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English for Pharmacy Students

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ENGLISH FOR
PHARMACY STUDENTS

UU No 28 tahun 2014 tentang Hak Cipta

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Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

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2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

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Cerdas, Bahagia, Mulia, Lintas Generasi.

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FOREWORD

Our foremost and utmost gratitude to God The Almighty, for His abundant grace that allowed us, Deepublish Publisher to publish this book entitled ***English for Pharmacy Students***. This course offers a comprehensive overview of pharmacy practices, principles, and terminology in the English language. This book also serves as a comprehensive guide tailored to meet the needs of pharmacy students, professionals, and anyone interested in enhancing their English language proficiency within the pharmaceutical domain.

As a publisher that—above other missions—prioritizes its role to educate and glorify mankind, as well as to utilize science and technology to its best, we do not only attend to the work of established writers, but we provide the room and facility for people who wish to express their creativity and innovation in writing and conveying ideas and values.

Our warmest gratitude and appreciation to the authors who have given us trust and contribution to the perfection of this book. Hopefully, this book is useful, and educative, and contributes well in glorifying mankind and the utilization of science and technology in the country.

Deepublish Publisher



PREFACE

In the name of Allah, the merciful and the all compassionate. All praises and thanks to Allah, the master of universe.

Welcome to the ***English for Pharmacy Students*** book, an essential resource designed to assist learners in mastering the English language within the context of pharmacy practice. Whether you are a student embarking on your journey into the pharmaceutical field or a professional seeking to enhance your English language skills, this book aims to provide a comprehensive and accessible guide to pharmacy terminology, concepts, and communication.

In today's globalized world, proficiency in English is increasingly crucial for pharmacists and pharmaceutical professionals. English serves as the lingua franca of the scientific community, facilitating communication and collaboration across borders. Moreover, as the demand for healthcare services grows worldwide, pharmacists are called upon to engage with diverse populations, making effective communication in English an invaluable asset.

The book of ***English for Pharmacy Students*** is adapted from the book of *English in Pharmacy: A Guide for Pharmacy Students* (Budanova, et al., 2019). The book aimed to develop lexical, grammar and speaking skills in accordance with the work program "The English Language" for applicants for higher education of medical and pharmaceutical universities. The writer than added some listening materials in each chapter and modify some contents in order to meet the needs of students in Indonesian context. Each chapter is meticulously crafted to teach English for integrated skills, starting from reading, speaking, listening, and grammar. This book is presented in clear explanations, illustrative

examples, and practical exercises to reinforce learning. Whether you are studying independently or in a classroom setting, this book is designed to accommodate various learning styles and preferences.

One of the unique features of the *English for Pharmacy Students* book is its emphasis on real-world applications and scenarios. Throughout the text, you will encounter, dialogues, and role-playing exercises that simulate common situations encountered in pharmacy practice. These interactive elements are intended to enhance your ability to apply language skills in practical contexts, preparing you for success in both academic and professional settings.

It is my sincere hope that the *English for Pharmacy Students* book will serve as a valuable companion on your journey to proficiency in pharmacy-related English language skills. Whether you are studying independently, participating in a formal course, or seeking self-improvement, I encourage you to approach each chapter with curiosity and enthusiasm. Together, let us embark on this educational adventure to unlock the doors of opportunity that fluency in English can offer in the field of pharmacy.

Best wishes for your learning journey ahead!

Writer

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ENGLIS

PHARMACY

Lets' talk about
your future
specialty

UNIT I



Vocabulary and Reading	My Future Specialty
Grammar Theory and Practice	The verbs <i>"to be"</i> , <i>"to have"</i> in Present Simple Tense
Speaking	My Future Specialty
Listening	Letters, Best Friends
Learning Outcome	At the end of this lesson students will be able to: identify types of <i>"to be"</i> , <i>"to have"</i> in Present Simple Tense use <i>"to be"</i> , <i>"to have"</i> in sentence translate vocabularies related to the reading text talk about students' Future Specialty

READING

MY FUTURE SPECIALTY

Task 1: Translate the following vocabularies into Bahasa Indonesia

analytical chemist	
disease	
dispensing pharmacist	
head of a department	
health	
higher educational establishment	
knowledge	
origin	
pharmaceutical education	
pharmacy graduate	
prepared drugs	
prescribed medicines	
ready-made drugs	
recovery	
specialty	
to achieve	
to choose (chose, chosen)	
to define	

Task 2: Read and interpret the passage below

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

A pharmacist or a provisor is a specialist with higher pharmaceutical education who is permitted by law to prepare drugs at chemist's shops, pharmaceutical plants, to check up the quality of the drugs, to dispense and supply them. A pharmacist together with a doctor devotes his life to protecting people's health. He is often called 'the second doctor'.

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

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

At present the sphere of action of a pharmacist is becoming broader: it's worth to say about the specialists who work at numerous biochemical,

clinical laboratories at sanatoria, hospitals, polyclinics. Many specialists have private chemist's shops which supply the population with all kinds of medicines, vitamins and things of medical care many of which are imported. Of course, one can see pharmacy graduates teaching at higher educational establishments, schools of pharmacy, medical schools, secondary schools, etc.

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

To sum up, we can say that a pharmacist is a specialist with higher pharmaceutical education who is permitted by law to prepare drugs at chemist's shops, pharmaceutical plants, to check the quality of the drugs, to dispense and supply them.

Task 3: Answer the following questions based on the passage above.

1. What is pharmacy which is your future specialty?
2. What are the duties of a pharmacist?
3. To become a provisor one should achieve knowledge of different subjects, shouldn't he? What are these subjects?
4. Where can pharmaceutical specialist work?
5. What is a manager responsible for? (a dispensing pharmacist, an analytical chemist)
6. Can you describe the work of a chemical analytical laboratory?
7. The sphere of action of a modern specialist is becoming broader, isn't it? Where else can he work?
8. What is the aim of a provisor as a medical worker?
9. What are you going to do after graduating from the academy?

Task 4: Fill in the gaps using the words from the box.

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

LEGAL RESPONSIBILITIES AND WORK ETHICS

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

A _____ maintains professional competence. He has a duty to _____ knowledge and abilities as new medications, devices and technologies become available and as health information advances.

A pharmacist acts with honesty and integrity in _____ relationships. A pharmacist _____ avoids discriminatory practices, behavior or work

conditions that impair professional judgment, and actions that compromise dedication to the best interests of _____.

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

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

SPEAKING

TALKING ABOUT MY FUTURE SPECIALTY

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	I would like to tell you about Today I'd like to give you an overview of... My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

BEST FRIENDS

Task 5: Listen and write down the letters you hear. What famous

1. _____ (a tennis player)
2. _____ (a film star)
3. _____ (a boy in a cartoon)
4. _____ (a footballer)
5. _____ (a popular film)
6. _____ (an American band)



Task 6: Listen to Maria asking four teenagers. Complete the information.

1. MATT
Best friend is
 - How old is he?
 - What do they do together?
2. ELENA
Best friend is
 - When do they meet?
3. KELLY-ANNE
Best friend is.....
 - Why is she special?
 - How old is Kelly-Anne?
4. TOM
Best friend is?.....
 - Where do they go together?



GRAMMAR

TO BE, TO HAVE IN PRESENT SIMPLE TENSE

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

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

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

with a noun :	<i>I am a student of the National University of Pharmacy.</i>
with an adjective :	<i>The students are happy to study at this University.</i>
as an auxiliary verb with the -ing form to make the continuous aspect	<i>We are studying English at the moment.</i>
with the -ed form to make the passive voice	<i>The texts are read by the students.</i>
with a prepositional phrase :	<i>Ivan and his wife are from Indonesia.</i>

The verb **“have”** as a main verb

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

Task 7: Write negative and interrogative sentences.

1. You are a pharmacy student.

(-) _____

(?) _____

2. His friend is a first-year student.

(-) _____

(?) _____

3. Chemistry is an interesting subject.

(-) _____

(?) _____

4. They are students of the pharmaceutical department.
(-) _____
(?) _____
5. We are at the lecture in anatomy now.
(-) _____
(?) _____

Task 8: Circle the correct form of “to have” in the sentences.

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

Task 9: Choose the correct form.

1. It _____ easy to study well.
A am B is C are
2. My best friends _____ third- year students.
A am B is C are
3. We _____ nearly ready to start the experiment.
A am B is C are

4. _____ it possible to know chemistry well?
A am B is C are
5. How much _____ it?
A am B is C are
6. Who _____ on the phone?
A am B is C are
7. Those books _____ mine.
A am B is C are
8. Everybody _____ working in the laboratory now.
A am B is C are
9. _____ anybody there?
A am B is C are
10. _____ Latin an interesting subject?
A am B is C are

Task 10: Put the verb “to be” in the correct form.

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

ENGLIS

PHARMACY

Lets' talk about
Chemist's Shop

UNIT II



Vocabulary and Reading	Chemist's Shop
Grammar Theory and Practice	The Noun and its Number
Speaking	Chemist Shop
Listening	Alphabet and Numbers
Learning Outcome	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• identify Noun and its Number• use Noun and its Number in sentence• interpret vocabularies related to the reading text• talk about Chemist's Shop

READING

CHEMIST' SHOP

Task 1: Translate the following vocabularies into Bahasa Indonesia

chemist's department	
cold	
cough	
dispensing pharmacist	
flu	
headache	
immediate	
manager	
medication	
prescription department	
replenishing	
therapeutic tools	
to compound	
to dispense	
to store	

Task 2: Read and interpret the passage below

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

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

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

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

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

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









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

Task 3: Answer the following questions based on the passage above.

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

Task 4: Match the pictures with the words in the box.

Medicines	Ointment	Bandages	Tincture
Cotton wool	Mustard Plaster	Hot water bottle	Elastic Plaster

			
1).....	2)	3)	4)
			
5)	6)	7)	8)

Task 5: Match the words on the left with the correct meaning on the

__1) drowsy	a) feeling like you have to vomit
__2) nauseated	b) a kind of medicine used on skin
__3) pregnant	c) be more than
__4) precaution	d) a mother giving her milk to her baby
__5) dizzy	e) suggested
__6) nursing	f) sleepy
__7) exceed	g) expecting a baby
__8) recommended	h) amount of medicine to take
__9) dosage	i) feeling like everything is turning
__10) ointment	j) taking care so something bad doesn't happen

SPEAKING

TALKING ABOUT CHEMIST' SHOP

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...</p>
	<p>To begin with/First of all, I want to tell you</p>

MAIN BODY*Tell the main information*

about

Next, I have to say that

Also, you have to know that In my point of view,

To my knowledge, ... As far as I know,

Last but not the least, it is important to

know that

SUMMARY*Sum it up*

Finally, ...

To conclude... In conclusion...

I'd like to finish/end by saying...

Before I finish, I'd finally like to say...

LISTENING

ALPHABET AND NUMBERS

Task 6: Listen and repeat

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
		Z		



Task 7: Listen and circle the right number

- | | | | |
|----|----|----|----|
| a. | 25 | 75 | 39 |
| b. | 13 | 30 | 37 |
| c. | 41 | 61 | 91 |
| d. | 14 | 16 | 40 |
| e. | 17 | 19 | 90 |
| f. | 15 | 50 | 80 |



Task 8: Listen and write the dates

- a. 1st March
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____



GRAMMAR

THE NOUN AND ITS NUMBER

There are two numbers in Noun-Number: Singular and Plural. When we speak about one person and one thing, we use the noun in singular form. Single means one. Plural number is used when the noun refers to more than one item. Countable nouns have both singular and

plural forms. Uncountable nouns and mass nouns do not normally have a plural form.

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

<i>student</i>	<i>students</i>
----------------	-----------------

These are the exceptions to the normal pattern:

<i>singular noun ending</i>	<i>plural noun ending</i>
<i>-s, -ss, -ch, -x, -zz</i>	<i>-es</i>
<i>focus</i>	<i>focuses</i>
<i>church</i>	<i>churches</i>
<i>box</i>	<i>boxes</i>
<i>-o</i>	<i>-s or -es</i>
<i>hero</i>	<i>heroes</i>
<i>piano</i>	<i>pianos</i>
<i>potato</i>	<i>potatoes</i>
<i>consonant + y</i>	<i>-ies</i>
<i>baby</i>	<i>babies</i>
<i>hobby</i>	<i>hobbies</i>
<i>vowel + y</i>	<i>-s</i>
<i>key</i>	<i>keys</i>
<i>ray</i>	<i>rays</i>
<i>-f</i>	<i>-s or -ves</i>
<i>hoof</i>	<i>hoofs or hooves</i>
<i>shelf</i>	<i>shelves</i>
<i>roof</i>	<i>roofs</i>
<i>-fe</i>	<i>-ves</i>
<i>knife</i>	<i>knives</i>
<i>life</i>	<i>lives</i>
<i>thief</i>	<i>thieves</i>

Irregular plurals

Some nouns have two plural forms.

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

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

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

A few change a vowel to form the plural.

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

Some nouns form the plural with **-en**.

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

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

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

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

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

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

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

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

Task 9: Chose the correct form of the verb

1. His hair__(is\are) beautiful.
2. Genetics_(is\are) the science of the 21st century.
3. Such shorts____(is\are) in fashion now.
4. The analysis____(is\are) very important.
5. The trousers you bought yesterday _____(is\are) too expensive.
6. New analytical scales____(is\are) installed in our laboratory.
7. Their money____(is\are) in the bank.
8. Mice ___ (is\are) used in the experiment.
9. No news_____(is\are) good news.
10. Her teeth _____(is\are) healthy.
11. The data_(is\are) important.

Task 11: Make the plural

- pill- _____
- textbook- _____
- fish - _____
- information- ____
- dish - _____
- lung - _____
- shelf - _____
- kidney - _____
- foot - _____
- person - _____
- yourself - _____
- goose - _____
- tomato - _____
- thief - _____
- bridge - _____
- day - _____
- hero - _____
- shop - _____
- baby - _____
- deer - _____
- tree- _____
- man- _____
- box - _____
- knife - _____
- child - _____
- family - _____
- manager - _____

ENGLIS

PHARMACY

Lets' talk about
Prescription

UNIT III



Vocabulary and Reading	Prescription
Grammar Theory and Practice	Adjectives, The Degrees of Comparison
Speaking	Talking about Prescriptions
Listening	At the Pharmacy
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify Adjectives, The degrees of Comparison• use Adjectives, The degrees of Comparison in sentence• interpret vocabularies related to the reading text• talk about Prescriptions

READING

PRESCRIPTION

Task 1: Translate the following vocabularies into Bahasa Indonesia

abbreviations	
frequency	
to alleviate	
to prescribe	
treatment	

Task 2: Read and interpret the passage below

A prescription is written by a doctor to give patients medicine needed to alleviate symptoms or stabilize a medical condition that might be chronic in nature. The prescription is written by a physician in order to tell the pharmacist which medication is required. These often include a number of prescription abbreviations. Prescriptions are used for medications that a doctor feels is necessary for treatment. These are legal documents that are required in order to receive medicine which is prepared by the pharmacist in a pharmacy. Recommendations, on the other hand, are courses of action that a doctor feels will be helpful for the patient. These could include simple daily tasks such as taking a walk or eating more fruits and vegetables.

Prescriptions include:

- **Patient identifier:** First and last name of the patient, as well as the date of birth (DOB).
- **Medication (also named “drug”):** The medicine that is prescribed.

- **Strength:** How strong the medication prescribed is (50 mg, 100 mg, etc.).
- **How much:** Number of pills, tablets, etc. provided.
- **Frequency:** How often the patient should take the medicine.
- **Route:** How the patient should take the medicine (by mouth, topical, sublingual, etc.).
- **Refills:** How often the prescription should be renewed. **Signature:** Signature of the physician writing the prescription. **Date:** The day on which the prescription was written.

Task 3: Answer the following questions based on the passage above.

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

Task 4: Match the words from column A with synonyms from column B

Column A		Column B
1) amount		a) medicine
2) chronic		b) illness, sickness, disease
3) drug		c) information that identifies a patient
4) easier said than done		d) how often something is done
5) frequency		e) how much
6) medical condition		f) person who has a license to prepare medications for patients
7) medication		g) recurring, happening again and again
8) patient identifier		h) doctor

Column A		Column B
9) pharmacist		i) idiomatic term used to refer to medicine
10) pharmacy		j) not easy to do
11) physician		k) to sleep enough to feel rested
12) prescription		l) licensed store which sells medicine that requires a prescription
13) to refill		m) to be relaxed
14) route		n) placed on the skin
15) strength		o) to take medicine by mouth
16) sublingual		p) to provide medicine again based on a prescription
17) to alleviate		q) order from a doctor for medicine
18) to get a good night's sleep		r) how medicine should be taken
19) topical		s) how strong the medicine is
20) to stabilize		t) under the tongue
21) to stay calm		u) to make easier, to relieve
22) to take a pill		v) to make regular

SPEAKING

TALKING ABOUT PRESCRIPTIONS

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>I would like to tell you about</p> <p>Today I'd like to give you an overview of... My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
<p>MAIN BODY <i>Tell the main information</i></p>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that</p> <p>Also, you have to know that In my point of view,</p> <p>To my knowledge, ... As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY <i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish, I'd finally like to say...</p>

LISTENING

AT THE PHARMACY

Task 5: Listen to a dialogue between a pharmacist and a customer and fill in the blank

- Pharmacist : Good morning. How can I help you today?
- Customer : Hello. Can you 1) _____?
- Pharmacist : Certainly. I see that you need several items - let me check if we have them all. I will be right back.
- Pharmacist : Well, Mr. Jones we have most of the items but I see that your doctor prescribed you brand name antibiotics and we only have the 2) _____ variety, will this be ok?
- Mr. Jones : Um, what's the difference?
- Pharmacist : The drugs are actually the same; both varieties use the same 3) _____ and are taken in the same manner. The only real difference is the cost, the generic are much cheaper.
- Mr. Jones : That sounds good. Oh, but what about 4) _____ of the generic one?
- Pharmacist : The side-effects are the same with both drugs; the most common one being 5) _____. Of course, you should read the instructions before



- taking and pay close attention to the **6** _____ as this drug has a few.
- Mr. Jones : Ok, so I will take the generic antibiotics and what about the other items?
- Pharmacist : We have the **7)** _____, the anti-inflammation **8)** _____ and the **9)** _____. I must say that this seems like an unusual combination of treatment.
- Mr. Jones : Ah, well you see it is not just for me. The prescription is from our family doctor and covers me, my wife and our son.
- Pharmacist : Now I see. Ok, so I just need to tell you a little about these drugs. May I ask who the liniment is for?
- Mr. Jones : That's for me.
- Pharmacist : Ok, well this is a **10)** _____ liniment which means you need to apply it to the area and the active ingredient is **11)** _____ into your bloodstream.
- Mr. Jones : Ok, and it should only be applied to a small area of skin?
- Pharmacist : Yes, that is correct. Just follow the instructions on that. Now, the eye-drops - these are **12)** _____...
- Mr. Jones : You mean they may be unsafe?
- Pharmacist : You would be surprised how often people try taking them **13)** _____.
- Mr. Jones : I assure you that I know how to use eye-drops.
- Pharmacist : Right, sorry I didn't mean to cause offense. Anyway, the suppositories are a little more unusual. Are these also for you?
- Mr. Jones : Absolutely not. They are for my wife.

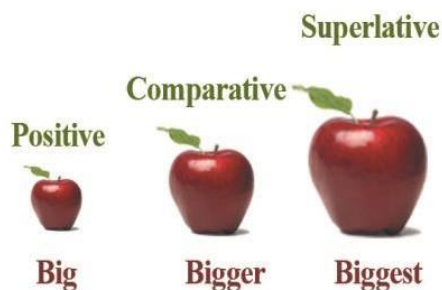
- Pharmacist : Ok, well please tell her that she must follow the dosage instructions on the box and if at any time she starts to feel **14)** _____, she should **15)** _____ the treatment.
- Mr. Jones : Of course.
- Pharmacist : So that's everything from the prescription. Is there anything else I can do for you?
- Mr. Jones : Yes, I need something for a blocked nose and do you have anything to help the immune system cope better?
- Pharmacist : There are several options for boosting the immune system but as you don't have a prescription it will have to be an **16)** _____ remedy. I would recommend 'rescue remedy'
- Mr. Jones : What is it?
- Pharmacist : It is a **17)** _____ of alcohol and herbs.
- Mr. Jones : So, it is natural?
- Pharmacist : Yes, and it is very good. I use it on my daughter during the flu season.
- Mr. Jones : Ok, that sounds good.
- Pharmacist : And for the blocked-nose, of course a **18)** _____ spray to clear the nose and maybe a vitamin C **19)** _____ as well.
- Mr. Jones : That would be good, but it's for my son and he cannot swallow tablets.
- Pharmacist : No problem, these are **20)** _____ so they dissolve in water.
- Mr. Jones : Perfect. How much will that be?
- Pharmacist : 49.92 with tax.

GRAMMAR

ADJECTIVE AND DEGREE OF COMPARISON

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

Three Degrees of Comparison



1. The Positive Degree

The positive degree of an adjective makes no comparison.

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

2. The Comparative Degree

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

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

3. The Superlative Degree

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

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

Rules for making comparatives and superlatives

One-syllable adjectives

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

One Syllable Adjectives

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

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

One Syllable Adjectives With an -e

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

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

One Syllable Adjectives with Single Consonant and a Vowel Before it

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

Two-syllable adjectives

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

Two Syllable Adjectives

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

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

Two Syllable Adjectives Ends with -y

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

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

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

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

Adjectives with three or more syllables

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

Three Syllable Adjectives

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
convenient	more convenient	most convenient
comfortable	more comfortable	most comfortable

Exceptions:

Some adjectives have irregular comparative and superlative forms.

Irregular Comparative and Superlative Forms

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

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

Two Syllable Adjectives Follow Two Rules

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

Task 6: Make comparative and superlative degrees

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

Task 7: Make positive degrees

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

Task 8: Put the adjective in the correct form

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

Task 9: Choose the best answer

1. He is a _____ man.
A handsome
B more handsome
C the most handsome
2. He was _____ than the day before.
A good
B better
C the best
3. The way was _____ now than last time.
A long
B longer
C the longest

4. We were _____ to the yard than to the house.
A close
B closer
C the closest
5. My heart was _____.
A heavy
B heavier
C the heaviest
6. He is very loud, he should behave _____.
A more quietly
B quieter
C more quiet
7. His English is _____ than mine.
A worst
B more worse
C worse
8. I speak French _____ than Tom.
A fluentlier
B fluently
C more fluently
9. Tom usually answers _____ than his brother.
A more honest
B honestlier
C more honestly

Task 10: Fill in and choose the correct form of the words in the

1. My house is (big) _____ than yours.
2. This is the (interesting) _____ lecture I have ever heard.
3. Non-smokers usually live (long) _____ than smokers.
4. Which is the (dangerous) _____ substance in the lab?

5. A holiday by the sea is (good)_____ than a holiday in the mountains.
6. It is strange but often a coke is (expensive)_____ than a beer.
7. Who is the (rich)_____ woman on earth?
8. The weather this summer is even (bad)_____ than last summer.
9. He was the (clever)_____ student of all.
10. This is the (difficult)_____ experiment I have ever carried out.
11. I visit my parents (more often/the most often) than my brothers do.
12. He thinks he always knows (better/best).
13. Out of all my siblings, I visit my parents (more often/the most often).
14. David did (worse/the worst) than he thought he would do on his test.
15. I did (worse/the worst) out of all the students on my test.
16. Out of all the students, Frank studied (less/the least), but got the best grade.
17. We argued (longer/the longest) than I thought we would.
18. My sisters laughed (louder/the loudest) out of the whole audience.
19. The two guys who enjoyed the game (more/most) were Tom and Robert.
20. George drives (more recklessly/the most recklessly) than his brother.

ENGLIS

PHARMACY

Lets' talk about
Medicines

UNIT IV



Vocabulary and Reading	Coldrex tablets
Grammar Theory and Practice	Present Simple Tense
Speaking	Medicines
Listening	Family Habit
Learning Outcome	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• identify No Present Simple Tense• use Present Simple Tense in sentence• interpret vocabularies related to the reading text• talk about Medicines

READING

COLDREX TABLETS

Task 1: Translate the following vocabularies into Bahasa Indonesia

administration	
stuffy nose	
medical advice	
persist	
storage	
reach	
exceed	
flu	
essential	
description	
precaution	

Task 2: Read and interpret the passage below

Description

“Coldrex Tablets” are particularly effective against the symptoms of colds and flu because they are made to the special Coldrex formula. They contain the full- recommended dose of paracetamol to ease aches and pains and to lower your temperature. There’s phenylephrine to clear a stuffy nose. We’ve also added caffeine, mild stimulant to keep you going through your cold, and vitamin C - an essential vitamin your body often lacks during colds and flu.

Indications

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

Administration

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

Dosage

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

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

Precautions

Not to be given to children under 6 years of age except on medical advice.

Do not take with other products containing paracetamol

Contraindications

An allergic reaction to “Coldrex” is encountered very rarely.

Do not exceed the stated dose!

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

Storage

Store in dry place. Keep out of the reach of children.






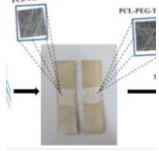

Task 3: Fill the gaps using the words from the box.

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

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

Task 4: Match the pictures with the words in the box.

Tablets	Pills	Capsules	Suppositories
Syrup	Patch	Drops	Inhalers

			
1).....	2)	3)	4)
			
5)	6)	7)	8)

SPEAKING

TALKING ABOUT MEDICINES

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

THE STRUCTURE OF YOUR SPEECH. USEFUL LANGUAGE.

The name of this drug is....

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

It is indicated for....

One should take this drug....

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

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

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

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

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

One package contains....

LISTENING

FAMILY HABIT

Task 5: Answer the following questions about the interview

- 1) When does her mom get up?
 - a) 4
 - b) 6
 - c) 7

- 2) Who watches a lot of TV?
 - a) Her mom
 - b) Her dad
 - c) Her brother

- 3) Who cooks for the family?
 - a) Her mom
 - b) Her dad
 - c) Her brother

- 4) Who argues with her?
 - a) Her mom
 - b) Her dad
 - c) Her brother

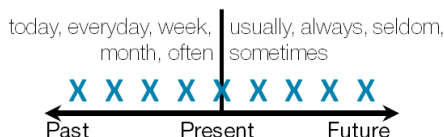
- 5) Who makes her laugh?
 - a) Her mom
 - b) Her dad
 - c) Her brother



GRAMMAR

SIMPLE PRESENT TENSE

Present Simple Tense



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

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

<i>The present simple tense is used:</i>	<i>Examples</i>
To express habits, general truths, repeated actions or unchanging situations, emotions and wishes	<i>I like chemistry (habit); I work in Kiev (unchanging situation); Water boils at 100 degrees of Celsius (general truth)</i>
To give instructions or directions:	<i>You walk for two hundred meters, then you turn left.</i>
To express fixed arrangements, present or future:	<i>Your exam starts at 09.00</i>
To express future time, after some conjunctions: <i>after, when, before, as soon as, until:</i>	<i>He'll give it to you when you come next Saturday.</i>
With verbs of the senses and mental processes:	<i>I understand you now. He thinks that he wants to become a pharmacist.</i>

Task 6: Write the negative and interrogative sentences

1. I study at the National University of Pharmacy.

- _____
? _____

2. I always do my English homework.

- _____
? _____

3. He studies at the pharmaceutical department.

- _____
? _____

4. They like organic chemistry very much.

- _____
? _____

5. My best friend lives in a hostel.

- _____
? _____

Task 7: Write the questions in the Present Simple Tense

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

Task 8: Open the brackets and write the correct forms of the verbs

1. Anne _____ (like) studying biology.
2. We _____ (not\ watch) TV every day.
3. Students _____ (carry out) experiments very often.
4. They _____ (have) breakfast before 7 a.m.
5. _____ you _____ (study) at the National University of Pharmacy?
6. Masha _____ (not\ play) computer games.
7. She _____ (have) shower in the mornings.
8. My friend _____ (speak) French.

Task 9: Write do/ does/ am/ is/ are in the gaps

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

Task 10: Find and correct the mistakes in these sentences

1. The Browns goes to the seaside every summer.

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

3. British people drinks a lot of tea.

4. Do she studies at the National University of Pharmacy?

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

6. Does your groupmates arrives on Monday?

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

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

9. Water freeze at 0°C (32°F).

ENGLIS

PHARMACY

Lets' talk about
Chemistry
Laboratory

UNIT V



Vocabulary and Reading	The Chemical Laboratory
Grammar Theory and Practice	There is/ There are
Speaking	Chemistry Laboratory
Listening	Things in Town
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “There is/ There are”• use there is/ there are in sentence• interpret vocabularies related to the reading text• talk about Chemistry Laboratory

READING

THE CHEMICAL LABORATORY

Task 1: Translate the following vocabularies into Bahasa Indonesia

a burette	
a burner	
a flask	
a funnel	
a test-tube	
a vessel	
an acid	
an alkali	
analytical balance	
glassware	
impurities	
to boil	
to increase	
to melt	
to point out	
to record all the findings	
to write down carefully	

Task 2: Read and interpret the passage below

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

All members of my group prefer to attend practical classes. That's why we work in the chemical laboratory with great pleasure. We try to

improve our knowledge in practice. Our chemical laboratory occupies a large and light room. It is well-ventilated because chemists often work with substances having strong and unpleasant odor. During our practical classes in chemistry, we study chemical and physical properties of inorganic substances. Our students carry out different experiments and carefully record all the findings. Usually, they point out the title of the experiment and the date, the substances, describes reagents and the results.

The laboratory has its own equipment. It is equipped with special laboratory tables besides the demonstration table which stands between the two rows of tables and in front of them. In our experiments we use laboratory vessels and glassware of different kinds. There are three groups of them in the laboratory: glassware for general use, glassware for special use and glassware for measuring. Students carry out experiments using test-tubes, funnels, flasks, retorts, burettes, graduated cylinders, measuring glasses and pipettes. They also have microscopes, analytical balances, distillators, burners to heat solutions and thermometers at hand. The most widely available reagents at our laboratory are acids (nitric, sulphuric), alkalis (potassium solution, sodium solution), oxides, organic salts, indicators (phenolphthalein, methylene orange). Among the subjects students study in the laboratory are density, viscosity, vapour pressure and others.

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

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

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

Task 3: Answer the following questions based on the passage above.

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

Task 4: Combines the words of two columns.


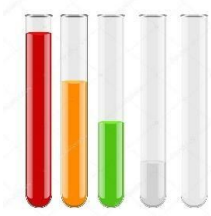
- | | |
|---------------|---------------|
| 1) blank | a) cylinder |
| 2) graduated | b) point |
| 3) measuring | c) volumetric |
| 4) analytical | d) glass |
| 5) drying | e) weight |
| 6) molecular | d) cabinet |
| 7) boiling | e) balance |



Task 5: Fill the gaps.

equipe *includes* *flasks* *cleanliness*
supplied *measuring* *distilled*

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

Task 6: Name the basic lab equipments in the pictures below.

	
<p>1.</p>	<p>2.</p>

	
3.	4.

Task 7: Choose a suitable word given in the brackets.

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

In our experiments (**us\we**) use laboratory vessels and glassware of different kinds. There (**is\are**) three groups of them in the laboratory: glassware for general use, glassware for special use and glassware for measuring. Students (**carry out\ carry**) experiments using test-tubes, funnels, flasks, retorts, burettes, graduated cylinders, measuring glasses and pipettes. They also (**have\has**) microscopes, analytical balances, distillators, burners to heat solutions and thermometers at hand. The most widely available reagents at our laboratory (**are\is**) acids, alkalis, oxides, organic salts, indicators.

Task 8: Write 5-7 sentences describing what you see in the picture.



Task 9: Answer the questions.

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

SPEAKING

CHEMISTRY LABORATORY

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>My topic is</p> <p>I would like to tell you about</p> <p>Today I'd like to give you an overview of.. My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
<p>MAIN BODY <i>Tell the main information</i></p>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that</p> <p>Also, you have to know that</p> <p>In my point of view,</p> <p>To my knowledge, ... As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY <i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish, I'd finally like to say...</p>

LISTENING

THINGS IN TOWN

Task 10: Answer the following questions about the interview.

- 1) What does she do in her town?
 - a) Go to the gym
 - b) Go to the park
 - c) Go to the movies



- 2) Is there lots of nature in her town?
 - a) Yes, there is.
 - b) No, there is not.
 - c) She does not say.

- 3) How many people are in his town?
 - a) 5,000
 - b) 80,000
 - c) He does not say

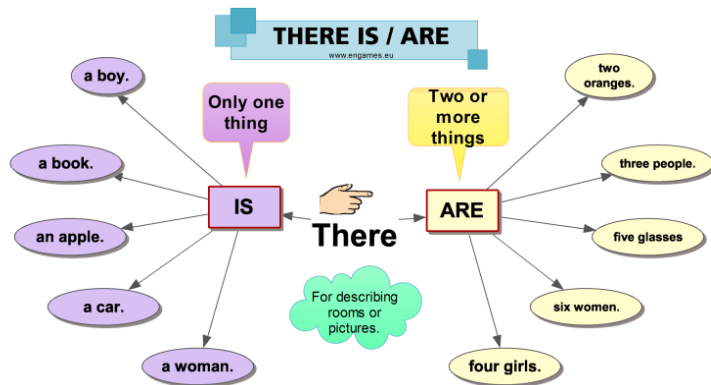
- 4) What is there in his town?
 - a) A bowling ally
 - b) A health club
 - c) A night club

- 5) What else is there in his town?
 - a) Mountains
 - b) A big lake
 - c) A park

GRAMMAR

THERE IS/ THERE ARE

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



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

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

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

There are three Japanese students in my class.

“There is” is a singular form.

There is a new cafe in the center of Kharkiv.

“There are” is the plural form of “there is”:

There are two new buildings next to the University.

Task 11: Write the negative and interrogative form.

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

Task 12: Complete the sentences using “is” or “are”.

1. There _____ thirty students in my group.
2. There _____ some books in my bag.
3. There _____ some computers in the library.
4. There _____ a blackboard in the classroom.
5. There _____ a CD player on our teacher’s desk.
6. There _____ some textbooks.

ENGLIS

PHARMACY

Lets' talk about
Pharmacy

UNIT VI



Vocabulary and Reading	What is Pharmacy
Grammar Theory and Practice	Pronouns some, any, no
Speaking	What is Pharmacy
Listening	Things in Town
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify "Pronouns some, any, no"• use pronouns some, any, no in sentence• interpret vocabularies related to the reading text• talk about What is Pharmacy

READING

WHAT IS PHARMACY

Task 1: Translate the following vocabularies into Bahasa Indonesia

dosage forms	
efficacy	
health care	
medicines, drugs, medicinal products, medications	
outcome	
science	
scientific	
substance	
surgery	
to be related to	
to consider	
to dispense	
to divide	
to include	
to sell (sold, sold)	

Task 2: Read and interpret the passage below

Pharmacy is the science and technique of preparing as well as dispensing drugs and medicines. It is also considered as the art of preparing medicinal products, or a place where such substances are sold. The mortar and pestle are one of the internationally recognized symbols to represent the pharmacy profession. Also, the Green Cross is used in

Greece, Spain, Italy, Argentina, France, Poland, the United Kingdom and other countries.

Pharmacy is the health profession that links the health sciences with the chemical sciences. The scope of pharmacy practice includes more traditional roles such as compounding and dispensing medications, and it also includes more modern services related to health care, including clinical services, reviewing medications for safety and efficacy, and providing drug information. Pharmacists, therefore, are the experts on drug therapy and are the primary health professionals who optimize medication use to provide patients with positive health outcomes.

The word *pharmacy* is derived from its root word *pharma* which was a term used since the 15th–17th centuries. However, the original Greek roots from “Pharmakos” imply sorcery or even poison. In addition to pharma responsibilities, the pharma offered general medical advice and a range of services that are now performed solely by other specialist practitioners, such as surgery and midwifery. The pharma often operated through a retail shop which, in addition to ingredients for medicines, sold tobacco and patent medicines. The *pharmas* also used many other herbs not listed. The Greek word *Pharmakeia* meaning “drug” or “medicine”.

In its investigation of herbal and chemical ingredients, the work of the pharma may be regarded as a precursor of the modern sciences of chemistry and pharmacology, prior to the formulation of the scientific method.

The field of pharmacy can generally be divided into three main disciplines: 1) *Pharmaceutics* that concerns on how to convert medication and drugs to suitable drug dosage forms; 2) *Pharmaceutical Sciences* including pharmaceutical and medicinal chemistry, pharmacognosy, pharmacy technology, pharmacy management and economics and pharmacology; 3) *Pharmacy practice* that concerns dispensing medication correctly. In the late 20th century, this field has developed into hospital pharmacy and clinical pharmacy. All of these fields are concentrated on optimizing patient care.

Task 3: Answer the following questions based on the passage above.

1. What is pharmacy?
2. What are the internationally recognized symbols to represent the pharmacy profession?
3. What does the scope of pharmacy practice include?
4. What is the word *pharmacy* derived from?
5. How can the field of pharmacy be divided?
6. What is pharmaceuticals?
7. What pharmaceutical sciences can you name?

Task 4: Fill the gaps using the words in the box.

<i>pharmacy</i>	<i>science</i>
<i>dosage</i>	<i>drug</i>

1. Pharmacy is the _____ and technique of preparing as well as dispensing drugs and medicines.
2. Pharmacists are the experts on _____ therapy.
3. The word _____ is derived from its root word *pharma*.
4. Pharmaceutics concerns on how to convert medication and drugs to suitable drug.

SPEAKING

TALKING ABOUT WHAT IS PHARMACY

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

MAKING BREAKFAST

Task 5: Answer the following questions about the interview.

- 1) Do they need to buy eggs?
 - a) Yes, they need some more.
 - b) No, they have enough.
 - c) They do not say

- 2) Do you they need some pancake mix?
 - a) Yes, they need some more.
 - b) No, they have enough.
 - c) They do not say.

- 3) What do they say about milk?
 - a) They have enough.
 - b) They need some more.
 - c) They are not sure.

- 4) Do they need some tea?
 - a) Yes, they do.
 - b) No, they do not.
 - c) They do not say.

- 5) What do they need to buy?
 - a) syrup
 - b) dish soap
 - c) juice



GRAMMAR

PRONOUNS, SOME, ANY, NO

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

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

- *I have **some** prescriptions to buy in a chemist’s shop.*
- *I don’t have **any** textbooks in Organic chemistry.*
- *Do you have **any** test-tubes to carry out an experiment?*

PAY ATTENTION!

Some is used in questions when offering or requesting something that is there.

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

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

- We use “**any**” in questions and negative sentences.

- Do you have **any** questions about this topic?
- Are there **any** drugstores in this area?
- He hasn't got any questions.

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

- The students have **no** problems with this topic.

COMPOUND USES OF SOME, NO AND ANY

SOME, ANY, NO – FORMING COMPOUNDS

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

We can combine **some**, **no** and **any** with other words:

- Something – anything
- Somewhere – anywhere
- Someone – anyone
- Somebody – anybody
- No one
- Nobody
- Nothing
- Nowhere

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

- He needs to find **somewhere** to live in Makassar
- I didn't know **anyone** at the conference.
- **No one** at the conference said a word about this invention.

Task 6: Chose the correct option

1. Have you got ___ English friends?
a) some
b) any
c) no
2. No, I haven't got _____ English friends.
a) no
b) some
c) any
3. As for me, I have _____ new books in biochemistry.
a) some
b) any
c) no
4. He has ___ time at all.
a) some
b) any
c) no
5. Did you pass ___ tests in analytical chemistry last week?
a) some
b) any
c) no
6. Would you like _____ orange juice?
a) some
b) any
c) no

7. Unfortunately, the professor has _____ time left to answer more questions.
- a) some
 - b) any
 - c) no
8. Have you ever written _____ scientific articles?
- a) some
 - b) any
 - c) no
9. Have you got _____ textbooks in microbiology?
- a) some
 - b) any
 - c) no
10. Yes, I have _____ textbooks in microbiology.
- a) some
 - b) any
 - c) no
11. Have you got _____ water? I am really thirsty.
- a) some
 - b) any
 - c) no
12. No, I do not have _____ water.
- a) some
 - b) any
 - c) no
13. I want to find _____ one who wants to cooperate with me in writing a new article.

- a) some
- b) any
- c) no

14. I will live ____ where in London. It does not matter to me.

- a) some
- b) any
- c) no

Task 7: Fill in the blank below to complete the sentences. Use some or any.

1. I do not need _____ advice from you. I am old enough to use my head.
2. He does not have _____ pens, but I have _____ pens.
3. Our teacher did not give us _____ homework yesterday.
4. I am tired. Do we have _____ time to take a nap?
5. A: Do they have _____ library cards?
B: No, they don't have _____.
6. Pavel wants to buy _____ new books.
7. Excuse me, I need _____ information about the next conference.
8. I need _____ help with my homework.
9. The teacher has _____ questions that he wants to ask you.
10. Unfortunately, I do not have _____ time to discuss it.
11. I am sorry, but we have _____ time. We are in a hurry.
12. Dima read _____ interesting books last month.

Task 8: Underline the correct option

1. There is **someone / anyone** in the classroom.
2. There is **anything / nothing** on the shelf.
3. Can I tell you **something / nothing**?
4. He did not tell me **anything / something** about this accident.
5. **No one / Anyone** came to visit her in a hospital.
6. **Anybody / Somebody** called her yesterday.
7. Did you go **anywhere / nowhere** last weekend?

Task 9: Write something/anything/ nothing in the following

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

Task 10: Correct the mistakes if there are any.

1. I am sure, Mr. Peter did not tell you nothing about the conference.
2. The doctors have never done something to hurt him.

3. Let me explain something to you.
4. Have you read some articles by this outstanding professor?
5. Who told you that he did not write some books?
6. I need something to talk to.
7. I cannot confirm nothing now.
8. Do you have some questions?
9. Would you like any coffee?
10. I did not have nothing to do at the weekends so I was bored.

ENGLIS

PHARMACY

UNIT VII

Lets' talk about
Pharmaceutical
Technology,
Industry and
Manufacturing



Vocabulary and Reading	Pharmaceutical Technology, Industry and Manufacturing
Grammar Theory and Practice	Present Continuous Tense
Speaking	Pharmaceutical Technology, Industry and Manufacturing
Listening	Hometown
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “Present Continuous Tense”• use Present Continuous Tense in sentence• interpret vocabularies related to the reading text• talk about Pharmaceutical Technology, Industry and Manufacturing

READING

PHARMACEUTICAL TECHNOLOGY, INDUSTRY, AND MANUFACTURING

Task 1: Translate the following vocabularies into Bahasa Indonesia

collaboration	
combinatorial chemistry	
cost-effective	
cutting edge knowledge	
delivery system	
disease	
drug powder	
efficient	
genetically tailored treatment	
health-related product	
highly trained scientist	
individualized therapy	
industrial-scale synthesis	
large-scale manufacturing technique	
manufacture	
mechanical device	
occurrence	
ointment	
patient-friendly	
pharmaceutical care	
pharmacy technician	
physician	
productivity	
relevant	
severity	
technology	
to dissolve	
to employ	
to improve	

to increase	
to permit	
to purify	
to reduce	
to rely on	
tool	
typhoid fever	

Task 2: Read and interpret the passage below

Pharmacy technology is an important part of the health care system. It is the application of scientific knowledge, techniques and methods to the practice of pharmacy or pharmacology. Pharmaceutical technology focuses on improving the safety, quality and efficiency of pharmaceutical manufacturing through the application of relevant technology.

New technologies have the potential to make pharmacy practice and pharmaceutical care more efficient, more cost-effective and more patient-friendly. Robots, networked computers and other tools are making pharmacists and pharmacy technicians more productive and accurate. Automating the pick, pour, count, fill and label steps of the prescription order filling process can increase pharmacy productivity.

Pharmacy technology involves the compounding of medications such as creams and ointments using not only compounding machines but manual tools as well.

The pharmaceutical industry develops, produces, and markets drugs or pharmaceuticals licensed for use as medications. The pharmaceutical industry includes public and private organizations involved in the discovery, development, and manufacture of drugs and medications. Historically, medicines were prepared by physicians and later by apothecaries. Today, drug development relies on the collaboration and effort of highly trained scientists at universities and private companies. The modern era of drug discovery and development originated in the 19th century when scientists learned how to isolate and

purify medicinal compounds and developed large-scale manufacturing techniques. As understanding of biology and chemistry improved in the 20th century, the occurrence and severity of such diseases as typhoid fever, poliomyelitis, and syphilis were greatly reduced. While many drugs, such as quinine and morphine, are extracted from plant substances, others are discovered and synthesized by techniques including combinatorial chemistry and recombinant DNA technology. The pharmaceutical industry has greatly aided medical progress, and many new drugs have been discovered and produced in industrial laboratories.

Drug manufacturing is the process of industrial-scale synthesis of pharmaceutical drugs by pharmaceutical companies. The drug manufacturing industry has produced a variety of medicinal and other health-related products undreamed of by even the most imaginative apothecaries of the past. These drugs have saved the lives of millions of people from various diseases, and they permit many ill people to lead reasonably normal lives.

The process of drug manufacturing can be broken down into a series of unit operations, such as milling, granulation, coating, tablet pressing, and others.

During the drug manufacturing process, milling is often required in order to reduce the average particle size in a drug powder. Granulation can be thought of as the opposite of milling; it is the process by which small particles are bound together to form larger particles, called granules. An enteric coating is a polymer barrier applied on oral medication. This helps by protecting drugs from the pH (i.e., acidity) of the stomach. Drugs that have an irritant effect on the stomach, such as aspirin, can be coated with a substance that will dissolve only in the small intestine. A tablet press is a mechanical device that compresses powder into tablets of uniform size and weight. A press can be used to manufacture tablets of a wide variety of materials, including pharmaceuticals, cleaning products, and cosmetics.

In the future, pharmaceutical manufacturing will need to employ innovation, cutting edge scientific and engineering knowledge, and the

best principles of quality management to respond to the challenges of new discoveries (e.g., complex drug delivery systems and nanotechnology) and ways of doing business such as individualized therapies or genetically tailored treatments.

Task 3: Answer the following questions based on the passage above.

1. What is pharmacy technology?
2. What does pharmacy technology involve?
3. What is the aim of pharmaceutical industry?
4. What does pharmaceutical industry include?
5. What is drug manufacturing?
6. What can the process of drug manufacturing be broken down into?
7. What is the future of pharmaceutical manufacturing?

SPEAKING

TALKING ABOUT PHARMACEUTICAL TECHNOLOGY, INDUSTRY, AND MANUFACTURING

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>I would like to tell you about</p> <p>Today I'd like to give you an overview of.. My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
<p>MAIN BODY <i>Tell the main information</i></p>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that</p> <p>Also, you have to know that In my point of view,</p> <p>To my knowledge, ... As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY <i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish, I'd finally like to say...</p>

LISTENING

HOMETOWN

Task 4: Answer the following questions about the interview.

- 1) Is his city clean?
 - a) Yes
 - b) Usually
 - c) No

- 2) Is his city dangerous?
 - a) Yes, very dangerous

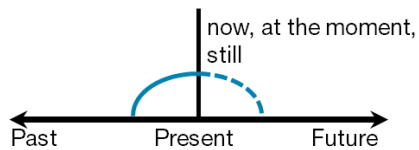


- b) No, not really
 - c) No, it is very safe
- 3) Is his city expensive?
- a) Yes, very expensive
 - b) In some places
 - c) No, not at all
- 4) What is expensive about her city?
- a) The food
 - b) The parking
 - c) Nothing
- 5) What is interesting about her city?
- a) The nature
 - b) The food
 - c) The weather

GRAMMAR

PRESENT CONTINUOUS TENSE

Present Continuous Tense



(am/is/are) + V-ing

The present continuous is made from the present tense of the verb be and the –ing form of a verb:

*I am working You are working It is working He is working She is working
We are working You are working They are working*

We use **the present continuous** to talk about:

- **activities at the moment of speaking:**
I'm just leaving work. I'll be home in an hour. Please be quiet. The students are studying.
- **to describe an action that is going on during this period of time or a trend:**
Are you still working for the same pharmaceutical company? More and more people are becoming vegetarian.
- **future plans or arrangements:**
*Mary is going to the University next term.
What are you doing next week?*

Present continuous spelling

Infinitive	-ing form	spelling
work study	work ing stud ing	general rule add -ing
live make	liv ing mak ing	consonant + -e delete -e and add -ing
run swim	run ning swim ming	consonant + vowel + consonant (stressed) double consonant + -ing

Task 5: Add the -ing to the verbs.

study_____

swim_____

Travel_____

cut_____

carry out_____

live_____

walk____
make____
write____
cook____
shop_____

play____
dance____
study____
put____
Carry_____

Task 6: Complete the sentences with the correct verb forms of present continuous.

1. His sister and brother _____ (study) chemistry now.
2. We _____ (not carry out) experiments this week.
3. I _____ (read) an interesting medical book at the moment.
4. She _____ (not watch) TV now, because she _____ (study).
5. He _____ (leave) his home for the University in 5 minutes.
6. Sasha _____ (stay) at home today.
7. What _____ you _____ (do) right now?
8. _____ your groupmate _____ (talk) to the dean at the moment?
9. _____ you _____ (speak) to the dean now?
10. When _____ you _____ (arrive) to the conference next Wednesday?

Task 7: Write the correct form of verb using present indefinite or present continuous.

1. He _____ (read) a scientific report in the library now.
2. I _____ (wear) my sunglasses today because the sun is very strong.
3. Where _____ your groupmate _____ (come) from?

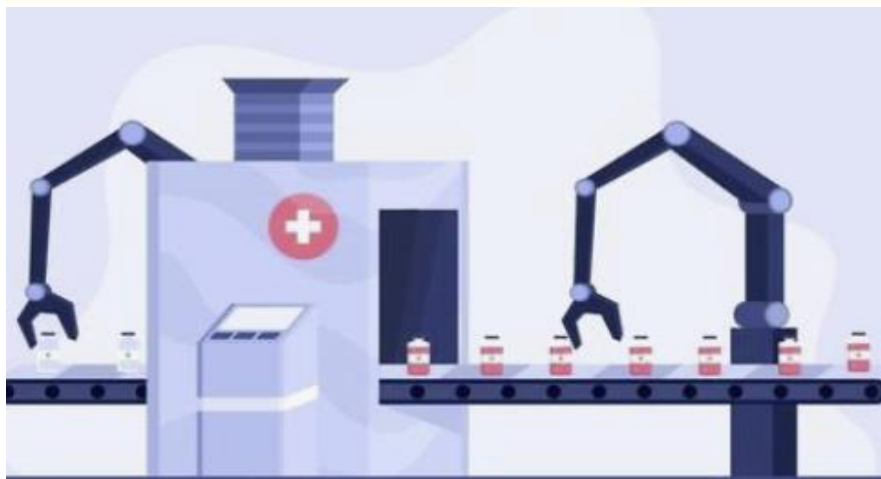
4. I can't have the biology book now because my groupmate _____(read) it.
5. _____you _____(like) reading books?
6. Excuse me. I _____(look) for a phone.
7. How ___you _____(get) to the University as a rule?
8. I'm sorry, but I _____(not\ understand) you at all.
9. _____you _____(talk) to the group monitor at the moment?
10. Why ___she _____(speak) so loud?

ENGLIS

PHARMACY

Lets' talk about
Pharmacy
management
and economics

UNIT VIII



Vocabulary and Reading	Pharmacy Management and Economics
Grammar Theory and Practice	Past Continuous Tense
Speaking	Talking about Pharmacy management and economics
Listening	Countries: Japan vs Thailand
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “Pharmacy management and economics”• use Past continuous in sentences• interpret vocabularies related to the reading text• talk about Pharmacy management and economics

READING

PHARMACY MANAGEMENT AND ECONOMICS

Task 1: Translate the following vocabularies into Bahasa Indonesia

drug therapy	
enhanced quality	
goal	
high quality	
human resources	
marketplace	
pharmaceutical care	
pharmaceutical marketing	
pharmacy management	
pharmacy owner	
pharmacy staff	
policy	
practical skills	
product development	
quality control	
retail sales	
sub-discipline	
technical skills	
to apply	
to gain knowledge	
to supervise	

Task 2: Read and interpret the passage below

Pharmacy management and economics is an applied discipline focusing on specialized courses in pharmaceutical management, pharmaceutical marketing and product development, quality control,

research and technology, economic evaluation of pharmaceutical products.

The goal of pharmacy management is getting information and gaining knowledge as well as practical skills in the field of organization, planning, control, analysis and other activities concerned with providing high quality pharmaceutical care. Keeping up with innovations in customer services, retail sales and human resources policies is essential for any pharmacy owner or pharmacist responsible for training and supervising pharmacy staff. Getting insights from other industries and learning from profiles of pharmacists in a range of pharmacy practice settings is also important.

Pharmacoeconomics refers to the scientific discipline that compares the value of one pharmaceutical drug or drug therapy to another. It is a sub-discipline of health economics. Economic analysis is becoming more and more critical. With growing economic challenges facing the pharmaceutical industry, more efforts are being placed on the ways that new drugs can be commercialized in the marketplace. Thus, the technical skills of an economist are needed more than ever to address the growing challenges faced by individual companies and the industry. A pharmacoeconomic study evaluates the cost (expressed in monetary terms) and effects (expressed in terms of monetary value, efficacy or enhanced quality of life) of a pharmaceutical product.

Task 3: Answer the following questions based on the passage above.

1. What is pharmacy management and economics?
2. What is the aim of pharmacy management?
3. What is essential for any pharmacy owner or pharmacist responsible for training pharmacy staff?
4. What does pharmacoeconomics include?
5. What is a sub-discipline of health economics?
6. What does the pharmacoeconomic study evaluate?

SPEAKING

TALKING ABOUT PHARMACY MANAGEMENT AND ECONOMICS

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish I'd finally like to say...

LISTENING

COUNTRIES: JAPAN VS THAILAND

Task 4: Answer the following questions about the interview.

- 1) What is expensive in Japan?
 - a) cars
 - b) taxis
 - c) food

- 2) What is cheap in the UK?
 - a) food
 - b) taxis
 - c) food

- 3) What is difficult in Japan?
 - a) eating
 - b) meeting people
 - c) reading characters

- 4) She says the roads are _____ in Thailand.
 - a) busy
 - b) dangerous
 - c) fun

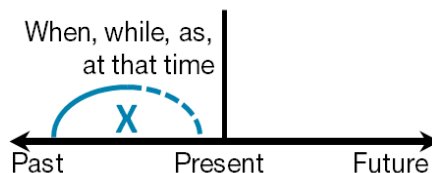
- 5) The trains in Japan and Thailand are _____ .
 - a) busy
 - b) cheap
 - c) on time



GRAMMAR

PAST CONTINUOUS TENSE

Past Continuous Tense



(was / were) + V-ing

The **past continuous** (also called past progressive) is a verb tense, which is used to show that a past action was happening at a specific time or the moment of interruption in the past, or that two past actions were happening at the same time.

Examples:

- *I **was doing** my English homework, when she called.*
- *When the phone rang, she **was writing** her task in organic chemistry.*
- *While the teacher **was delivering** the lecture in analytical chemistry, the dean came to check the attendance.*
- *While Ivan **was reading** the book, his friend **was doing** his English homework.*

The **past continuous** is formed using **was/were + V-ing**. Questions are indicated by inverting the subject and was/were. Negatives are made with not.

Statement: You **were studying** English when she called. Question: **Were** you **studying** English when she called? Negative: You **were not studying** English when she called.

MARKERS OF PAST CONTINUOUS

WHEN
WHILE
AS
AT THE TIME OF

Task 5: Write the negative and interrogative form.

1. I was studying Latin language.

- _____
? _____

2. My groupmate was reading a medical book.

- _____
? _____

3. She is reading about the National University of Pharmacy now.

- _____
? _____

4. They were studying organic chemistry all evening yesterday.

- _____
? _____

5. My best friend was living in a hostel last year.

- _____
? _____

Task 6: Fill in the blanks with appropriate Past Continuous verb

1. I _____ TV at eight o'clock yesterday evening.
a) was watching b) watched c) am watching
2. I _____ a medical book all day yesterday.
a) read b) was reading c) had read
3. At the time when it happened, I _____ to the University.
a) was going b) went c) am going
4. As I _____ down the road, I saw my English teacher.
a) were walking b) was walking c) walked
5. The phone rang while I _____ organic chemistry.
a) was studying b) study c) was studiing
6. It happened while I _____ in a hostel last year.
a) lives b) was living c) had living
7. When I entered her room, she _____ the piano.
a) was playing b) played c) were playing
8. Students _____ to the exam all week.
a) was learning b) were learning c) were learn

Task 7: Choose which verb tense fits better

1. I (**was sleeping/ slept**), I didn't hear you come in.
2. I (**was coming/ came**) to see her twice, but she wasn't home.
3. What homework (**did you do/ were you doing**) yesterday evening, I was doing my English homework.
4. Last month I decided to buy a pharmaceutical encyclopedia, and yesterday I finally (**bought/ was buying**) it.
5. Hey, did you talk to the head of the department? – Yes, I (**was talking/ talked**) to her.
6. (**Did you have/ Were you having**) the flu last year?
7. We (**had/ were having**) breakfast when she walked into the canteen.

Task 8: Open the brackets and write the correct form of the verbs

1. A: What _____ (you, do) when you heard that noise?
B: I (make) _____ a project for my English lesson.
2. The doctor said that Brian (be) _____ too weak to go to work and that he (need) _____ to stay at home for a couple of days.
3. My group mate (arrive) _____ at my house a little before 9:00 pm, but I (be, not) _____ there.

Task 9: Complete the sentences with the past simple or past continuous

1. I (break) _____ my leg once while I (play) _____ football for the university team.

2. I (have)_____ a terrible headache yesterday.
3. Nobody (help)_____ him. He (do)_____ it himself.
4. At nine o'clock last night, I (make)_____ a report.
5. I (read)_____ a book while you (do)
_____ the washing up.
6. Penny _____(do) he tasks in organic chemistry all evening yesterday.
7. I _____(work) on my report at 10.30 last night.
8. It _____(start to rain) as we were just about to leave the house.
9. I _____(wake up) early yesterday. It _____(to be) a nice morning. The sun _____(to shine).
10. I _____(read) the scientific journal, when the phone rang.
11. What _____(happen) to Masha last week? Why did not she go to that scientific conference?

ENGLIS

PHARMACY

Lets' talk about
Chemistry
Laboratory

UNIT IX



Vocabulary and Reading	Drug, Medication, and Medicine
Grammar Theory and Practice	Future Continuous Tense
Speaking	Talking about Drug, Medication, and Medicine
Listening	Mother
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “Future continuous tense”• use Future continuous tense in sentence• interpret vocabularies related to the reading text• talk about Drug, Medication, and Medicine

READING

DRUG, MEDICATION, AND MEDICINE

Task 1: Translate the following vocabularies into Bahasa Indonesia

chronic disorders	
endogenous	
enhancing effect	
exclusively	
expired patents	
intoxicating effect	
licensed medical professional	
limited duration	
loosely	
mental well-being	
over-the-counter medications	
patent holder	
pre-existing disease	
prevention	
recreational drug	
restrictions	
substance	
to ameliorate	
to consider	
to cure	
to dispense	

Task 2: Read and interpret the passage below

A drug is a substance which may have medicinal, intoxicating, performance enhancing or other effects when taken or put into a human body and is not considered a food or exclusively a food.

What is considered a drug rather than a food varies between cultures. In pharmacology, a drug is “a chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being.” Drugs may be prescribed for a limited duration, or on a regular basis for chronic disorders.

Drugs are usually distinguished from endogenous biochemicals by being introduced from outside the organism. For example, insulin is a hormone that is synthesized in the body; it is called a hormone when it is synthesized by the pancreas inside the body, but if it is introduced into the body from outside, it is called a drug. Many natural substances, such as beers, wines, and psychoactive mushrooms, blur the line between food and recreational drugs, as when ingested they affect the functioning of both mind and body.

A pharmaceutical drug, also referred to as a medicine or medication, can be loosely defined as any chemical substance - or product comprising such - intended for use in the medical diagnosis, cure, treatment, or prevention of disease.

A medication or medicine is a drug taken to cure and/or ameliorate any symptoms of an illness or medical condition, or may be used as preventive medicine that has future benefits but does not treat any existing or pre-existing diseases or symptoms.

Dispensing of medication is often regulated by governments into three categories—over-the-counter (OTC) medications (Synonym: nonprescription medication), which are available in pharmacies and supermarkets without special restrictions; behind-the-counter (BTC), which are dispensed by a pharmacist without needing a doctor’s prescription, and prescription only medicines (POM), which must be prescribed by a licensed medical professional, usually a physician.

In the United Kingdom, BTC medicines are called pharmacy medicines which can only be sold in registered pharmacies, by or under the supervision of a pharmacist. These medications are designated by the letter P on the label. The range of medicines available without a prescription varies from country to country.

Medications are typically produced by pharmaceutical companies and are often patented to give the developer exclusive rights to produce them. Those that are not patented (or with expired patents) are called generic drugs since they can be produced by other companies without restrictions or licenses from the patent holder.

Task 3: Answer the following questions based on the passage above.

1. What is a drug?
2. What is an insulin?
3. What is a medication?
4. What is OTC?
5. What is BTC?
6. What is POM?

SPEAKING

WHAT IS DRUG, MEDICATION, AND MEDICINE

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be</p>

	<p>very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
<p>MAIN BODY</p> <p><i>Tell the main information</i></p>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that</p> <p>Also, you have to know that</p> <p>In my point of view,</p> <p>To my knowledge, ...</p> <p>As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY</p> <p><i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish, I'd finally like to say...</p>

LISTENING

MOTHER

Task 4: Answer the following questions about the interview.

- 1) Why is she close to her mother?
 - a) She is easy-going
 - b) She is her best friend
 - c) She is funny



- 2) How does she describe her mother?
 - a) Thin
 - b) Heavy
 - c) Neither

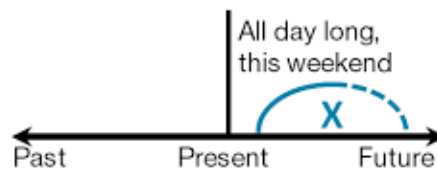
- 3) What does her mother do for a living?
 - a) She is a nurse
 - b) She is a teacher
 - c) She is a hairstylist

- 4) What does her mother enjoy doing?
 - a) Cooking
 - b) Hiking
 - c) Sewing

GRAMMAR

FUTURE CONTINUOUS TENSE

Future Continuous Tense



(will) + (be) + V-ing

The future continuous tense, sometimes also referred to as the future progressive tense, is a verb tense that indicates that something will occur in the future and continue for an expected length of time. It is formed using the construction “will + be + verb -ing”.

these example sentences with the future continuous tense

	subj ect	auxiliary verb	auxiliary verb	main verb	
+	I	will	be	working	at 10am.
+	You	will	be	lying	on a beach tomorrow.
-	She	will	not be	using	the car.
-	We	will	not be	having	dinner at home.
?	Will you		be	playing	football?
?	Will they		be	watching	TV?

Examples:

*This time next week I **will be studying** analytical chemistry. Just think, next Monday you **will be working** in your new job.*

*What **will you be doing** this time next week?*

*She **will not be going** to the University this time next week.*

Task 5: Write the negative and interrogative form.

1. I will be studying English language next year.

- _____
? _____

2. I will be coming back here very soon.

- _____
? _____

3. She will be studying at 10 a.m. tomorrow.

- _____
? _____

4. They will be reading organic chemistry at this time tomorrow.

- _____
? _____

5. My best friend will be living in a hostel next year.

- _____
? _____

Task 6: Write the correct sentences using the word in the brackets

1. This time next Monday, I _____ at the National University of Pharmacy. (study)
2. It is mid-autumn, the leaves _____ soon. (fall)
3. Don't make noise after midnight – I _____, I hope. (sleep)
4. Irina _____ to a conference in clinical pharmacy tomorrow at this time. (fly)
5. Kate _____ copies while Oleg _____ the report. (make/finish)
6. I _____ in my library at 6 p.m. tomorrow. (read).
7. From 7 till 12 I _____ classes. (have)
8. What _____ you _____ tomorrow evening? (to do)
9. _____ you _____ late tomorrow night? (work)
10. _____ you _____ your biology book this evening? (use)

Task 7: Write the correct form of verb past, present, or future

1. _____ you _____ (see) your dentist this time next Friday? Can you ask him a question?
2. They _____ (go) to the University this time tomorrow because they will have practice at the chemist's shop.

3. Last Monday our group monitor _____ (to be) ill.
4. We _____ (wait) for him next Wednesday at the usual place.
5. He _____ (read) a scientific report in the library now.
6. Can we come at seven o'clock? I _____ (teach) biology to my son this time.
7. This is my friend Victor, he _____ (to be) a pharmaceutical student.
8. _____ you _____ (study) Latin language last year.

Task 8: Write the correct form of verb future continuous

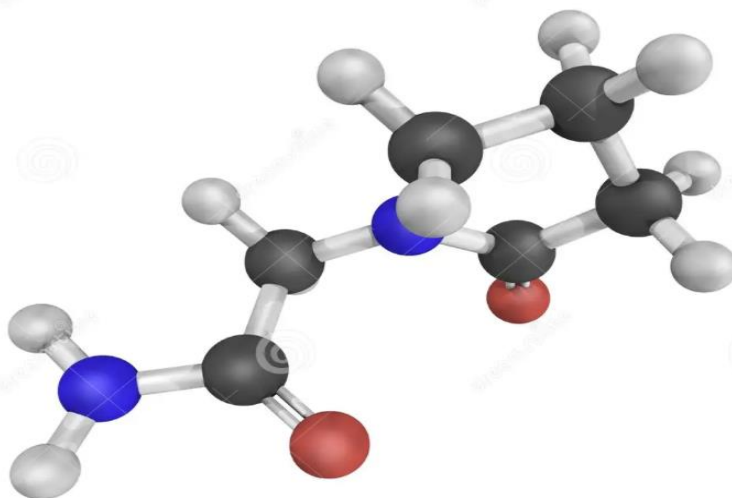
1. This time next week Helen _____ (travel) to the conference with her husband.
2. My aunt _____ (open) her new chemist's shop in Kiev.
3. They _____ (study) this topic before the end of the month.
4. _____ your friend _____ (wait) for you at the airport?
5. My grandmother _____ (have) an operation very soon.
6. Masha _____ (interview) the candidates for the position.
7. Why _____ you _____ (write) these tests in a short period of time?
8. Next Saturday night Sonia _____ (have) dinner with some colleagues from the University.

ENGLIS

PHARMACY

Lets' talk about
Drug names

UNIT X



Vocabulary and Reading	Drug Names
Grammar Theory and Practice	Present Perfect Tense
Speaking	Talking about Drug Names
Listening	Languages
Learning Outcome	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• identify "Present perfect tense"• use Present perfect tense in sentence• interpret vocabularies related to the reading text• talk about Drug manes

READING

DRUG NAMES

Task 1: Translate the following vocabularies into Bahasa Indonesia

advertising	
brand name	
complex	
generic name	
provide	
refer to	
significance	
nomenclature	
majority	
chemical name	
generic name	
brand name	
classify	
manufacturer.	

Task 2: Read and interpret the passage below

Drug nomenclature is the act of creating names for a drug or other pharmaceutical substance. Drugs, in the majority of circumstances, have 3 names: the chemical name, the International Nonproprietary Name (INN, also known as the generic or nonproprietary name), and the brand name.

Sample of different drug names

Chemical Name Generic Name Brand Name

N-acetyl-p-aminophenol Acetaminophen Tylenol

The chemical name is the scientific name, based on the molecular structure of the drug. These names are typically very long and too complex to be commonly used in referring to a drug.

Generic names and affixes

The generic name is constructed out of affixes that classify the drugs into different categories and also separate drugs within categories. A marketed drug might also have a company code or compound code. Internationally, generic names, known as the International Nonproprietary Name, are issued by the World Health Organization (WHO) in several languages, including English. Generic names are used for a variety of reasons. They provide a clear and unique identifier for active chemical substances, appearing on all drug labels, advertising and other information about the substance. The prefixes and infixes have no pharmacological significance and are used to separate the drug from others in the same class. Suffixes or stems may be found in the middle or more often the end of the drug name, and normally suggest the action of the drug. Generic names often have suffixes that define what class the drug is.

Brand is the “name, term, design, symbol, or any other feature that identifies one seller’s product distinct from those of other sellers.” In pharmacy, the brand name (trade name) is a commercial name for a drug, normally the property of the drug manufacturer.

Task 3: Answer the following questions based on the passage above.

1. What is drug nomenclature?
2. How many different names can a drug have?
3. What is the chemical name?
4. How is the generic name constructed?

5. What is the International Nonproprietary Name?
6. What are generic names used for?
7. What is trade name?

Task 4: Learn useful information about standardized drug suffixes

Standardized drug suffixes:

-vir	Antiviral drug	Indinavir
-cillin	Antibiotics	Penicillin and related compounds such as carbenicillin and oxacillin
-mab	Monoclonal antibodies	Trastuzumab, used in chemotherapy
-olol	Beta 1 blocker	Alprenolol
-tidine	H2 receptor antagonist	Cimetidine, Ranitidine
-pine	Ca ²⁺ channel blocker	Amlodipine, Nifedipine
-done	Opioid analgesic	Hydrocodone, Oxycodone, Methadone
-sone	corticosteroid, anti-inflammatory	Prednisolone, Prednisone
-nitrate	Vasodilator	Isosorbide mononitrate, Isosorbide dinitrate

Task 5: Fill in the gaps using the words from the box.

advertising advertising antibiotics brand actions

Each medicine (drug) has an approved name called the _____ name. A group of medicines that have similar _____ often have similar-sounding generic names. For example, penicillin, ampicillin, amoxicillin and flucloxacillin are in one group of _____.

Many medicines also have one or more _____ names. This is chosen by the company that makes it. Several companies may make the same generic medicine, each with their own brand name. The name is often chosen to be memorable for _____, or to be easier to

say or spell than some long generic name! For example, paracetamol is a generic name. There are several companies that make this with brand names such as Panadol®, Calpol®, etc.

SPEAKING

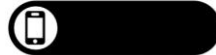
TALKING ABOUT DRUG NAMES

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
<p>OPENING <i>Introduce what you are going to tell about</i></p>	<p>My topic is</p> <p>I would like to tell you about</p> <p>Today I'd like to give you an overview of.. My topic is / will be very important for you because ...</p> <p>By the end of this talk, you will be familiar with ...</p>
<p>MAIN BODY <i>Tell the main information</i></p>	<p>To begin with/First of all, I want to tell you about</p> <p>Next, I have to say that</p> <p>Also, you have to know that In my point of view,</p> <p>To my knowledge, ... As far as I know,</p> <p>Last but not the least, it is important to know that</p>
<p>SUMMARY <i>Sum it up</i></p>	<p>Finally, ...</p> <p>To conclude... In conclusion...</p> <p>I'd like to finish/end by saying...</p> <p>Before I finish I'd finally like to say...</p>

Task 6: Answer the following questions about the interview.

- 1) How many languages does she speak?
 - a) Two
 - b) Three
 - c) Four
- 2) What is similar about French and English?
 - a) Spelling of words
 - b) Pronunciation of words
 - c) Word stress
- 3) What does she teach him to say in Yoruba?
 - a) How are you?
 - b) Thank you.
 - c) Good bye.
- 4) What language does she want to learn?
 - a) Thai
 - b) Mandarin
 - c) Russian
- 5) What language does he want to learn?
 - a) Thai
 - b) Spanish
 - c) Russian

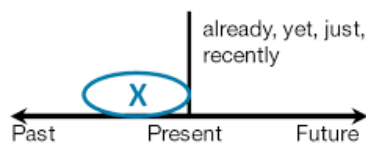


GRAMMAR

PRESENT PERFECT TENSE

The **present perfect** is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in **the result** than in the action itself.

Present Perfect Tense



have/has + Past Participle

The Present Perfect is used to describe:

1. Actions started in the past and continuing in the present

Examples:

- They **haven't lived** here **for years**.
- She **has worked** in the bank **for five years**.
- We **have had** the same car **for ten years**.
- **Have you played** the piano **since you were a child?**

2. When the time period referred to has not finished

Examples:

- I **have worked** hard **this week**.
- It **has rained** a lot **this year**.
- We **haven't seen** her **today**.

3. Actions repeated in an unspecified period between the past and now.

Examples:

- They **have seen** that film **six times**
- It **has happened** several times already.
- She **has visited** them **frequently**.
- We **have eaten** at that restaurant **many times**.

4. Actions completed in the very recent past (+just)

Examples:

- **Have you just finished** work?
- We **have just seen** her.
- **Has he just left**?

5. When the precise time of the action is not important or not known

Examples:

- Someone **has eaten** my soup!
- **Have you seen** 'Gone with the Wind'?
- She's **studied** Japanese, Russian, and English.

Forming the Present Perfect

The present perfect of any verb is composed of two elements: the appropriate form of the auxiliary verb **to have** (present tense), plus the past participle of the main verb. The past participle of a regular verb is **base + ed**, e.g., *played, arrived, looked*. For irregular verbs, see the **Table of irregular verbs**

Affirmative

I have walked

You have walked

He, she, it has walked

We have walked

You have walked

They have walked

Negative

I haven't walked

You haven't walked.

He, she, hasn't walked

We haven't walked

You haven't walked

They haven't walked

Interrogative

Have I walked?

Have you walked?

Has he, she, it walked?

Have we walked?

Have you walked?

Have they walked?

Task 7: Write the negative and interrogative form.

1. We have learnt new words at our English lessons this week.

- _____
? _____

2. Chemistry has changed the world around us.

- _____
? _____

3. I have already passed my exams.

- _____
? _____

4. He has made two experiments today.

- _____
? _____

5. We have gathered many medicinal plants this season.

- _____
? _____

Task 8: Complete the sentences using correct form of present perfect tense

1. He _____ (finish) training.
2. That's amazing! She _____ (run) fifteen kilometers this morning!
3. Oh, no! I _____ (lose) my money!
4. My mum _____ (write) shopping list. It's on the kitchen table.
5. Our son _____ (learn) how to read.

Task 9: Choose the correct answer

1. This week we _____ one lecture in biology.
a) had had b) has had c) have had
2. We _____ already _____ our home work in English together.
a) have/ prepare b) has/ prepared c) have /prepared
3. I _____ just _____ out the experiments.
a) have/ carried b) has/ carried c) have / carry
4. Today my friend _____ the class of organic chemistry.
a) have has b) has has c) has had
5. They _____ already _____ the quality of these drugs
a) have tested b) has tested c) has test

Task 10: Put the verbs in brackets in the past simple or in the present perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.
2. He _____ (live) in this street all his life.
3. His father _____ (come back) to London last Sunday.
4. Jack _____ (write) a letter to Nick two days ago.
5. He _____ (send) his letter yesterday.
6. They _____ (just/ buy) some postcards.

ENGLIS

PHARMACY

Lets' talk about
Drug classes

UNIT XI



Vocabulary and Reading	The Drug Classes
Grammar Theory and Practice	Past Perfect Tense
Speaking	Talking about Drug Classes
Listening	Where is everyone?
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “Past perfect tense”• use Past perfect tense in sentence• interpret vocabularies related to the reading text• talk about Drug class

READING

DRUG CLASSES

Task 1: Translate the following vocabularies into Bahasa Indonesia

condition	
according to	
to cure	
to reflect	
significantly	
to enhance	
abuse	
medications	
classified	
ingredient	
reflect	
administered	

Task 2: Read and interpret the passage below

A drug class is a group of medications that may work in the same way, have a similar chemical structure, or are used to treat the same health condition. A drug may be classified by the chemical type of the active ingredient or by the way it is used to treat a particular condition. Each drug can be classified into one or more drug classes.

Drugs are classified according to their effect on particular body systems, their therapeutic uses, and their chemical characteristics. A class of drugs is a group of drugs that have similar characteristics; they may cure the same diseases, have similar chemical structures or work in the same way. Example: morphine can be classified as a central nervous

system depressant and a narcotic or opioid analgesic. The names of therapeutic classifications usually reflect the condition for which the drugs are used (e.g., antidepressants, antihypertensives). Sometimes, the names of many drug groups reflect their chemical characteristics rather than their therapeutic uses (e.g., adrenergics, benzodiazepines). Many drugs fit into multiple groups because they have wide-ranging effects on the human body.

There are several cases where a drug can have multiple classes, either by indication, mechanism of action, or route of administration. Additionally, drugs can also be classified 3 different ways: – By body system – By the action of the agents – By the drug’s mechanism of action.

It is important to keep in mind that the effects produced by any drug can vary significantly and is largely dependent on the dose and way that it is administered. Concurrent use of other drugs can enhance or block an effect and substance abusers often take more than one drug to boost the desired effects or counter unwanted side effects. This means that the risks involved with drug abuse cannot be accurately predicted because each user has his or her-own unique sensitivity to a drug.

Task 3: Answer the following questions based on the passage above.

1. What is a drug class?
2. How many classes of drugs are there?
3. Do all controlled substances have common traits?
4. Do controlled substances produce dependence?
5. What is drug abuse?
6. What is drug dependence?

Task 4: Fill in the gaps using the words from the box.

<i>duration</i>	<i>function</i>	<i>dependence</i>	<i>drug</i>
<i>prevent</i>	<i>symptoms</i>	<i>abuse</i>	<i>reasons</i>

Most controlled substances can produce dependence, either physically or psychologically, which increases potential for their_____. Physical _____ is what happens when changes that have occurred in the body after repeated use of a drug make it necessary to continue the use of the drug to prevent a withdrawal syndrome. The _____ can range from mildly unpleasant to life-threatening and depend on a number of factors. The type of withdrawal experienced is related to the drug being used; the dose and way that it's administered; multiple drugs being taken at the same time; frequency and _____ of drug use; and the age, sex, health, and genetic makeup of the user. Psychological dependence refers to the "need" or "craving" for a _____. People who are psychologically dependent on a particular substance often feel like they can't _____ without continued use of that substance. While physical dependence goes away within days or weeks after drug use stops, psychological dependence can last much longer and is one of the primary _____ for relapse. Again, the best way to _____ relapse is through completing a drug treatment program.

SPEAKING

TALKING ABOUT DRUG CLASSES

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	My topic is I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

WHERE IS EVERYONE?

Task 5: Answer the following questions about the interview.

- 1) What is mom doing?
 - a) cooking dinner
 - b) shopping
 - c) dancing
- 2) What is dad doing?
 - a) working
 - b) sleeping
 - c) golfing
- 3) What is his brother probably doing?
 - a) studying
 - b) playing soccer
 - c) playing video games
- 4) What is his sister doing?
 - a) studying at school
 - b) playing soccer
 - c) playing video games



GRAMMAR

PAST PERFECT TENSE



Functions of the past perfect

The past perfect refers to a time **earlier than before now**. It is used to make it clear that **one event happened before another** in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

In these examples, Event A is the event that happened first and Event B is the second or more recent event:

Event A

John **had gone** out

Event B

I **had saved** my document

Event B

When they arrived

Event B

He was very tired

Event B

when I arrived in the office.

Event B

before the computer crashed.

Event A

we **had already started** cooking.

Event A

because he **hadn't slept** well.

Forming the past perfect

The Past Perfect tense in English is composed of two parts: the past tense of the verb "to have"- **had** + the **past participle of the main verb**

Affirmative	Negative	Interrogative
I had decided	I hadn't decided	Had I decided?
You had decided	You hadn't decided	Had you decided?
She had decided	She hadn't decided	Had she decided?
We had decided	We hadn't decided	Had we decided?
They had decided	They hadn't decided	Had they decided?

Past perfect + just

'**Just**' is used with the past perfect to refer to an event that was only a short time earlier than before now, e.g.

- *The train **had just left** when I arrived at the station.*
- *She **had just left** the room when the police arrived.*
- *I **had just put** the washing out when it started to rain.*

Task 6: Write the negative and interrogative form.

- A student had prepared the equipment before the experiment started.
- _____
? _____
- I had synthesized a new compound by 5 o'clock yesterday.
- _____
? _____
- Mendeleev had predicted the properties of some elements before their discovery.
- _____
? _____
- Kristine had never been to an opera before last night.
- _____
? _____
- We had had that car for ten years before it broke down.
- _____
? _____

Task 7: Write the correct form of verbs in past perfect.

1. Before I came home I _____(buy) some bread.
2. When we reached the theatre the performance____(already/start).
3. I knew I _____(see) the man somewhere.
4. She_____(write) a letter to him by that time yesterday.
5. My friend_____(never/travel) before.

Task 8: Choose the correct answer

1. He _____ school before he went to a camp.
a) has finished b) had finish c) had finished
2. She _____ her friend before she went to meet her.
a) had phoned b) have phoned c) has phoned
3. I read the book after I _____ the film.
a) had seen b) had seen c) has seen
4. I _____ my room before I invited my friends home.
a) had clean b) have cleaned c) had cleaned
5. He entered the university after he _____ school.
a) had b) has finished c) had finished

Task 9: Write the correct sentences using the words in the brackets.

1. A student _____(finish) the test before the bell _____(ring).
2. When our mother _____(come) to say good-night, we already _____(fall asleep).
3. She already _____(prepare) the dinner when her husband _____(get) home from work.

4. When my parents _____ (get married), they _____ (know) each other for 3 years.
5. She _____ (not enjoy) the film because she _____ (read) the book before.

ENGLIS

PHARMACY

UNIT XII

Lets' talk about
Drug
Administration



Vocabulary and Reading	The Drug Administration
Grammar Theory and Practice	Future Perfect Tense
Speaking	Talking about Drug Administration
Listening	Big Favor
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify “Future perfect tense”• use future perfect tense in sentence• interpret vocabularies related to the reading text• talk about Drug administration

READING

DRUG ADMINISTRATION

Task 1: Translate the following vocabularies into Bahasa Indonesia

drug administration	
gut	
ingestion	
intestine	
lungs	
mucous membrane	
ointment	
rapidity	
syringe	
X-ray	

Task 2: Read and interpret the passage below

Medicines and other chemicals, for both diagnostic and therapeutic reasons, and for purposes such as immunization or anaesthesia, can be administered in a wide variety of ways. The aim of therapeutic administration is for the active components of the medicine to reach the target site where it is intended to be effective. The technique and route used, such as an injection into a muscle, application of a cream to the skin, or ingestion of a pill, are influenced by both the formulation of the compound and the desired site and rapidity of action.

Injection and infusion

Injection is the act of introducing a substance into a body by means of some impulsive force, usually employing a syringe. The substance so

injected is usually in a liquid form, and is employed to have a therapeutic effect either at the site of application or elsewhere in the body. Injected drugs usually act faster than those taken by mouth — and some substances, such as insulin, need to be injected, because they would be destroyed in the gut.

Infusion usually into a vein, but also sometimes into a body cavity, differs from injection in being a continuous, slow introduction of material, usually under pressure of gravity (as in a blood or saline infusion, or transfusion), and sometimes by a slow, mechanically-driven syringe. Materials to aid diagnosis, such as radioactive chemicals, or radiopaque dyes which show up on X-ray, are injected or infused, most commonly into veins or arteries.

Oral medication

Drugs to be given by mouth are produced in a wide array of formulations, including tablets, pills, and liquids. Aspirin, and also alcohol, are absorbed in the stomach, but most oral medications are designed to be absorbed in the small intestine, where nutrients are normally absorbed, and they are coated with a protective material so that they pass through the stomach intact.

Other routes

Some drugs are best absorbed through mucous membranes — such as the lining of the mouth, especially under the tongue — one of the best-known being nitroglycerine for angina. Other sites for absorption can include the rectum, urethra, or nasal cavity. Ointments are preparations of a fatty or oily consistency, for the application of medicines to the skin or mucous membranes, and are intended either to exert a local effect — such as warming, cooling, pain relief, anti-infection; or to provide a protective barrier.

Few drugs penetrate readily through the layers of the skin. Absorption is determined by both the surface area over which an ointment is spread, and the solubility of the ointment. Some chemicals,

such as toxic substances in organic solvents, can be absorbed rapidly through the skin and cause poisoning.

Some drugs can be delivered by inhalation, in the form of vapours or aerosols. They can be absorbed rapidly into the circulation through the pulmonary epithelium — the lining of the lungs. This route is used particularly for the treatment of respiratory diseases, such as asthma, and for the administration of volatile anesthetics.

Task 3: Answer the following questions based on the passage above.

1. What ways can medicines be administered in?
2. What is the aim of therapeutic administration?
3. What is injection?
4. How does infusion differ from injection?
5. How are oral medications designed?
6. What is ointment?
7. What chemicals can be absorbed rapidly through the skin and cause poisoning?
8. What diseases are treated by inhalation?

Task 4: Match these words with their definition

1. Absorption	a) the rate at which and the extent to which the active moiety enters the general circulation, thereby permitting access to the site of action
2. Bioavailability	b) the process of movement of a drug from the site of application toward the systemic circulation
3. Distribution	c) the removal of drugs from the body
4. Elimination	d) in pharmacology is a branch of pharmacokinetics which describes the reversible transfer of drug from one location to another within the body

Task 5: Fill in the gaps using the words from the box.

<i>eliminated</i>	<i>flow</i>	<i>fat</i>	<i>distribution</i>	<i>depends</i>
<i>water-soluble</i>	<i>tissue</i>	<i>kidney</i>	<i>remain</i>	<i>absorption</i>
<i>easily</i>				

Once a drug enters into systemic circulation by 1) _____ or direct administration, it must be distributed into interstitial and intracellular fluids. Each organ or 2) _____ can receive different doses of the drug and the drug can 3) _____ in the different organs or tissues for a varying amount of time. The 4) _____ of a drug between tissues is dependent on vascular permeability, regional blood 5) _____, cardiac output and perfusion rate of the tissue and the ability of the drug to bind tissue and plasma proteins and its lipid solubility. pH partition plays a major role as well. The drug is 6) _____ distributed in highly perfused organs such as the liver, heart and in small quantities through less perfused tissues like muscle, 7) _____. It is distributed in small quantities through less perfused tissues like muscle, 8) _____ and peripheral organs. All drugs are eventually 9) _____ from the body. They may be eliminated after being chemically altered (metabolized), or they may be eliminated intact. Most drugs, particularly 10) _____ drugs and their metabolites, are eliminated largely by the kidneys in urine. Therefore, drug dosing 11) _____ largely on kidney function.

SPEAKING

TALKING ABOUT DRUG ADMINISTRATION

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	My topic is I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

BIG FAVOR

Task 6: Answer the following questions about the interview.

- 1) His dad is _____.
 - a) tall and thin
 - b) short and chubby
 - c) very muscular

- 2) His mother is _____.
 - a) very tall
 - b) not tall, not short
 - c) very short

- 3) He says his niece is very _____.
 - a) quiet
 - b) short
 - c) energetic

- 4) Who will be looking for Meg?
 - a) His dad
 - b) His mom
 - c) His niece



GRAMMAR

FUTURE PERFECT TENSE

Future perfect tense definition:

		Completed action. X	Another action. X
Past	Present	Future	

The future perfect tense expresses action that will be finished at some point in the future. The future perfect tense indicates actions that are complete, or finished. These actions have not yet occurred but will occur and be finished in the future.

To form the future perfect:

Subject + **will have** + past participle of verb Examples:

- *By the time you finish dinner, I **will have finished** dessert.*
- *Tomorrow, he **will have run** the race.*
- *When my father arrives, I **will have been ready** to leave for twenty minutes.*

How to make the Future Perfect Negative

Making a negative future perfect construction is easy! Just insert **not** between **will** and **have**.

Examples:

- *We **will not have eaten** breakfast before we get to the airport tomorrow morning.*
- *They **will not have finished** decorating the float before the parade.*

You can also use the contraction **won't** in the place of **will not**. **Example:**
*They **won't have finished** decorating the float before the parade.*

How to Ask a Question

The formula for asking a question in the future perfect tense is will + [subject] + have + [past participle].

Examples:

- **Will you have eaten** lunch already when we arrive?
- **Will they have finished** decorating the float before the parade?

Common Regular Verbs in the Future Perfect Tense

Infinitive	Future Perfect	Negative	Question
to ask	will have asked	will not have asked	will you have asked...?
to work	will have worked	will not have worked	will he have worked...?
to call	will have called	will not have called	will I have called...?
to use	will have used	will not have used	will they have used...?

Common Irregular Verbs in the Future Perfect Tense

Infinitive	Future Perfect	Negative	Question
to be*	will have been	will not have been	will I have been...?
to have	will have had	will not have had	will you have had...?
to do	will have done	will not have done	will she have done...?
to say	will have said	will not have said	will we have said...?
to get	will have gotten**	will not have gotten	will they have gotten...?
to make	will have made	will not have made	will you have made...?
to go	will have gone	will not have gone	will he have gone...?
to take	will have taken	will not have taken	will you have taken...?
to see	will have seen	will not have seen	will I have seen...?
to come	will have come	will not have come	will it have come...?

Prepositional Phrases that Often Go with the Future Perfect

- **By this time** next week, Linda will have left for her trip.
- Three days **from now**, we will have finished our project.
- **At midnight**, the party will have ended.
- Will you have eaten **already**?
- Chester will not have arrived **by the time** the parade is over.
- **When** I travel to France, I will have been to ten countries.
- My sister will have cleaned the bathroom **before** the party.
- **As soon as** someone buys this chair, I will have sold all the furniture I wanted to get rid of.

Task 7: Write the negative and interrogative form.

1. You will have heard the news about my nephew's marriage by next month.
- _____
? _____
2. He will have finished that experiment by next Saturday.
- _____
? _____
3. By Friday, we'll have done this work.
- _____
? _____
4. We'll have come back home by September.
- _____
? _____
5. I'll have finished my work by 5 o'clock.
- _____
? _____

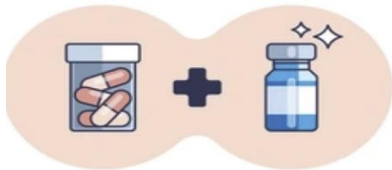
Task 8: Open the brackets and write the correct form of the verbs.

1. I my chemistry homework before Jillian comes home. (finish)
2. By Tuesday Jill reading these stories by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They happily married for ten years. (be)
4. Molly thinks the film by the time she gets to Fred's. (to start)
5. They the plans by then. (to finish)

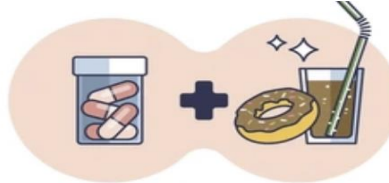
Task 9: Choose the correct answer.

1. Michael this report by tomorrow.
a) will have finished b) will has finished c) shall have finished
2. The students the work by 3p.m.
a) will have finished b) will has finished c) will have finish
3. By June, we passed our exams.
a) 'll has passed b) 'll passed c) 'll have passed
4. The builders a school by September.
a) will have built b) will built c) have built
5. I an application by the time the secretary comes.
a) have written b) will have written c) will have write

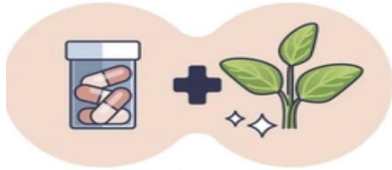
UNIT XIII



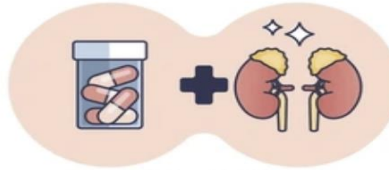
**DRUG - DRUG
INTERACTION**



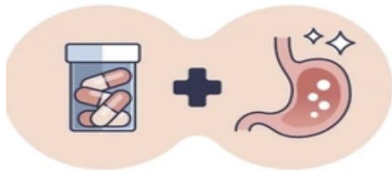
**DRUG - FOOD
INTERACTION**



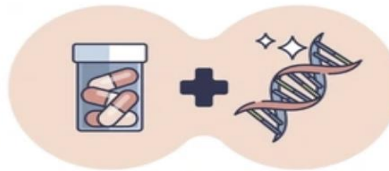
**DRUG - HERB
INTERACTION**



**DRUG - DISEASE
INTERACTION**



**DRUG - ALLERGY
INTERACTION**



**DRUG - GENE
INTERACTION**

Vocabulary and Reading	The Drug Interaction
Grammar Theory and Practice	Passive Voice in Simple Tenses
Speaking	Talking about Drug Classes
Listening	Answer the Phone
Learning Outcome	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • identify "Passive Voice in Simple Tenses" • use Passive Voice in Simple Tenses in sentence • interpret vocabularies related to the reading text • talk about Drug Interaction.

READING

DRUG INTERACTION

Task 1: Translate the following vocabularies into Bahasa Indonesia

alteration	
interaction	
misuse	
overdose	
saline solution	
to affect	
to cease	
to decrease	
to increase	
substance	
plants	
increases	
absorption	

Task 2: Read and interpret the passage below.

A drug interaction is a situation in which a substance (usually another drug) affects the activity of a drug when both are administered together. This action can be synergistic (when the drug's effect is increased) or antagonistic (when the drug's effect is decreased) or a new effect can be produced that neither produces on its own. Typically, interactions between drugs come to mind (drug-drug interaction). However, interactions may also exist between drugs and foods (drug-food

interactions), as well as drugs and medicinal plants or herbs (drug-plant interactions). People taking antidepressant drugs such as monoamine oxidase inhibitors should not take food containing tyramine as hypertensive crisis may occur (an example of a drug-food interaction). These interactions may occur out of accidental misuse or due to lack of knowledge about the active ingredients involved in the relevant substances.

It is therefore easy to see the importance of these pharmacological interactions in the practice of medicine. If a patient is taking two drugs and one of them increases the effect of the other it is possible that an overdose may occur. The interaction of the two drugs may also increase the risk that side effects will occur. On the other hand, if the action of a drug is reduced it may cease to have any therapeutic use because of under dosage.

The pharmaceutical interactions that are of special interest to the practice of medicine are primarily those that have negative effects for an organism. The risk that a pharmacological interaction will appear increases as a function of the number of drugs administered to a patient at the same time.

It is also possible for interactions to occur outside an organism before administration of the drugs has taken place. This can occur when two drugs are mixed, for example, in a saline solution prior to intravenous injection.

Drug interactions may be the result of various processes. These processes may include alterations in the pharmacokinetics of the drug, such as alterations in the absorption, distribution, metabolism, and excretion (ADME) of a drug. Alternatively, drug interactions may be the result of the pharmacodynamic properties of the drug, e.g., the co-administration of a receptor antagonist and an agonist for the same receptor.

Task 3: Answer the following questions based on the passage above.

1. What is a drug interaction?
2. What action is called synergistic?
3. What is a drug-food interaction?
4. What is a drug-plant interaction?
5. What is antagonistic action?
6. What may occur if a patient is taking two drugs and one of them increases the effect of the other?
7. What interactions are of special interest to the practice of medicine?
8. Is it possible for interactions to occur outside an organism?

Task 4: Fill in the gaps using the words from the box.

<i>allergic</i>	<i>drug</i>	<i>toxic</i>	
<i>drowsiness</i>	<i>weight</i>	<i>occurs</i>	<i>side-effects</i>

Therapeutic benefits of a _____ on the market far outweighs its risks. All drugs are likely to have some _____ – unwanted action of a drug, e.g. _____ from an antihistamine given to relieve _____ symptoms, or acceleration of the heart by a drug given for asthma. The term is not usually applied to the _____ effects of an overdose, but to an effect of a standard therapeutic dose.

A side effect is usually regarded as an undesirable secondary effect which _____ in addition to the desired therapeutic effect of a drug or medication. Side effects may vary for each individual depending on the person's disease state, age, _____, gender, ethnicity and general health.

SPEAKING

TALKING ABOUT DRUG INTERACTION

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	My topic is I would like to tell you about Today I'd like to give you an overview of... My topic is / will be very important for you because ... By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, ... Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

ANSWER THE PHONE

Task 5: Answer the following questions about the interview.

- 1) What was he doing at 3?
 - a) Sleeping
 - b) Playing soccer
 - c) Working

- 2) What was he doing at 5?
 - a) Playing soccer
 - b) Riding the train
 - c) Shopping

- 3) Why did he not get the message?
 - a) He was working
 - b) His phone was dead
 - c) He was sleeping

- 4) What happened as he was leaving the train?
 - a) He met a friend
 - b) He dropped his phone
 - c) He was looking at his phone



GRAMMAR

PASSIVE VOICE IN SIMPLE TENSES

THE GENERAL FORMULA

to BE + V₃

Present Simple: to be = am / is / are

I **am** always **asked** to look after his dog.

Past Simple: to be = was / were

I **was** **asked** to look after his dog yesterday.

Future Simple: to be = shall / will be

I **shall be** **asked** at the next lesson.

 MyShared

Passive Voice: Definition

In the **active voice**, the subject of the sentence **DOES the action**:

John painted the house last week.

Subject / verb / object

In the **passive voice**, the subject of the sentence **RECEIVES the action**.

The house was painted last week.

Subject / verb

Notice that the **object** of the active sentence (house) became the **subject** of the passive sentence.

Passive Voice: Use

The passive voice is used when:

1. We do not know who did the action

Example:

*The documents **were stolen**.*

(we don't know who stole the documents)

2. The receiver of the action is more important

Example:

*The pyramids **were built** nearly 5,000 years ago by the ancient Egyptians.*

(we want to emphasize "pyramids" more than "ancient Egyptians")

Passive Voice: Form

To change an active voice sentence to a passive voice sentence:

1. Make the object of the active sentence into the subject of the passive sentence.
2. Use the verb "to be" in the same tense as the main verb of the active sentence.
3. Use the past participle of the main verb of the active sentence.

Here are some active and passive voice **examples** to help!

- **Active:** *People **drink** champagne on New Year's Eve.*
- **Passive:** *Champagne **is drunk** on New Year's Eve.*

- **Active:** *Chefs **use** these machines to mix the ingredients.*
- **Passive:** *These machines **are used** to mix the ingredients.*

- **Active:** *They **renovated** the restaurant in 2004.*
- **Passive:** *The restaurant **was renovated** in 2004.*

- **Active:** *The teachers **informed** the students that the class had been cancelled.*

- **Passive:** *The students **were informed** that the class had been cancelled.*

Passive Voice: Present Simple

In the present, the passive voice uses the verbs **is** and **are** + **past participle of the main verb**.

The passive voice present is often used to describe:

1. Processes

Example:

*First the apples **are picked**, then they **are cleaned**, and finally they're **packed** and **shipped** to the market.*

2. General thoughts, opinions, and beliefs

Examples:

*New York **is considered** the most diverse city in the U.S.*

***It is believed** that Amelia Earhart's plane crashed in Pacific Ocean.*

*Hungarian **is seen** as one of the world's most difficult languages to learn. Skin cancers **are thought** to be caused by excessive exposure to the sun.*

Passive Voice: Past Simple

In the past, the passive voice uses the verbs **was** and **were** + **past participle of the main verb**.

The passive voice past is often used to describe:

1. Events in history

Example:

*George Washington **was elected** president in 1788.*

2. Crimes / Accidents

Examples:

*Two people **were killed** in a drive-by shooting on Friday night. Ten children **were injured** when part of the school roof collapsed.*

...as well as in many other situations when the person who did the action is unknown or unimportant.

How to Ask a Question and to Make Negative

Affirmative	Negative	Interrogative	Negative Interrogative
The house was built in 1899.	The house wasn't built in 1899.	Was the house built in 1899?	Wasn't the house built in 1899?
These houses were built in 1899.	These houses weren't built in 1899.	Were these houses built in 1899?	Weren't these houses built in 1899?

Passive Voice: Future Simple

Active: Subject + will/shall + first form of the verb + object

Passive: Object of the active sentence + will/shall + be + past participle form of the verb + by + subject of the active sentence

Active: I **will write** a letter.

Passive: A letter **will be written** by me.

Active: She **will help** me.

Passive: I **will be helped** by her.

Active: John **will learn** the lesson.

Passive: The lesson **will be learnt** by John.

Changing a negative sentence into the passive

Active: She **will not help** us.

Passive: We **will not be helped** by her.

Active: We **will not visit** the hill station this year.

Passive: The hill station **will not be visited** by us this year.

Active: We **shall not betray** our country.

Passive: Our country **shall not be betrayed** by us.

Changing an Interrogative sentence into the passive

Active: Will you help him?

Passive: Will he **be helped** by you?

Active: Will you **not help** me?

Passive: Shall I **not be helped** by you?

Active: Will they **accept** our invitation?

Passive: Will our invitation **be accepted** by them?

Task 6: Write the negative and interrogative form.

1. English is spoken in many different countries.

- _____
? _____

2. The patients are seen by the doctor.

- _____
? _____

3. Green tea-leaves are used as anti-inflammatory remedy.

- _____
? _____

4. The information is sent to the main computer.

- _____
? _____

5. His articles are published in our medical journal.

- _____
? _____

Task 7: Open the brackets and write the correct sentences

1. They _____ (to teach) to carry out experiments carefully.

2. A chemistry laboratory _____ (to ventilate) quite well.

3. The goods _____ (to make) with strong metal.
4. Many books _____ (not to translate) from ancient English into Bahasa Indonesia.
5. The dictionary _____ (to use) while translating an original text.

Task 8: Choose the best answer to complete the sentences

1. _____ with great attention.
 - A. Everybody are listened to the lecturer
 - B. Everybody listens to the lecturer
 - C. Everybody is listens to the lecturer

2. _____ at home by my relatives.
 - A. I am always praised
 - B. I always praise
 - C. I am always praises

3. _____ in chemist's shops.
 - A. The pharmacy students have practice
 - B. The pharmacy students is had practice
 - C. The pharmacy students are have practice

4. _____ to us by our leader every day?
 - A. Are anything interesting told
 - B. Does anything interesting tell
 - C. Is anything interesting told

5. A very good mark _____.
 - A. is given to me by the teacher
 - B. gives to me by the teacher
 - C. is gived to me by the teacher

Task 9: Write the negative and interrogative sentences

1. The scientific journals were delivered to our office yesterday.
- _____
? _____
2. My question was answered last Monday.
- _____
? _____
3. We were invited to take part in the conference last week.
- _____
? _____
4. The prescription was given to me by our home doctor.
- _____
? _____
5. Very interesting experiments were carried out in our laboratory last years.
- _____
? _____

Task 10: Open the brackets and write the correct sentences

1. This work _____ (to do) very carefully by the investigators.
2. Yesterday he _____ (to tell) to prepare a speech.
3. The famous scientists _____ (to introduce) to our students a couple of hours ago?
4. The article _____ (not to publish) last week, if I am not mistaken.
5. Classical and modern methods of chemical analysis _____ (to use) in the examination of drugs.
6. These pharmacists _____ (not to train) at Britain colleges.

Task 11: Choose the best answer to complete the sentences

1. The rule explained by the teacher last Monday _____
 - A. was understood by all the students
 - B. understood by all the students
 - C. was understand by all the students
2. _____ his students additional literature.
 - A. The senior lecturer was recommended
 - B. The senior lecturer recommended
 - C. The senior lecturer were recommended
3. _____ during the lecture.
 - A. The professor answered all the questions
 - B. The professor were answered all the questions
 - C. The professor was answered all the questions
4. According to our information _____.
 - A. the letter didn't posted 3 hours ago.
 - B. the letter wasn't posted 3 hours ago.
 - C. the letter weren't posted 3 hours ago.
5. _____ early morning yesterday?
 - A. Did he come to the University
 - B. Was he come to the University
 - C. Was he came to the University
6. _____ in this experiment?
 - A. Is the drug examined regularly
 - B. Will the drug examined regularly
 - C. Are the drug examined regularly
7. _____ by this substance next time.
 - A. Red colour will not be given
 - B. Red colour are not be given
 - C. Red colour isn't be given
8. _____ by the students every day next month?
 - A. Are practical classes in chemistry attended

- B. Will practical classes in chemistry attended
C. Will practical classes in chemistry be attended
9. Drug constituents _____ soon.
A. will be discovered automatically
B. will discovered automatically
10. Are discovered automatically Her knowledge _____.
A. is used in her future work
B. are used in her future work
C. will be used in her future work
11. By what means _____?
A. will headache treated
B. are headache treated
C. is headache treated

ENGLIS

PHARMACY

Lets' talk about
Drug Toxicity

UNIT XIV



Vocabulary and Reading	The Drug Toxicity
Grammar Theory and Practice	Passive Voice in Perfect Tenses
Speaking	Talking about Drug Classes
Listening	International
Learning Outcome	At the end of this lesson students will be able to: <ul style="list-style-type: none">• identify "Passive Voice in Perfect Tenses"• use Passive Voice in Perfect Tenses in sentence• interpret vocabularies related to the reading text• talk about Drug Toxicity.

READING

DRUG TOXICITY

Task 1: Translate the following vocabularies into Bahasa Indonesia

adverse	
beneficial	
bloodstream	
erroneous	
homicide	
intended	
pronounced	
severe	
severity	
suicide	
to accumulate	
to vary	

Task 2: Read and interpret the passage below.

In the context of pharmacology, toxicity occurs when a person has accumulated too much of a drug in his bloodstream, leading to adverse effects within the body. Drug toxicity is the critical or lethal reaction to an erroneous dosage of a medication. It may occur due to human error or intentional overdose in the case of suicide or homicide. The effects of the medication are more pronounced at toxic levels, and side effects may be severe. The reasons for toxicity vary depending on the mixture of drugs. Toxicity may result when the dose is too high, or it may result when the liver or kidneys are unable to remove the drug from the bloodstream. Many commonly prescribed medications can accumulate in the

bloodstream and result in toxicity. A symptom of drug toxicity depends on the drug taken. Treatment for drug toxicity also depends on the drug taken and the blood level of the drug.

All drugs have primary intended effects and secondary unintended effects, the latter known as side effects or adverse effects. Although side effects can be neutral or even beneficial, side effects are typically undesirable. Adverse effects can range in severity from nuisance to life threatening. These effects make many patients unwilling to take drugs on a regular basis, and this lack of compliance represents a major practical limitation of pharmacotherapy.

Drug toxicity, also called adverse drug reaction (ADR) or adverse drug event (ADE), is defined as the “manifestations of the adverse effects of drugs administered therapeutically or in the course of diagnostic techniques. It does not include accidental or intentional poisoning...” The meaning of this expression differs from the meaning of “side effect”, as this last expression might also imply that the effects can be beneficial.

Task 3: Answer the following questions based on the passage above.

1. When does toxicity occur in the context of pharmacology?
2. What is drug toxicity?
3. Where can many commonly prescribed medications accumulate?
4. What does symptoms of drug toxicity depend on?
5. How can adverse effects range?

Task 4: Match words from from column A with their antonym in column B

<i>Column A</i>	<i>Column B</i>
1) minority	a) unimportant
2) accidental	b) unpredictable

Column A	Column B
3) outpatients	c) malignant
4) important	d) unexpected
5) predictable	e) inpatients
6) hyposensitivity	f) intentional
7) benign	g) hypersensitivity
8) expected	h) majority

Task 5: Fill in the gaps using the words from the box.

<i>clinical</i>	<i>volunteers</i>	<i>review</i>
<i>additional</i>	<i>investigations</i>	<i>years</i>

After laboratory screening, firms conduct clinical _____, or “trials,” of the drug on human patients. Human _____ trials normally take place in three phases. First, medical scientists administer the drug to a small group of healthy _____ in order to determine and adjust dosage levels, and monitor for side effects. If a drug appears useful and safe, _____ tests are conducted in two more phases, each phase using a successively larger group of volunteers or carefully selected patients. Once a drug has successfully passed animal and clinical tests, the Food and Drug Administration (FDA) must _____ the drug’s performance on human patients, the results of which have been carefully documented, before approving the substance for commercial use. The entire process, from the first discovery of a promising new compound to FDA approval, can take up to 15 _____, but scientific and information technology advances will shorten that process considerably for many drugs. After FDA approval, problems of production methods and costs must be worked out before manufacturing begins.

SPEAKING

TALKING ABOUT DRUG TOXICITY

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

THE STRUCTURE OF YOUR SPEECH	USEFUL LANGUAGE
OPENING <i>Introduce what you are going to tell about</i>	My topic is I would like to tell you about Today I'd like to give you an overview of.. My topic is / will be very important for you because By the end of this talk, you will be familiar with ...
MAIN BODY <i>Tell the main information</i>	To begin with/First of all, I want to tell you about Next, I have to say that Also, you have to know that In my point of view, To my knowledge, ... As far as I know, ... Last but not the least, it is important to know that
SUMMARY <i>Sum it up</i>	Finally, ... To conclude... In conclusion... I'd like to finish/end by saying... Before I finish, I'd finally like to say...

LISTENING

INTERNATIONAL

Task 6. Answer the following questions about the interview.

- 1) Has she eaten Greek food?
 - a) Yes
 - b) No
 - c) Did not say

- 2) Has she eaten Russian Food?
 - a) Yes
 - b) No
 - c) Did not say

- 3) Has she eaten Thai food?
 - a) Yes
 - b) No
 - c) Did not say

- 4) Who has studied Thai?
 - a) He has
 - b) She has
 - c) Neither of them

- 5) What language have they both studied?
 - a) French
 - b) German
 - c) Spanish



GRAMMAR

PASSIVE VOICE IN PERFECT TENSES

Forming Present Perfect Passive

Affirmative Form Object + have / has + been + verb3 (past participle)

Question Form Have / has + object + been + verb3 (past participle)

Meaning

Something has been done by someone at some time up to now.

Examples

Active : *They **have cleaned** the clinic.*

Passive: *The clinic **has been cleaned** by them.*

Active : *Thomas **has written** many books.*

Passive: *Many books **have been written** by Thomas.*

Active : ***Have** the police **caught** the man?*

Passive: ***Has** the man **been caught** by the police?*

Forming Past Perfect Passive

	Active	Passive
Past Perfect Tense (Passive Voice) Auxiliary verb in passive voice: had been	They had completed the assignment.	The assignment had been completed by them.
	They had not completed the assignment.	The assignment had not been complete by them.
	Had they completed the assignment?	Had the assignment been completed by them?

Forming Future Perfect Passive

	Active	Passive
Future Perfect Tense (passive Voice) Auxiliary verb in passive voice: will have been	You will have started the job.	The job will have been started by you.
	You will have not started the job.	The job will not have been started by you.
	Will you have started the job?	Will the job have been started by you?

Task 5: Write the negative and interrogative form.

- A solution has just been given to him.
 - _____
 ? _____
- Look! Wrong telephone numbers have been written down.
 - _____
 ? _____
- The mail has been sent in time today.
 - _____
 ? _____
- A lot of time has been spent by this student in the laboratory this week.
 - _____
 ? _____

Task 6: Open the brackets and write the correct sentences

1. The experiment _____ (to finish) already by me.
2. The prescription _____ (to give) just by the pharmacist.
3. The medicinal plants _____ (to collect) by my groupmates this week.
4. That movie _____ (not to see) by my friends yet.
5. Another test-tube _____ (to break) just by Peter.

Task 7: Chose the correct form of the verbs

1. Oh no! My key _____ stolen.
a) has be b) have been c) has been
2. The compounds _____ already _____ dissolved.
a) has been b) have be c) have been
3. A great research _____ done by this scientist.
have had b) has been c) have be
4. He _____ cured by this medicine.
has been b) have be c) have been
5. A new substance _____ tested for antimicrobial activity this month.
a) has be b) has been c) have be

Task 8: Write the correct sentences

1. Taras _____ (to break) the window today.
2. The exercise _____ already (to write) by these students.
3. The text _____ (not to translate) by me yet.
4. The teacher just _____ (to explain) the new rule.

5. We _____ already (to learn) the Passive Voice.

Task 9: Write the negative and interrogative form

1. A letter had been posted by me by that time yesterday.
- _____
? _____
2. Seven matches had been won by our university team by the end of last year.
- _____
? _____
3. The epidemic of flu had been stopped by March.
- _____
? _____
4. Many articles had been written by these students by the end of last term.
- _____
? _____
5. That drug had been bought by him before he fell ill.
- _____
? _____

Task 10: Open the brackets and write the correct sentences

1. My eyes _____ (to examine) by an oculist before she gave me glasses.
2. Many medicines _____ (to take) by him before he recovered.
3. My homework _____ (not to finish) by that time yesterday.
4. _____ a report _____ (write) by her by last Friday?
5. How many lectures _____ (to deliver) by him by the end of the year?

Task 11: Choose the correct option

1. He _____ the intravenous injection before the ambulance came.
a) had been given b) has been given
c) had given
2. The symptoms _____ by the doctors before they told him a diagnosis.
a) had discussed b) has been discussed
c) had been discussed
3. _____ the problems _____ by his parents before he came?
a) Had /been solved b) Had / solved
c) Had /been solve
4. Five chemist's shops _____ in our district by 2014.
a) had been open b) had been opened
c) had beopened
5. That text _____ by those students by two o'clock yesterday.
a) had be read b) had read
c) had been read

Task 11: Choose the correct option

1. It _____ by Sunday.
a) will have been read b) will read
c) will have been readed
2. The work _____ by the time they return from Paris.
a) will have been finished b) will have been finish
c) will have finished
3. This question _____ for the third time by the time he answers it.

- a) will have repeated b) have been repeated**
c) will have been repeated
4. We _____ there by New Year.
a) will have gone b) will have been gone
c) will been went
5. Students _____ their exams by next term.
a) will have been passed b) will have passed
c) will passed

APPENDICES

APPENDIX 1

List of listening material resources

Unit 1:

https://drive.google.com/drive/folders/1_I5ZBTHc6nZ3Ixl_17UuUt0sEfBkWqLq?usp=share_link

Unit 2:

https://drive.google.com/drive/folders/1_I5ZBTHc6nZ3Ixl_17UuUt0sEfBkWqLq?usp=share_link

Unit 3:

<https://www.scribd.com/document/538876567/At-the-Pharmacy>

Unit 4:

<https://www.ello.org/grammar/A1-06-Third-Person-KatieTodd-Habits-Family.htm>

Unit 5:

<https://www.ello.org/grammar/A1-21-There-is-are-Hometowns.htm>

Unit 6:

<https://www.ello.org/grammar/A1-25-Any-Some-Breakfast-Any-Some.htm>

Unit 7:

<https://www.ello.org/grammar/A1-07-Adjectives-Meg-Todd-Cities.htm>

Unit 8:

<https://www.ello.org/grammar/A1-07-Adjectives-Nat-Todd-Thailand-Japan.htm>

Unit 9:

<https://www.ello.org/grammar/A1-17-Possessives-Akane-Mom.htm>

Unit 10:

https://drive.google.com/file/d/17w513R0_sLfjeSvh8_p50ZQIVrpVOHZW/view?usp=drivesdk

Unit 11:

<https://soundcloud.com/ello-todd/beginner-esl-lesson-12-where-is-everyone>

Unit 12:

<https://soundcloud.com/ello-todd/beginner-esl-lesson-16-big-favor>

Unit 13:

<https://m.soundcloud.com/ello-todd/beginner-esl-lesson-13-answer-the-phone>

Unit 14:

<https://www.ello.org/Audio/AGTK/B1-07-Present-Perfect-Katie-International.mp3>

APPENDIX 2**List of figure resources****Unit 1:**

https://www.freepik.com/premium-vector/medical-pharmacy-illustration-concept-white-background_65150097.htm

Unit 2:

<https://www.istockphoto.com/id/ilustrasi/drawing-of-pharmacy-shop-interior>

Unit 3:

<https://www.freepik.com/vectors/prescription>

Unit 4:

<https://www.freepik.com/vectors/medicine>

Unit 5:

<https://www.istockphoto.com/id>

Unit 6:

<https://www.pixtastock.com/illustration/54858380>

Unit 7:

[https://www.istockphoto.com/id/search/2/image?mediatype=illustration
&phrase=pharmaceutical+manufacturing](https://www.istockphoto.com/id/search/2/image?mediatype=illustration&phrase=pharmaceutical+manufacturing)

Unit 8:

[https://www.vecteezy.com/vector-art/2078316-flat-illustration-of-mass-
producing-covid-19-coronavirus-vaccine-covid-19-vaccine-production-
with-modern-automatic-robot-technology-pharmacy-or-medical-factory-
manufacture-producing-covid-19-vaccine](https://www.vecteezy.com/vector-art/2078316-flat-illustration-of-mass-producing-covid-19-coronavirus-vaccine-covid-19-vaccine-production-with-modern-automatic-robot-technology-pharmacy-or-medical-factory-manufacture-producing-covid-19-vaccine)

Unit 9:

<https://images.app.goo.gl/nJYksvBe9pJLo3RS6>

UNIT 10:

<https://images.app.goo.gl/Dzp3RDUvgQsnHyLr6>

Unit 11:

<https://images.app.goo.gl/N5UaF7CVLHzXDmaB6>

Unit 12:

<https://images.app.goo.gl/W5ZUiJmXAPVgzNuE6>

Unit 13:

<https://images.app.goo.gl/a9YQxtKizgsPH9uP8>

Unit 14:

<https://images.app.goo.gl/tKqmw2y64RfuEK9YA>

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Pharmaceutical Manufacturing Ilustrasi, Grafik Vektor & Clip Art Bebas Royalti - iStock. (n.d.). Retrieved 17 February 2024, from <https://www.istockphoto.com/id/search/2/image?mediatype=illustration&phrase=pharmaceutical+manufacturing>

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The *English for Pharmacy Students* course offers a comprehensive overview of pharmacy practices, principles, and terminology in the English language. Designed for students pursuing careers in pharmacy, pharmaceutical sciences, or related fields, this course covers essential topics ranging from pharmaceutical calculations to pharmacy law and ethics. With a focus on fostering proficiency in both written and spoken English within the context of pharmacy, this course aims to equip learners with the language skills and knowledge necessary to succeed in academic and professional settings. This book serves as a comprehensive guide tailored to meet the needs of pharmacy students, professionals, and anyone interested in enhancing their English language proficiency within the pharmaceutical domain.

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