lemons and limes to avoid scurvy, which was adopted by the British Royal Navy. This led to the nickname Limey for sailors of that organization. Lind's discovery, however, was not widely accepted by individuals in the Royal Navy's Arctic expeditions in the 19th century, where it was widely believed that scurvy could be prevented by practicing good hygiene, regular exercise, and by maintaining the morale of the crew while on board, rather than by a diet of fresh food. As a result, Arctic expeditions continued to be plagued by scurvy and other deficiency diseases. In the early 20th century, when Robert Falcon Scott made his two expeditions to the Antarctic the prevailing medical theory was that scurvy was caused by "tainted" canned food.

Контрольна робота
Варіант 8

I. Read the text. Translate it into Ukrainian (in written) .

Tablets Preparation

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

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

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

It is generally observed that tablets can be made easily from certain drugs, such as sodium chloride and other alkali halides, even without the addition of auxiliary substances. For some other drugs, such as lactose, the addition of auxiliary substances is found to be necessary to overcome certain difficulties in their tabletting. Some difficulties are occasionally experienced in the process of tabletting certain materials because of persistent binding or sticking in the tablet machine.

Application of pressure during tabletting plays a very important role. Correct pressure must be applied in order to avoid unnecessary complication. Tablets which should dissolve in the mouth must be more strongly compressed than tablets for internal administration.

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

Lubricants are substances which facilitate smooth ejection of compressed tablets.

II. Fill in the gaps using words and phrases from the text.

1. The technique of … may be defined as a process whereby a known volume of a drug in a finely divided state is subjected to pressure in a die between two punches.
2. All tablets show definite … .
3. Correct … must be applied in order to avoid unnecessary complication.
4. … are substances which facilitate smooth ejection of compressed tablets.
5. … are added to the tablet materials to improve their flow properties.

III. Fill in prepositions where necessary.

1. … a half million different organic compounds have been described … the chemical literature.
2. Hydrogen, oxygen and nitrogen are … far the most common.
3. Proteins are made … many amino acids linked together.
4. What is the most common form … medication … drug administering … the dry state?
5. It is generally observed that tablets can be made easily … certain drugs.

IV. Correct the wrong statements.

1. Organic chemistry is the study of acids, bases and salts.
2. The most important classes of the organic compounds are sugars, starches, and ethers.
3. A common simple sugar is lactose.
4. The blood, hair, fingernails, skin, tendon and muscle fibers consist mostly of fat.
5. The proteins essential for human equilibrium are: isoleucine, leucine, lysine, methionine, phenylanine, theonine, and valine.

V. Give as much information as you can about preparation of substances by chemists (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. All … matter consists of … atoms.
2. Exceptional kinds of … matter are … elementary particles from which they are made.
3. … aggregation of atoms forms … molecule.
4. Chemistry is … study of different kinds of matter, called substances, and … changes involved when one substance is transformed into another.
5. Atoms are … structural units of all … solids, … liquids and … gases.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. It was rather difficult for … to achieve all the results he had.
2. I took the bottle with the fluid and observed … thoroughly, but couldn't find anything strange.
3. When he suddenly opened … eyes, the ray of light attacked … .
4. When I came, you haven't been waiting for … for two hours.
5. … has been working at his thesis dedicated to rare pharmaceutical processes for ten years.

VIII. Complete the table with the correct form of the adjective:

Positive Degree	Comparative Degree	Superlative Degree

bad	*worse*	*The worst*
	more	
		The least
late		
	bigger	
		The fastest
clever		
	More interesting	
		The most important

IX. Write the readings in words:

Example: 1975 – one thousand nine hundred and seventy five

1. 585 -
2. 12^{th} -
3. 2001 (year) -
4. 5.35 –
5. 1/4 -

X. Underline the correct form.

1. This young pharmacist *is synthesizing / synthesizes* sulfonamides.
2. He is waiting / waits for the results of chromatography.
3. We often *discuss / are discussing* the properties of nonmetals at our practical classes.
4. We *don't have / aren't having* enough data?
5. The laboratory equipment *is washed and sterilized / is washing and sterilizing* every day.

XI. Fill in the gaps with the right form of the verb.

1. Biochemist (*to be able to*) manufacture biological materials such as hormones.
2. This activity (*to lead*) to new dyes and detergents.
3. Organic chemistry (*to be*) the chemistry of the compounds of carbon.
4. A common simple sugar (*to be*) glucose, a primary product of photosynthesis, present in every plant cell.
5. Lipids (*to contain*) more than twice as much energy per unit of weight as the other two.

XII. Rewrite the following sentences in the Passive Voice.

Example: They evaporated that substance for more than two hours (substance). – The substance was evaporated for more than two hours.

1. A very generous person has opened this unusual laboratory. (laboratory)

2. Our best student has prepared the results of the test you are holding in your hands. (results)
3. The abnormally high temperature has destroyed the proteins. (proteins)
4. Somebody has broken the bottles with dangerous solutions. (bottles)
5. He has been waiting for the results of chromatography for two days. (results of chromatography)

XIII. Put general questions to the following sentences.

Example: Some elements, such as iron, gold, and copper, were recognized.
- Were some elements, such as iron, gold, and copper recognized?

1. The starches represent a large class of foods, and constitute the chief portion of the seeds of various cereals and potatoes.
2. Cane sugar is represented by the formula $C_{12}H_{22}0_{11}$ and to its group belong maltose and lactose.
3.Grape sugar, or glucose exists ready formed in grapes and other fruits.
4. The period of black magic extended from prehistoric times to about the beginning of the Christian Era.
5. Very little progress was made toward understanding how the universe is made.

XIV. Put special questions to the following sentences.

Example: The scientists fully understood the nature of matter.
- What did the scientists fully understand?

1. Glucose or dextrose is soluble in both water and dilute alcohol.
2. Ancient Greek philosophers believed that the earth, air, fire, and water were the basic elements that composed all matter.
3. Many discoveries of new elements and compounds were made during the 17^{th} and 18^{th} centuries.
4. Paracelsus insisted that the object of alchemy should be the cure of the sick rather than the fruitless search for gold.
5. In 1661, Robert Boyle helped to found a scientific society which later became the Royal Society of England.

XV. Put the following sentences in the negative form.

Example: A tablet is the most common form of medication for drug administering in the dry state.
- A tablet isn't the most common form of medication for drug administering in the dry state.

1. Exactly 25 cm^3 of sodium hydroxide are put into a conical flask by means of a pipette.
2. All the water can be evaporated off at once, because sodium chloride contains water of crystallization
3. The scientists knew, however, that equal volumes of different gases have unequal weights.
4. One of the most notable achievements in chemistry has been the development or synthesis of whole new classes of materials.
5. An even more dramatic result of the growth in chemical knowledge has been the expansion of the modern pharmaceutical industry.

XVI. Reorder the words to write *if* and *when* sentences as in the example.

Example: of / silver / the / solutions / salts / exposed, / are /
precipitation will take / to the light / When / place.
- When solutions of the silver salts are exposed to the light, precipitation will take place.

1. were / these drugs / synergistic / If / in their action, / of drugs would / than / greater / 30 per cent / give / tumor kill / a combination.
2. given / a drug / is / in short / and the body / of it rapidly,/ If / the drug / intervals/ concentration will rise in the / cannot / dispose / body tissues with / enough / each successive dose.
3. be obtained / results will / if the / rate / release / is somewhat / More / decreased / satisfactory.
4. if / vivo / in / results / be similar / Therefore / to those / should / the / in vitro,/ that made / assumptions / previously / valid / are.
5. they / opium-related / take /dependent,/ If people / any / drugs / enough / often, / become / physically / or / to the drug / addicted.

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Vitamin C

Vitamin C is a water-soluble vitamin used to treat and prevent a wide variety of conditions. Often, people use it to prevent or treat the common cold.

The vitamin has several different effects in the human body, such as:

- *Antioxidant*. Many of the effects of vitamin C can be attributed to its antioxidant effects. As an antioxidant, it helps prevent the formation of free radicals, damaging molecules or atoms that can start a chain reaction of cellular damage.

- *Immune function*. There are numerous different proposed mechanisms by which vitamin C may improve immune function.

- *Iron absorption*. Vitamin C aids in the absorption of iron from the digestive tract into the body.

- *Various metabolic pathways and synthesis processes*. It is important for many different crucial processes in the body, including forming cartilage and proteins and building or breaking down numerous other compounds or tissues in the body.

Vitamin C may be effective for several different uses. However, there is much controversy about some uses, such as for the common cold.

Most people do not experience side effects with vitamin C (at normal doses). Some people may be more likely to experience problems due to vitamin C.

Контрольна робота
Варіант 9

I. Read the text. Translate it into Ukrainian (in written) .

Pregnancy and Taking Drugs

Surveys have shown that almost all pregnant women receive at least one drug and many are exposed to a variety of during their pregnancy.

Drug usage during pregnancy may be categorized as follows: 1) therapy of maternal diseases directly related to pregnancy, 2) therapy of maternal disease unrelated to pregnancy, 3) self-medication.

In the first category are antemetics, antihypertensives, diuretics, sedatives, analgesics and anaesthetics administered during labor. The second category of drug usage will include antibiotics. More than half of all pregnant women undertake some form of self-medication. The type of drug may range from an occasional single dose to continuous therapy for days, weeks or throughout pregnancy.

The potential hazard of drugs interfering with fetal development is well realized, but the extent of danger from a particular drug treatment during pregnancy is difficult to evaluate.

Only five to six per cent of developmental defects in the human fetus are stated to be definitely attributable to exposure to drugs and environmental chemicals. More than 60 per cent of all fetal abnormalities have an unknown etiology. There are some indications that babies born to mothers addicted to drugs such as heroin or methadone have a persistent abnormal pattern of behavior, as well as withdrawal symptoms appearing soon after birth. Heroin addiction is also associated with low birth-weight.

Not all women exposed to teratogenic agents during pregnancy have deformed babies. In fact, in some instances the incidence of defects is reasonably low. Thus, there appears to be some genetic factor also involved. Analgesics such as pethidine together with anesthetics and sedatives administered during labour, have been implicated in certain abnormal infant behavior and function at birth. The effects reported include depression of infant breathing, irritability, reduced muscle tone and alertness and reduction in sucking and swallowing which may cause feeding problems.

The occurrence of these effects during the first week or two after birth is well documented though whether any behavioral or functional abnormality persists in the long term is still not established. Most of the drugs administered to lactating women will be secreted in the milk, but information of the effect on the breast-fed baby, is often lacking or conflicting. Thus, occasional single doses of a drug will probably have no significant effect on the baby.

II. Fill in the gaps using words and phrases from the text.

1. The drugs administered to … women will be … in the milk.
2. Many pregnant women undertake some form of … .
3. Women exposed to teratogenic agents during pregnancy not always have ….
4. … and … administered during labour may cause feeding problems.

5. More than 60 per cent of all fetal … have an unknown … .

III. **Fill in prepositions where necessary.**

1. The professor has told us that the properties and reactions …drugs especially with relation … their therapeutic value are called toxicology.
2. The patients are informed about the method … keeping the medicine.
3. One can prove … several ways that air is not a chemical compound.
4. Drugs are obtained … various parts … plants, such as the roots, leaves, and fruit.
5. The loss … sodium will be significant … the control … sodium-dependent hypertension.

IV. Correct the wrong statements.

1. Pregnant women are never prescribed any drugs during their pregnancy.
2. Drug usage during pregnancy can be classified into two groups
3. Pregnant women never take self-medication.
4. All fetus abnormalities are caused by taking teratogenic drugs.
5. The last period of pregnancy is "safe" so you can take all drugs without harm.

V. Give as much information as you can about natural and synthesized drugs (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. Their having obtained … absolutely new substance was out of question.
2. Of special interest were … attempts to obtain … absolutely new medication.
3. Occasional single doses of … drug will probably have no significant effect on … baby.
4. … type of drug may range from … occasional single dose to continuous … therapy for days or weeks.
5. … extent of danger from … particular drug treatment during … pregnancy is difficult to evaluate.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Chemistry assists our doctors in … noble work and maintains man’s ability to work.
2. Penicillin and streptomycin, two antibiotic drugs, are given together in the treatment for bacterial endocarditis because of … synergistic action.
3. Ointments are preparations for external application of such consistency that … may be readily applied to the body.

4. Pharmacy is the science which treats of medicinal substances. … speaks not only of medicines and the art of compounding and dispensing …, but of … combination, analysis and standardization.
5. … is generally observed that tablets can be made easily from certain drugs, such as sodium chloride and other alkali halides.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
careful	*Less careful*	*The least careful*
dangerous		
		The eldest
	better	
happy		
	More difficult	
weak		
	farther	
		The coldest

IX. Write the readings in words.

Example:2375 – two thousand three hundred and seventy five

1. 417 -
2. 9^{th} -
3. 2015 (year) –
4. 1/2 –
5. 2 ml –

X. Underline the correct form.

1. The temperature *remained / was remaining* unchanged but the reaction calculated to take thousands of years occurred in a matter of seconds.
2. Previous reports *suggested / were suggesting* a high degree of correlation between the enzymes.
3. We *finished / are finishing* the last experiment in chemical laboratory now.
4. The analyst *is determining / determines* the properties of the ore now.
5. The manufacture of sodium carbonate, sodium bicarbonate and sodium hydroxide *forms / are forming* the chief branch of the great alkali industry.

XI. Fill in the gaps with the right form of the verb.

1. Today the laboratory (*to produce*) more complex carbohydrates.
2. They (*to solve*) that problem two years ago.
3. He just (*to complete*) his investigation
4. At present production of synthesized carbohydrates (*to develop*) into a new

industry.
5. The method (*to develop*) at that Institute.

XII. Rewrite the following sentences in the Passive Voice.

Example: Scientists have detected more than seventy different chemical elements in the organism. (chemical elements).

– More than seventy different chemical elements have been detected by scientists in the organism.

1. He arranged elements according to definite system.
2. Water for washing contains some substance.
3. Pharmacy uses most of the sodium salts which are made from carbonate or hydroxide.
4. People have cultivated corn for many thousands of years.
5. With the help of chemical reagents the students perform chemical reactions.

XIII. Put general questions to the following sentences.

Example: Carbohydrates contain elements of carbon, hydrogen and oxygen.

- Do carbohydrates contain elements of carbon, hydrogen and oxygen?

1. Chloride was found in rock and is also present in sea-water.
2. Sodium and potassium compounds are of same importance for alkali industry.
3. Mendeleyev arranged the elements according to their magnitude of their atomic weight.
4. The scientist investigated the methods of simplified and speedy analyses which had been discovered many years ago.
5. She didn't work at this problem since she left the Institute.

XIV. Put special questions to the following sentences.

Example: Chemists use different colours of labels to attract the attention of customers.

- What do chemists use to attract the attention of customers?

1. He has been waiting for the results of chromatography for two days.
2. Since that time the patient has been complaining of severe abdominal pains.
3. This young pharmacist experimentally synthesized sulfonamides.
4. The state list includes 3000 medicinal preparations.
5. The drug label must inform a patient about the method of administration of medicine and its keeping in details.

XV. Put the following sentences in the negative form.

Example: The researchers obtained new substances last week.

- The researchers didn't obtain new substances last week.

1. This element occurs in nature in free state.
2. He has been a member of the analytical chemistry circle during this year.
3. This substance acts as a catalyst.
4. They have used a new reagent in their experiment.
5. We treated this metal with sulphuric acid to obtain hydrogen yesterday.

XVI. Reorder the words to write *if* and *when* sentences as in the example.

Example: it / will / if / is possible / a solution / containing / of solute / influence / under / to prepare / existing conditions / a large amount / not/ Technical reasons.

-Technical reasons will not influence ... it is possible to prepare a solution containing a large amount of solute under existing conditions.

1. be / a liquid / free / If / acids,/ contains / a double / or alkali / should / used / filter.
2. are / solutions / will / salts / exposed / the silver, / precipitation / to the light / take / of / place / If.
3. material / the pharmacist / the accurate / a prescription / a dozen or, / he / When / assumes / is filling /a serious responsibility / calling for / in the identification / more powders / of the and in / weighing.
4. separated / particles / strainers / separating / The solid liquids / of the / completely / if / will be / we use / instead of / paper / good / filters.
5. You / its properties / solution / if / certainly / a / existing / colloidal / know / obtain / under / conditions /you / will.

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally ; Above all; Thus (therefore); Furthermore ; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Hallucinogens

LSD (lysergic acid diethylamide) is one of the most powerful mind-altering drugs known. Drugs with similar effects are mescaline (found in the peyote cactus), psilocybin (from certain mushrooms), and certain drugs from the bark and seeds of other plants.

Many more such chemicals can be artificially synthesized. One, responsible for many emergency-room admissions, is PCP, which stands for phencyclidine and is also known as angel dust.

All these drugs are hallucinogens. When people take even a small amount of any of them, they may experience great distortions in what they perceive. Users hope

that the disorientation will be mystical or pleasurable, but the actual outcome cannot be foreseen. Often users are terrified or feel that people are plotting to harm them. Some users feel invulnerable or invisible and may be hurt when they try to fly or to walk into heavy traffic. Furthermore, the same distorted feelings may recur days or months later. The use of hallucinogens may push unstable people into a long-term mental illness.

The flowering tops and leaves of the hemp plant, known scientifically as *Cannabis sativa,* are known as marijuana. Very little reliable information about its long-term physical effects is available, other than the fact that heavy, long-term use can damage the lungs and cause mental changes. Marijuana is not physically addictive, but susceptible people have been known to develop a psychological dependence on it. Chemically, marijuana is usually considered a mild hallucinogen. Legally, it was a narcotic until its reclassification as a dangerous drug in 1970. However, penalties for its possession remain high in many places.

Контрольна робота
Варіант 10

I. Read the text. Translate it into Ukrainian (in written) .

Chemical Bonds

Atoms of most elements possess the property of binding to other atoms. When two or more atoms are bound together, the force of attraction that holds them together is called a chemical bond. Atoms of particular elements may form a certain precise and limited number of bonds, others may form many. When atom reacts, they gain, lose or share electrons. Metallic elements frequently combine with nonmetallic elements to form compounds. There are two types of bonding: ionic and covalent.

Ionic bonds are characteristic of sodium compounds. Sodium can gain a complete outer shell and it may acquire 7 electrons from other atoms. So, sodium can have an enormous excess of a negative charge. There is an electrostatic force of attraction between oppositely charged ions of sodium compounds, called ionic or electrovalent bond.

There is an alternative way of bondage combination of two nonmetallic elements, both gaining electrons. They combine by sharing electrons. A shared pair of electrons is a covalent bond. If two pairs of electrons are shared, the bond is a double bond (hydrogen + oxygen = water).

There are three types of covalent substances: substances composed of small individual molecules with weak forces of attraction (gases); small molecules with weak forces of attraction (ethanol) and giant molecules (quartz).

Atoms are bonded together strongly enough to be regarded as a single entity. This aggravation is called a molecule.

Some elements (pure substances that cannot be split up) consist of small individual molecules with negligible forces of attraction between them (oxygen).

II. Fill in the gaps using words and phrases from the text.

1. Today's chemists also know that … are made of tiny building blocks called… .
2. Sometimes elements combine in two different proportions to form two different …. .
3. Metallic … frequently combine with … elements to form compounds.
4. Elements … to form compounds that have properties different from those of the original elements.
5. Pure substances consist of small … with negligible forces of attraction between them.

III. Fill in prepositions where necessary.

1. Atoms … most elements possess the property … binding to other atoms.
2. Two nonmetallic elements combine … sharing electrons.
3. Gases are substances composed of small individual molecules … weak forces of attraction.
4. Single entity … atoms is called a molecule.

5. When atom reacts, they gain, lose or share … electrons.

IV. Correct the wrong statements.

1. When two atoms are bound together, they form an alkali.
2. Atoms of all elements have the same properties.
3. There are 5 types of bonding.
4. Ionic bond is characteristic of water.
5. A molecule is a group of atoms which are not bound together.

V. Give as much information as you can about modern branches of chemistry like biochemistry and chemical engineering (10-15 sentences) - in written

VI. Fill in the gaps with the form of the article where necessary.

1. You will be attended to by … cardiologist.
2. Dr. Vida is looking for … anesthetist.
3. I've read some good … articles on … spleen lately.
4. Some doctors carry … stethoscope but most of them don't.
5. … hospital is sited at … 15th. Avenue.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. The patient … was admitted in a shock situation is getting better.
2. The pharmacist with … I am going to the congress is a very nice and intelligent person.
3. Early Greek philosophers performed no experiments to prove … theory.
4. Since ancient times Nature has served Man, being the source of … life.
5. For thousands of years people lived in harmony with environment and it seemed to … that natural riches were unlimited.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
large	*larger*	*the largest*
expensive		
	more gentle	
common		
		the best
	higher	
difficult		
		the farthest
	more interesting	

IX. Write the readings in words:

Example:1575 –one thousand five hundred and seventy five

1. 743 -
2. 21st -
3. 1997 (year) -
4. 4.25 –
5. 1/5 -

X. Underline the correct form.

1. What you *are investigating/ investigate* in the laboratory now?
2. He *is testing /tests* blood to look for bacteria and parasites.
3. Some elements *are consisting/consist* of small individual molecules.
4. Pregnant women never *are taking/take* self-medication.
5. A tablet usually *shows / is showing* definite properties of mechanical strength.

XI. Fill in the gaps with the right form of the verb.

1. (to see) him before?
2. I never (*to write*) down anything at the lectures.
3. The student (*to pass*) his exam in pharmacodynamics with an excellent mark.
4. A new book on organic chemistry (*to publish*) recently.
5. The solution (*to keep*) for three months in a warm place became coloured and not fit.

XII. Rewrite the following sentences in the Passive Voice.

Example: A. Einstein developed the theory of relativity in 1905.
(the theory of relativity)
– The theory of relativity was developed by A. Einstein in 1905.

1. Scientists are investigating volumes of different gases. (volumes of different gases)
2. In 1896, Henri Becquerel and the Curies discovered the phenomenon of radioactivity. (the phenomenon of radioactivity)
3. Dmitri Mendeleev published the first periodic table in 1869. (the first periodic table)
4. For about two centuries after Boyle, scientists continued to make useful discoveries. (useful discoveries)
5. Antoine Laurent Lavoisier formulated the present accepted theory of combustion. (theory of combustion)

XIII. Put general questions to the following sentences.

Example: I came to the drugstore at 5.

- Did I come to the drugstore at 5?

1. Most substances express their properties separately, not in solutions.
2. Some organic substances such as fats, paraffin, rubber do not dissolve in water.
3. A dilute solution contains little dissolved matter.
4. Ten new laboratories have been opened in our country.
5. Clinicians prescribed anticonvulsants to patients with psychosomatic disorder.

XIV. Put special questions to the following sentences.

Example: The general number of red blood cells in the blood of this patient is reduced.

- What is reduced in the blood of this patient?

1. The patient has received penicillin injections.
2. The drug was produced in the form of powder.
3. The surgeon on duty examined the patient.
4. Acids, bases and salts are dissolved in water.
5. The most useful and the commonest solvent is water.

XV. Put the following sentences in the negative form.

Example: The patient interrupted the course of treatment.

- The patient didn't interrupt the course of treatment.

1. Solutions are involved in most chemical reactions.
2. All samples of a solution have the same properties.
3. This antibiotic was discovered by chance.
4. In the laboratory you can find the following acids: nitric acid, sulphuric acid, carbonic acid.
5. A student complained that his report had been lost.

XVI. Reorder the words to write *if* and *when* sentences as in the example.

Example: about /If / something new/ myocardial infarction, / the treatment of / I will / I find / tell you.

- *If I find something new about the treatment of myocardial infarction, I will tell you.*

1. and /genomes / we can / analyze / to infer laws / about them /principles / If / we will be able.
2. you / take / habitually / If / you / drugs / addicted will become.
3. in / you / If / bed / you / will / read / your / ruin / eyes.
4. when /visit / I always / my / am / physician / I / ill.
5. can / get / vets / they will / test / the / If / animal / for / close enough / rabies.

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore ; Therefore; However; This chapter / abstract has examined datar; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Mendeleev's Basis for Modern Theory

By the middle of the 19th century, about 60 elements were known. John A.R. Newlands, Stanislao Cannizzaro, A.E.B. de Chancourtois, and others had noticed that certain elements were much alike. The work of these men enabled Dmitri Mendeleev, in 1869, to publish the first periodic table. Mendeleev listed the elements in columns in order of increasing atomic mass. He then rearranged the columns so that the elements with the most similar chemical properties were side by side. This correctly arranged the elements, with many blank spaces remaining in between.

These blank spaces allowed Mendeleev to predict three new elements. In 1875, he predicted Gallium, in 1879, Scandium, and in 1886, Germanium. Scientists later on validated his predictions, showing that his work of arranging the elements was all correct. This table became the foundation of theoretical chemistry.

To this period belongs Robert Bunsen, inventor of the Bunsen burner and of many instruments, including the spectroscope. French chemist Louis Pasteur, one of the world's great geniuses, shed new light on the relation between chemical composition and molecular structure by his discovery of the optical activity of some isomers. His work on antitoxins revolutionized biochemistry.

Контрольная робота

Варіант 11

I. Read the text. Translate it into Ukrainian (in written).

Antihypertensive Drugs

Antihypertensive drugs reduce blood pressure when it reaches unsafe values. The critical values that indicate when treatment is necessary may have some adjustments but treatment is definitely indicated when:
-systolic blood pressure is 200 mm Hg or above;
-diastolic blood pressure is 110 mm Hg or above.

The treatment for hypertension is always a long process, usually for the rest of the patient's life. If possible, treatment with antihypertensive drugs should be withheld until the abnormally high values have been confirmed on three separate occasions.

If hypertension or its effect on other existing clinical conditions becomes life threatening, treatment must be immediate. Successful treatment should bring the blood pressure below:
-systolic 160 mm Hg;
-diastolic 90 mm Hg.

Drugs that may be used to assist the blood pressure treatment include:
-diuretics;
-beta-adrenoceptor blocking drugs;
-calcium-channel blocking drugs.

II. Fill in the gaps using words and phrases from the text.

1. Antihypertensive drugs reduce … when it reaches… .
2. The treatment for … is always a long process.
3. If hypertension becomes life threatening, … must be immediate.
4. … treatment should bring the blood pressure below: systolic 160 mm Hg; diastolic 90 mm Hg.
5. …and … may be used to assist the blood pressure.

III. Fill in prepositions where necessary.

1. The treatment … hypertension is always a long process.
2. Treatment … antihypertensive drugs should be withheld until the high blood pressure becomes normal.
3. If hypertension or its effect … other existing clinical conditions becomes life threatening, treatment must be immediate.
4. Drugs that may be used … assist the blood pressure treatment include: diuretics; beta-adrenoceptor blocking drugs; calcium-channel blocking drugs.
5. The treatment for hypertension is usually treated for the rest … the patient's life.

IV. Correct the wrong statements.

1. Antihypertensive drugs increase blood pressure.
2. The treatment for hypertension is always a short process.
3. Diuretics are used to treat the low blood pressure.
4. Treatment must be immediate if hypertension becomes life favorable.
5. Unlucky treatment should bring the blood pressure below: systolic 160 mm Hg; diastolic 90 mm Hg.

V. Give as much information as you can about antihypertensive drugs (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. …Antihypertensive drugs reduce blood pressure.
2. … treatment for hypertension is always … long process.
3. Calcium-channel blocking drugs may be used to decrease … blood pressure.
4. … starches represent … large class of foods.
5. … alchemists believed that metals could be converted into gold with … aid of a mystical thing called ... philosopher's stone.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. The parasites obtain … food from other plants.
2. Fungi cannot make… own food.
3. Glidant is added to the tablet material to improve …. flow property.
4. Penicillin was the first antibiotic to be produced and … still assumes the position of major importance in this field.
5. Some people take amphetamines to increase … energy.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Bad	*worse*	*The worst*
Good		
Little		
Much/many		
Big		
Comfortable		
Different		
Short		
Lazy		

IX. Write the readings in words.

Example: 325 – three hundred and twenty five

1. 205 -
2. 15^{th} -
3. 2010 (year) -
4. 1.35 –
5. 1/4 -

X. Underline the correct form.

1. Smallpox usually *disfigures/ is disfiguring* the face.
2. Whooping cough *occurs/is occurring* mainly in young children.
3. They *are diluting/ dilute* the drug, reducing its effectiveness now.
4. Most students *choose/ are choosing* one particular area for research.
5. Doctors *prescribe/ are prescribing* antiviral drugs to treat certain diseases.

XI. Fill in the gaps with the right form of the verb.

1. I *studied/have studied* at the medical faculty last year.
2. It *was not / have not been* a problem for me to get up early, especially in winter in my childhood .
3. I *have just taken/took* a letter from my close friend.
4. We *didn't study /haven't studied* on Saturdays and Sundays last term.
5. I *haven't done/didn't do* my report in Chemistry yet.

XII. Rewrite the following sentences in the Passive Voice.

Example: The girl has prepared the report in Pharmacy (report).
– The report in Pharmacy has been prepared by the girl.

1. Edward Jenner developed a vaccine against smallpox.
2. Doctors prescribe antiviral drugs to treat certain diseases caused by bacteria.
3. Vaccines, antiserums and globulins treat infectious diseases.
4. The doctor attached a tiny monitor to the baby's head.
5. Peter found the potato peeler in a drawer full of utensils.

XIII. Put general questions to the following sentences.

Example: The students of Pharmacy studied English at the University.
- Did the students of Pharmacy study English at the University?

1. The virus named HIV-1 occurs mainly in Africa.
2. I studied at the medical faculty last term.
3. People are growing herbs in their gardens at present.
4. Today he has got an excellent mark in Biology.
5. We were preparing dinner all day long.

XIV. Put special questions to the following sentences.

Example: The student of Pharmacy study Chemistry at the University.

- *What subject does the student of Pharmacy study at the University?*

1. Plants vary greatly in size and form.
2. The oxygen in the air we breathe has come from plants.
3. The starches represent a large class of foods.
4. The period of black magic extended from prehistoric times to about the beginning of the Christian Era
5. They were making a test in Mathematics from 5 till 6 yesterday.

XV. Put the following sentences in the negative form.

Example: The student of Pharmacy study Chemistry at the University..

- The student of Pharmacy doesn't study Chemistry at the University.

-

1. I have just translated the article in medicine.
2. Last year my friend got a great job.
3. We were answering the questions all English lesson.
4. They pass exams and credit tests every period of study.
5. My close friend has already recovered.

XVI. Reorder the words to write if and when sentences as in the example.

Example: If you ... (not/go) to bed, you will be tired in the morning.

- If you ... don't go to bed, you will be tired in the morning.

1. If you ... (*have*) toothache, ... (*go*) to the dentist.
2. If Peter ... (*do*) lots of exercise, he ... (*be*) fit and healthy.
3. If it ... (*not rain*), we ... (*go*) to the beach.
4. You ... (*damage*) your teeth if you ... (*eat*) too many sweets.
5. I ... (*fail*) the exam if I ... (*not prepare*) for it.

XVII. Render the article in the written form. *Use the following phrases:*

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore ; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Digitoxin, Digoxin

Cardiac glycosides:

- increase the force of myocardial contraction;
- stabilize atrial and ventricular fibrillation.

Digitoxin is a long-acting form of digoxin. Cardiac glycosides work by creating electrolyte imbalance in the myocardium; both intracellular and extracellular monitoring serum electrolyte balance will be necessary. Abnormal potassium values will initiate cardiac dysrhythmias.

It is also essential that serum digoxin values are monitored. The patient will experience unpleasant side-effects if serum values rise above therapeutic levels. These can include gastric upsets, visual disturbances, neurological disturbances and gynaecomastia in both sexes.

Excessive digoxin therapy will cause cardiac dysrhythmias and heart block. For this reason, before giving every dose of digoxin, the nurse should check the rate and rhythm of the patient's pulse for one full minute. Digoxin should not be given if the adult pulse is below 60 beats per minute.

The drug should be stopped immediately if signs of digitalis toxicity occur. If they are life-threatening, digoxin-specific antibody "Di-gibind" can be given intravenously to increase the rate of digoxin removal from the body.

Individual absorption rates of digoxin will vary. It is for this reason that measuring serum digoxin values is important.

Контрольна робота
Варіант 12

I. Read the text. Translate it into Ukrainian (in written) .

Drugs for Cardiac Arrhythmias Correction

Drugs that correct cardiac arrhythmias also interfere with the pumping mechanism of the heart. The drug selected must be appropriate to the condition to be treated. These drugs often produce dangerous side effects and must be used with caution and care.

Dosage must be calculated to give a beneficial effect without putting the patient at risk. The effect on the patient must be monitored at all times.

When these drugs are used, especially during an emergency, staff must be ready to initiate cardiac resuscitation immediately.

These drugs should be used with special caution when disease already causes bradycardia by preventing the conduction of some stimuli through the nodes of the heart. The effect of drugs that further reduce stimulus to produce a myocardium contraction may cause bradycardia or a systole.

Many of these drugs will produce a rebound hypertension or hypotension after 1-2 h. Those drugs must not be mixed with any others during administration. It is the interchange of electrolytes across cell membranes that give cardiac cells contractile properties. Incorrect serum electrolyte values can interfere with cardiac rhythms and interrupt the therapeutic use of these drugs. Potassium is especially important, and hypokalaemia must be corrected when patients are treated with drugs to correct cardiac arrhythmias.

These drugs carry a common core of side-effects although there are variations when individual drugs are considered:

- these drugs pass through the blood-brain barrier and can cause headache, dizziness, raised intracranial pressure and confusion;
- the patient may complain of blurred vision, tinnitus and a metallic taste in the mouth; their effect on the heart and circulatory system can include cardiac arrhythmias and cardiac collapse. The patient may experience palpitations, chest pain, dyspnea, and hypotension;
- peripheral vasodilation will give the patient facial flushes and sweats;
- patients may feel nauseous but this will not persist if the treatment continues;
- the patient may also report skeletal discomforts. The effect these drugs have on the central and peripheral nervous system will produce a parathesia;
- if the patient is hypersensitive to these drugs, they can produce an allergic response.

II. Fill in the gaps using words and phrases from the text.

1. Drugs that correct cardiac … also interfere with the pumping mechanism of the heart.
2. These drugs often produce dangerous …. and must be used with caution and care.

3. Drugs that correct cardiac arrhythmias should be used with special caution when disease already causes … .
4. … must be corrected when patients are treated with drugs to correct cardiac arrhythmias.
5. Drugs that … cardiac arrhythmias can … headache, dizziness, raised intracranial pressure and confusion.

III. **Fill in prepositions where necessary.**

1. The drug selected must be appropriate … the condition to be treated.
2. These drugs often produce dangerous side effects and must be used … caution and care.
3. The effect … the patient must be monitored … all times.
4. Potassium is especially important when patients are treated … drugs … correct cardiac arrhythmias.
5. If the patient is hypersensitive … these drugs, they can produce an allergic response.

IV. Correct the wrong statements.

1. Drugs that correct cardiac arrhythmias don't interfere with the pumping mechanism of the heart.
2.The effect of cardiac arrhythmias drugs on the patient must be sometimes monitored.
3.Cardiac arrhythmias drugs should be used with special caution when disease already causes tachycardia.
4.Calcium is especially important when patients are treated with drugs to correct cardiac arrhythmias.
5.Peripheral vasoconstriction will give the patient facial flushes and sweats.

V. Give as much information as you can about Drugs for Cardiac Arrhythmias Correction (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. … drug selected must be appropriate to … condition to be treated.
2. … patient may complain of blurred vision, tinnitus and a metallic taste in … mouth.
3. … balanced diet promotes good health and normal development.
4. Dosage must be calculated to give … beneficial effect without putting … patient at risk.
5. … effect on the patient must be monitored at all times.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. They have passed …examinations today.
2. He will have done … by 5 o`clock.
3. He showed the exercise to …teacher.
4. She writes letters to …brother.
5. The teacher asked … very few questions.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Bad		
Little		
Much/many		
Easy		
Convenient		
Difficult		
Short		
Strong		

IX. **Write the readings in words:**

Example:121 –one hundred and twenty one

1. 200 -
2. 13^{th} -
3. 2010 (year) -
4. 1.4 –
5. 1/2 –

X. Underline the correct form.

1. When *do you/are you going* to visit the doctor ?
2. I *use/'m using* herbs to prepare tasty food during each cooking.
3. While my mother was calling in a doctor , my brother *cries/was crying*.
4. Phytopharmacy *is the study of/is studying* the plants.
5. What do you usually *do/ are you usually doing* in case of flu.

XI. Fill in the gaps with the right form of the verb.

1. Drug intake *caused/has caused* extensive alopecia.
2. I *didn't see/have never seen* such strange laboratory glassware.
3. The boy *fractured/has fractured* his leg last winter.
4. *Did you inject/have you ever injected* this medicine before.
5. The specialist *studied/has studied* this problem all his life.

XII. Rewrite the following sentences in the Passive Voice.

Example: The pharmacist has prepared the decoction of melon (the decoction of melon.

– The decoction of melon has been prepared by the pharmacist.

1. My mother often uses herbs in cooking to flavour food.
2. The students discuss this biological function at the lesson.
3. My friend has passed his exam with excellent mark.
4. He has done his homework before his mother came.
5. The chemists investigated all samples of a solution.

XIII. Put general questions to the following sentences.

Example: The chemists studied all samples of a solute

- Did the chemists study all samples of a solution?

1. Calcium needs for children bones and teeth to grow.
2. Vitamin A keeps the eyes health.
3. We were making a laboratory work all day long.
4. He has just got the letter from his close friend.
5. At present they are visiting their parents.

XIV. Put special questions to the following sentences.

Example: The student of Pharmacy has very little time to rest.

- Why does the student of Pharmacy have very little time to rest?

1. These drugs have arrested bleeding.
2. The chemist was making bottles of poisonous drugs the whole day.
3. The doctor examined the patient thoroughly.
4. We are writing a dictation in English now.
5. Angina pectoris refers to the chest pains.

XV. Put the following sentences in the negative form.

Example: The pharmacists studied all samples of a solution.

- *The pharmacists didn't study all samples of a solution.*

1. A balanced diet promotes good health and normal development.
2. The patient suffered from numerous intestinal lesions.
3. They have discovered a new medicine.
4. Our teacher was answering the questions the whole lesson.
5. We often go to the drug store to buy different medicines.

XVI. Reorder the words to write if and when sentences as in the example choosing one of the prompts from the list to say what you would do in each of the situations below.*go to the gym, ask the teacher to explain it, work harder, go to hospital, stay in bed, take an aspirin*

Example: You have a headache.

- If I had a headache, I would take an aspirin.

1. You don't understand the rule.
2. You fall over and break your arm.
3. You want to lose weight.
4. You want to pass the exams.
5. You catch a bad cold.

XVII. Render the article in the written form. Use the following phrases:
The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Ephedrine Hydrochloride, Noradrenaline Acid Tartrate, Metaraminol Phenylephrine, Methoxamine Hydrochloride

Vasoconstrictor sympathomimetic drugs stimulate alpha-receptors sited in the peripheral blood vessel walls. This stimulates the smooth muscle in the blood vessel wall to constrict and the lumen of the vessel to become narrow. This vasoconstriction will increase peripheral resistance to blood flow, and blood pressure will rise.

These drugs are for emergency use only. When conditions arise that cause a severe hypotension, i.e. shock, the physiological response of the body is vasoconstriction, which increases blood pressure. The additional use of these drugs can interfere with blood supply to the kidneys and other vital organs.

They should not be used when emboli or thrombi are known to be in the patient's blood circulation.

These drugs may cause a hypertensive crisis if they are used within two weeks following the treatment with monoamine oxidase inhibitor drugs.

The use of these drugs may induce hypertension and headache. They may also cause cardiac arrhythmias, bradycardia and gastric upsets. The peripheral vasodilatation may cause peripheral ischemia and necrosis.

Контрольна робота
Варіант 13

I. Read the text. Translate it into Ukrainian (in written) .

Antimotility Drugs

These drugs are morphine derivatives. Receptors in the gut tissue would normally be stimulated by nervous impulses to affect peristaltic movement. Antimotility drugs block these receptors and slow the propulsive action of the gut.

The slower transit time through the gut allows more absorption of water and electrolytes through the colon wall. This will reduce the frequency, volume and fluidity of diarrhoea.

These drugs also improve the muscle tone of the gut wall and sphincter muscles. Fluid stools will be slower to reach, and pass through, the valve of the sigmoid colon into the rectum. This slower build up of faecal matter in the rectum will reduce the frequency of stimulus to defecate.

Some preparations of these drugs may contain atropine, an anticholinergic agent. They reduce the activity of the autonomic nerves, which stimulate the peristaltic movement of the gut.

These drugs are not suitable for prolonged use. They are used to control episodes of acute diarrhoea when the diagnosis does not suggest a serious or chronic bowel disease.

The rapid passage of infectious diarrhoea will help to clear pathogens from the body. The use of antimotility drugs for infectious diarrhoea must therefore be used with caution.

Improper or prolonged use of these drugs may increase diarrhoea or cause paralytic ileus and megacolon.

The medication should stop as soon as the diarrhoea has been controlled, usually within 5 days.

These drugs may produce sedation, abdominal cramps and gastric upsets as side-effects. They may also cause skin reactions. They should not be prescribed for children under 4 years old.

II. Fill in the gaps using words and phrases from the text.

1. Antimotility drugs are morphine … .
2. These drugs also improve the … of the gut wall and sphincter muscles.
3. Some preparations of … may contain atropine, an anticholinergic agent.
4. The rapid passage of infectious diarrhoea will help to clear … from the body.
5. Antimotility drugs may produce sedation, abdominal cramps and gastric upsets as… .

III. Fill in prepositions where necessary.

1. Receptors in… gut tissue would normally be stimulated by nervous impulses to affect peristaltic movement.

2. These drugs are …morphine derivatives.
3. These drugs also improve… muscle tone of… gut wall and sphincter muscles.
4. These drugs are not suitable for… prolonged use.
5. … medication should stop as soon as … diarrhoea has been controlled, usually within 5 days.

IV. Correct the wrong statements.

1. Antimotility drugs are atropine derivatives.
2. Antimotility drugs block these receptors and fast the propulsive action of the gut.
3. Improper or prolonged use of these drugs may decrease diarrhoea or cause paralytic ileus and megacolon.
4. The medication should stop as soon as the diarrhoea has been controlled, usually within 4 days.
5. These drugs haven't any side-effects. sedation, abdominal cramps and gastric upsets

V. Give as much information as you can about Antimotility Drugs (10-15 sentences) - in written .

VI. Fill in the gaps with the form of the article where necessary.

1. Antimotility drugs improve … muscle tone of … gut wall.
2. These drugs are not suitable for …prolonged use.
3. Antimotility drugs block these receptors and slow … propulsive action of … gut.
4. They are used to control episodes of …acute diarrhea.
5. … medication should stop as soon as … diarrhoea has been controlled.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Herb is a high-growing plant that has a fleshy or juicy stem when… is young.
2. People often grow herbs in … gardens.
3. Ginseng is valued for … aromatic roots.
4. Cooking with herbs has become a culinary art, and… adds great variety to any menu.
5. The flowers of poppies are admired for… delicate beauty and gracefulness.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Little	*less*	*The least*

Bad		
Good		
Much/many		
Beautiful		
Important		
White		
Hard		
Great		

IX. **Write the readings in words:**

Example:112 –one hundred and twelve

1. 105 -
2. 13^{th} -
3. 1999 (year) -
4. 1.2 5–
5. 1/8 –

X. Underline the correct form.

1. These drugs *produce/are producing* sedation, abdominal cramps and gastric upsets.
2. Antimotility drugs *block/are blocking* the receptors and slow/are slowing the propulsive action of the gut.
3. At present we *are translating/translate* the article.
4. Every summer our group *has /is having* a practice at the university.
5. All day long we *are packing/ pack* laboratory glassware.

XI. Fill in the gaps with the right form of the verb.

1. I *haven't seen/saw* her for ages.
2. His family *has built/ built* a new house this.
3. We *have just come/came* home but our children came/have come and an hour ago.
4. Five years ago he *was/has been* a therapeutists.
5. The doctor *administered/has administered* painkillers to the boy.

XII. Rewrite the following sentences in the Passive Voice.

Example: Drug intake has caused extensive alopecia.

- *Extensive alopecia has been caused by drug intake.*

1. The doctor has used a hot water bottle.
2. Today the patient has interrupted the course of treatment.

3. The nurse has finally inserted the needle into the skin.
4. All samples of a specific substance show the same properties.
5. I have never seen such strange laboratory glassware.

XIII. Put general questions to the following sentences.

Example: We were taking antibiotics during a month.
- Were we taking antibiotics during a month?

1. These days scientists are conducting experiments on rats.
2. They will be taking special remedies before the operation.
3. Various elements vary in their chemical and physical properties.
4. A dilute solution contains little dissolved matter.
5. Pharmacogenetics deals with clinical testing of genetic variation.

XIV. Put special questions to the following sentences.

Example: The students of Pharmacy study the effects of drug.
- What do the students of Pharmacy study?

1. The nurse was preparing the patient to the operative treatment.
2. A balanced diet promotes good health and normal development.
3. He was taking this medicine yesterday twice a day.
4. Teachers help students in their researches.
5. The course places emphasis on practical work.

XV. Put the following sentences in the negative form.

Example: He was taking this medicine yesterday twice a day.
- He wasn't taking this medicine yesterday twice a day.

1. They have just got the results of medical examination.
2. Plant ecology studies plants growing in different conditions.
3. Plant pathology uses chemicals to combat diseases.
4. The study of plant ecology developed from the research on the geographical distribution of plants.
5. Plants maintain the living environment.

XVI. Reorder the words to write if and when sentences as in the example.

Example: If he ... (not/go) to bed, he will be tired in the morning.
- If he ... doesn't go to bed, he will be tired in the morning.

1. If I had to wait for an hour at the doctor's office, ...
2. If my friend took care of me when I was sick, ….
3. If I caught a cold, ….
4. If the dentist wanted to take out my tooth, ….
5. If I got worse after taking some medicine, ….

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Antacids Side-Effects

Antacids containing magnesium may cause diarrhoea; antacids that contain aluminium may cause constipation. The reaction of antacids with other drugs:

- antacids impair the absorption of other drugs. Other drugs should not be taken 1 h before or after the antacid;
- antacids will interfere with the absorption of other drugs. Drug compatibility should be checked before antacids are prescribed. This advice should also be available to patients who use antacids for self-medication;
- antacids may damage the enteric coatings used on other drugs that allow them to pass through the stomach undissolved.

Antacid preparations:

- liquid preparations are usually more effective than tablets;
- tablets must be thoroughly chewed before they are swallowed;
- tablets should be taken with a large drink of water;
- liquid suspensions should be shaken well before use;
- when antacids are taken regularly, their effectiveness should be frequently assessed.

Advice and counselling about diet and eating habits may preclude the use of antacids.

Prior to prescribing antacids:

- renal function should be assessed to avoid the retention of aluminium or magnesium;
- ensure that the patient does not have a condition where a low-sodium diet is necessary, as sodium is present in many antacids.

Контрольна робота
Варіант 14

I. Read the text. Translate it into Ukrainian (in written).

Drugs that Fight Infection and Drugs that Prevent Infectious Diseases

Drugs that kill or help prevent multiplication of bacteria or viruses that infect the body are called antimicrobials. Antimicrobials that act against bacteria include antibiotics and sulfonamides (sulfa drugs).

Antibiotics are obtained from naturally occurring microorganisms. Sulfonamides are prepared synthetically. A large dose of penicillin or certain other antibiotics kills disease-causing bacteria. A smaller dose of such an antibiotic keeps the bacteria from multiplying in the body and thus allows the body's natural defenses to destroy them. Sulfonamides also prevent bacteria from multiplying in the body. In most cases, however, sulfonamides and other synthetic antimicrobials do not kill the bacteria.

Doctors prescribe antiviral drugs to treat certain diseases caused by viruses. For example, the antiviral drug zidovudine, commonly called AZT, is used in the treatment of AIDS.

Two kinds of drugs prevent infectious diseases. They are (1) vaccines and (2) antiserums and globulins. Some of these drugs, such as polio vaccines, are especially valuable because there is no effective treatment for the disease they prevent.

Vaccines contain a weakened or killed form of the microbe that causes a particular disease. There are several kinds of vaccines. Each kind causes the body to produce substances, which are called antibodies that fight a particular disease. The vaccine thus makes the body immune to the disease by providing resistance against attacks by it. Vaccines have been developed against such infectious diseases as cholera, diphtheria, hepatitis, measles, and smallpox, as well as polio. In fact, vaccinations against smallpox have wiped out that disease.

Antiserums and globulins, like vaccines, prevent certain infectious diseases. But unlike vaccines, these drugs contain antibodies rather than substances that cause the body to produce antibodies. The antiserums and globulins act more quickly than vaccines to prevent infection but give only temporary protection. Physicians prescribe these drugs after a person who has not been vaccinated is exposed to an infectious disease. Antiserums are used against such diseases as diphtheria and tetanus (lockjaw). Examples of diseases against which globulins protect include hepatitis, rabies, and tetanus.

II. Fill in the gaps using words and phrases from the text.

1. Drugs that kill or help prevent multiplication of bacteria or viruses that infect the body are called … .
2. … are obtained from naturally occurring microorganisms.
3. Vaccines contain a weakened or killed form of … .
4. Antiserums and globulins, like vaccines, … certain infectious diseases.
5. A large dose of penicillin or certain other antibiotics kills disease-causing … .

III. **Fill in prepositions where necessary.**

1. Antibiotics are obtained … naturally occurring microorganisms.
2. Sulfonamides also prevent bacteria … multiplying… the body.
3. Doctors prescribe antiviral drugs … treat certain diseases caused … viruses.
4. The antiserums and globulins act more quickly than vaccines… prevent infection … give only temporary protection.
5. Examples … diseases against which globulins protect include hepatitis, rabies, and tetanus.

IV. Correct the wrong statements.

1. Drugs that kill or help prevent multiplication of bacteria or viruses that infect the body are called antiprotosones.
2. Antimicrobials that act against bacteria don't include antibiotics and sulfonamides (sulfa drugs).
3. Sulfonamides are not prepared synthetically.
4. Sulfonamides also prevent bacteria from multiplying in the body.
5. Antiserums and globulins, like vaccines, prevent certain cardiac diseases.

V.Give as much information as you can about Drugs that Fight Infection and Drugs that Prevent Infectious Diseases (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. … drug selected must be appropriate to … condition to be treated.
2. … patient may complain of blurred vision, tinnitus and a metallic taste in … mouth.
3. … large dose of penicillin or certain other antibiotics kills disease-causing bacteria.
4. … antiserums and globulins act more quickly than vaccines to prevent infection but give only temporary protection.
5. Sulfonamides and other synthetic antimicrobials do not kill … bacteria.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. Ginseng is valued for … aromatic roots.
2. Cooking with herbs has become a culinary art, and… adds great variety to any menu.
3. The flowers of poppies are admired for… delicate beauty and gracefulness.
4. They have passed …examinations today.
5. He will have done … by 5 o`clock.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Bad	*worse*	*The worst*
Little		
Good		
Much/many		
Beautiful		
Important		
White		
Soft		
Moist		

IX. Write the readings in words:

Example:156 –one hundred and fifty six

1. 107 -
2. 11^{th} -
3. 1995 (year) -
4. 1.24–
5. 1/6 –

X. Underline the correct form.

1.When *do you/are you going* to visit the doctor ?
2. I *use/'m using* herbs to prepare tasty food during each cooking.
3.While my mother was calling in a doctor, my brother *cries/was crying*.
4. Every summer our group *has /is having* a practice at the university.
5. All day long we *are packing/ pack* laboratory glassware.

XI. Fill in the gaps with the right form of the verb.

1. I *haven't seen/saw* her for ages.
2. His family *has built/ built* a new house this.
3. The boy *fractured/has fractured* his leg last winter.
4. Did you *inject/have you ever injected* this medicine before.
5. The specialist *studied/has studied* this problem all his life.

XII. Rewrite the following sentences in the Passive Voice.

Example: The pharmacist has prepared the decoction of melon (the decoction of melon).
– The decoction of melon has been prepared by the pharmacist.

1. My mother often uses herbs in cooking to flavour food.
2. The students discuss this biological function at the lesson.

3. Vaccines, antiserums and globulins treat infectious diseases.
4. The doctor attached a tiny monitor to the baby's head.
5. Peter found the potato peeler in a drawer full of utensils.

XIII. Put general questions to the following sentences (Simple, Cont, Perf) (5 sentences)

Example: The chemists studied all samples of a solution .

- Did the chemists study all samples of a solution?

1. Calcium needs for children bones and teeth to grow.
2. Vitamin A keeps the eyes health.
3. We were making a laboratory work all day long.
4. He has just got the letter from his close friend.
5. At present they are visiting their parents.

XIV. Put special questions to the following sentences.

Example: The student of Pharmacy has very little time to rest.

- Why does the student of Pharmacy have very little time to rest?

1.These drugs have arrested bleeding.
2.The chemist was making bottles of poisonous drugs the whole day.
3. The doctor examined the patient thoroughly.
4. A dilute solution contains little dissolved matter.
5. Pharmacogenetics deals with clinical testing of genetic variation.

XV. Put the following sentences in the negative form.

Example: He was taking this medicine yesterday twice a day.

He wasn't taking this medicine yesterday twice a day.

1.They have just got the results of medical examination.
2. Plant ecology studies plants growing in different conditions.
3. Plant pathology uses chemicals to combat diseases.
4. Our teacher was answering the questions the whole lesson.
5. We often go to the drug store to buy different medicines.

XVI. Reorder the words to write if and when sentences as in the example.

Example: If you ... (not/go) to bed, you will be tired in the morning.

- If you ... don't go to bed, you will be tired in the morning.

1. f I had to wait for an hour at the doctor's office, ...
2. If my friend took care of me when I was sick, ….
3. If I caught a cold, ….
4. If the dentist wanted to take out my tooth, ….
5. If I got worse after taking some medicine, ….

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Interferon

Interferon is a protein produced by various body cells in response to viral infections. Interferons protect other cells from becoming infected by the virus. Interferons also are produced if certain harmful chemicals and drugs enter the body. Researchers have tested interferons in the treatment of many diseases, including certain cancers.

There are three types of interferons: alpha, beta, and gamma. Alpha and beta interferons are produced by many types of cells throughout the body. Gamma interferon, also called immune interferon, is produced by white blood cells called lymphocytes. All three interferons are released by the cells within a few hours after a viral infection occurs. They bind to the cells that border the infection and prevent the virus from spreading. Some interferon enters the bloodstream, where more is produced to help protect the rest of the body. In addition to its antiviral properties, gamma interferon acts as a signal molecule in triggering an immune response to many kinds of infections. An immune response is the process by which the body produces disease-fighting cells and antibodies.

Interferon was jointly discovered in England by Scottish virologist Alick Isaacs and Swiss virologist Jean Lindenmann in 1957. In the late 1960s, Kari J. Cantell, a Finnish virologist, developed techniques for obtaining interferons from human white blood cells. Today, scientists use techniques of molecular biology to manufacture large quantities of interferons.

Interferons are used to treat hepatitis C, hairy-cell leukemia, and Kaposi's sarcoma, a cancer often found in people who have AIDS. They also may be useful against skin cancer and certain viral diseases, including hepatitis B.

Контрольна робота
Варіант 15

I. Read the text. Translate it into Ukrainian (in written).

Treatment for HIV Infection and AIDS

Tests for detecting evidence of HIV-1 in the blood became widely available in 1985. Tests for detecting HIV-2 became widely available in 1992. These HIV tests identify antibodies to the AIDS virus. Antibodies are proteins produced by certain white blood cells to react with specific viruses, bacteria, or foreign substances that enter the body. The presence of antibodies to HIV indicates infection with that virus. An oral test for HIV-1 antibodies in mouth fluids is also available.

Treatments have been developed, but no cure for HIV infection or AIDS has yet been found. Scientists have worked to understand how HIV infects and damages human cells since AIDS was identified. In one important discovery, researchers learned that HIV uses an enzyme called reverse transcriptase to reproduce. Because this enzyme is not normally found in human cells, scientists focused on developing drugs that block its action. These efforts led to the development of a class of antiviral drugs called reverse transcriptase inhibitors. The first of these drugs was zidovudine, commonly known as AZT.

AZT and other reverse transcriptase inhibitors produce toxic side effects, including severe anemia that requires blood transfusions. HIV also develops resistance to these drugs when they are given singly. Doctors combine the drugs and vary the order in which they are given to improve their effectiveness.

In 1996, several studies showed that certain combinations of antiviral drugs could decrease HIV in the blood to undetectable levels. Although HIV appears to persist inside CD4 cells, the studies raised hope that combination therapy can control reproduction of the virus. The research also raised hope for an eventual cure. But the drugs must be taken in large quantities for a long time, and HIV may develop resistance to them. Doctors need to determine which combinations of drugs are the safest and most effective over the long term.

II. Fill in the gaps using words and phrases from the text.

1. Tests for detecting evidence of HIV-1 in the … became widely available in 1985.
2. The presence of antibodies to HIV indicates … with that virus.
3. Scientists have worked to understand how … infects and damages human cells since AIDS was identified.
4. Doctors combine the drugs and vary the order in which they are given to improve their … .
5. Doctors need … which combinations of drugs are the safest and most effective over the long term.

III. Fill in prepositions where necessary.

1. Tests … detecting HIV-2 became widely available… 1992.
2. These HIV tests identify antibodies … the AIDS virus.
3. An oral test … HIV-1 antibodies… mouth fluids is also available.
4. HIV also develops resistance… these drugs when they are given singly.
5. The first … these drugs was zidovudine, commonly known as AZT.

IV. Correct the wrong statements.

1. Tests for detecting evidence of HIV-1 in the blood became widely available in 1988.
2. Tests for detecting HIV-1 became widely available in 1992.
3. An oral test for HIV-1 antibodies in abdomen fluids is also available.
4. AZT and other reverse transcriptase inhibitors don't produce toxic side effects, including severe anemia that requires blood transfusions.
5. Drugs must be taken in small quantities for a long time, and HIV may develop resistance to them.

V. Give as much information as you can about Treatment for HIV Infection and AIDS (10-15 sentences) - in written.

VI. Fill in the gaps with the form of the article where necessary.

1. … drug selected must be appropriate to … condition to be treated.
2…. patient may complain of blurred vision, tinnitus and a metallic taste in … mouth.
3. … balanced diet promotes good health and normal development.
4.Dosage must be calculated to give … beneficial effect without putting … patient at risk.
5. … effect on the patient must be monitored at all times.

VII. Fill in the gaps with the form of the pronoun where necessary.

1. They have passed … examinations today.
2. He will have done … by 5 o`clock.
3. He showed the exercise to … teacher.
4. She writes letters to … brother.
5.The teacher asked … very few questions.

VIII. Complete the table with the correct form of the adjective.

Positive Degree	Comparative Degree	Superlative Degree
Good	*better*	*The best*
Bad		
Little		
Much/many		
Hard		
Convenient		

Difficult		
Complex		
Simple		

IX. **Write the readings in words:**

Example:121 –one hundred and twenty one

1. 200 -
2. 13^{th} -
3. 2010 (year) -
4. 1.4 –
5. 1/2 –

X. Underline the correct form.

1. These drugs *produce/are producing* sedation, abdominal cramps and gastric upsets.
2. Antimotility drugs *block/are blocking* the receptors and slow/are slowing the propulsive action of the gut.
3. While my mother was calling in a doctor , my brother *cries/was crying*.
4. Phytopharmacy *is the study of/is studying* the plants.
5. What do you usually *do/ are you usually doing* in case of flu.

XI. Fill in the gaps with the right form of the verb.

1. Drug intake caused/has caused extensive alopecia.
2. I didn't see/have never seen such strange laboratory glassware.
3. The boy fractured/has fractured his leg last winter.
4. Did you inject/have you ever injected this medicine before.
5. The specialist studied/has studied this problem all his life.

XII. Rewrite the following sentences in the Passive Voice.

Example: The pharmacist has prepared the decoction of melon (the decoction of melon).

– The decoction of melon has been prepared by the pharmacist.

6. My mother often uses herbs in cooking to flavour food.
7. The students discuss this biological function at the lesson.
8. My friend has passed his exam with excellent mark.
9. He has done his homework before his mother came.
10. The chemists investigated all samples of a solution.

XIII. Put general questions to the following sentences.

Example: The chemists studied all samples of a solution .

- Did the chemists study all samples of a solution?

1. Calcium needs for children bones and teeth to grow.
2. Vitamin A keeps the eyes health.
3. We were making a laboratory work all day long.
4. He has just got the letter from his close friend.
5. At present they are visiting their parents.

XIV. Put special questions to the following sentences.

Example: The student of Pharmacy has very little time to rest.
- Why does the student of Pharmacy have very little time to rest?

1.These drugs have arrested bleeding.
2.The chemist was making bottles of poisonous drugs the whole day.
3.The doctor examined the patient thoroughly.
4. We are writing a dictation in English now.
5.Angina pectoris refers to the chest pains.

XV. Put the following sentences in the negative form.

Example: The pharmacists studied all samples of a solution.
-The pharmacists didn't study all samples of a solution.

1.A balanced diet promotes good health and normal development.
2.The patient suffered from numerous intestinal lesions.
3. They have discovered a new medicine.
4.Our teacher was answering the questions the whole lesson.
5.We often go to the drug store to buy different medicines.

XVI. Reorder the words to write if and when sentences as in the example choosinge one of the prompts from the list to say what you would do in each of the situations below.

go to the gym, ask the teacher to explain it, work harder, go to hospital, stay in bed, take an aspirin

Example: You have a headache.
-If I had a headache, I would take an aspirin.

1. You don't understand the rule.
2. You fall over and break your arm.
3. You want to lose weight.
4. You want to pass the exams.
5. You catch a bad cold.

XVII. Render the article in the written form. Use the following phrases:

The article centers about (deals with; devotes considerable attention to; is oriented forward to; It is of importance to note; First (secondly, thirdly; Finally; Above all; Thus (therefore); Furthermore; Therefore; However; This chapter / abstract has examined data; The abstract develops the earlier view on the

problem of; The work surveyed in this article gives good grounds for believing that; Lastly I'd like to say that; It may be important to conclude

Infectious Diseases

Infections are the most common type of disease. Many kinds of bacteria, viruses, and other microorganisms can invade the human body and cause diseases. Disease-causing microorganisms are called pathogens. Pathogens take over some of the body's cells and tissues and use them for their own growth and reproduction. In the process, they damage or destroy the cells and tissues and so produce diseases.

Infectious diseases can be grouped according to the kind of pathogen that causes them. Bacteria and viruses are the most common pathogens. But fungi, protozoans, and worms also can cause infectious invasive diseases.

Bacterial diseases. Bacteria are microscopic, one-celled organisms. They rank among the most widespread of all living things. A single grain of soil may contain more than 100 million bacteria.

Most bacterial diseases result when bacteria multiply rapidly in the living tissue, damaging or killing it. Boils and carbuncles result from the multiplication of bacteria in the skin. Bacterial pneumonia occurs when bacteria invade the lungs and multiply there. Many other serious diseases, including tuberculosis, result from bacterial multiplication.

Viral diseases. Viruses are smaller than bacteria. They are so tiny that scientists can see them only by means of powerful electron microscopes. By itself, a virus seems to be a lifeless particle. But after a virus invades a living cell, it uses materials in the cell to reproduce. As a virus multiplies, it damages or destroys the cell. If a number of cells become infected, a disease results.

Viruses cause many common diseases, including chickenpox, measles, mumps, and rubella (German measles). Viruses are also responsible for influenza and the common cold. In fact, scientists have identified more than 100 different viruses that cause the common cold. Most cases of diarrhea and vomiting result from viral infections.

Viruses also cause many serious diseases, including hepatitis, polio, rabies, and AIDS (acquired immunodeficiency syndrome). The virus that causes AIDS destroys the immune system's ability to function properly.

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