O‘ZBEKISTON RESPUBLIKASI SOG‘LIQNI SAQLASH VAZIRLIGI

INGLIZ TILI

O‘zbekiston Respublikasi Sog‘liqni saqlash vazirligi tomonidan tibbiyot oliy o‘quv yurtlari talabalari uchun qo‘llanma sifatida tavsiya etilgan

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Tuzuvchi-mualliflar: *f.f.n., dotsent L.U. Xo'jayeva, D.T. Arziyeva, f.f.n. L.S. Xudoyberdiyeva, Z.X. Xolmirzayeva, I.A. Matveyeva, N.A.Mamatova, O.O. Botiraliyeva (*Andijon Davlat tibbiyot instituti lotin va chet tillari kafedrasi o'qituvchilari)

Maxsus muharrirlar: *B.Y. Abduraimova, E.E. Ablyazizova* - (Toshkent Davlat jahon tillari universiteti, fonetika va fonologiya kafedrasi)

Taqrizchilar: *G.X. Xoshimov,* Andijon Davlat chet tillar pedagogika instituti, ingliz tili tarjima nazariyasi kafedrasi mudiri, filologiya fanlari doktori, professor

K.T. Xudoyberdiyev, Andijon Davlat tibbiyot instituti travmatologiya, ortopediya va neyroxirurgiya kafedrasining mudiri, medisina fanlari doktori, professor

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SO‘ZBOSHI

1.1. FANNING MAQSADI VA VAZIFALARI

Tibbiyot institutlarida chet tillarni o‘rgatishdan maqsad talabalarda mutaxassislik bo‘yicha chet tillarda adabiyotlarni o‘qish ko‘nikmalarini shakllantirish va rivojlantirish, o‘quv va kundalik, amaliy mavzular doirasida so‘zlashish, o‘z mutaxassisligi bo‘yicha muloqotlar mazmunini tushunish.

Dastur chet tillarini oliy o‘quv yurtlarida o‘rganishni davom ettiruvchi talabalarga mo‘ljallangan. Asosiy maqsad maktabda o‘tilgan leksik-grammatik materiallarni takrorlash, talabalarni mustaqil o‘qishga tayyorlash va tibbiyotga oid original matnlarni lug‘atdan kamroq foydalangan holda tushunish, o‘z mutaxassisligi doirasida og‘zaki nutq ko‘nikmalarini rivojlantirish.

1.2. OLINGAN BILIM, O‘QUV VA KO‘NIKMALARGA QO‘YILGAN TALABLAR

Ko‘rsatilgan maqsad va vazifalarga ko‘ra talaba o‘qishni tugatgandan keyin tibbiyotga oid matnlarni to‘g‘ri o‘qiy olishi va talaffuz qila bilishi kerak.

Lug‘atsiz tarjima qila olish ko‘nikmasiga ega bo‘lishi va tez o‘qiy olishi kerak.

Berilgan matnlarga savollar qo‘yish, grammatik qoidalarni o‘zlashtirish, gaplarni to‘g‘ri tuzish va chet tilida matn mazmunini qisqacha bayon etish.

Bosqichni tugatgandan so‘ng rejaga asoslanib, mutaxassislik bo‘yicha original matnlar mazmunini bayon eta olish.

1.3. CHET TILLARINI O‘RGANISH UCHUN ZARUR BO‘LGAN FANLAR VA ULARNING BO‘LIMLARI RO‘YXATI

Chet tillarini o‘qitish tibbiyot leksikasining quyidagi bo‘limlariga asoslangan: odam anatomiyasi, odam fiziologiyasi, mikrobiologiya, klinika va tibbiy muassasalar.

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CYCLE I. AT THE INSTITUTE

UNIT 1. THE MEDICAL INSTITUTE

LESSON 1

O‘qish qoidalari: ingliz alifbosi, bo‘g‘in ajratish va urg‘u haqida tushuncha; unlilarni to‘rt tur bo‘g‘inda o‘qilishi; ko‘p bo‘g‘inli so‘zlarning o‘qilishi.
So‘z yasalishi: **-er**, **-or**, **-ly**, **-ic**, **-al** suffikslari.
Grammatika: to be va **to have** fe'llarining Present, Past va Future Indefinite da tuslanishi.

CLASS ASSIGNMENTS

I. 4 tur bo‘g‘iniga oid jadvalda berilgan so‘zlarni o‘qing va savollarga javob bering:

Unlilar qanday o‘qiladi: a) urg‘uli ochiq bo‘g‘inda? b) urg‘uli yopiq bo‘g‘inda? c) 2-yopiq bo‘g‘in 3-yopiq bo‘g‘indan qanday farq qiladi va bo‘g‘inlarda unlilar qanday o‘qiladi? d) 4-tur bo‘g‘inda unlilar qanday o‘qiladi va bu bo‘g‘in birinchisidan qanday farq qiladi?

bo‘g‘in turi / harflar	I ochiq	II yopiq	III yopiq (**r**)	IV ochiq (re)
a [eɪ]	m**a**te [meɪt]	m**a**t [mæt]	m**a**rk [m*ɑ*:k]	m**a**re [mɛə]
o [ɜʊ]	c**o**de [kɜʊd]	c**o**d [kɒd]	c**o**rd [kɔ:d]	c**o**re [kɔ:]
u [ju:]	c**u**te [kju:t]	c**u**t [kʌt]	c**u**r [kɜ:]	c**u**re [kjʊə]
e [i:]	m**e**te [mi:t]	h**e**n [hen]	h**e**r [hɜ:]	h**e**re [hɪə]
i [aɪ]	f**i**ne [faɪn]	f**i**n [fin]	f**i**r [fɜ:]	f**i**re [faɪə]
y [waɪ]	m**y** [maɪ]	l**y**mph [lɪmf]	m**y**rtle [mɜ:tl]	l**y**re [laɪə]

II. Quyidagi so‘zlarni o‘qing va bo‘g‘in turini aniqlang:

make, care, student, girl, person, got, but, home, like, pure, help, form

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III. Ko‘p bo‘g‘inli so‘zlarni o‘qing va urg‘u oxiridan qaysi bo‘g‘inga tushayotgani, urg‘u olgan unlilar qanday o‘qilishini ayting:

family [ˈfæmılı], chemistry [ˈkemıstrı], character [ˈkærıktə], difficult [ˈdıfikəlt], history [ˈhıstərı], medical [ˈmedıkəl]

IV. ‘ to be’ fe'lini ishlatib, savollarga javob bering:

1. **to be** fe'li Present, Past va Future Indefinite zamonlarida qanday o‘zgaradi?
2. Bo‘lishsiz va so‘roq shakllari qanday hosil qilinadi?

HOME ASSIGMENT

V. ‘to be’ fe'lini mos kelgan zamon, shaxs va sonda qo‘ying:

1. I ... a medical student now. 2. We ... doctors in six years. 3. He ... at the theatre yesterday. 4. My sister ... ill. She ... in the hospital now. 5. We ... pupils last year. 6. They ... teachers next year.

VI. Quyidagi gaplarni bo‘lishsiz va so‘roq shakliga qo‘ying:

1. They were in Moscow. 2. He will be in France. 3. She is an engineer. 4. I am on holidays now.

VII. Savollarga javob bering:

1. Are you in class now? Where is student X. now? 2. Were you on the collective farm in September? Where was student X. in September? 3. Will you be at home in the evening? Where will student X. be in the evening?

VIII. Gaplarni Past va Future Indefinite zamonlariga qo‘ying:

1. Have you a lecture in Anatomy? 2. He has a Biology lesson. 3. We have no meeting.

IX. Quyidagi gaplarni bo‘lishsiz shakliga qo‘ying:

1. I have much ink in my pen. 2. We shall have a meeting tomorrow. 3. She had many friends. 4. Yesterday we had three lectures. 5. He has enough time. 6. They have an atlas in Anatomy.

LESSON 2

O‘qish qoidalari: ea, **ee**; **ea** harf birikmalarining **d**, **th**; **oo** harflaridan oldin o‘qilishi; **o** harfi **d**, **th**, **v** dan oldin kelishi; jumlaviy urg‘u.
So‘z yasalishi: so‘z suffikslari affiksatsiya, konversiya; ot so‘z turkumi aniqlovchi vazifasida; **-ly, -ic, -al** suffikslari.
Grammatika: Indefinite Active zamon guruhi. Ingliz tilidagi gaplarda so‘z tartibi.

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I. Bo‘g‘in turini aniqlang va so‘zlarning transkripsiyasini yozing:

sircle, care, period, skull, chest, side, during, arch, nerve, human, more, here

REMEMBER!

1. **ea**, **ee** harf birikmalari odatda [i:] o‘qiladi: **treat** [tri:t] davolamoq; **meet** [mi:t]; **ea d**, **th** va ba'zi boshqa so‘zlarda [e] o‘qiladi: **ready** [ˈredɪ] tayyor; **breath** [breθ] nafas olish; **dead** [ded] o‘lik, murda.
2. **oo** harf birikmasi [u:] o‘qiladi: **soon** [su:n] tez orada; **k** oldida esa [ʊ] **look** [lʊk] qaramoq.
3. **o** harfi **m**, **n**, **th**, **v** harflari oldida odatda [ʌ] o‘qiladi: **among** [əˈmʌŋ] o‘rtasida, aro; **come** [kʌm] kelmoq; **another** [əˈnʌðə] boshqa; **above** [əˈbʌv] o‘stida, tepasida.

II. O‘qing:

1. a) sleep, sea, three, weak, each, leave, feel, week; b) dead, already, health, death;
2. too, school, spoon, tooth, took, food;
3. other, become, some, love, month, son.

III. 1. Quyidagi so‘zlar qanday usul bilan hosil qilingan? Ular qanday elementlardan tashkil topgan? Murakkab so‘zlarda urg‘u qayerga qo‘yiladi?

headache [ˈhedeɪk] bosh og‘rig‘i; football [ˈfʊtbɔ:l] futbol

a) Murakkab so‘zlarning tarkibini aniqlang va ularni tarjima qiling:

newspaper, textbook, homework, volley-ball, note-book

2. Quyidagi so‘zlar qanday so‘zlardan hosil qilingan?

writer [ˈraɪtə] yozuvchi; reader [ˈri:də] o‘quvchi; to rewrite [rɪˈraɪt] qayta ko‘chirmoq; to re-read [rɪˈri:d] qayta o‘qimoq

a) Yuqoridagi so‘zlar qaysi usulda hosil bo‘lgan va urg‘u qayerga qo‘yiladi?

b) So‘zlarni so‘z yasovchi qo‘shimchalar yordamida tarjima qiling:

lecturer, teacher, worker, helper, examiner, to re-examine, to replace, to rename, to reconstruct, to re-do

c) Berilgan otlardan konversiya yo‘li bilan fe'l yasang va tarjima qiling:

a place, a group, a stand, a head, a form, an end

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REMEMBER!

1. -ly suffiksi sifat va ot negizidan ravish yasaydi: **rapid** [ˈræpɪd] tez, **rapidly** [ˈræpɪdlɪ] tezroq; **hour** [aʊə] soat - **hourly** [ˈaʊəlɪ] har soatda;
2. -ic, -al qo‘shimchalari otlarning negizidan sifat yasaydi: **person** shaxs **- personal** shaxsiy; **base** asos - **basic** asosiy

IV. 1. Ravish qanday so‘zlardan yasalganligini aniqlang:
daily, greatly, beautifully, friendly, normally, badly, really, shortly, yearly, partly

2. Tarjima qiling:
experimental, economic, practical, democratic, social

V. Quyidagi gapda iboraviy urg‘uga e'tibor bering:
My brother and sister want to study at the Medical Institute.

1. Bu yerda qaysi so‘z turkumlari urg‘uli? urg‘usiz? 2. Gaplarni ma'noviy guruhlarga bo‘ling va ajratish prinsipi qandayligini ayting.

VI. Quyidagi so‘zlarning o‘qilishini eslab qoling. Pastdan ularning tarjimasini toping:
ordinary [ˈɔ:dɪnrɪ], special [ˈspeʃəl], biology [baɪˈɒlədʒɪ], medicine [ˈmedsɪn], person [pɜ:sn], action [ˈækʃən]

biologiya, oddiy, tibbiyot, dori, jarohat, maxsus, shaxs, inson

VII. Quyidagi so‘z va so‘z birikmalarini yodlang:

care [kɛə] *n* g‘amxo‘rlik, kuzatish (vrach tomonidan), xizmat ko‘rsatish; *v* g‘amxo‘rlik qilmoq, qaramoq (for); biror narsaga qiziqmoq; **to take care of smb.** kimgadir g‘amxo‘rlik qilmoq; **under the care of smb.** kimningdir nazorati ostida;
s**ubject** [ˈsʌbjəkt] *n* fan, mavzu;
increase [ɪnˈkri:z] *v* kattalashmoq, ko‘tarilmoq, kuchaymoq, kuchayish;
as [æz] *adv* singari, kabi;
attention [əˈtenʃn] *n* diqqat; **pay attention to smth**. nimagadir e'tiborni qaratmoq;
enter [ˈentə] *v* kirmoq;
entrance [ˈentrəns] *n* kirish;
mean [mi:n] (meant, meant) [ment, ment] *v* bildirmoq, nazarda tutmoq;

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become [bɪˈkʌm] (became, become) *v* bo‘lmoq, bo‘lib qolmoq;
article [ˈ*a*:tɪkl] *n* maqola;
adult [əˈdʌlt] *a, n* voyaga yetgan, yoshi ulug‘ inson;
join [ʤɔɪn] *v* bog‘lamoq, biriktirmoq, a'zo bo‘lmoq;
before [bɪˈfɔ:] *prep* oldin;
scientific [ˈsaɪəntɪfɪk] *a* ilmiy, o‘qimishli;
hostel [ˈhɔstəl] *n* yotoqxona;
heart [h*a*:t] *n* yurak;
relative [ˈrelətɪv] *n* qarindosh;
disease [dɪˈsi:z] *n* kasallik;
get [get] (got, got) *v* olmoq.

VIII. Quyidagi so‘z va so‘z birikmalarini o‘qing, tarjima qiling:

1. **adult** [əˈdʌlt]: my sister is an adult, they are adults, we are adults, children are not adults;

2. **increase** [ɪnˈkri:z]: increases, increased, the temperature may increase, the increase of temperature;

3. **become** [bɪˈkʌm]: became, he became interested in Anatomy, she became pale;

4. **join** [ʤɔɪn]: to join smth. together, to join the army, to join the party, to join the society;

5. **care** [kɛə]: under the doctor’s care, to take care of the children, he takes care of his old parents, to care for medicine.

IX. Quyidagi gaplarni gap bo‘laklariga ajrating:

The teacher asks the student a question at the lesson.
The student asks the teacher a question at the lesson.

X. Quyidagi fe’llarning II shaklini (Past Indefinite) yozing va yodlang:

a) to get, to become, to mean, to read, to know, to tell, to be, to have, to do, to write, to go, to come, to make, to take;

b) to increase, to want, to work, to plan, to study, to answer.

XI. ‘Do’ yordamchi fe’lini mos kelgan zamonda qo‘ying (yozma):

1. ... your fellow-student get an increased stipend this year? 2. ... you care for Biology? 3. I ... not join the Students Scientific Society last year. 4. ... you live with your relatives now?

XII. Quyidagi gaplarda fe’llarini Present Indefinite ga qo‘ying (yozma):

1. Did your friend get a stipend? 2. He did not know my adress. 3. Did you live at the hostel? 4. They did not come to the hospital.

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XIII. 1. Text A ni o‘qing. 2. Ajratib yozing: a) ‘-ic’, ‘-al’ qo‘shimchali sifatlarni; b) ‘-ly’ qo‘shimchali ravishlarni; c) bir ot ikkinchi otni aniqlab kelgan ikki otdan iborat so‘z birikmalarini, ularni tarjima qiling:

Text A. At the Institute

Every year many young people who really care for medicine enter medical institutes and become students. A new life begins - it is the life of the adult who has the responsibility (javobgarlik) for all his actions before the society.

Some students live at the hostel, others do with their relatives. Many students get stipends. If a student has “fives” in all the subjects at the examinations he gets an increased stipend.

The students work much in class, at the Institute laboratories and libraries.

As the students want to become not ordinary but good doctors they must pay attention to modern medical literature. It means that they must study not only their textbooks, but read many special medical articles in O‘zbek and foreign languages. They will continue to study them in class and at the Foreign Language Society.

Already in the first year some students join students’ scientific societies. There they work on those subjects which they care for. It may be Biology, Chemistry or Anatomy. In the Anatomy Scientific Society where they study the functions of the organs. This work in the Scientific Societies will help future doctors to understand better the character of many diseases. It will teach them to be more observant (kuzatuvchi).

Note

1. **Foreign Language Society -** chet tili to‘garagi

HOME ASSIGNMENTS

XIV. Form new words and translate them:

a) *the nouns by adding the suffix* **-er**: to examine, to lead, to teach, to organize, to help, to write;

b) *the verbs by adding the prefix* **re-**: to join, to operate, to group, to make;

c) *the adverbs by adding the suffix* **-ly**: real, special, scientifical, hour, day, month, week, year, part, bad, rapid;

d) *the adjectives by adding the suffix* **-al**: form, practice, person, experiment, clinic

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XV. Translate the sentences paying attention to the words in bold type:

1. **He** plans **to begin his scientific work in May.** 2. **His scientific** plans **are very interesting.** 3. **Professors Hoshimov and Ahmedov** head **the Students' Scientific Society.** 4. He was the **head** of the delegation at the Congress of Anatomists.

XVI. Give the Infinitive of the following verbs:

did, got, became, meant, knew, told, was, had, went, made, took, were, came

XVII. State the tense of the verbs. Translate the sentences:

1. My relatives got a letter from me a week ago. 2. Every mother cares for her children. 3. He will study many subjects at the Institute. 4. Last year she entered the Institute. 5. We shall read scientific articles in medical journals.

XVIII. Answer in short:

1. Is your brother an adult? 2. Had you entrance examinations in September? 3. Do you get a stipend? 4. Will you become a doctor next year? 5. Have you relatives in Tashkent?

XIX. Answer the alternative questions:

1. Does this fellow-student live at the hostel or with his relatives? 2. Had you entrance examinations in July or in August? 3. Do you get an increased or an ordinary stipend?

XX. Make sentences from the following words:

1. in future, become, doctors, shall, we. 2. in Anatomy, yesterday, had, we, a lecture. 3. the library, take, the, students, from, books.

LESSON 3

O'qish qoidalari: c, **g** harflari; **ai**, **ay**, **ei**, **ey** harf birikmalari; **y** harfi; **a** harfi **ss**, **sk**, **st**, **sp**, **ft**, **nce**, **th** lardan oldin.
Grammatika: son so'z turkumi; artikllar va ularning ishlatilishi; otlarning ko'plik kategoriyasi; olmoshlar (shaxs va qaratqich).

CLASS ASSIGNMENTS

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REMEMBER!

1. **e**, **i**, **y** unlilari oldida **s** harfi [s], **g** harfi esa [ʤ] o‘qiladi, boshqa hollarda esa **c** [k], **g** esa [g] o‘qiladi.

s [s]: f**a**ce, c**i**te, c**y**st
s [k]: c**a**n, c**u**t, c**o**ld, cl**o**t, b**a**ck
g [ʤ]: larg**e**, g**i**n, g**y**m
g [g]: g**a**me, g**u**m, g**o**t, g**r**ippe, bag_

2. **ai**, **ay**, **ei**, **ey** harf birikmalari urg‘uli bo‘g‘inlarda odatda [eɪ] o‘qiladi: **daily** [ˈdeɪlɪ] har kuni; **pay** [peɪ] to‘lamoq; **vein** [veɪn] vena; **grey** [greɪ] kul rang;
3. **y** harfi so‘z boshida unli oldida [j] o‘qiladi: **yellow** [ˈjelɜʊ] sariq;
4. **a** harfi **ss**, **sk**, **st**, **sp**, **nce**, **th**, **ft** lar oldida odatda [*a*:] o‘qiladi: **last** [l*a*:st] o‘tgan; **after** [ˈ*a*:ftə] keyin, shundan keyin.

I. O‘qing:

1. practice, medical, medicine, place, necessary, lecture, general, large, surgical, ago, age, group, histology, biology, gland;
2. they, may, pain, day, eight, brain, way, gain, wait, weight;
3. yes, yet, yesterday, you, young, year, your;
4. master, ask, past, grast, after, chance, bath.

II. Quyidagi so‘zlarning o‘qilishini eslab qoling. Quyidan ularning tarjimasini toping:

course [kɔ:s], theoretical [θɪəˈretɪkəl], practical training [ˈprektɪkəl ˈtreɪnɪŋ], human [ˈhju:mən], to diagnose [ˈdaɪəgnɜʊz], assistant [əˈsɪstənt], general [ˈʤenərəl], therapy [ˈθerəpɪ], to specialize [ˈspeʃəlaɪz], therapeutic [ˌθerəˈpju:tɪk]

umumiy, ixtisoslashtirmoq, assistent, yordamchi, terapevtik, davolashga oid, kasallikning kechish davri, davolanish kursi, terapiya, davolash, insonga oid, tajriba, amaliyot, nazariy, tashxis qo‘ymoq

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

found [faʊnd] *v* asos solmoq;
so [sɜʊ] *adv* shunday, shunday qilib, shuning uchun;
over [ˈɜʊvə] *prep* ustida, yuqorida, ortiq; **to be over** tugamoq;
gain [geɪn] *v* egallamoq, olmoq, erishmoq;

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department [dɪˈpɑ:tmənt] *n* bo‘lim, fakultet, kafedra;

knowledge [ˈnɒlɪʤ] *n* bilim(lar); **the knowledge of medicine** tibbiyotga oid bilimlar;

such [sʌʧ] *a* shunday; **such as** masalan bunday, singari;

different [ˈdɪfrənt] *a* har xil, turli, farqli; **(from) to be different from** ...dan farqli;

necessary [ˈnesɪsərɪ] *a* zarur, kerakli;

carry out [ˈkærɪ ˌaʊt] *v* bajarmoq; o‘tkazmoq;

experience [ɪksˈpɪərɪəns] *n* malaka, tajriba (to‘plangan, oshirilgan);

nurse [nɜ:s] *n* hamshira; *v* bemorga qaramoq;

last [l*a*:st] *v* davom etmoq; *a* oxirgi, o‘tgan;

main [meɪn] *a* bosh, asosiy; **in the main** asosan;

surgery [ˈsɜ:ʤərɪ] *n* xirurgiya, jarrohlik; **surgical** [ˈsɜ:ʤɪkəl] *a* jarrohlikka oid;

complete [kəmˈpli:t] *v* tugatmoq; *a* tugatilgan;

prepare [prɪˈpɛə] *v* tayyorlamoq, tayyorlanmoq;

appointment [əˈpɔɪntmənt] *n* tayinlash;

field [fi:ld] *n* dala; soha.

IV. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **general** [ˈʤenərəl]: in general, a general meeting, general knowledge, general subjects, general attention;

2. **surgery** [ˈsɜ:ʤərɪ]: surgical, the knowledge of Surgery, a surgical department, a surgical nurse, surgery is a clinic subject;

3. **necessary** [ˈnesɪsərɪ]: necessary help, necessary time, necessary knowledge, good knowledge of Anatomy is necessary for us;

4. **complete** [kəmˈpli:t]: completes, completed, to complete the work, to complete the course of studies, complete period of rest;

5. **field** [fi:ld]: an important field of medicine, to work in the field of Surgery, in the field of medical research (ilmiy izlanish). He is a specialist in many fields.

V. Quyidagi so‘z birikmalarini tarjima qiling:

1. human anatomy; 2. during the three-years period; 3. to diagnose a disease; 4. to carry out laboratory analyses; 5. at the end of; 6. to gain knowledge (experience); 7. the place of their work appointment; 8. to treat people for different diseases with medicines.

VI. O‘qing:

15; 11; 130; 348; 12; 0; 0,01; 0,05; 2/3; 41st; 12th

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VII. (Otlarning ko‘plik shakli qanday hosil bo‘lishini eslang.) So‘zlarni o‘qing va o‘zingizni tekshiring:

a lamp [læmp] – lamp**s** [læmps]	a hand [hænd] – hand**s** [hændz]
a box [bɒks] – box**es** [ˈbɒksɪz]	a mass [m*a*:s] – mass**es** [ˈm*a*:sɪz]
a baby [ˈbeɪbɪ] – bab**ies** [ˈbeɪbɪz]	history [ˈhɪstərɪ] – histor**ies** [ˈhɪstərɪz]
a wife [waɪf] – wi**ves** [waɪvz]	a life [laɪf] – li**ves** [laɪvz]
a man [mæn] – m**e**n [men]	a tooth [tu:θ] – t**ee**th [ti:θ]

VIII. Quyidagi gaplarni ko‘plikda yozing:

1. She was a nurse. 2. He is a child. 3. The box is on the table. 4. I am a young man. 5. I shall be a doctor.

IX. Quyidagi ustunlarda ajratilgan olmoshlarga e'tibor bering va savollarga javob bering:

I am here.	All know **me**.	All know **my** work.
He is here.	All know **him**.	All know **his** work.
She is here.	All know **her**.	All know **her** work.
It is here.	All know **it**.	All know **its** work.
We are here.	All know **us**.	All know **our** work.
You are here.	All know **you**.	All know **your** work.
They are here.	All know **them**.	All know **their** work.

1. Har bir ustundagi olmoshlar nima deb ataladi? 2. Ular qanday savollarga javob bo‘ladi va qaysi gap bo‘lagi hisoblanadi?

X. Qavs ichida berilgan olmoshlarni tarjima qiling:

1. I see (uni) and (uning) sister. 2. We know (ularni) and (ularning) children. 3. She teaches (bizga) Biology. 4.(Bizning) Institute is in Fitrat street. 5. He likes (o‘zining) work. 6. I see a car. I see (uni) well. (Uning) colour is black. 7. Do you (uni) and (uning) brothers? 8. He meets (meni) every day.

XI. Tekst B ni o‘qing; a) 4 – abzasni ko‘chiring va gaplarni ma'noli bo‘laklarga bo‘ling; b) tekstdan o‘quv fanlari nomlarini ajratib, ko‘chiring:

Text B. Andizhan State Medical Institute

ASMI was founded in 1955. The first rector of the Institute was Alimov. The founder of the Clinical Hospital was Otabekov. Now the rector of ASMI is professor Huzhamberdiev M.A.

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Now ASMI is a great study establishment. It has four faculties: Pediatric, Therapeutic, High Quality Nurses and Medical Pedagogic Faculties.

The course of study at the Medical Institute is seven years. During this period the students master the basis of theoretical and practical medicine.

The lessons are conducted in large and light rooms. There are well-equipped laboratories, study rooms, reading-rooms with agreat number of manuals. There is a computer hall for students and teachers.

For two years the students learn the so-called pre-clinical subjects, such as Physics, Chemistry, Biology, Human Anatomy, Histology and others.

The students have clinical subjects from the third to the fifth years. During the three-years' period the students learn to diagnose different diseases, to carry out laboratory analyses and to treat people from these diseases.

After the first, second and third courses the students have practical training. During this period they work as nurses and doctor's assistants at the therapeutic, surgical and other departments.

In the sixth year the students gain more experience in one of the three main clinical subjects: Therapy, Surgery or Obstetrics. So, in six years the students gain the knowledge necessary for a general practitioner.

Notes

1. **the so-called pre-clinical subjects** – (nazariy) klinikadan oldingi fanlar;
2. **in six years** – olti yildan so'ng. **' in'** predlogi keyin, so'ng ma'nosida vaqtni bildiruvchi otlar bilan ishlatilganda keladi;
3. **a general practitioner** – umumiy malakali shifokor, amaliyotchi shifokor.

HOME ASSIGNMENTS

XII. Read and explain the rules of reading:

plaster, complete, polyclinic, general, gain, young, city, afternoon, main, they, X-ray, vein, yesterday

XIII. Form the ordinal numerals:

5, 2, 3, 21, 12, 30, 113, 54, 68, 93, 205

XIV. Give the singular of the following nouns:

women, teeth, feet, children, friends, lives, studies, dresses

XV. Give the plural of the following nouns. Spell the endings:

baby, history, wife, life, mass, box

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2. war, warn, warp, ward, warder, warty;
3. work, world, worm, worst, worth, worse, worthy;
4. who, what, whose, why, where, when, whether, which, while;
5. talk, salt, fall, chalk, all, small, call, hall, also.

REMEMBER!

-ure ot qo‘shimchasi. Agar bu qo‘shimchaga **t** qo‘shilsa, u holda -**ture** birikmasi [ʧə] o‘qiladi: **structure** [ˈstrʌkʧə] tuzilish. Agar unga **s** qo‘shilsa **-sure** birikmasi [ʒə] o‘qiladi: **measure** [ˈmeʒə] o‘lcham; agar **ss** qo‘shilsa, **-ssure** birikmasi [ʃə] o‘qiladi: **pressure** [ˈpreʃə] bosim, davleniye.

II. O‘qing va tarjima qiling:
nature, pleasure, mixture, lecture, picture, future, culture

REMEMBER!

-y qo‘shimchasi otlardan sifat yasaydi: **-salty** tuzlangan. **-y** qo‘shimchasi, shuningdek ot va fe'llarda ham uchraydi: **remedy** [ˈremıdı] dori, darmon; **carry** [ˈkærı] tashimoq.
Fe'llarda bu qo‘shimcha [aı] o‘qilishi mumkin: **to supply** [sʌˈplaı] ta'minlamoq.

III. O‘qing va tarjima qiling:
a) *otlar:* difficulty, study, body;
b) *fe'llar:* apply, multiply, study;
c) *sifatlar:* happy, airy, wordy, healthy, sunny.

IV. Quyidagi so‘z va so‘z birikmalarini yodlang:
numerous [ˈnju:mərəs] *a* ko‘p sonli, ko‘plab;
deep [di:p] *a* chuqur;
perform [pəˈfɔ:m] *v* bajarmoq, amalga oshirmoq;
hard [hɑ:d] *a* qiyin, qattiq; *adv* astoydil;
attend [əˈtend] *v* qatnashmoq (leksiya, yig‘ilishlarga);
possibility [ˌpɒsəˈbılıtı] *n* imkoniyat;
term [tɜ:m] *n* semestr, termin;
listen [lısn] *v* (to) eshitmoq, tinglamoq;
several [ˈsevrəl] *a* bir necha;
middle [mıdl] *a* o‘rtancha, o‘rta;
deliver [dıˈlıvə] *v* (doklad, ma'ruza) o‘qimoq;
whole [hɜʊl] *a* butun, hamma;
successful [səkˈsesfʊl] *a* muvaffaqiyatli, omadli;

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clear [klıə] *a* aniq, toza, tiniq;
need [ni:d] *v* muhtoj bo‘lmoq; **to need badly** biror narsaga juda muhtoj bo‘lmoq.

V. So‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **numerous** [ˈnju:mərəs]: numerous books, numerous examples, numerous subjects, numerous things;
2. **clear** [klıə]: a clear day, clear water, a clear head, the question is clear, it becomes clear;
3. **need** [ni:d]: to need badly, I need a book, we need it very much, do you need any help?
4. **whole** [hɜʊl]: the whole day, the whole year, the whole world, the whole country, the whole summer;
5. **successful** [səkˈsesfʊl]: a successful beginning, a successful end, successfuly, to pass the examinations successfully.

VI. Kesimni Present Indefinite ga qo‘ying (yozma):

1. The assistant carried out numerous experiments. 2. The students attended classes in different subjects. 3. The doctor listened to the heart. 4. Professor Soliyev delivered his lectures on Fridays.

VII. Gaplarni tarjima qiling:

1. The lectures delivered **by the professors of our Institute** are interesting. 2. I usually write my exercises **with a ball-pen**. 3. **Our assistent’s** experiments were successful. 4. He pays great attention **to his studies**.

VIII. Quyidagi gaplarni tarjima qiling:

1. There are two terms in the academic year. 2. There will be a meeting at the Institute. 3. There is a hostel near our Institute. 4. There was no medical article in the yesterday’s newspaper. 5. There were entrance examinations at the Institute in August.

IX. 1. Tekst A ni o‘qing. 2. a) shaxssiz; b) ‘there is (there are)’ oborotli gaplarni ajratib ko‘chiring; c) quyidagi reja asosida gapirib bering:

1. The lectures; 2. The work on Anatomy; 3. The academic year.

Text A. Our Classes

Every day we have practical classes in numerous theoretical and special subjects.

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We perform different laboratory works and attend lectures in Biology, Anatomy and others. It is useful to us to listen to the lectures because the professors always deliver them clearly and scientifically.

We know that we shall need deep knowledge of Anatomy in our future work. Only hard work in the dissecting-room will give us the possibility to gain this knowledge. That is why there are always many students in the dissecting-room.

There are two terms in the first year. Each of them lasts for about 16-19 weeks. At the end of the winter term we shall take examinations in Physics and Chemistry. We shall have several credit tests too. The winter holidays last from the end of January till the middle of February. At the end of the spring term we shall take examinations in the History and others.

It is necessary for us to work hard during the whole academic year if we want to pass our first examination session successfully, for "A good beginning makes a good ending".

HOME ASSIGNMENTS

X. Read:

ward, word, always, world, watch, fall, call, walk, worthy, war, whole, when, where, why

XI. Put the given adjectives and nouns in proper pairs:

adjectives: hard, several, successful, whole, human, deep, clear;
nouns: head, body, knowledge, work, subjects, day, examination.

XII. Translate the following word combinations:

1. into the lecture hall; from the lecture hall; 2. at the window; to the window; between the windows; 3. among the students; 4. at the lesson; 5. at about 5 o'clock; 6. on the 8th of March; 7. from 10 a.m.(ante meridiem) till 2 p.m (post meridiem); 8. during the session; 9. in April; 10. on Tuesday.

XIII. Translate the following sentences into English:

1. Siz qalam bilan yozasizmi yoki sharikli ruchka bilanmi? 2. Siz institutga trolleybusda borasizmi yoki tramvayda? 3. Siz zachyotni semestr o'rtasida topshirasizmi yoki oxiridami? 4. Talabalarga chuqur bilimlarni kim beradi?

XIV. Make the sentences negative and then interrogative:

1. There are foreign newspapers on the table. 2. There will be a lecture at our Institite tomorrow. 3. There was a concert in the hall yesterday.

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XV. Make up questions using the words given in brackets:

There are different scientific societies at our Institute. (*what*) 2. There was an interesting meeting in our group. (*where*) 3. There are many articles in this journal. (*how many*)

XVI. Read Text B and say: a) what educational institutions are described in it; b) in what country they are; c) what difference there is between the academic year in our country and in that country:

Text B

The academic year in Britain's universities has three terms which are from the beginning of October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June or the beginning of July, that is there are 10 weeks in each term.

In a Teacher's Training College students have examinations at the end of each term, i.e. (that is) at the end of the autumn, spring and summer terms. Final examinations are at the end of a course of studies.

LESSON 5

O'qish qoidasi: sh, **ch**, **tch**, **ph**, **th** harf birikmalari.
So'z yasalishi: -ion suffiksi.
Grammatika: modal fe'llar **can**, **may**, **must.** Umumiy va maxsus so'roqlar.

CLASS ASSIGNMENTS

REMEMBER!

-ion qo'shimchasi fe'l o'zagidan ot yasaydi. **-tion**, **-ssion** birikmalari [ʃ**(ə)**n] o'qiladi, **-sion** birikmasi esa unlidan keyin [ʒ**(ə)**n] o'qiladi. **-ion** qo'shimchali so'zlarda urg'u qo'shimchadan oldingi bo'g'inga tushadi. Masalan: **to protect** [prəˈtekt] muhofaza qilmoq, himoya qilmoq, **protection** [prəˈtekʃən] muhofaza, himoya; **to decide** [dɪˈsaɪd] qaror qilmoq, **decision** [dɪˈsɪʒn] qaror.

I. O'qing va tarjima qiling:

consultation, occlusion, attention, invasion, commission, session, occupation, obstruction

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II. Quyidagi so‘zlarning o‘qilishini eslab qoling:

therapeutist [ˌθerəˈpju:tɪst], profession [prəˈfeʃən], patient [ˈpeɪʃənt], act [ækt], corpse[kɔ:]

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

remedy [ˈremɪdɪ] *n* dori - darmon;

harm [h*a*:m] *n* zarar; *v* zarar yetkazmoq; **do smb. harm** kimgadir yomonlik qilmoq;

require [rɪˈkwaɪə] *v* talab qilmoq; muhtoj bo‘lmoq;

remember [rɪˈmembə] *v* esda tutmoq;

easy [ˈi:zɪ] *a* yengil, oson;

particular [pəˈtɪkju:lə] *a* alohida, aynan;

kind [kaɪnd] *a* mehribon; *n* tur, sinf, nav;

ability [əˈbɪlɪtɪ] *n* qobiliyat, bilish;

protection [prəˈtekʃən] *n* muhofaza;

health [helθ] *n* sog‘liq; **be in good health** sog‘lom bo‘lmoq; **be in poor health** nimjon bo‘lmoq; **health protection** sog‘liqni saqlash;

prominent [ˈprɒmɪnənt] *a* taniqli, mashhur;

consider [kənˈsɪdə] *v* hisoblamoq;

poor [pʊə] *a* yomon, kambag‘al;

sometimes [ˈsʌmtaɪmz] *adv* ba'zida, har zamon;

even [i:vn] *adv* hatto;

cure [kjʊə] *v* (of) davolamoq; *n* davolanish, sog‘ayish;

valuable [vælˈjʊəbl] *a* qimmatli.

IV. Quyidagi so‘z birikmalarini predloglarga e'tibor berib yodlang:

in particular, to be **of** interest (importance), to have abilities **for**, to cure smb. **of** smth., to be **in** good (poor) health, one **of** many

V. Quyidagi so‘z va so‘z birikmalarini o‘qing va yodlang:

1. **particular** [pəˈtɪkjulə]: particular attention, this particular article, in particular, this article is of particular interest;

2. **ability** [əˈbɪlɪtɪ]: abilities, little abilities, he has great abilities for physics, to show the abilities;

3. **cure** [kjʊə]: cures, cured, to cure a disease, to cure smb. of a heart disease, a complete cure;

4. **require** [rɪˈkwaɪə]: requires, required, to require much time, he requires great care, you will have everything you require.

VI. Quyidagi gaplarni bo‘lishli shaklda yozing:

1. Must the students work during the whole term? 2. He could not enter the Institute last year. 3. Can he become a good therapeutist? 4. May this remedy do you harm?

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VII. Quyidagi gaplarni o‘qing:

1. Does she speak English? 2. Can you treat rheumatism? 3. Did he prepare his laboratory work yesterday? 4. Must they attend this lecture?

VIII. Nuqtalar o‘rnini kerakli so‘roq so‘zlar bilan to‘ldiring:

1. ... do you usually read newspapers in the evening? (*when?, where?*) 2. ... is on the table? (*who?, what?*) 3. He works at the hospital, ... is he? (*who?, what?*) 4. ... sister is she? (*which?, whose?*) 5. ... has a heart disease? (*who?, what?*) 6. ... month is July? (*which?, whose?*)

IX. 1. Tekst C ni o‘qing. 2. Modal fe'llar bor gaplarni toping va tarjima qiling. 3. Tekstdan ‘possible’, ‘ difficult’, ‘ to protect’, ‘ to know’ so‘zlari bilan o‘zakdosh so‘zlarni ko‘chiring va tarjima qiling. 4. Gippokrat qasamyodidagi so‘zlarni yodlang.

Text C. Our Future Profession

In Russia hundreds of thousands of young people study at different medical institutes. They study numerous theoretical and special subjects. They have practical training during which they do the work of nurses and assistant doctors. Such a course of studies helps them to gain much knowledge of medicine, which will give them the possibility to diagnose different diseases and treat people.

But medical students must remember that it is not easy to be a good doctor. A good doctor must have not only deep knowledge of a particular field of medicine such as surgery or therapy. He must love people and have a kind heart. He must give all his knowledge, all his abilities, all his talent, and all his time to people, to the protection of their health.

A person may be a poor writer, he may be a bad painter (rassom) or an actor but a man cannot and must not be a bad doctor. Medical students must understand well all the difficulties of their future profession. They must remember that often it will be difficult to diagnose a disease, sometimes it will be even more difficult to cure it. But a good doctor will always do his best to gain his patient’s confidence. And the confidence of a patient in his doctor is a “valuable remedy”.

Did you hear about Hippocrates Oath before you entered the Institute? What does it read? It reads, “I shall enter any house for the good of the patient. I shall not do my patient any harm” - these are the words from Hippocrates Oath. And they must be not only words for medical students. They must become the motto (shior) of their life.

Medical students must remember that to treat patients is a great art (san'at) but not an ordinary trade (hunar). It is one of the professions which requires a real calling for it.

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Notes

1. **to do one's best** – imkon bo'lgan hamma ishni qilmoq;
2. **to gain confidence** – ishonch qozonmoq;
3. **Hippocrates Oath** [ˈhɪpɔʊkreɪts ˈɔʊθ] – Gippokrat qasamyodi; **to make (take) oath** – qasamyod qilmoq;
4. **calling** – fidoiylik.

HOME ASSIGNMENTS

X. Put questions to the words in bold type:

1. We need **this particular** time for the experiment. 2. We entered the Institute **last year**. 3. Sometimes professors deliver lectures **at the clinic**. 4. **He** is in poor health. 5. We must give **all our knowledge and abilities** to people.

XI. Translate into English:

1. Birinchi kursda siz qaysi fanga alohida e'tibor berishingiz kerak? 2. Afsuski (unfortunately), shifokorlar be'morlarni ba'zi kasalliklardan davolay olmaydilar. 3. Men o'ylaymanki, do'stim biologiyadan imtihonni a'lo bahoga topshira oladi, chunki unda bu fanga iqtidor bor. 4. Sog'lom bo'lish uchun siz sport bilan shug'ullanishingiz kerak. 5. Jarrohlik – talabalarning alohida qiziqishini uyg'otuvchi ko'p fanlardan biri hisoblanadi.

XII. Speak about your future profession. Make up the topic "My Future Profession".

LESSON 6

O'qish qoidasi: air, **ear**, **eer** harf birikmalari undoshlar oldidan.
Grammatika: ko'rsatish va gumon olmoshlari; sifat va ravishning qiyosiy darajalari.

CLASS ASSIGNMENTS

REMEMBER!

1. **air** harf birikmasi odatda [ɛə] o'qiladi: **chair** [ʧɛə] stul, kafedra;
2. **ear**, **eer** harf birikmalari [ɪə] o'qiladi: **appear** [əˈpɪə] paydo bo'lmoq, tuyulmoq; **engineer** [ˌɪnʤɪˈnɪə]injener;
3. **ear** harf birikmasi undoshlar oldida [ɜ:] o'qiladi: **early** [ˈɜ:lɪ] erta.

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I. O‘qing:

1. air, hair, pair, chair, impair;
2. hear, clear, near, ear, dear, steer, smear, deer;
3. learn, earth, earn, research, heard.

II. Quyidagi so‘z va so‘z birikmalarini yodlang:

admission [ədˈmɪʃən] *n* qabul, kirish; **on admission** kirish vaqtida;

graduation [ˌgrædjuˈeɪʃən] *n* bitiruv (o‘quv yurtini);

responsible [rɪsˈpɒnsɪbl] *a* mas'ul; **be responsible for smth.** nimagadir mas'ul bo‘lmoq;

achieve [əˈʧi:v] *v* etishmoq, erishmoq;

decide [dɪˈsaɪd] *v* ahd qilmoq, qaror qilmoq;

fix [fɪks] *v* o‘rnatmoq, belgilamoq, mustahkamlamoq; **fixed** *a* o‘rnatilgan, belgilangan;

addition [əˈdɪʃn] *n* qo‘shimcha, to‘ldirish; **in addition to** ...ga qo‘shimcha; bundan tashqari;

contain [kənˈteɪn] *v* o‘z ichiga olmoq;

mark [m*a*:k] *n* baho; *v* baholamoq; **marked** [m*a*:kt] *a* ko‘zga ko‘ringan, aniq ko‘rsatilgan;

tired [taɪəd] *a* charchagan, holdan toygan;

rest [rest] *n* hordiq, dam; *v* dam olmoq; **at rest** tinchlikda;

the rest of qolgan, qolganlar.

III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **responsible** [rɪsˈpɒnsɪbl]: a responsible decision, doctors are responsible for the patients’ lives;

2. **achieve** [əˈʧi:v]: achieves, achieved, to achieve success, to achieve good results;

3. **contain** [kənˈteɪn]: contains, contained, this scientific article contains much valuable information;

4. **rest** [rest]: a long rest, a short rest, a complete rest, the rest of the time, she needs rest, to have a good rest.

IV. Quyidagi so‘z birikmalarini tarjima qiling:

that person, this nurse, those articles, this hostel, these fields, that department, those adults, these marks

V. Nuqtalar o‘rniga ‘some’, ‘any’, ‘no’ olmoshlaridan mos kelganini qo‘ying:

1. Will you deliver ... lecture tomorrow? 2. He has ... experience in the field of medicine because he is a student now. 3. Our assistant doctor knows ...

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foreign languages. 4. The students will gain ... knowledge of Surgery in the third year.

VI. Quyidagi ravish va sifatlardan qiyosiy daraja yasang (yozma):

well, responsible, deep, happy, high, early, great, new, easy, much, clear, interesting, little, bad

VII. Quyidagi so‘z birikmalarini tarjima qiling:

1. better knowledge of Biology; 2. you must know this better; 3. to carry out less experiments; 4. the most responsible work; 5. to know worst of all.

VIII. Qaysi so‘zlar yordamida gaplarda qiyoslash bajarilishini aniqlang va ularni tarjima qiling. Bu bog‘lovchilarni eslab qoling:

1. I am as tired as he is. 2. You must be more responsible for your work than he is. 3. He knows Latin worse than his friend does. 4. Salimov’s knowledge of Anatomy is not so deep as Suvonov’s. 5. They came to the Institute earlier than usual.

IX. Predloglarga e'tibor berib quyidagi so‘z birikmalarini yodlang:

on admission, graduation **from**, to graduate **from**, to be responsible **for**, **in** addition **to**, **at** rest, the rest **of**, to prepare **for**, most **of**, to wait **for**, **on** examination **of** the patient

X. 1. Tekst D ni o‘qing va tarjima qiling. 2. Undan quyidagilarni ko‘chirib oling: a) II shaklda turgan ‘to decide’, ‘to contain’, ‘ to fix’ fe'llari bor gaplarni; b) qiyosiy va orttirma darajadagi sifatlarni. 3. Ko‘rsatish va gumon olmoshli gaplarni toping. 4. Quyidagi so‘z va so‘z birikmalarining inglizcha ekvivalentini yozing:

sinovlar, muddatidan ilgari, barcha o‘tilgan narsalar, talabalarning ko‘pchiligi

Text D. Our First Examination Session

To be a good doctor in future means to study well at the Institute from the day of admission till the day of graduation.

We must remember that we cannot be bad doctors as we shall be responsible for the protection of people’s health and their lives. Our future work will require deep knowledge and all our abilities.

To achieve these high aims the students of our group decided not to waste (sarf qilmoq) any time and prepare well for our first examinations at the Institute.

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The dean fixed all the dates of our examinations. But in addition to examinations we had some credit tests. The most difficult test was in Physics but we passed it successfully ahead of time. The first examination was in inorganic Chemistry. We consider that this subject is the most difficult of all the subjects in the first year. So we began to work hard to pass it successfully.

The examination began. The students who entered the room took the examination cards and had some time to prepare for their answers. The cards contained all the things studied during the term. Most of the students answered well and got good and excelent marks. It was easier to take the next examination and all the students of our group passed it well.

We were a little tired after the examinations and credit tests but happy that the first session was over. Winter rest at a sports camp was waiting for us.

HOME ASSIGNMENTS

XI. Translate into English:

1. Bu jarroh. Bu malakali jarroh. Bu jarroh juda malakali. 2. Bu maqolalar. Bu yangi tibbiyotga oid maqolalar. Bu yangi tibbiy maqolalar yurak xastaliklari haqida.

XII. Turn these sentences into negative and then interrogative:

1. He gave some examples in his lecture. 2. I read some articles on this subject a week ago. 3. There were some chairs at the entrance to the hall.

XIII. Translate into English:

eng qimmatbaho dori, eng kerakli tayinlash, eng chuqur bilimlar, ko‘proq mas'uliyatli, eng yomon baho, eng yaxshi hordiq, eng kam zarar

XIV. Memorize the following words. Translate the sentences:

lose [lu:z] (lost, lost) *v* yo‘qotmoq; **lost time** yo‘qotilgan vaqt: 1. He was seriously ill and **lost** five kilograms. 2. You will never gain the **lost time**.

against [ə′geınst] *prep* qarshi: Half of our group were **against** this idea.

present [′preznt] *a* bor, hozirgi; **to be present** bor bo‘lmoq; **at present** hozirgi vaqtda: 1. All the students **were present** at the lecture in Biology. 2. They are at the hostel **at present**.

pass [p*a*:s] *v* o‘tmoq, oqib o‘tmoq: 1. A week **passed**. 2. The first term will **pass** soon.

back [bæk] *adv* orqaga; *n* orqa, bel: 1. We came **back** to the hostel at 7.^{00} p.m. 2. She stood with her **back** to the window.

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XV. Read Text E. Translate it. On the basis of the text tell us about your day:

Text E. My Working Day

Every day I have much interesting and necessary work to do. I always remember that the lost time is never gained and that is why I do not like to waste even a minute.

I get up early in the morning - at about $6.^{00}$ a.m., do my morning exercises and have a cold rubdown. As we are medical students we consider that physical exercises are "a good remedy" for the protection of our health against diseases. We must remember the Latin saying "Mens sana in corpore sano".

After my breakfast at our canteen I go to the main building of our Institute on foot as it is near our hostel.

Our classes usually begin at $8.^{00}$ a.m. In addition to several practical classes we have a lecture or two every day.

On Fridays we usually have a lecture in Physics. Long before its beginning there are always many students in the hall - even the students of the senior courses often attend these lectures. Our new professor is not only a very good specialist in his field of science but also a qualified teacher. He delivers lectures in his own way and gives us many new and interesting facts about the application of physics in medicine. The professor shows us that at present deep knowledge of this subject will be particularly valuable in our future work. That is why we work hard in physics laboratory and read additional literature on this subject at the library as well.

From the library I usually come back to the hostel. I am often tired but I understand that every day which passes by gives me much valuable and necessary knowledge.

Notes

1. **to have a cold rubdown** – sovuq ho'l sochiqda artinmoq;
2. **Mens sana in corpore sano** – *lat.* Sog' tanda sog'lom aql;
3. **in his own way** – o'z usuli bo'yicha.

LESSON 7

So'z yasalishi: -(i) ty, **-ment** suffikslari.
Grammatika: Present Participle ning hosil bo'lishi; Continuous Active zamon guruhi.

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REMEMBER!

1. **-(i)ty** - ot qo‘shimchasi: **quantity** [ˈkwɒntɪtɪ] miqdor, **quality** [ˈkwɒlɪtɪ] sifat.
2. **-ment** qo‘shimchasi fe’llardan ot yasaydi: **to exite** [ɪkˈsaɪt] hayajonlanmoq - **exitment** [ɪkˈsaɪtmənt] hayajon.

I. O‘qing va tarjima qiling:

1. activity, reality, humanity, ability, possibility, responsibility;
2. requirement, treatment, achievement, appointment, department.

II. Quyidagi so‘z va so‘z birikmalarini yodlang:

return [rɪˈtɜ:n] *v* qaytmoq, qaytarib bermoq;
late [leɪt] *a* kechki; *adv* kech;
hold [hɜʊld] (held, held) *v* ushlamoq; o‘tkazmoq (marosimlar);
happen [hæpn] *v* (to) sodir bo‘lmoq;
member [ˈmembə] *n* a'zo (oila, partiya);
former [ˈfɔ:mə] *a* ilgarigi, sobiq;
excited [ɪkˈsaɪtɪd] *a* hayajonlangan;
while [waɪl] *cj* guncha, o‘sha vaqtda;
strength [strenθ] *n* kuch;
devote [dɪˈvɜʊt] *v* (to) o‘zini bag‘ishlamoq;
fight [faɪt] *n* kurash; *v* (fought, fought) kurashmoq;
true [tru:] *a* sodiq; haqiqiy, chin;
feel [fi:l] (felt, felt) *v* o‘zini his qilmoq; **feel bad** o‘zini yomon his qilmoq;
still [stɪl] *adv* hanuz, haligacha;
to be going to hozirlanmoq

III. Quyidagi so‘zlarni o‘qing va tarjima qiling. Ularni eslab qoling:

to return - to leave, strength - weakness, late - early, true - false, excited - still, former - present

IV. Quyidagi fe'llarning Present Participle shaklini yozing va tarjima qiling:

to perform, to get, to treat, to enter, to die, to study

V. Kesimning o‘zgaruvchan qismini kerakli shaklda qo‘llang (yozma):

1. “What (to be) you doing now?” “I (to be) preparing for my credit test in Physics.” 2. Yesterday from $2.^{00}$ till $6.^{00}$ o’clock we (to be) working at our scientific laboratory. 3. When I was at my sister’s at $4.^{00}$ p.m. yesterday

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she (to be) learning Latin. 4. Tomorrow at 5.^{00} p.m. I (to be) preparing a lecture.

VI. 1. Tekst F ni o‘qing. Undan a) Continuous Tenses; b) buyruq maylidagi gaplarni toping va tarjima qiling. 2. Karimni tasvirlab bering. 3. Shifokor qasamyodi so‘zlarini yodlang. 4. Quyidagi so‘z birikmalarining inglizcha ekvivalentini ko‘chirib yozing:

baxtga muyassar bo‘ldingiz, nutq so‘zlamoq, o‘z bemorlariga ziyon qilmaslik, sobiq talabalar

Text F. The Oath of Future Doctors

K.: Hallo! Where are you going from, Bahrom?

B.: Hallo, Karim! I am returning home from the Institute.

K.: Why so late?

B.: I was at the meeting.

K.: What meeting?

B.: The meeting was held to mark the graduation from the Institute of our sixth-year students.

K.: And how did you happen to be there?

B.: I was invited (meni taklif qilishdi) to attend the meeting.

K.: Tell me, please, was there anything interesting at the meeting?

B.: First of all I must say that it was a very solemn (tantanali) ceremony. Our former sixth-year students, now young specialists, looked very happy and excited.

K.: Who made a speech?

B.: The rector did. While he was making his speech everybody was listening to him with great attention. You know, our rector is a brilliant speaker. I shall always remember the words of the professional oath which the young specialists were repeating after the rector.

K.: What is the essence (mohiyati, ma'nosi) of this oath?

B.: The young specialists promised (va'da berdilar) to give all their strength, knowledge and abilities to people who need their help. They promised to devote all their life to the protection of people’s health, to the fight against diseases, not to do any harm to their patients. They promised to be true to their profession.

K.: Really, it is a great oath.

B.: Then one of the former sixth-year students handed over our Institute banner (bayroq) to a first-year student. When he was doing that I felt great excitement. Now I understand still better all the responsibility which I am going to take after my graduation, that great responsibility which my future work of a doctor will require.

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Note

1. **the meeting was held** – yig‘ilish o‘tqazilgan edi

HOME ASSIGNMENTS

VII. From the predicates given in brackets pick out and insert the correct one:

1. Who ... home now? Who usually ... home in the evening? (returns, is returning) 2. Doctor P. ... the operation a week ago. Doctor P. ... the operation from $10.^{00}$ till 12.00 a.m. yesterday. (performed, was performing) 3. I ... a corpse at $2.^{00}$ p.m. tomorrow. I ... a corpse tomorrow. (shall dissect, shall be dissecting)

VIII. Answer the following questions:

1. Are the doctors fighting for the life of this patient? 2. Who is fighting for the life of this patient? 3. What are the doctors doing? 4. What are the doctors fighting for?

IX. Read Text G. Find the sentences in the Continuous tenses and translate them:

Text G. An Interesting Meeting

Twice a month we hold different group meetings at which we discuss many problems of our life.

But this time it was not an ordinary meeting. We were going to meet one of the former students of our Institute. He is a professor and a very talented surgeon.

Everybody considers that he is a qualified specialist in the field of heart surgery. He devotes much time to scientific work and is the author of numerous articles on the surgical treatment of some heart diseases.

That’s why we were so excited. We were talking about the coming meeting and preparing the questions which we were going to ask Professor Nurmatov.

Soon the door opened and the man whom we were waiting for entered the room. Our excited talk stopped and the meeting began. First of all we greeted (qarshi oldik) Professor Nurmatov and asked him to tell us something about his work.

After graduation from the Institute Professor Nurmatov got his work appointment to a small hospital. His first patient was a ten-year-old girl. The girl needed an operation badly. When he was preparing for the operation he felt great excitement. But when he began to operate he thought only of his

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responsibility for the girl's life. How happy he was when he understood that he saved the girl!

There were many difficulties in his work as he had no experience but his elder colleagues were always ready to help him. He worked hard for several years. Sometimes he did not achieve successful results but he considered that his work of a surgeon was the only true work for him.

At the end of the meeting we thanked Professor Nurmatov heartily. The meeting was so interesting that no one wanted to leave the hall.

X. Tell about your first examination session.

LESSON 8

CLASS ASSIGNMENTS

Revision

I. Tarjima qiling va qavs ichida berilgan sifat va ravishlarni qiyosiy darajaga qo'ying:

1. Today the patient feels (yomon) than yesterday. 2. I think that article is (kerakli) than the article which you are reading. 3. The experiment which the young scientist is carrying out is (omadli, unumli) of all he did before.

II. Qavs ichida berilgan fe'llarni kerakli zamonda qo'llang va tarjima qiling:

1. My mother (his qilmoq) worse yesterday. 2. The surgeon (bajarmoq) a very difficult operation yesterday from $9.^{00}$ till $11.^{00}$ a.m. 3. Senior students (qatnashmaslik) lectures in Anatomy. 4. Next year the second-year students (tinglamoq) to the lectures in Therapy. 5. You cannot see the Head of the Chair of Biology now, he (leksiya o'qimoq) a lecture.

III. Qavsda berilgan modal fe'llardan keragini tanlang:

1. We are first-year students. We ... perform operations. (cannot, may) 2. Medical students ... know Anatomy well. (may, must) 3. I am waiting for my brother. He ... come any minute. (may, can)

IV. Ajratilgan so'zlarga savol qo'ying:

1. He left the hospital in **good** health. 2. The doctor will have the possibility to examine this patient **tomorrow**. 3. The little girl was lying in bed, **because she had a high temperature**. 4. The day before yesterday we held **our group meeting**.

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V. 1. Tekst A ni o‘qing va lug‘at yordamida tarjima qiling. 2. Shifokor qasamyodining mazmunini aytib bering. 3. Quyidagi so‘z birikmalarining inglizcha ekvivalentlarini ko‘chirib yozing:

shifokor ulug‘ nomi, tantanali qasamyod qilmoq, chin dildan mehnat qilmoq tibbiy yordam ko‘rsatmoq, tibbiy bilimlarni va kasbiy malakani mukammallashtirmoq, maslahat berishdan hech qachon bosh tortmaslik; bu qasamyodga sodiq bo‘lmoq

Text A. The Oath of the Doctor of O‘zbekistan

Receiving the lofty title of the doctor and beginning the medical practice, I solemnly take the oath.

To devote all my knowledge and strength to the protection and improvement of the people’s health, to the treatment and prevention of diseases, to work honestly wherever the interests of the society require;

To be always ready to give medical assistance, to deal with the patient attentively and carefully, to keep the medical secrecy;

To perfect the medical knowledge and professional skill, to promote the development of medical science and practice by honest labour;

To consult the colleagues wherever the interests of the patient may require and never to refuse an advice or assistance to anybody;

I swear to be true to this oath during the whole life.

VI. Quyidagi so‘zlarni o‘qing va eslab qoling. Ularni tarjima qiling:

candidate [ˈkændɪdɪt], basis [ˈbeɪsɪs], function [fʌnkʃn], physiology [ˌfɪzɪˈɒlədʒɪ], pharmacology [ˌfa:məˈkɒlədʒɪ], pathologic(al) [ˌpæθəˈlɒdʒɪkəl], procedure [prəˈsi:dʒə], psychology [saɪˈkɒlədʒɪ]

VII. Tekst B ni o‘qing:

Text B. Medical Education in the United States

In the USA the young man who has the secondary education must pass through seven or eight years of hard study before he begins his work as a doctor.

First he has three or four years of premedical training at a university. Here he learns the main sciences. Only those students who show good results in their premedical training can become candidates for higher medical education. Those who do not continue their education can work as nurses.

The higher medical education is difficult. The students must study four years in the medical faculty of the university. During the first two years the student masters laboratory sciences. To learn the structure of the human body

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the student studies Anatomy. The student must get deep knowledge of biological chemistry because it is the basis for clinical laboratory diagnosis and therapy.

The student learns the functions of the body theoretically from books and by laboratory experiments in classes of Physiology.

In the USA the curriculum of medical faculties, has such a subject as Psychology which teaches the student to deal with patients and understand human behaviour (axloqi).

The student learns all other theoretical subjects such as Pharmacology and Pathologic Physiology before he begins to treat a patient.

In his third and fourth years the student gets instruction and practical experience in the treatment and care of the patient. During these years the student has the possibility to work at the hospital and learn much of main medical procedures and different diseases to be well prepared for his work.

Notes

1. **the secondary education** – o‘rta ma'lumot;
2. **to learn** – o‘rganish uchun;
3. **curriculum** [kə′rıkjuləm] – o‘quv rejasi, programma (institut, universitetda);
4. **to deal with patients** – bemorlar bilan muomalada bo‘lmoq.

HOME ASSIGNMENTS

VIII. Answer the following questions:

What do we call:

1. a person who takes care of patients? 2. a doctor who operates on patients? 3. a doctor who treats patients with different medicines and remedies? 4. a person who discovers something new in the field of science? 5. a house where the students live? 6. a grown-up person? 7. the organ which pumps (haydaydi) blood (qon) through the arteries and veins? 8. a fixed period of time during which the students study? 9. the completion of the course of studies at the Institute?

IX. Turn the following sentences into negative:

1. My friend left the town for his summer holidays. 2. They are resting now. 3. I return to the hostel at $2.^{00}$ p.m. 4. He feels tired after his classes.

X. Put special questions to the following using the given interrogative words:

1. My fellow-student got a good mark in English. (what - qaysi) 2. Modern methods of treatment help the doctors to treat people successfully. (how) 3. The surgeon was working at the clinic from $9.^{00}$ a.m. till $2.^{00}$ p.m. (where) 4. My sister looks ill. (who) 5. He is tired because he works hard. (why)

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XI. Read and translate Text C:

Text C. Oxford Colleges

Oxford is one of the oldest universities in England. This university has 32 colleges - 27 for men and 5 for women. There are 16 faculties there, among them the medical, humanitarian and others. A large college has about 500 students; about one hundred students study at a small college. Most of the students of Oxford are those young people who finished private schools.

During the first days after his entrance to Oxford University the student meets his tutor (teacher) and begins to work. At the first interview the tutor asks his student many questions. This helps the tutor to understand the general intellectual development of his student. The tutor tells him about the lectures which he must attend and gives the list of books which the student must read during the term. At the beginning or end of each term the student must take college examinations in written form. In many colleges of Oxford the tutors meet with the head of the college regularly and discuss the students' work.

At Oxford the working hours of the student are from $9.^{00}$ a.m. to $1.^{00}$ p.m. At $9.^{00}$ a.m. o'clock he sees his tutor or goes to the library or to the lectures. From $2.^{00}$ p.m. to $5.^{00}$ p.m. he goes in for sports and does different exercises. From $5.^{00}$ p.m. to $7.^{00}$ p.m. he works in the library or in the laboratory. At $7.^{00}$ p.m. he has dinner. After dinner the students have club activities or attend different societies. At about $10.^{00}$ p.m. the student begins to work again and works for about two hours.

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CYCLE II. ANATOMY

UNIT I. THE BONES AND THE MUSCLES

LESSON 9

O‘qish qoidalari: igh, **ild**, **ind** harf birikmalari; **s**, **s**, **t** harflari **ia**, **ie**, **io** unlilaridan oldin.
So‘z yasalishi: -age suffiksi; **un-**, **in-**, **il-**, **ir-** prefikslari.
Grammatika: Past Participle ning hosil bo‘lishi; Indefinite Passive zamon guruhi.

CLASS ASSIGNMENTS

REMEMBER!

1. **igh**, **ild**, **ind** harf birikmalarida **i** harfi [aɪ] o‘qiladi, **gh** birikmasi esa o‘qilmaydi **right** [rat] ung;
2. **s**, **s**, **t** harflari **ia**, **ie**, **io** unli birikmalar oldida [ʃ] o‘qiladi: **facial** [ˈfeɪʃəl] yuzga oid;
3. **-age** ot qo‘shimchasidir: **passage** [ˈpæsɪʤ] o‘tish, oqim; **bandage** [ˈbændɪʤ] bog‘lam;
4. **un-**, **in-** old qo‘shimchalari so‘zga bo‘lishsiz ma'no beradi: **usual** oddiy - **unusual** gayrioddiy, **organic** organik, **unorganic** noorganik; **im-**, **il-**, **ir-** harf birikmalari **in** - ning fonetik variantlari.

I. O‘qing:

1. n**igh**t, l**igh**t, sl**igh**t, f**igh**t, th**igh**, h**igh**, br**igh**t, m**igh**t, s**igh**t, ch**ild**, m**ild**, k**ind**, m**ind**, f**ind**, bl**ind**;
2. so**cia**l, suffi**cie**nt, ini**tia**l, pa**tie**nt, Rus**sia**n, artifi**cia**l, poten**tia**l, offi**cia**l spe**cia**l, profes**sio**nal.

II. O‘qing va tarjima qiling:

1. village, cartilage, haemorrhage, bandage, language, usage, damage;
2. impossible, indefinite, irregular, undone, unhappy, illegal, unwritten, ineffective.

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III. Quyidagi noto‘g‘ri fe'llarning uch shakldagisini ko‘chiring va yod oling:

leave, be, begin, come, do, give, go, get, have, hear, know, make, meet, read, see, take, teach, tell, think, write, become, lose, feel, lie, hold, mean

IV. Quyidagi gaplarni tarjima qiling (yozma):

1. Bizga kitoblar berishadi. 2. Menga tez-tez ko‘p savollar berishadi. 3. Operatsiyalar jarroh tomonidan bajariladi. 4. Darsliklar talabalar uchun yoziladi. 5. Bizni tez-tez kutubxonada ko‘rishadi.

V. Quyidagi terminlarni o‘qing va yodlang:

cranial [ˈkreɪnjəl] *a* kallaga oid;
facial [ˈfeɪʃəl] *a* yuzga oid;
spinal column [ˈspaɪnəl ˈkɒləm] umurtqa pog‘onasi;
cervical [ˈsɜ:vɪkəl] *a* bo‘yinga oid;
thoracic [ˈθɔ:rəsɪk] *a* ko‘krakga oid;
lumbar [ˈlʌmbə] *a* belga oid;
sacral [ˈseɪkrəl] *a* dumg‘azaga oid;
vertebra [ˈvɜ:tɪbrə] *n* umurtqa (*pl* (-ae) [i:])
coccyx [ˈkɒksɪks] *n* dum;
arch [*a*:ʧ] *n* yoy;
thorax [ˈθɒrəks] *n* ko‘krak qafasi;
basic [ˈbeɪsɪk] *a* asosiy;
cartilage [ˈk*a*:tɪlɪʤ] *n* to‘g‘ay;
pelvis [ˈpelvɪs] *n* chanoq;
ligament [ˈlɪgəmənt] *n* bog‘lam;
substance [ˈsʌbstəns] *n* modda, substansiya.

VI. Quyidagi so‘z va so‘z birikmalarini yodlang:

bone [bɜʊn] *p* (*pl* bones) suyak (suyaklar);
skull [skʌl] *n* kalla suyagi;
consist (of) [kənˈsɪt (əv)] *v* (...dan) iborat bo‘lmoq;
part [p*a*:t] *n* qism; **take part in smth.** biror narsada qatnashmoq;
trunk [trʌnk] *n* tana, gavda;
spine [spaɪn] *n* umurtqa;
chest [ʧest] *n* ko‘krak qafasi;
rib [rɪb] *n* qovurg‘a;
breastbone [brestˈbɜʊn] *n* to‘sh suyagi;
side [saɪd] *n* tomon; **in the side** bir tomondan; **on each side** har tomondan;
compose [kəmˈpɜʊz] *v* tashkil qilmoq; **be composed of** ...dan tashkil topmoq;
connect [kəˈnekt] *v* ulamoq, bog‘lamoq;

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free [fri:] *a* bo‘sh, bepul;
neck [nek] *n* bo‘yin;
lower extremity [ˈlɜʊə ɪksˈtremɪtɪ] pastki uch;
upper extremity [ˈʌpə ɪksˈtremɪtɪ] yuqori uch;
thigh [θaɪ] *n* son, son suyagi;
elbow [ˈelbɜʊ] *n* tirsak;
shoulder [ˈʃɜʊldə] *n* yelka, yelka bo‘g‘ini;
joint [ʤɔɪnt] *n* bo‘g‘in; *a* qo‘shma, birlashgan.

VII. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **arch** [*a*:ʧ]: arches [ˈ*a*:ʧɪz], the arch of the vertebra, the arch of the aorta;

2. **breastbone** [brestˈbɜʊn]: the breastbone is a long bone, the breastbone is in the middle of the chest;

3. **extremity** [ɪksˈtremɪtɪ]: the lower extremity, the arm is an upper extremity, the leg is a lower extremity;

4. **shoulder** [ˈʃɜʊldə]: the right shoulder, the left shoulder;

5. **joint** [ʤɔɪnt]: to be connected together by the joints, some bones of the skeleton are connected together by the joints, joint experiments.

VIII. 1. Tekst A ni o‘qing. 2. Present Indefinite Passive dagi gaplarni toping. 3. Tekstning 3 va 4 - abzatslariga sarlavha qo‘ying:

Text A. The Skeleton

The skeleton is composed of bones. In the adult the skeleton has over 200 bones.

The bones of the skull consist of cranial and facial parts. There are 26 bones in the skull.

The bones of the trunk are the spinal column or the spine and the chest (ribs and the breastbone). The spine consists of the cervical, thoracic, lumbar and sacral vertebrae and the coccyx.

The vertebra is a small bone, which is formed by the body and the arches. All the vertebrae compose the spinal column or the spine. There are 32 or 34 vertebrae in the spine of the adult. In the spinal column there are seven cervical vertebrae, twelve thoracic vertebrae, five lumbar, five sacral vertebrae and from one to five vertebrae which form the coccyx. The cervical part of the spine is formed by seven cervical vertebrae. Twelve thoracic vertebrae have large bodies. The lumbar vertebrae are the largest vertebrae in the spinal column. They have oval bodies.

The chest (thorax) is composed of 12 thoracic vertebrae, the breastbone and 12 pairs (juft) of ribs. The breastbone is a long bone in the middle of the chest. It is composed of three main parts. The basic part of the chest is formed

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by the ribs. On each side of the chest seven ribs are connected with the breastbone by cartilages. The cartilages of three other ribs are connected with each other and with the seventh rib. But the cartilages of these ribs are not connected with the breastbone. The eleventh and the twelfth ribs are not connected with the breastbone either (ham). They are not connected with other ribs, they are free. Each rib is composed of a head, neck and body.

The lower extremity consists of the thigh, leg and foot. It is connected with the trunk by the pelvis. The upper extremity is formed by the arm, forearm and hand. It is connected with the trunk by the shoulder girdle (kamar).

The bones of the skeleton are connected together by the joints or by the cartilages and ligaments. The bones consist of organic and inorganic substance.

Note

1. **consist of cranial and facial parts** - miya va yuzga oid qismlardan iborat

HOME ASSIGNMENTS

IX. Make these sentences interrogative:

1. The upper extremity is connected with the trunk by the shoulder girdle. 2 The lectures in Physiology are attended by all the students. 3. On each side of the chest the breastbone is connected with seven ribs.

X. Put the verbs in Present Indefinite Passive:

1. Seven cervical vertebrae compose the cervical part of the spine. 2. Cranial and facial bones form the skull. 3. The pelvis connects the lower extremity with the trunk.

XI. Translate into English:

1. Mening do‘stim kimyodan anjumanlarga faol qatnashadi. 2. Ko‘krak qafasining har tomonida yettitadan qovurg‘a bor. 3. Institutdagi mashg‘ulotlaringiz nimadan iborat. 4. Pastki tugallanish son, tovon va panja suyaklaridan iborat. 5. Yurak ko‘krak qafasining chap tomonida joylashgan. 6. Kalla suyaklari bo‘yin umurtqalari bilan bog‘lanadi. 7. Kattalarda qo‘l-oyoq suyaklari bolalarnikiga nisbatan uzunroq.

XII. 1. Read Text B. Entitle it. 2. Find and translate the sentences in Present Indefinite Passive. 3. Ask each other questions on the text and answer them:

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Text B

The main part of the head and face is called the skull. The skull is composed of twenty-six bones. These bones form two basic parts of the skull, that is facial and cranial parts.

The bones of the skull are connected with the first cervical vertebra. The bones of the skull are connected together so firmly [ˈfɜ:mlı] (mahkam) that it is very difficult to separate them.

The bones of the skull form one large cavity and some smaller cavities. The large cavity is called the cranial cavity (miya bo‘shlig‘i). The brain is in the cranial cavity. One of the smaller cavities is the cavity of the nose. The other two cavities are the orbits. The eyeballs are in the orbits.

LESSON 10

CLASS ASSIGNMENTS

I. Tushirib qoldirilgan so‘zlarni qo‘ying:

1. The ... is the largest and longest bone in the trunk. 2. The skeleton of the head is called the ... . 3. In the Anatomy class medical students study the bones of the ... . 4. In the ... the bones of the extremities are longer than in the child. 5. On each ... of the chest there are seven ... which are connected with the ... .

II. Quyidagi so‘z va so‘z birikmalarini yodlang:

age [eıʤ] *n* yosh; **at the age of** ... yoshda; **a man aged 30** 30 yoshlardagi erkak;

grow [ɡrɜʊ] (grew, grown) *v* o‘smoq, ulg‘aymoq;

rapid [ˈræpıd] *a* tez; **rapidly** *adv* tez bo‘lmoq;

slow [slɜʊ] *a* sekin; **slowly** *adv* sekin;

length [lenθ] *n* uzunlik; davom etishlik, davomiylik;

number [ˈnʌmbə] *n* miqdor; **a number of** qator (bir nechta); **the number of** miqdor;

research [rıˈsɜ:ʧ] *n* ilmiy izlanish;

use [ju:z] *v* ishlatmoq, qo‘llamoq; [ju:s] *n* qo‘llash, foydalanish;

artificial [ˌɑ:tıˈfıʃəl] *a* sun'iy;

instead of [ınˈsted əv] *adv* o‘rniga; **instead of going (reading)** borish, o‘qish o‘rniga;

case [keıs] *n* holat; **in case of** ... holatida; **case history (report)** kasallik tarixi.

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III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

age [eɪʤ]: at the age of 20, at an early age, people of all ages, a patient aged 45;

grow [grɜʊ]: grew [gru:], grown [grɜʊn], to grow rapidly, to grow slowly;

length [lenθ]: the necessary length, the length of the bone, to increase the length, to measure the length, the length of an extremity, three metres in length;

number [ˈnʌmbə]: a great number, a small number, the number of, to increase the number, the number of people, a number of people.

IV. 1. Tekst C ni o‘qing. 2. Tekstdan a) umurtqa pog‘onasining o‘sishi haqidagi gaplarni; b) umurtqalarning soni haqidagi gaplarni; c) ularning xarakteristikasi berilgan gaplarni toping:

Text C

Two students meet after classes. They want to prepare their homework in Anatomy.

A.: How do you do, Bobur!

B.: How do you do, Adham!

A.: Are you free now?

B.: Yes, I am. Let us prepare our Anatomy lesson for tomorrow.

A.: Tomorrow we shall have the lesson on the bones.

B.: I do not know well the spinal column.

A.: I can help you if you like. Can you answer my questions?

B.: I am ready.

A.: So, at what age does the spine grow most rapidly?

B.: In the girls the spine grows most rapidly to the age of 15. In the boys it grows to the age of 19. After the age of 19 the spine grows very slowly. The length of the spinal column is about 40% of the body.

A.: That’s all right. Now the second question. What do you know about the number of the vertebrae in the spine?

B.: The number of the vertebrae may be 32 or 34. Sometimes it may be 37. But I don’t know why. Can you tell me?

A.: It is because the number of the sacral vertebrae may be five and the number of the vertebrae which compose the coccyx may be from one to five.

B.: Thank you. Can you tell me which of the vertebrae have the form different from the others?

A.: They are the first and the second cervical vertebrae. The form of these two vertebrae is different because they take part in the flexible connection of the skull and the spine.

B.: Thank you. I think tomorrow I shall answer well.

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V. Read text D, using the dictionary and entitle it. What interesting method of treatment is discribed here?

Text D

The patient had the disease of the coxofemoral (chanoq songa oid) joints, the biggest in the body.

The patient could not walk for six years. Doctor of medicine Professor N.K. Qurbonov, a research worker of ASMI, examined the patient. He wanted to use a new method of treatment.

Before the operation on the man Doctor Qurbonov carried out a great number of experiments on animals using artificial metal joints. During the operation Doctor Kurbonov used the artificial metal joints instead of the diseased coxofemoral joints of the patient. The operation was successful and soon the patient could walk.

Professor S.T. Zohidov worked out the method of total hip prosthesis to replace the whole femoral bone with artificial coxofemoral and knee joints.

Such "total" hip prosthesis was worked out together with Professor N.K. Kurbonov, who had used artificial joints connected by titanic nail.

This total hip prosthesis was successfully used on apatient with malignant tumour of the right femoral bone. During the operation 2/3 of the proximal part and the middle third of the femoral bone were excised. The length of the excised bone was 22 cm. The postoperative course was smooth and the functional results were good.

Now artificial metal joints are used in many cases of the diseases of different joints.

Notes

1. **total hip prosthesis** [ˈprɒsθɪsɪs] – ichki protez;
2. **to replace** – o'rnini almashtirmoq;
3. **knee** [ni:] – tizza;
4. **to excise** [ekˈsaɪz] – kesib olib tashlamoq.

VI. Translate into English:

1. Kecha jarroh yurakda murakkab operatsiya qildi. 2. Ertaga bizga biologiyadan leksiya o'rniga fizikadan leksiya bo'ladi. 3. Ayniqsa yurak xastaliklarida shifokor be'morni diqqat bilan tekshirishi kerak. 4. Mening opam tibbiyot institutini 23 yoshida tamomlagan. 5. Shahrimizning asosiy ko'chasining uzunligi sakkiz kilometr atrofida.

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LESSON 11

O‘qish qoidasi: oi, **oy**, **ou**, **au**, **aw** harf birikmalari.
So‘z yasalishi: -ive suffiksi.
Grammatika: infinitiv va uning funksiyalari. Zamonlar moslashuvi.

CLASS ASSIGNMENTS

REMEMBER!

1. **oi**, **oy** harf birikmalari [ɔɪ] o‘qiladi: **point** [pɔɪnt] nuqta, joy; **boy** [bɔɪ] o‘g‘il bola;
2. **ou** harf birikmasi odatda [aʊ] o‘qiladi: **sound** [saʊnd] tovush; **amount** [ə′maʊnt] miqdor;
3. **au**, **aw** harf birikmalari [ɔ:] o‘qiladi: **cause** [kɔ:z] yetkazmoq, chaqirmoq; **nausea** [′nɔ:sjə] ko‘ngil aynishi; **law** [lɔ:] qonun;
4. **-ive** qo‘shimchasi fe'llardan sifat yasaydi: **connect** [kə′nekt] biriktirmoq - **connective** [kə′nektɪv] biriktiruvchi.

I. O‘qing:

1. moist, poison, joint, voice, join, destroy, enjoy;
2. found, out, about, round, mouth, count, loud;
3. daughter, jaw, author, raw, autumn, auscultation, autopsy, gauze, nausea, pause.

II. Quyidagi gaplarni Past Indefinite Passive ga qo‘ying va tarjima qiling:

1. Many scientific experiments will be carried out at our Institute laboratories. 2. His experimental work will be connected with the operations on joints. 3. The method of artificial metal joints will be used in many cases.

III. Quyidagi gaplarni tarjima qiling:

1. We learned that the lower extremity consisted of the thigh, leg and foot. 2. The doctor saw that the patient’s eyes were reddened (qizargan). 3. He knew that I studied at the Medical Institute.

IV. Quyidagi so‘zlarning o‘qilishini eslab qoling:

universal [ˌju:nɪ′vɜ:səl] umumiy;
fiber [′faɪbə] tola;
cell [sel] hujayra;
agent [′eɪʤent] agent; faktor; qo‘zg ‘atuvchi.

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V. Quyidagi so‘z va so‘z birikmalarini yodlang:

muscle [mʌskl] *n* muskul; **radiated muscle** yelpig‘ichsimon muskul;
establish [ɪsˈtæblɪʃ] *v* o‘rnatmoq;
introduce [ˌɪntərˈdju:s] *v* yubormoq;
change [ʧeɪnʤ] *v* o‘zgarmoq; *n* o‘zgarishlar;
weight [weɪt] *n* og‘irlik;
divide [dɪˈvaɪd] *v* bo‘lmoq, ajratmoq;
wide [waɪd] *a* keng;
direction [dɪˈrekʃən] *n* yo‘nalish; nimanidir bajarish uchun ko‘rsatma;
tissue [ˈtɪsju:] *n* to‘qima; **connective tissue** biriktiruvchi to‘qima;
vessel [vesl] *n* tomir;
blood [blʌd] *n* qon;
find [faɪnd] (found, found) *v* topmoq; **find out** bilib olmoq;
determine [dɪˈtɜ:mɪn] *v* aniqlamoq;
contraction [kənˈtrækʃən] *n* qisqarish.

VI. Quyidagi a) so‘z birikmalarini tarjima qiling:

1. the contraction of muscles; 2. the blood vessel wall; 3. the body weight; 4. connective tissue cells; 5. to determine the blood group; 6. a rapid change; 7. to divide into groups; 8. according to the structure;

b) ajratilgan so‘zlarga e'tibor berib gaplarni tarjima qiling:

1. Please **find** the pulmonary artery in this picture. 2. The scientists **found** that blood had vitamins. 3. I.M. Sechenov is the **founder** of Russian physiology. 4. It was **found out** that when a person died his body continued to live for some time.

VII. 1. Tekst E ni o‘qing. 2. Tekstning planini tuzing. 3. a) infinitivni va uning gapdagi vazifasini; b) zamonlarning moslashuviga oid gaplarni toping va tarjima qiling:

Text E. The Lecture on Muscles

Yesterday the students of our group came to the Institute to listen to a lecture on muscles. The lecture was attended by all of us. The lecture was delivered by Professor Alimov. To listen to it was very interesting. Professor Alimov was the first to tell us about the anatomical terms.

The names of all the muscles in the body and all other anatomical terms were established at three Congresses in Basel [ˈb*a*:zəl], Jena [ˈʤi:nə] and Paris [ˈpærɪs]. In 1895 the Basel Nomina Anatomica was introduced; in 1935 it was greatly changed at the Congress of Anatomists in Jena. In 1955 the IV International Federal Congress of Anatomists in Paris established new universal anatomical terms, the so-called Paris Nomina Anatomica.

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In his lecture Professor Alimov said that the body was composed of about 600 skeletal muscles. The students learned that in the adult about 35%-40% (per cent) of the body weight was formed by the muscles. According to the basic parts of the skeleton all the muscles were divided into the muscles of the trunk, head, and extremities.

When Professor Alimov spoke about the form of the muscles he said that all the muscles were divided into three basic groups: long, short and wide muscles; the free extremities were formed by the long muscles; wide muscles lay on the trunk; the walls of the body cavities were formed by wide muscles.

Some muscles were called according to the structure of their fibers, for example radiated muscles; others according to their uses, for example extensors (egiluvchan muskullar) or according to their direction, for example oblique (qiyshiq).

When Professor Smirnov spoke about the structure of the muscles he said that the muscles were formed by a mass of muscle cells, the muscular fibers were connected together by connective tissue, the blood vessels and the nerves were in the muscles.

Great research work was carried out by many scientists to determine the functions of the muscles. Three basic methods of study were used: experimental work on animals, the study of the muscles on a living human body and on the corpse.

Their work helped to establish that the muscles were the active agents of motion (harakat) and contraction.

Note

1. **The Basel Nomina Anatomica** - Bazelning Anatomik Atamashunosligi

HOME ASSIGNMENTS

VIII. Make these sentences interrogative. Translate them:

1. The atlas on Anatomy was composed by R.D. Sinelnikov. 2. These children will be given vitamin therapy. 3. The chest of the patient is examined by the doctor. 4. At this clinic the operations on the skull are carried out successfully.

IX. Translate into English:

1. Hamshira mening vaznim juda kamligini aytdi. 2. Terapevt bemorning o‘ng qo‘lining qon bosimi chap qo‘linikiga nisbatan ortiqligini aniqladi. 3. O‘zining ma'ruzasida professor qon tomirlar arteriya, vena va kapillarga bo‘linishini aytdi. 4. Bunday holda kasallikning sababini bilib olish oson ekanligiga shifokorning ishonchi komil edi.

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X. Read Text F. What do paragraphs two and three deal with?

Text F

In the adult the muscles form about 35-40% of the body weight. All the muscles are divided into the muscles of the trunk, head, and extremities.

Long, short, and wide muscles form three basic groups. The long muscles compose the free parts of the extremities. The wide muscles form the walls of the body cavities. Some short muscles, of which stapedius [ˈsteɪpɪdɪəs] is the smallest muscle in the human body, form facial musculature.

The structure of the muscular fibers is different in different groups of muscles. The muscles consist of a mass of muscle cells. The muscular fibers are connected together by connective tissue. There are many blood vessels and nerves in the muscles. The muscles are the active agents of motion and contraction.

LESSON 12

CLASS ASSIGNMENT

Revision

I. Quyidagi so‘z va so‘z birikmalarini yodlang:

born [bɔ:n] *a* tug‘ma; **be born** tug‘ilmoq;

degree [dɪˈgri:] *n* daraja; ilmiy daraja; gradus: My temperature was 36.5°C. 36.5°C - quyidagicha o‘qiladi: thirty-six point five **degrees** Celcium (yoki) thirty-six point five Centigrade);

receive [rɪˈsi:v] *v* qabul qilmoq, olmoq;

strong [strɒŋ] *a* kuchli;

surface [ˈsɜ:fɪs] *n* yuza;

far [f*a*:] *a* uzoq;

point [pɔɪnt] *n* joy, nuqta;

origin [ˈɒrɪʤɪn] *n* boshlanish joyi;

band [bænd] *n* to‘p, to‘plam;

finding [ˈfaɪndɪŋ] *n* topilma; *pl* natijalar;

ending[ˈendɪŋ] *n* oxiri, nihoya, tugallanishi;

abdomen [ˈæbdəmən] *n* qorin bo‘shlig‘i;

restore [rɪsˈtɔ:] *v* (sog‘liqni) tiklash;

condition [kənˈdɪʃn] *n* (sog‘liq) holati, sharoit.

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II. Ajratilgan so‘zlarga e'tibor berib tarjima qiling:

1. **The bands of muscular fibers** may be long or short. 2. **The human leg** has a large surface. 3. Show us in the picture **the point of connection** of the rib and the breastbone. 4. **The origin of** some diseases is not well studied. 5. He is the Ukranian **by origin**. 6. He received **the degree of Doctor of Medicine** at the age of 45. 7. The patient had a very **high temperature** - it was 39.5°C. 8. The patient’s health was restored after **the course of treatment**.

III. Quyidagi so‘z birikmalarining inglizcha ekvivalentini toping:

biriktiruvchi to‘qima, qon tomir, tana vazni, muskul qisqarishi, nerv oxirlari, boshlanish joyi, muskul tolalarining to‘pi, suyak yuzasi, ...ga ko‘ra, sun'iy bo‘g‘in, bo‘yin umurtqalari

the surface of the bone, connective tissue, the bands of muscular fibers, cervical vertebrae, a blood vessel, according to, body weight, nerve endings, contraction of the muscle, an artificial joint, the point of origin

IV. 1. Tekst G ni o‘qing. 2. Har bir abzatsda nima haqida gap ketyapti? 3. Quyidagi gaplarni toping va tarjima qiling: a) infinitiv mavjud gaplar; b) zamon moslashuviga oid. 4. Tekstni so‘zlab bering:

Text G. Professor Lesgaft’s Scientific Research

Professor P.P. Lesgaft was born in 1837. He was a prominent Russian anatomist and a talented teacher. He was the first scientist in our country to work out the science of physical culture. He studied at the Medical Academy. After he graduated from the Academy he worked for the Degree of Doctor of Medicine. This degree was given to him in 1865 and in 1868 he received the Degree of Doctor of Surgery. Then he worked as the Professor of Anatomy at Kazan University. In 1886 he began to deliver lectures in Anatomy in Petersburg.

About 130 scientific works were written by Professor Lesgaft. Many of them were translated into foreign languages. One of his main works was the book called The Basis of Theoretical Anatomy.

In one of his works which was written in 1892 Professor Lesgaft divided the muscles into two basic groups - static and dynamic [daɪˈnæmɪk]. In his work they were called strong and skilled (chaqqon). He determined that the static muscles were connected with large surfaces of the bones far from the point of their origin; they were formed by short bands of muscular fibers; the dynamic muscles were composed of the bands of long muscular fibers.

His studies on static and dynamic muscles were continued by Professor K. Koveshnikova, who received many interesting findings. In 1954 it was

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determined by her experiments on animals that static and dynamic muscles were different in the number of nerve fibers and the form of nerve endings.

HOME ASSIGNMENTS

V. Answer the following questions:

1. Does the pulse become rapid or slow when one is running? 2. Does the patient gain or lose weight if he is seriously ill? 3. Do you take examinations at the beginning or at the end of the term? 4. Is the students' hostel near or far from the main building of the Institute? 5. Does the man become weak or strong if he goes in for sports?

VI. Finish the sentences choosing the necessary word combination from those given below:

1. The patient was ill for a long time and ... . 2. About 40% of the body weight ... . 3. The oblique muscle is called so ... . 4. The muscles are active agents of ... . 5. The static muscles are connected with ... .

motion and contraction, according to its direction, his weight changed greatly, large surfaces of the bones, is formed by the muscles

VII. Translate paying attention to the Infinitives:

1. My father went to the sanatorium to restore the condition of his health. 2. He is one of the scientists to perform numerous operations on the heart. 3. Students must often go to the dissecting room to study the structure of different organs. 4. This is the article to be carefully read by me to get prepared for my report.

VIII. Translate into English:

1. Ma'ruzachi talabalarga muskul tolalari biriktiruvchi to‘qima orqali birikishini aytdi. 2. Izlanuvchi keng muskullar vazifasini o‘rganayotganini biz bilar edik. 3. Shifokor bu bemorga doimiy tinchlik kerak deb hisoblaydi. 4. Biz muskullarni tana, bosh va oxir (qo‘l-oyoq) muskullariga bo‘linishini bilib oldik.

IX. Read Text H. Find the passages corresponding to the items of the plan:

1. The treatment of the patient with the paralysis of leg muscles. 2. The use of plastics in medicine.

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Text H. Plastics for Health

In 1976 a very interesting operation was performed by the surgeons of Tashkent Traumatology [ˈtrɔ:məˈtɒlədʒɪ] Institute.

The patient was an 18-year-old girl. She had the paralysis of the leg muscles. The patient was examined by the surgeons and then the operation was performed.

During the operation the muscles from her back and abdomen were transplanted to the thigh. These transplanted muscles were connected together by bands of special plastic - lavsan.

It is not the first time that plastics were used to restore health. For example, lavsan bands were also used if the patient had some defects in the spinal column. Special threads (iplar) were introduced into the diseased spinal column and the surgeons could examine the condition of the patient by X-rays.

UNIT 2. THE INNER ORGANS OF THE HUMAN BODY

LESSON 13

O‘qish qoidasi: oa harf birikmasi.
So‘z yasalishi: -ous, **-ary**, **-ery**, **-ory** suffikslari; **inter-**, **sub-** prefikslari.
Grammatika: Past Participle funksiyalari; **one - ones**, **that - those** otlarning o‘rnida qo‘llanishi.

CLASS ASSIGNMENTS

REMEMBER!

1. **oa** harf birikmasi [ɜʊ] bo‘lib o‘qiladi: **coat** [kɜʊt]- parda;
2. **-ous** suffiksi otdan va fe'llardan sifat yasaydi: **fame** [feɪm] shuhrat, shon; **famous** [ˈfeɪməs] mashhur, taniqli;
3. **-ary**, (**-ery**, **-ory**) suffikslari ot va sifat hosil qilishda ishlatiladi: **surgery** [ˈsɜ:dʒərɪ] xirurgiya, **pulmonary** [ˈpʌlmənərɪ] o‘pkaga oid;
4. **inter-** prefiksi (old qo‘shimchasi) *orasi, o‘rtasi, o‘zaro, orasida, o‘rtasida* deb tarjima qilinadi: **interaction** [ˌɪntəˈrækʃən] o‘zaro, birgalikda; **intercostal** [ɪntəˈkɒstl] qovurg‘a oralig‘idagi; **interspace** [ˈɪntəˈspeɪs] oraliq, bo‘shliq; **international** [ˌɪntəˈnæʃnəl] xalqaro;

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5. **-sub** prefiksi rus tilidagi **«под»** ya'ni *tagida* ma'nodagi prefiksiga mos keladi: **to devide** [dɪ′vaɪd] bo‘lmoq, ajratmoq; **to subdevide** [′sʌbdɪ′vaɪd] qismlarga ajratmoq, taqsimlamoq.

I. O‘qing:

road, moan, soap, load, foam, soak, throat

II. O‘qing va tarjima qiling:

a) fibrous, numerous, continuous, venous, nervous;

b) ordinary, alimentary, primary, secondary, respiratory;

c) subdivision, subacute, subtropical, subcostal, subcutaneous, subclass, subserous;

III. Quyidagi gaplarni “one-ones” “that-those” so‘zlariga e'tibor bergan holda tarjima qiling:

1. I don’t like this book, give me another one. 2. The bones of the extremities are longer than those of the spine. 3. The bones of the scull are those which compose the head and the face. 4. This lecture is more interesting than the one I attended last week. 5. The weight of the lung is less than that of the heart.

IV. Quyidagi so‘zlarning talaffuzini eslab qoling. Ushbu so‘zlarning qaysi biri sizlarga lotin tilida tanish?

vascular [′væskjulə] *a* qon tomirga oid;

valve [vælv] *n* klapan;

pericardium [ˌperɪ′k*a*:dɪəm] *n* yurak oldi xaltachasi;

fibrous [′faɪbrəs] *a* tolali;

apex [′eɪpkes] *n* uchi;

systemic [sɪs′temɪk] *a* sistemali;

interspace [′ɪntə′speɪs] *n* oraliq;

pulmonary [′pʌlmənərɪ] *a* o‘pkaga oid;

costal [kɒstl] *a* qovurg‘aga oid;

portal [pɔ:tl] *a* darvozaga oid, portal;

septum [′septəm] *n* to‘siq;

ventricle [′ventrɪkl] *n* qorincha;

atrium [′eɪtrɪəm] *n* bo‘lmacha.

V. Quyidagi so‘zlarni yod oling:

inner [′ɪnə] *a* ichki;

layer [leɪə] *n* qatlam, parda;

within [wɪ′ðɪn] *prep* ichida, ichki, ichidagi;

locate [lɜʊ′keɪt] *v* joylashmoq;

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include [ɪnkˈlu:d] *v* o‘z ichiga olmoq;
carry [ˈkærɪ] *v* tashimoq, boshidan kechirmoq;
male [meɪl] *n* erkak;
lung [lʌŋ] *n* o‘pka;
female [ˈfi:meɪl] *n* ayol;
liver [ˈlɪvə] *n* jigar;
separate [ˈsepəreɪt] *v* ajratmoq;
coat [kɜʊt] *n* parda, yupqa qatlam;
chamber [ˈʧeɪmbə] *n* kamera;
dilate [daɪˈleɪt] *v* kengaymoq;
thick [θɪk] *a* qalin, jips;
contract [kənˈtrækt] *v* qisqarmoq.

VI. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. chamber [ˈʧeɪmbə]: the heart consists of two separate chambers; the right atrium and the right ventricle are in the right chamber;

2. thick [θɪk]: a thick wall; thick ice; the walls of the left atrium are thick; the left ventricle has thick walls;

3. pulmonary [ˈpʌlmənrɪ]: pulmonary artery; pulmonary circulation; pulmonary disease; pulmonary function; pulmonary valve;

4. dilate [daɪˈleɪt]: dilated; to be dilated, the vessels dilate; the heart dilates and contracts.

VII. 1. Tekst A ni o‘qing. 2. -ous, -ary, -ery suffikslari va inter - prefiksi bilan kelgan so‘zlarni ko‘chirib yozing. 3. a) Past Participle; b) Present Participle; c) “one-ones”, “that-those” larni o‘z ichiga olgan gaplarni toping va tarjima qiling; 5.Matn rejasini yozing:

Text A. The Heart and the Vascular System

The heart is an inner hollow muscular organ placed within the chest and included in the pericardium. The base of the heart is against the third rib. Its apex is against the interspace between the fifth and sixth costal cartilages. The weight of the heart is about 300 grams (gr) in the male and about 220 gr in the female.

The heart consists of two separate chambers divided by the septum. Each of the chambers has two connected parts: the atrium and the ventricle. The atrioventricular valves separate the atria from the ventricles.

The right atrium is larger than the left one, but the walls of the left atrium are thicker than those of the right one. The right ventricle is triangular in form and has thick walls. The right ventricle is in the anterior part of the heart. The left ventricle is longer and more conical than the right one. The

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walls of the left ventricle are three times as thick as the walls of the right one. The valves are located at the entrance and exit of each ventricle.

The muscular structure of the heart consists of fibrous bands divided into two groups - the first ones are the fibrous bands of the atria and the second ones are the fibrous bands of the ventricles.

The vascular system consists of three groups of vessels - arteries, veins and capillaries.

The vessels carrying blood to and from the tissues of the body compose the general system. They are called the systemic vessels.

The pulmonary system is formed by the vessels carrying blood to and from the lungs.

The portal system is formed by the veins passing to the liver.

Most of the arteries are composed of three coats. The arteries dilate and contract simultaneously with the action of the heart.

HOME ASSIGNMENTS

VIII. Read the following words:

coat, count, cause, law, load, loud, autopsy, saw, soak, sound, nausea, raw, moan, amount, gauze, road

IX. Translate into English:

1. devorlardan uch barobar qalin; 2. kichik (o‘pka) qon aylanish doirasi; 3. katta qon aylanish doirasi; 4. portal vena sistemasidagi qon aylanish.

X. Choose the proper Participle. Translate the sentences:

1. The blood vessels (located, locating) on the anterior surface of the arm were dilated. 2. The vessels (carried, carrying) blood to the heart are called veins. 3. The lungs are the inner organs (included, including) in the thoracic cavity. 4. The muscular structure of the heart (consisted, consisting) of two parts includes muscular layers of the atria and muscular layers of the ventricles.

XI. Read Text B. Entitle it. Say what it deals with:

Text B

In the left chamber the atrium and ventricle are separated by the mitral [ˈmaɪtrəl] valve.

In the right chamber the atrium and ventricle are separated by the tricuspid [ˈtraɪkʌspɪd] valve. At the point of origin of the aorta in the left ventricle another valve is located. This valve is called the semilunar valve of the aorta.

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At the point of origin of the pulmonary artery in the right ventricle the fourth valve is located. It is called the semilunar valve of the pulmonary artery.

LESSON 14

CLASS ASSIGNMENTS

Revision

I. Quyidagi so‘zlarning o‘qilishini eslab qoling:

respiratory [rɪsˈpaɪərətərɪ] *a* nafasga oid;
mediastinum [ˌmi:dɪæsˈtaɪnəm] *n* ko‘ks oralig‘i;
pleura [ˈplʊərə] *n* plevra;
lobe [lɜʊb] *n* bo‘lak;
external [eksˈtɜ:rnl] *a* tashqi;
serous [ˈsɪərəs] *a* seroz;
lateral [ˈlætərəl] *a* yon bosh;
visceral [ˈvɪsərəl] *a* ichki;
subserous [sʌbˈsɪərəs] *a* seroz osti.

II. Quyidagi so‘z va so‘z birikmalarini yod oling:

cover [ˈkʌvə] *v* qoplamoq, yopmoq;
vary [ˈvɛərɪ] *v* o‘zgarmoq, turlanmoq, farqlanmoq;
shape [ʃeɪp] *n* shakl; ko‘rinish;
heavy [ˈhevɪ] *a* og‘ir, zich;
border [ˈbɔ:də] *n* chegara;
left [left] *a* chap;
extend [ɪksˈtend] *v* kengaymoq; kattaymoq;
capacity [kəˈpæsɪtɪ] *n* sig‘im, hajm;
vital capacity of the lungs [ˈvaɪtəl kəˈpæsɪtɪ əv ðə lʌŋz] o‘pkaning tiriklik sig‘imi;
upward [ˈʌpwəd] *prep* yuqoriga;
above [əˈbʌv] *prep* tepa, o‘stida;
infant [ˈɪnfənt] *n* go‘dak (ikki yoshgacha bo‘lgan bola);
level [levl] *n* sathi; miqdor;
pale [peɪl] *a* rangsiz;
thin [θɪn] *a* yupqa, ingichka;
colour [ˈkʌlə] *n* rang; *v* bo‘yamoq;
proper [ˈprɔpə] *a* xususiy; to‘g‘ri; o‘ziga xos, monand.

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III. 1. Tekst C ni o‘qing. 2. Undagi Present Participle ishtirok etgan gaplarni toping va tarjima qiling. 3. Tekstga oid beshta savol tuzing. 4. Quyidagi so‘z birikmalarining ingliz tilidagi ekvivalentini yozing:

sathidan, har ikki tomonda, katta yoshdagi erkak kishilarda, go‘daklarda, bir-biridan, shakli bo‘yicha

Text C. The Lungs

The lungs are the main organs of the respiratory system. There are two lungs in the human body located in the lateral cavities of the chest. The lungs are separated from each other by the mediastinum. The lungs are covered with the pleura. They are conical in shape. Each lung has the base, apex, two borders and three surfaces.

The lung has the apex extending upward 3-4 centimetres (cm) above the level of the first rib.

The base of the lung is located in the convex (bo‘rtgan) surface of the diaphragm.

The posterior borders of the lungs are on each side of the spinal column. The anterior border is thin and overlaps (to‘smoq) the pericardium.

The weight of the lungs varies according to many conditions. In the adult male the weight of the lungs is about 1.350 gr. The right lung is about 15% heavier than the left one. The vital capacity of the lungs is 3.5-4 liters in the male and it is 3-3.5 liters in the female.

The right lung consisting of three lobes is heavier than the left one because the latter consists only of two lobes. The lower lobe of the left lung is larger than the upper one.

In infants the lungs are of a pale rose colour, but later they become darker.

The structure of the lung consists of an external serous coat, the visceral layer of the pleura, a subserous elastic tissue and the parenchyma or proper substance of the lungs.

HOME ASSIGNMENTS

IV. Translate the following participles:

covered - covering, extended - extending, varied - varying, dilated - dilating, contracted - contracting, included - including, separated - separating

V. Give the English equivalents to the following word combinations:

o‘pkaning xususiy moddasi, o‘pkaning tiriklik sig‘imi, tashqi seroz parda, o‘pka birinchi qovurg‘a sathidan yuqori tomonga 3-4 sm. cho‘zilib joylashgan, nafas olish a'zolari sistemasi

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VI. Read Text D. Entitle it:

Text D

The aorta is the main vessel of the systemic arteries or the arteries of the general system. It begins at the upper part of the left ventricle, goes up, arches over the root (ildiz) of the left lung to the left side of the trunk at the level of the fourth thoracic vertebra. On its way from the fifth thoracic vertebra to about the level of the last thoracic vertebra it is called the thoracic aorta.

Then it goes down through the diaphragm. From the point of the last thoracic vertebra to the level of the fourth lumbar vertebra it is called the abdominal aorta.

It then goes to the border of the fourth lumbar vertebra and here it finishes dividing into the left and right iliac arteries.

LESSON 15

CLASS ASSIGNMENTS

I. Quyidagi so‘zlarning o‘qilishini eslab qoling:

membraneous [mem′breɪnjəs] *a* membranali;
duodenum [ˌdju:ɜʊ′di:nəm] *n* o‘n ikki barmoqli ichak;
anus [′eɪnəs] *n* orqa peshov;
jejunum [ʤɪ′ʤu:nəm] *n* och ichak;
pharynx [′færɪŋks] *n* halqum;
ileum [′ɪlɪəm] *n* yonbosh ichak;
esophagus [i:′sɒfəgəs] *n* qizilo‘ngach;
caecum [′si:kəm] *n* ko‘r ichak;
pancreas [′pæŋkrɪəs] *n* oshqozon osti bezi;
colon [′kɜʊlən] *n* chambar ichak;
gland [glænd] *n* bez;
rectum [′rektəm] *n* to‘g‘ri ichak;
salivary [′sælɪvərɪ] *a* so‘lakli.

II. Quyidagi so‘z va so‘z birikmalarini yod oling:

alimentary [ælɪ′mentərɪ] *a* ovqat hazm qilishga oid;
palate [′pælɪt] *n* tanglay;
soft palate [sɒft ′pælɪt] *n* yumshoq tanglay;

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hard palate [h*a*:d ′pælıt] *n* qattiq tanglay;
mouth [maʊθ] *n* og‘iz;
stomach [′stʌmək] *n* oshqozon, qorin;
also [′ɔ:lsɜʊ] *adv* ham;
intestine [ın′testın] *n* ichak;
food [fu:d] *n* ovqat;
small intestine [smɔ:l ın′testın] ingichka ichak;
through [θru:] *prep* orqali;
large intestine [l*a*:dʒ ın′testın] yo‘g‘on ichak;
portion [′pɔ:ʃən] *n* qism, bo‘lak;
gall-bladder [′gɔ:l ′blædə] *n* o‘t pufagi;
measure [′meʒə] *n* o‘lchov; *v* o‘lchamoq;
important [ım′pɔ:tənt] *a* muhim;
tube [tju:b] *n* truba, naycha, tyubik;
tongue [tʌŋ] *n* til; **coated tongue** oqargan til.

III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

the lower portion of the stomach, let me see your tongue, the intestines are in the abdominal cavity, to measure the length of the bone, the tongue was coated

IV. Quyidagi gaplarni tarjima qiling:

1. The soft palate is a continuation of the soft tissues covering the hard palate. 2. The small intestine composed of three main portions is a thin-walled muscular tube. 3. The weight of the largest of the salivary glands is 28 gr. 4. The liver consists of small lobules (bo‘lakcha) connected together by connective tissue, different vessels and nerves. 5. The duodenum is called so because its length measures about the length of twelve fingers. 6. The liver consisting of lobes is covered with a fibrous coat.

V. 1. tekst E ni o‘qing. 2. Tekstdan tana a'zolarini ifodalovchi so‘zlarni ko‘chirib yozing. 3. Ovqat hazm qilish trakti barcha qismlarining nomlarini ma'lum ketma-ketlikda yozing. 4. Quyida berilgan modelga ko‘ra matnga savollar qo‘ying:

What comes above (below) the stomach?

Text E. The Alimentary Tract

The alimentary tract is a musculomembraneous canal about 8.5 m (metres) in length. It extends from the oral cavity to the anus. It consists of the mouth,

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pharynx, esophagus, stomach, small intestine and large intestine. The liver with gall-bladder and pancreas are the large glands of the alimentary tract.

The first division of the alimentary tract is formed by the mouth. Important structures of the mouth are the teeth and the tongue, which is the organ of taste (ta'm bilish). The soft and hard palates and the salivary glands are also in the oral cavity.

From the mouth food passes through the pharynx to the esophagus and then to the stomach.

The stomach is a dilated portion of the alimentary canal. It is in the upper part of the abdomen under the diaphragm. It measures about 21-25 cm in length, 8-9 cm in its greatest diameter. It has capacity of from 2.14 to 4.28 litres.

The small intestine is a thin-walled muscular tube about 6.5 metres long. It is located in the lower and central portions of the abdominal and pelvic cavities. The small intestine is composed of the duodenum, jejunum and ileum.

The large intestine is about 1.5 metres long. It is divided into caecum, colon and rectum.

The liver is the largest gland in the human body. It is in the right upper part of the abdominal cavity under the diaphragm. The liver is in the right side of the abdomen. The weight of the liver is 1.500 gr.

The gall-bladder is a hollow sac (qopcha) lying on the lower surface of the liver.

The pancreas is a long thin gland lying under and behind the stomach.

HOME ASIGMENTS

VI. Translate the following sentences:

1. The peritoneum is a serous coat covering the inner surface of the abdominal wall. 2. The shape of the stomach changes when it dilates and its borders greatly extend. 3. The capillaries are connected with the endings of the arteries and veins. 4. The left atrium is smaller than the right one and its walls are thicker than those of the right one.

VII. Read Text F:

Text F. Andreas Vesalius

Andreas Vesalius (1514-1563) is one of the greatest anatomists. He studied medicine in France. In 1537 he got the degree of Doctor of Medicine. In 1538 his first scientific works in Anatomy were published. In 1543 his most important book "On the Structure of the Human Body" was written.

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His work "On the Structure of the Human Body" consists of seven books. The bones of the skeleton, the joints and cartilages were described in the first book; the muscles were in the second; the vessels were in the third; the nerves were in the fourth; the alimentary tract was in the fifth; the heart and the respiratory system were in the sixth; the brain was in the seventh.

In all his works Vesalius studied the anatomy of the human body on corpses. He studied the structure of the inner organs of the human body taking into consideration their functions. Vesalius was the first scientist to give aproper descri ption of the human skeleton.He also determined that the right and the left ventricles of the heart were not connected. He determined that there were no opening in the septum between the left and the right heart chambers. It was a great discovery. Before Vesalius all the scientists considered that the left and the right heart chambers were connected by the opening in the septum. His discovery opened the way to the discovery of the pulmonary and systemic blood circulations in future. Vesalius did much to establish new and exact anatomical terms.

The great Russian scientist Pavlov said that the works written by Vesalius composed the first anatomy of the human body in which everything was based on scientific research work.

Note

1. **to take into consideration** - hisobga olmoq, e'tiborni qaratmoq

LESSON 16

CLASS ASIGNMENTS

Revision

I. Quyidagi so'zlarda berilgan suffiks va prefikslarni toping va bu so'zlarni tarjima qiling:

respiratory, impossible, language, subserous, cartilage, irregular, connective, constructive, subclass, alimentary, venous

II. Quyidagi so'zlarni berilgan mavzularga ko'ra ikki ustunga ajratib yozing:

1. parts of the vascular system	*2. parts of the alimentary tract*

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ileum, heart, vessel, anus, jejunum, artery, duodenum, tongue, vein, pharynx, stomach, capillary, esophagus, intestine, aorta, rectum, oral, cavity, salivary glands , mouth, caecum, colon, teeth

III. Qavs ichida berilgan fe'llarni tegishli grammatik zamonda qo‘llang va tarjima qiling:

1. The brain (joylashmoq) in the cranial cavity. 2. The left and the right heart chambers (ajralmoq) by the septum. 3. Many books on medicine (chop etilmoq) last year. 4. The left lung (bo‘linmoq) into two lobes.

IV. Qavs ichida berilgan fe'llarni Past Participle shaklida yozing:

1. The blood (to carry) to the liver passes through the portal vein. 2. The articles (to publish) were written by a young surgeon. 3. The (to receive) findings helped the surgeon to perform the operation. 4. Many small lobules (to connect) by connective tissue and bands of vessels and nerves form the liver.

V. Tekst G ni o‘qing va tarjima qiling:

Text G. The Viscera

Although they are often called by a single name, the viscera, the organs that fill the body’s chest and abdominal cavities compose several different systems - respiratory, digestive, and urogenital, which together provide the body with food and oxygen and remove wastes (chiqindi mahsulotlari).

The trachea and lungs are parts of the respiratory system, which delivers oxygen to the blood. The lungs consist of millions of elastic membraneous sacs which together can hold about as much air as a football.

The organs of the digestive system most prominent ones are: the stomach, the large and small intestines and the liver. They modify foods which the body takes in. The soft, reddish-brown liver, the largest gland in the body, plays hundreds of roles, from producing proteins to secreting bile.

The bladder is part of the urinary system, which regulates the body’s water supply. The kidneys, located behind the stomach and liver, filter out wastes and pass them along to the bladder for storage (yig‘ilish) and discharge.

HOME ASSIGNMENTS

VI. 1. State the part of speech of the following words by the suffixes:

primary, attentive, serous, secondary, shortage, active, numerous, respiratory, usage

2. Find the prefixes in the following words:

substance, interspace, subdivision, irregular, impossible

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3. Give derivatives of the following verbs:
act, connect, describe, determine, find, locate, contract

VII. Describe the location of the organs:
the brain, the lungs, the stomach, the small intestine, the liver, the pancreas, the heart, the tongue, the gall-bladder

VIII. Read and translate Text H:

Text H.

According to their functions different organs of the human body are divided into several systems: the bones, the muscular system, the alimentary tract, the respiratory system, the urogenital system, the vascular system, and the nervous system.

The muscles and the bones are under the layer of subcutaneus fat. The muscles are connected with the bones.

The heart and the large blood vessels connected with it, as well as the lungs and the esophagus are in the thoracic cavity. The spleen, the liver and the stomach are in the abdominal cavity under the diaphragm. The small and the large intestines are in the abdominal cavity lower than the stomach, the liver and the spleen. The kidneys are on the posterior side of the abdominal cavity.

Notes

1. **urogenital** [ˌjʊərəˈʤi:nɪtəl] – tanosil;
2. **subcutaneus** [ˌsʌbkju:ˈteɪns] – teri osti.

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CYCLE III. PHYSIOLOGY OF THE HUMAN BODY

UNIT 1. THE PHYSIOLOGY OF THE CARDIOVASCULAR SYSTEM

LESSON 17

O‘qish qoidasi: qu, **qua** harf birikmalari.
So‘z yasalishi: -ate, **-able**, **-ible** suffikslari.
Grammatika: Perfect Active zamon guruhi.

CLASS ASSIGNMENTS

REMEMBER!

1. **qu** harf birikmasi unlilar oldidan [kw] bo‘lib o‘qiladi: **quick** [kwɪk] tez; **qua** [kwɒ] bo‘lib o‘qiladi: **quality** [ˈkwɒlɪtɪ] sifati; **quantity** [ˈkwɒntɪtɪ] miqdor;
2. **-ate** [eɪt] fe'l suffiksi: **sirculate** [ˈsɜ:kjuleɪt] aylanmoq;
3. **-able** [əbl], **-ible** [ɪbl] suffikslari fe'l o‘zagidan sifat hosil qilishda ishlatiladi: **comparable** [ˈkɒmpərəbl] qiyosiy.

I. O‘qing:

question, quickly, quinsy, quite, questionable, quote, equal, quadrant, qualify, quite, quick

II. Ushbu so‘zlarning o‘qilishini eslab qoling. Quyida ularning tarjimasini toping:

total [ˈtɜʊtl], ton [tʌn], emotion [ɪˈmɜʊʃən], regulate [ˈregjuleɪt], cardiac [ˈk*a*:dɪæk], systole [ˈsɪstəlɪ], diastole [daɪˈæstəlɪ], cardiovascular [ˌk*a*:dɪəˈvæskjulə]

tonna; yurak-qon-tomirga oid; diastola (yurak mushaklarining bo‘shashish fazasi); boshqarmoq; umumiy; emotsiya, hissiyot; sistola (yurak mushaklarining qisqarish fazasi); yurakka oid.

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III. Quyidagi so‘z va so‘z birikmalarini yod oling:

pump [pʌmp] *n* nasos; *v* haydamoq;

both [bɜʊθ] *pron* ikkalasi; **both … and** - ham ... ham ...;

rate [reɪt] *n* chastota, tezlik; **pulse rate** [ˈpʌls ˈreɪt] puls tezligi; **respiratory rate** [rɪsˈpaɪərətərɪ ˈreɪt] nafas olish tezligi;

prolong [prəˈlɒŋ] *v* uzaytirmoq; **prolonged** [prəˈlɔŋd] uzaytirilgan;

beat [bi:t] *n* urishi; *v* urmoq;

discharge [dɪsˈʧa:ʤ] *v* ajratmoq, chiqarmoq; kasalxonadan chiqarmoq (from);

per [pɜ:] *prep* har ... da; **per minute** [pɜ: ˈmɪnɪt] - har minutda;

depend [dɪˈpend] *v* bog‘liq bo‘lmoq;

estimate [ˈestɪmeɪt] *v* baholamoq, aniqlamoq;

wave [weɪv] *n* to‘lqin; *v* tebranmoq;

serve [sɜ:v] *v* xizmat qilmoq;

follow [ˈfɒlɜʊ] *v* rioya qilmoq, amal qilmoq;

send [send] *v* yubormoq, yo‘naltirmoq;

exertion [ɪgˈzɜ:ʃən] *n* zo‘riqish; **on exertion** [ən ɪgˈzɜ:ʃən] zo‘riqish vaqtida;

considerable [kənˈsɪdərəbl] *a* ahamiyatli, ancha.

IV. Quyidagi so‘z birikmalarini tarjima qiling:

on physical exertion, to be discharged from the hospital, to discharge out some blood, pulmonary circulation, to estimate the number of cells, to pump blood through the blood vessels, the total body weight, the period of rest, much higher

V. Har bir gapda “since” so‘zining vazifasini aniqlang va tarjima qiling:

1. I have not seen Comrade Hakimov **since** then. 2. The students haven’t attended the lectures in Physiology **since** the professor went to Samarkand. 3. My parents have lived in Fergana **since** last year. 4. My sister’s health hasn’t changed **since** she was discharged from the hospital. 5. The patient hasn’t slept **since** early morning.

VI. Ajratib qo‘yilgan so‘zlarni qavsdagi so‘zlar bilan almashtiring va hosil bo‘lgan gaplarni tarjima qiling:

1. He has already **carried out** new experiments. (begun, changed, introduced, extended, prepared) 2. Physiologists have **studied** the function of the human heart. (described, determined, examined)

VII. 1. Tekst A ni o‘qing. 2. Perfect zamonida qo‘llanilgan kesim ishtirok etgan gaplarni toping. 3. Formulasini ayting, kesim zamonini aniqlang va gaplarni tarjima qiling:

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Text A. Work of the Human Heart

The human heart contracts from the first moment of life until the last one. The contractions of the heart pump the blood through the arteries to all the parts of the body. Scientists have determined that the total weight of the blood pumped by the heart daily is about ten tons.

The rate of heart contractions is regulated by two groups of nerve fibers. It varies in different persons and at different age.

Physiologists have determined that in the adult the heart makes from 60 to 72 beats per minute. In children the rate of heart beat is much higher. Research work of many scientists has helped to determine that the rate of heartbeat increases depending on different emotions.

Each beat of the heart is followed by a period of rest for the cardiac muscle. Each wave of contraction and a period of rest following it compose a cardiac cycle.

Research work has given physiologists the possibility to find out that the heart muscle works or contracts about one third of the time of the person's life. The period of rest is shorter during greater physical exertion and longer when the body is at rest.

Each cardiac cycle consists of three phases: physiologists have called the first phase of short contraction of both atria - the atrial systole. They have called the second phase of a more prolonged contraction of both ventricles - the ventricular systole. The period of rest of the cardiac muscle is called the diastole.

The left ventricle discharged out the blood received by the left atrium from the pulmonary circulation through the aorta to the systemic circulation.

The blood received from the systemic circulation by the right atrium is discharged out of the right ventricle to the lungs through the pulmonary arteries.

Prolonged research work of many physiologists has given the possibility to estimate the role of the ventricles which serve as the main pump. The atria act as receiving chambers. The contraction of the atria which sends the final portion of the blood into the ventricle is considerably less.

HOME ASSIGNMENTS

VIII. Read the following words:

quality, quantity, coat, throat, quick, question, dead, treat, mouth, month, cause, cover, quinsy, qualified

IX. Supply 'already' or 'yet'. Translate the following sentences:

1. The scientists have introduced this term. 2. The physiologists have estimated the importance of this great discovery. 3. They have not published

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the book on their discoveries. 4. The student has not written the dictation. 5. She has not come.

X. Translate the following sentences:

1. The human heart begins to beat and pump blood quicker than usual during the emotional stress. 2. The human heart makes 60-80 contractions per minute. 3. On physical exertion the heart has a short period of rest and the diastole becomes less. 4. The heart acts as a pump discharging out the blood to peripheral and pulmonary systems. 5. Ten tons of blood are pumped through the heart daily. 6. John Floyer, an English doctor (1649-1734), was the first scientist to find out the varying pulse rate in men.

XI. Put the verbs in the required form. Translate the following sentences:

1. The nurse already (to take temperature). 2. The doctor not yet (to use) this method of treatment. 3. She not (to see) her parents since May. 4. The nurse just (to determine) the patient's blood group.

XII. Translate the following sentences paying attention to the words in bold type:

1. Men ota-onamga **tez-tez** xat yuborib turaman. 2. Men ota-onamga **endigina** xat yubordim. 3. Men **kecha** ota-onamga xat yubordim. 4. Men ota-onamga kecha leksiyaga **borgunimga qadar** xat yubordim. 5. Siz ota-onangizga **hozir** qanday suratlarni yuborayapsiz? 6. Men ota-onamga xatni **kelasi dushanba** yuboraman. 7. Men ota-onamga **hafta oxiriga** xat yuboraman.

XIII. Read the following sentences. Translate them paying attention to the words in bold type:

1. Will you **bring** me your notes in Physiology? 2. The venous blood is **brought** to the right atrium of the heart. 3. The chemical formula of **carbon dioxide** [ˈkɑ:bən daiˈɒksaid] is CO_2. 4. The chemical formula of **oxygen** is O_2. 5. **Oxygen** [ˈɒksɪʤən] is necessary for life. 6. **To oxygenate** means to receive much oxygen. 7. The venous blood **is oxygenated** in the lungs. 8. The normal atmospheric **pressure** is 760 mm Hg.

XIV. 1. Read Text B. 2. Find the predicates in Present Indefinite Passive and Present Perfect Active. 3. Translate them together with the subjects. 4. Describe how oxygenated blood passes to all the parts of the body:

Text B. The Circulation of the Blood

Now we know that the venous blood from the systemic and portal circulation is brought to the right atrium of the heart. When the pressure in

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the right atrium has increased the blood passes into the right ventricle from the right atrium.

During the systole of the ventricle the blood is pumped from the right ventricle into the pulmonary artery. When the right ventricle has pumped the venous blood into the pulmonary artery it enters the pulmonary circulation. The blood is brought to the lungs through the pulmonary artery. In the lungs the venous blood discharges out carbon dioxide. When the blood has discharged out carbon dioxide it takes in oxygen in the lungs.

The blood which has become oxygenated passes from the venous part of the pulmonary capillary system into the venules and veins. When the oxygenated blood has passed the four pulmonary veins it is brought to the left atrium of the heart.

Under the pressure in the left atrium the arterial blood which the pulmonary veins have brought to the heart is pumped into the left ventricle. During the prolonged contraction of the left ventricle, the so-called ventricular systole, the arterial blood is pumped into the aorta - the main artery of the vascular system. When the left ventricle has pumped the arterial blood into the aorta it is carried through the arteries to all the parts of the body.

LESSON 18

So‘z yasalishi: -ance, **-ence**; **-ar** suffikslari.
Grammatika: shaxsi noma'lum gaplar.

CLASS ASSIGNMENTS

REMEMBER!

1. **-ance**, **-ence** suffikslari fe'llardan otlar hosil qiladi: **to enter** [ˈentə] kirmoq; **entrance** [ˈentrəns] kirish;
2. **-ar** suffiksidan sifatlar yasaladi: **cellular** [ˈseljulə] hujayrali.

I. O‘qing va tarjima qiling:

a) difference, assistance, attendance, presence, importance;
b) ventricular, corpuscular, muscular, vascular, regular, particular.

II. Tarjima qiling:

I. Aniqlanganki, ... that the cardiac ventricles serve as the main pump. 2. Ularning o‘ylashicha, ... that the patient will be discharged soon. 3. Vezaliygacha shunday deb hisoblashganki, ... that there were openings in the cardiac

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septum. 4. Aniqlanishicha, ... that cardiac atria act as receiving chambers. 5. Shuni aytish mumkinki, ... that life cannot exist without oxygen.

III. Quyidagi so‘z va so‘z birikmalarini yod oling:

fluid [ˈflu:ɪd] *n* suyuqlik;
place [pleɪs] *n* joy; *v* joylamoq; **to take place** [tə teɪk pleɪs] sodir bo‘lmoq;
white [waɪt] *a* oq;
platelet [ˈpleɪtlɪt] *n* qon plastinkasi;
generally [ˈʤenərəlɪ] *a* umuman, odatda;
sex [seks] *n* jins;
exist [ɪgˈzɪst] *v* mavjud bo‘lmoq;
count [kaʊnt] *v* sanamoq, hisoblamoq;
to do (make) smb’s blood count kimningdir qon hujayralarini sanamoq;
mental [mentl] *a* aqliy, ruhiy;
mild [maɪld] *a* yumshoq, yengil, kuchsiz;
range [reɪnʤ] *n* qator; chegara; *v* tebranmoq;
meal [mi:l] *n* ovqat; *v* ovqatlanmoq;
feature [ˈfi:ʧə] *n* xususiyat;
average [ˈævərɪʤ] *a* o‘rtacha; *v* tashkil etmoq;
volume [ˈvɒljum] *n* sig‘im;
state [steɪt] *n* holat; *v* ma'lum qilmoq; xabar bermoq;
sound [saʊnd] *n* tovush; **sound sleep** [ˈsaʊnd sli:p] chuqur uyqu.

IV. Ushbu so‘zlarning o‘qilishini eslab qoling:

corpuscle [ˈkɔ:pʌsl], erythrocyte [ˌɪərɪθrəˈsaɪt], leucocyte [ˈlju:kəsaɪt], thrombocyte [ˈθrɜʊmbəsaɪt], elasticity [ˌelæsˈtɪsɪtɪ], flexibility [ˌfleksɪˈbɪlɪtɪ], reservoir [ˈrezəvw*a*:], hemoglobin [ˌhi:mɜʊˈglɜʊbɪn], maximal [ˈmæksɪməl]

V. 1. Tekst C ni o‘qing. Tekstga reja tuzing:

Text C. The Corpuscular Elements of Blood

Blood is a fluid tissue with many various functions. Not only important physiological process takes place in the blood but it determines the activity of widely separated body cells.

Blood is composed of plasma and the corpuscular elements which are called red corpuscles or erythrocytes, white corpuscles or leucocytes and blood platelets or thrombocytes.

It is generally considered that no sex differences exist in the count of white corpuscles or leucocytes. The count of leucocytes in the blood of a healthy person is 4.500 to 9.500 per cu mm. When the number of white

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blood cells (WBC) is counted after mental or physical exertion, meals and mild activity it may increase to 10.000 and more per cu mm.

It is estimated that the erythrocytes are the most numerous celullar elements, ranging from 4.000.000 to 5.000.000 per cu mm. The red blood cell count (RBC) may change with age; when the red blood cell count is done after physical exertion and emotions it may increase.

One knows that red corpuscles have two physical features which are very important in the function of respiration. They have great elasticity and flexibility. These features give them the possibility to pass through very small capillaries. The discoid form of the corpuscle gives it a maximal surface for a given mass.

The most important part of the red cell is its red colouring substance or hemoglobin which on an average forms about 36% of its mass.

The total blood volume is divided into circulating and reservoir volumes.

The average human blood volume is not less than 7.5% but not more than 10% of the body weight. It is generally stated that the circulating volume averages smaller in the females than in the males. The circulating volume of the blood depends on the changes of the air temperature.

VI. Qiziqarli faktlarni o‘qing va eslab qoling:

Do you know that ...

1. ... each erythrocyte lives 120-130 days? 2. ... each leucocyte lives 4-7 days? 3. ... every day 200.000.000 erythrocytes are born and the same number dies?

HOME ASSIGNMENTS

VII. Translate the following indefinite personal sentences:

1. It is known that blood becomes oxygenated in the lungs. 2. They say that patient Smimov’s health will be restored soon. 3. One knows that pulse rate becomes rapid on physical exertion. 4. It is estimated that his body weight considerably decreased during the prolonged illness.

VIII. Answer the following questions:

1. How many days does each erythrocyte live? 2. How many days does each leucocyte live? 3. How many erythrocytes are born and die every day?

IX. Read Text D and say what data important for a future doctor are given in it. What will you try to remember?

Text D. The Heart Sounds

When we listen to the heart we can hear two sounds. The third sound is also heard in some young persons before the age of 30.

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The first heart sound is the longest one. It is heard at the moment of contraction of the ventricles when the atrio-ventricular valves close.

The second sound lasts for a shorter period of time. It is heard at the moment when the pulmonary and aortic semilunar valves close.

The third heart sound is heard when the blood is passing from the atria into the ventricles.

The first and the second cardiac sounds are heard over all the portions of the heart and often over the large vessels. The first heart sound is greater over the surface of the ventricles and it is the greatest over the surface of the mitral and tricuspid valves. The second heart sound is heard loudest over the aorta and the pulmonary artery.

Heart sounds are also heard over some portions of the chest. Normally the first heart sound is heard best over the apex of the heart in the fifth costal interspace. The second sound is heard best over the pulmonary artery and the aorta, that is in the second left and right costal interspaces. The aortic sound is normally louder than the pulmonic sound.

The heart sounds are very important in the clinical diagnosis and the doctors determine many cardiac diseases by heart sounds.

X. Answer the questions on Text D:

1. How many heart sounds do we hear when we listen to the heart? 2. When is the first heart sound heard? 3. When is the second heart sound heard? 4. At what moment is the third heart sound heard? 5. Where is the first heart sound heard louder? 6. Over the surface of what valves is the first heart sound heard loudest? 7. Where is the second heart sound heard loudest? 8. In which costal interspaces is the first heart sound heard best? 9. In which costal interspaces is the second heart sound heard best? 10. Which of the two sounds - the aortic or the pulmonic is louder normally? 11. What do heart sounds help the doctors to determine?

UNIT 2. THE PHYSIOLOGY OF RESPIRATION

LESSON 19

O‘qish qoidalari: eu, **ew**, **ue** harf birikmalari; **u** harfi **r**, **l**, **j** lardan keyin.
So‘z yasalishi: -ian suffiksi; **dis-**, **a-**, **ab-**, **be-**, **com-**, **con-**, **de-**, **ex-**, **per-, pre-** prefikslari.
Grammatika: zamonlar moslashuvi.

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REMEMBER!

1. **eu**, **ew**, **ue** harf birikmalari [ju:] o‘qiladi; **g**, **1**, **j** harflaridan keyin esa [u:]: **new** [nju:] yangi; **true** [tru:] to‘g‘ri; **blue** [blu:] ko‘k;
2. **u** harfi **g**, **1**, **j** harflaridan keyin [u:] o‘qiladi: **rule** [ru:l] qoida; **lunar** [ˈlu:nə] oydin; **junior** [ˈʤu:nə] kichik;
3. **-ian** a) sifatlar va b) otlar qo‘shimchasi hisoblanadi. **ss** dan keyin yoki **-ian** qo‘shimchasi bilan [ʃ(ə)n] o‘qiladi: **Russian** [ˈrʌʃən] rus millatidan;
4. **dis-** old qo‘shimchasi o‘zak ma'nosiga qarama-qarshi so‘zlar yasaydi: **to appea**r [əˈpıə] paydo bo‘lmoq, **to disappear** [ˌdısəˈpıə] yo‘qolmoq.
5. **a-**, **ab-**, **be-**, **com-**, **con-**, **de-**, **ex-**, **per-**, **pre-** old qo‘shimchalariga urg‘u tushmaydi.

I. Quyidagi so‘zlarning o‘qilishini eslab qoling:

psychology [saıˈkɒləʤı], process [ˈprɜʊses], absorption [əbˈsɔ:pʃən], diffusion [dıˈfju:ʒən], phenomenon [fıˈnɒmınə] (pl phenomena [fıˈnɒmınən])

II. Quyidagi so‘z va so‘z birikmalarini yodlang:

observe [əbˈzɜ:v] *v* kuzatmoq;
investigate [ınˈvestıgeıt] *v* o‘rganmoq;
isolate [ˈaısəleıt] *v* ajratmoq; ajratib chiqarmoq;
combine [kəmˈbaın] *v* biriktirmoq;
able [eıbl] *a* qodir; **be able** qila olmoq, qodir bo‘lmoq;
conclusion [kən ˈklu:ʒən] *n* xulosa; **draw a conclusion** xulosa qilmoq;
accomplish [əˈkɒmplıʃ] *v* bajarmoq, tugatmoq;
exchange [ıksˈʧeınʤ] *n* almashinuv; *v* o‘zaro almashinmoq;
due [dju:] *a* ... ga ko‘ra; **due to** tufayli;
solution [səˈlu:ʃən] *n* eritma;
salt [sɔ:lt] *n* tuz;
prove [pru:v] *v* isbot qilmoq, bo‘lib chiqmoq;
transfer [trænsˈfɜ:] *n* tashib o‘tish; *v* tashimoq;
enable [ıˈnebl] *v* imkoniyat bermoq.

III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. prove [pru:v]: to prove facts, to prove to smb. that, he proved that he was right, he was able to prove that;

2. conclusion [kənˈklu:ʒən]: a right conclusion, in conclusion, to come to the conclusion that ... , to draw a conclusion;

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3. accomplish [əˈkɒmplɪʃ]: accomplishment, to accomplish the observation, the accomplishment of the respiratory process;

4. due [dju:] **to**: due to his illness, due to a high temperature, in due time, his bad condition was due to a high blood pressure;

5. investigate [ɪnˈvestɪgeɪt]: investigation, to accomplish the investigation, the investigation of the blood cells.

IV. Tekst A ni o‘qing:

Text A. Sechenov and His Works on the Blood Gases

I.M. Sechenov (1829-1905) was a prominent Russian scientist, the founder of Russian physiology and scientific psychology.

The range of Sechenov’s scientific interests and the number of his research works are really great. 106 scientific works were written by him. In these works he included the findings which he had observed and determined before.

Some of his research works were connected with the investigation of the blood gases and their role in the respiratory process.

I.M. Sechenov isolated the blood gases and found out that most of the blood gases were combined with erythrocytes. No physiologist had been able to do it before Sechenov. On the basis of his observations I.M. Sechenov came to the conclusion that hemoglobin was that substance of the blood which accomplished the exchange of oxygen and carbon dioxide in the respiratory process. Physiologists of many countries who had worked on this problem before Sechenov could not estimate the role of hemoglobin in the act of respiration. So the accomplishment of the respiratory process is due to hemoglobin.

I.M. Sechenov investigated the process of absorption of carbon dioxide by the solutions of salts. When he had completed his investigations, he proved that only 2/3 of carbon dioxide were dissolved (erib ketmoq) in plasma. The rest of carbon dioxide was combined with red blood cells. The transfer of carbon dioxide from the blood into the lungs was due to the law (qonun) of diffusion of gas from fluid into the air. When Sechenov had investigated this phenomenon, he was able to answer the question why oxygen passed into the blood from atmospheric gases during the act of respiration.

V. Translate the following word combinations:

the solution of salts, due to the transfer, due to the diffusion of gases, to accomplish the investigations, the accomplishment of this process, to come to the conclusion, to draw a conclusion, to investigate the phenomenon, to investigate the laws of diffusion

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VI. Put the verbs in brackets in the proper tense:

1. The patient (to be) under medical care before the surgeon began the operation. 2.They (to isolate) the patient with the grippe from the others before they were infected. 3. My experiments not yet (to prove) anything since I started them. 4. We (to complete) our observations on the changes in the blood erythrocytes by tomorrow.

VII. Read and translate Text B. Remember the given data to be able to answer the questions:

Text B. The Exchange of Gases in the Lungs

The exchange of gases takes place in the alveoli [æl'vɪəlaɪ] of the lungs. Oxygen passes into the blood and carbon dioxide passes into the atmospheric air.

The exchange of oxygen and carbon dioxide is due to the difference of partial (parsial) pressure of these gases in the alveolar air and in the venous blood.

The partial pressure of oxygen in the alveolar air is higher than in the venous blood. The transfer of oxygen from the atmospheric air into the blood is due to this difference of pressures.

The partial pressure of carbon dioxide is higher in the venous blood and this enables carbon dioxide to pass from the blood into alveolar air.

The process of transfer of gases into the medium ['mi:dɪəm] (muxit) with a lower partial pressure is called diffusion. Hemoglobin is that substance of the blood which transfers oxygen in the blood. The oxygen capacity of the blood averages to 18-20 millilitres (ml) per 100 gr of blood. Carbon dioxide is transferred in combination with hemoglobin and as bicarbonic salts.

The combination of oxygen and hemoglobin is called oxyhemoglobin, that of carbon dioxide and hemoglobin - carbohemoglobin.

LESSON 20

Grammatika: bog'lovchisiz ergash gaplar.

CLASS ASSIGNMENTS

I. Quyidagi so'z va so'z birikmalarini yodlang:

associate [ə'sɜʊʃɪeɪt] *v* bog'lamoq; [ə'sɜʊʃɪɪt] *a* bog'langan, birikkan;

passage ['pæsɪʤ] *n* o'tish joyi;

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breathe [bri:θ] *v* nafas olmoq; **breathe in** nafas olmoq; **breathe out** nafas chiqarmoq;

flow [flɜʊ] *n* oqim; *v* oqmoq, sirkulatsiya bo‘lmoq;

decrease [di:ˈkri:s] *v* kamaymoq, tushmoq;

depth [depθ] *n* chuqurlik;

fat [fæt] *n* yog‘; yog‘li, to‘lishgan;

amount [əˈmaʊnt] *n* miqdor.

II. Quyida berilgan so‘zlar ichidan ma'no jihatidan mos keluvchi so‘zlarni topib qo‘ying:

1. On physical exertion the patient’s ... became deep. 2. When the temperature is high a patient usually ... deeply. 3. When one ... the lungs dilate. 4. When one ... the lungs contract.

breathe, breathe out, breath, breathe in

III. 1. Tekst C ni o‘qing. 2. a) shaxsi noaniq oborotlarni toping va tarjima qiling; b) Present Participle va uning funksiyalarini toping va tarjima qiling. 3. Quyidagi so‘z birikmalarining ekvivalentlarini topib yozing:

uchun alohida ahamiyatga ega, o‘pkada sodir bo‘layotgan, ishlab chiqarishda ishtirok etadi

Text C. The Physiology of the Lungs

The physiology of the lungs is associated with their structure. There are over 700.000.000 alveoli in the lungs. The total surface of the alveoli is about 90 sq.m. (square metres). The lungs have many capillaries with the total surface of about 80 sq.m. This particular structure of the lungs enables the exchange of gases between the alveolar air and the blood.

Elastic fibers of connective tissue composing the walls of the alveoli, alveolar passages and the visceral pleura enable the lungs to dilate.

When one breathes normally not all the alveoli and capillaries of the lungs are opened. When respiration becomes deep, the number of the opened alveoli and capillaries increases. The flow of blood into the lungs increases when one breathes in and it decreases when one breathes out.

The regulation of the vital capacity of the lungs is of particular importance to the exchange of oxygen and carbon dioxide taking place in the lungs. It is considered that in the adult the vital capacity of the lungs is about 3-4 litres. When the depth of respiration increases the vital capacity may be 6 litres and even more.

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The lungs take part in the production of physiologically active substances, in the regulation of blood coagulation, in the metabolism of proteins, fats and carbohydrates.

IV. Bog‘lovchisiz ergash gaplarga aylantiring:

1. If you had taken the medicine yesterday, you wouldn’t be ill now. 2. If the patient had not been operated in time, he might have died. 3. If you don’t put on your coat, you will catch a cold. 4. If we had worked harder yesterday, our work would be ready now. 5. If you had told me about it before! 6. Why did you go to the South without asking the doctor’s advice? I’m sure that he would not have advised you to go to the South in July. 7. If I were sure that he had already returned to Tashkent, I should go to see him now.

HOME ASSIGNMENTS

V. Give the English equivalents of the words in brackets. Translate the sentences:

1. When we breathe out (oqim) of blood into the lungs (kamayadi). 2. One of the mechanisms of headache (bog‘liq) with the pressure made by a tumour on the cranial and cervical nerves. 3. During the act of respiration the air enters the lungs through the air (yo‘llari). 4. When the doctor was examining the patient he asked him (nafas olishni) deeply. 5. (Yog‘) substances which are located in the cell compose 1-2% of its total weight. 6. (Miqdor) of the fluid part of the blood called the plasma composes 60%.

VI. 1. Read Text D. 2. Entitle it. 3. Choose and translate indefinite personal sentences. 4. Say what the 2nd and 3rd paragraphs deal with:

Text D

If one investigates the act of inspiration one will observe such phenomena.

When one breathes in, the external intercostal muscles contract and lift (ko‘tarmoq) the ribs. At this moment the diaphragm also contracts and goes down. The volume of the chest increases. The increase of the chest volume enables the lungs to extend. The pressure in the lungs becomes less and the atmospheric air enters the lungs.

When one breathes out, the external intercostal muscles and the muscles of the diaphragm become relaxed (bo‘shashgan). The ribs go down, the diaphragm goes up, the volume of the chest decreases and the lungs contract. The pressure in the lungs becomes higher and the air goes out of the lungs. If one is sitting or lying one makes 16-20 respirations per minute. On physical exertion the respiratory rate and the depth of respiration increase.

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Normally during one inspiration the man breathes in about 500 ml of air. On deep inspiration one breathes in 1.5-2 litres of air.

The vital capacity of the lungs in the male averages 3.5-4 litres and in the female 3-3.5 litres.

The respiratory rate and its depth depend on the amount of carbon dioxide in the blood.

UNIT 3. THE PHYSIOLOGY OF THE NERVOUS SYSTEM

LESSON 21

O‘qish qoidasi: o harfi **ld, st** dan oldin.
So‘z yasalishi: -ize (-ise), **-yze (-ize)**; **-ancy**, **-ency**; **-ant**, **-ent**, **-ness** suffikslari.
Grammatika: Perfect Passive zamon guruhi; **‘it is ... that’** kuchaytirish konstruksiyasi.

CLASS ASSIGNMENTS

REMEMBER!

1. **oo** harfi **ld** va **st** dan oldin [ʒʊ] bo‘lib o‘qiladi: **cold** [kʒʊld] sovuq; **post** [pʒʊst] mansab, vazifa, lavozim;
2. **-ize** [aɪz] fe'l yasovchi qo‘shimcha. Uning boshqa variantlari: **-yse**, **-yze**, **-ise**: **summarize** [ˈsʌməraɪz]xulosa qilmoq, **analyse** [ˈænəlaɪz] tahlil qilmoq;
3. **-ancy**, **-ency** ot yasovchi qo‘shimchalar: **infancy** [ˈɪnfənsɪ] go‘daklik; **insufficiency** [ɪnsəˈfɪʃənsɪ] kamchilik;
4. **-ant**, **-ent** sifat yasovchi qo‘shimchalar: **constant** [ˈkɒnstənt] doimiy; **significant** [sɪgˈnɪfɪkənt] muhim;
5. **-ness** qo‘shimchasi sifatdan ot yasaydi: **weak** [wi:k] oriq, kuchsiz; **weakness** [ˈwi:knəs] kuchsizlik.

I. O‘qing:
old, told, bold, hold, fold, sold, host, most

II. O‘qing va tarjima qiling:
a) realize, recognize, criticize, generalize, specialize;
b) sufficiency, urgency, persistency, emergency, deficiency, dependency, efficiency;

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c) distant, present, absent, important, dependent, different;
d) badness, readiness, coldness, whiteness, redness.

III. Quyidagi gaplarni tarjima qiling:

1. It is in the alveoli that the respiratory metabolism takes place. 2. It is hemoglobin that carries oxygen to different tissues of the human body. 3. It was not until 1628 that blood circulation was described by William Harvey.

IV. So‘zlarni o‘qing va tarjima qiling:

mechanism [mɪkəˈnɪzəm], cortex [ˈkɔ:teks], communication [kəˌmju:nɪˈkeɪʃən], stimuli [ˈstɪmjulaɪ], summarize [ˈsʌməraɪz], analyse [ˈænəlaɪz], constant [ˈkɒnstənt], hypothalamus [ˌhaɪpɜʊˈθæləməs]

IV. Quyidagi so‘z va so‘z birikmalarini yodlang:

complicate [ˈkɒmpɪlkeɪt] *v* murakkablashtirmoq; **complicated** [ˈkɒmplɪkeɪtɪd] murakkab;
directly [dɪˈrektlɪ] *adv* to‘g‘ridan-to‘g‘ri;
ear [ɪə] *n* quloq;
sense [sens] *n* hissiyot, ma'no;
pain [peɪn] *n* og‘riq;
smell [smel] *n* hid, hidi kelmoq;
feeling [ˈfi:lɪŋ] *n* his, sezgi;
order [ˈɔ:də] *n* tartib; buyruq; **in order to** uchun;
move [mu:v] *v* harakatlanmoq;
area [ˈɛərɪə] *n* maydon, bo‘shliq;
control [kənˈtrɜʊl] *n* nazorat, nazorat qilmoq, tekshirmoq;
vision [ˈvɪʒən] *n* ko‘rish;
almost [ˈɔ:lmɜʊst] *adv* deyarli.

V. 1. Tekst A ni o‘qing. 2. Tekstga reja tuzing. 3. Quyidagi so‘z birikmalarining ekvivalent tarjimasini toping va yodlang:

sezish organlari, og‘riq tufayli, yana ko‘p narsa, bosh miya qobig‘ining harakatlantiruvchi qismi

Text A. The Brain

Scientists consider that our brain is the most complicated mechanism which has ever been constructed.

The weight of the human brain is from one to two kg (kilograms). It has a volume of about 3.21 litres and consists of about 12 billion (milliard) cells. It has been determined by the scientists that each cell is connected to the other directly or indirectly by nerve fibers.

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The brain is the centre of a wide system of communication. It has been found out that a constant flow of stimuli comes into the brain through the spinal cord. The stimuli come to the brain from our eyes, ears, and other sense organs for pain, temperature, smell and other feelings. When all the received stimuli have been summarized and analysed the brain sends orders through the nerve fibers in the spinal cord to different parts of the human body. It is due to these orders that one eats, moves, hears, sees and does many other things.

To estimate the functions of different areas of the brain many experiment have been carried out by the investigators. It is due to such experiments that the investigators have been able to determine those areas of the brain which control vision, hearing, physical movements and even emotions.

Due to experimental studies it has been determined that the motor cortex controlling many body movements of the human being becomes tired rapidly. But the hypothalamus which controls such functions as blood pressure is almost never tired.

HOME ASSIGNMENTS

VI. Use the construction 'it is (was) ... that' to emphasize the parts of the sentence in bold type:

1. The motor cortex controls many movements of the human being. 2. During the systole both ventricles of the heart contract. 3. On deep respiration the vital capacity of the lungs may become 6 litres. 4. In 1538 Andreas Vesalius published his six-volume work "Tabulae Anatomicae".

VII. Translate:

1. constant communications between sense organs; 2. a complicated case; 3. in the heart area; 4. the feeling of pain; 5. to control a disease; 6. to examine hearing. 7. to analyse the disfunction of movements.

VIII. Memorize the words. Translate the sentences:

feed [fi:d] (fed, fed) *v* boqmoq, oziqlantirmoq;

feeding [ˈfi:dɪŋ] *n* ozuqa. The mother feeds her infant. Milk is the main feeding of an infant.

obtain [əbˈteɪn] *v* olmoq, hosil qilmoq. During our life we obtain much experience.

develop [dɪˈveləp] *v* rivojlanmoq, paydo bo'lmoq. The patient developed a bad pain in the stomach.

supply [səˈplaɪ] *v* ta'minlamoq, ta'minot. Blood supply may become decreased in some heart disease.

response [rɪˈspɒns] *n* javob, reaksiya. The response to the treatment was rapid.

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bemorga yurishga ruxsat bermoq, bemorga o‘tirishga ruxsat berildi, vrach meni charchashimga ruxsat bermayapti, ta'minlamoq, kutubxonamiz bizni kitoblar bilan ta'minlaydi.

V. Tekst B ni o‘qing va tarjima qiling:

Text B

The nervous cells of the cortex are the most delicate of all the cells of the human body.

It is at the moment of tiredness of the cortical nervous cells that the process of inhibition begins to act. This process does not allow new stimuli to pass to the tired areas of the brain. To provide the smooth work of the brain the nervous cells must be well supplied with oxygen and feeding substances. And for this purpose any human being must have regular complete rest, i.e. sleep.

When the process of inhibition extends over a great number of cells, spreads widely over the cortex and even over the subcortical areas of the brain one falls asleep.

When one sleeps the vital activity of the nervous system is restored. So sleep is of a great protective significance to the human being.

The man sleeps about one third of his life. Numerous investigations and experiments have shown that sleep is more necessary for the human being than food. One can live longer without food than without sleep.

During a sound quiet sleep the whole activity of the human organism changes, the body metabolism decreases, the respiratory and pulse rates become slower, the body temperature drops. Though the stimuli continue to come into the brain, the inhibited cortical cells do not react to them.

HOME ASSIGNMENTS

VI. Recall the usage of the word *one*. Translate the following sentences:

1. The brain is one of the most complicated mechanisms that has ever been constructed by nature. 2. In patients with tuberculosis the morning temperature is usually normal but the evening one is high. 3. In pneumonia one may observe considerable changes in the white blood cell count. 4. It is in infancy that one begins to develop first conditioned reflexes. 5. The right lung has three lobes and the left one only two.

VII. Supply participles instead of subordinate clauses:

1. The pleura is a special tissue which covers the lungs with a thin layer. 2. Different actions which are repeated every day before going to bed also act as stimuli which produce the process of inhibition.

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VIII. Read Text C. Say about the influence of sleeplessness on the human organism:

Text C

One of the scientific research institutes carried out an interesting experiment. Six young persons - four men and two girls did not sleep for 124 hours. They were under the constant observation of the doctors who took their cardiograms, determined the pulse and blood pressure and carried out many other investigations.

Not to fall asleep they were allowed to do physical exercises, dance and play, but they were not allowed to take any stimulants. Vision, hearing and various reflexes were often examined during the experiment.

The experiment was successful. Its findings showed that prolonged sleeplessness increased the amount of sugar in the blood, decreased the level (amount) of vitamins B1, and B6, produced considerable increase of white blood cells and decreased the amount of iron in the blood.

LESSON 23

CLASS ASSIGNMENTS

Revision

I. Gaplarni tarjima qiling:

1. It was not until 1911 that a first really successful theory of atomic structure was developed by Rutherford. 2. It is on the large surface of the alveoli that oxygen passes from the air into the blood vessels. 3. It is per minute that the human being breathes in 300-330 ml of oxygen and breathes out 225-250 ml of carbon dioxide. 4. It was not until Roentgen discovered X-rays that scientists were able to examine many inner organs.

II. Zamonlar moslashuviga e'tibor bergan holda gaplarning 2-qismini tarjima qiling:

1. The scientists determined that ... a) qondagi oqsil miqdori o‘rtacha 5-8% ni tashkil qiladi; b) plazma qonning suyuq qismi hisoblanadi. 2. Our professor of Physiology said that ... a) kapillarlar 1661-yili bolonyalik tibbiyot professori Marchello Malpigi tomonidan kashf etilgan; b) kapillarlar orqali qon oqimini mikroskop yordamida birinchi bo‘lib kuzatgan odam gollandiyalik olim Antoniy Van Levenguk bo‘lgan. 3. The doctor thought that ... (a) temperatura kerakli davolanish kursidan keyin pasayadi; b) bu dori og‘riqni qoldiradi.

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III. Quyidagi gaplarni tarjima qiling:

1. Ma'lumki, inson tanasidagi qon bir minutda o‘pka orqali o‘tib 1/3 litr kislorod yutadi. 2. Nafas chiqarilganda tashqi qovurg‘alar orasidagi muskullar va diafragma muskullari bo‘shashadi (to become relaxed). 3. Ma'lumki, tez uyqu yarim soatgacha cho‘ziladi. 4. Aniqlanishicha, eritrositlar qonning eng ko‘p sonli hujayrali elementlari hisoblanadi. 5. Birinchi yurak tovushi qorinchalar yoki klapanlar yuqorisida aniqlanishi kerak. 6. Chuqur nafas olganda (inspiration) 1,5-2 litr havo yutiladi.

IV. Tekst D ni tarjima qiling:

Text D. The Blood Vessels, Large and Small

The raw materials for the energy that powers man’s every thought and action transported in the blood. The enriched blood is carried in a network of all vessels, capillaries, to each cell. These capillaries are so small that 60 long ones or 120 short ones would stretch only the length of this line of type. There are so many capillaries in the body that, laid end to end, they would ring the equator more than twice.

Blood coming into the capillaries from the arteries has been enriched with oxygen in the lungs or with food from the digestive system. The walls of the capillaries are only one cell thick; so thin that oxygenated blood is able to pass its oxygen and food to the body’s cells and to receive from the cells their waste. The spent blood then flows from the capillaries into the veins, which direct it back to the heart. In the heart the blood enters the arteries and is carried by them to the lungs and digestive system, to be oxygenated and enriched again before reto‘rning to the capillaries.

The body’s largest blood vessels, the aorta and the pulmonary artery, are about an inch in diameter. Arteries have thick elastic walls, the pulsations of which assist the heart in pumping. Vein walls are more rigid. Many of them, particularly in the lower part of the body, have valves which prevent a backflow of blood.

Notes

1. **raw materials** – xom ashyo;
2. **to enrich** – boyitmoq;
3. **would ring the equator** – ekvatorni o‘rab olar edi.

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V. State the suffixes in the following words and translate them:

a) *the nouns:* efficiency, slowness, division, usage, inhibition, tiredness, significance, development, difference, infancy, closure, passage;

b) *the adjectives:* medical, pulmonary, different, cortical, respiratory, various, specific, primary, considerable, effective, extensible, Italian;

c) *the verbs:* summarize, communicate, analyse, dilate.

VI. Turn the direct speech into indirect:

1. The surgeon asked: "Do you often develop pain in the stomach after meals?" 2. The eye doctor asked: "Do you drop the medicine regularly?" 3. The cardiologist asked: "When did you develop the pain in the heart area?" 4. The physiologist asked: "Where will the stimuli continue to come during a sound quiet sleep?"

VII. Give full answers:

1. What do the contractions of the heart produce? 2. What is the cardiac cycle composed of? 3. What is the role of the ventricles and atria? 4. Describe the pulmonary circulation. 5. Describe the systemic circulations. 6. What corpuscular elements compose the blood? 7. What heart sounds can one hear listening to the heart? 8. Where is the first (second, third) heart sound heard? 9. What do heart sounds help the doctors to determine? 10. What die I.M. Sechenov determine when he investigated the blood gases? 11. Describe the process of respiration. 12. What functions does the human brain perform. 13. What reflexes are called conditioned (unconditioned)? 14. Why is sleep necessary for any living being? 15. What is the process of inhibition?

VIII. Read Text E. Translate it. Memorize the figures:

Text E. The Cardiac Rhythm

One knows that during the diastole the atria and ventricles take in (qabul qiladi) the blood. It has been determined that during the systole the atria and the ventricles discharge out the blood. The diastole of the ventricles takes place during the systole of the atria, and the systole of the ventricles takes place during the diastole of the atria. These functions of the atria and the compose the cardiac rhythm.

The cardiac cycle lasts 0.9 second. The contraction of the atria lasts 0.2 and that of the ventricles 0.3 seconds. When the atria contract the ventricles are at rest. The diastole or the period of rest of the cardiac muscle lasts 0.4 seconds.

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So during one cardiac cycle the ventricles work 0.3 but rest 0.6. The period of contraction of the ventricles is longer than that of the atria and the systolic blood pressure is always higher than the diastolic one. Such an interesting cardiac rhythm which enables the heart to rest longer than to work is very important for the blood circulation.

If the period of cardiac rest has become constantly shorter, the rate of heartbeat increases. Such an increased rate of heartbeat may affect [əˈfekt] (zararlaydi) the heart and produce different cardiac diseases.

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CYCLE IV. MICROBIOLOGY

UNIT I. MICROORGANISMS

LESSON 24

So‘z yasalishi: -th; **-ish**, **-ful** suffikslari.

CLASS ASSIGNMENTS

REMEMBER!

1. **th** [θ] qo‘shimchasi sifatdan, ba’zan fe’ldan ot yasaydi: **warm** [wɔ:m] iliq - **warmth** [wɔ:mθ] iliqlik, **grow** [grɜʊ] o‘smoq - **growth** [grɜʊθ] o‘sish;
Sifatdan ot yasalganda ba’zi hollarda o‘zakdagi urg‘uli unli o‘zgarishi mumkin: **strong** [strɒŋ] kuchli - **strength** [streŋθ] kuch;
2. **-ish** [ɪʃ] qo‘shimchasi sifat yasaydi: a) otdan: **fever** [ˈfi:və] isitma, bezgak - **feverish** [ˈfi:vərɪʃ] isitmali; b) sifatdan. Bu holda sifatni sifatini kamaytirib beradi. **yellow** [ˈjelɜʊ] sariq - **yellowish** [ˈjelɜʊɪʃ] sarg‘imtir;
3. **-ful** [fʊl] qo‘shimchasi otdan va kam hollarda kesimdan sifat yasaydi va shu sifatni mavjudligini ko‘rsatadi: **hope** [hɜʊp] umid - **hopeful** [ˈhɜʊpfʊl] umidli; **to forget** [fəˈget] unutmoq - **forgetful** [fəˈgetfʊl] esar, parishonxotir.

I. Quyidagi so‘zlarni o‘qing va tarjima qiling:
a) depth, length, truth, width, death;
b) reddish, thinnish, womanish, fattish, longish, blackish, thickish;
c) useful, beautiful, helpful, thankful, watchful, painful, harmful, restful;

II. Quyidagi so‘zlarni talaffuzini eslab qoling. Pastdan tarjimasini toping:
microorganism [ˈmaɪkrɜʊˈɔ:gənɪzəm], aerobic [ɛəˈrɜʊbɪk], anaerobic [ænɛəˈrɜʊbɪk], coccus [ˈkɒkəs] (*pl* cocci [ˈkɒksaɪ]), bacillus [bəˈsɪləs] (*pl* bacilli [bəˈsɪlaɪ]), virulent [ˈvɪrʊlənt], lobar [ˈlɜʊbə], pneumococci [ˌnju:mɜʊˈkɒksaɪ], consolidation [kənˌsɒlɪˈdeɪʃən], mucous [ˈmju:kəs], membrane [ˈmembreɪn], phagocyte [ˈfægəsaɪt]

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anaerobli; tayoqcha, batsilla; kokk, sharsimon; mikroorganizm; konsolidatsiya, zichlashuv, qattiqlashish; bo'lakli; parda, membrana; shilliq; mikrob, mikroorganizm; pnevmokokklar; fagotsit; yuqumli, virulent; aerob.

III. Quyidagi so'zlarni yodlang:

growth [grɜʊθ] *n* o'sish, kattalashish, o'sma;
however [haʊ′evə] *cj* ammo, lekin, biroq, ... ga qaramasdan;
favorable [′feɪvərəbl] *a* ijobiy, ma'qul, yaxshi, qulay;
multiply [′mʌltplaɪ] *v* ko'paymoq;
size [saɪz] *n* razmer, o'lcham, miqdor;
certain [sɜ:tn] *a* ayrim, aynan;
environment [ɪn′vaɪərənmənt] *n* atrof-muhit;
invade [ɪn′veɪd] *v* kirib olmoq, kasallanmoq, yuqmoq;
destroy [dɪs′trɔɪ] *v* buzmoq, yo'qotmoq;
occur [ə′kɜ:] *v* sodir bo'lmoq, uchramoq;
reveal [rɪ′vi:l] *v* aniqlamoq, ko'rsatmoq;
persist [pə′sɪst] *v* saqlanib qolmoq;
impair [ɪm′pɛə] *v* zararlamoq, buzmoq;
skin [skɪn] *n* teri;
catch [kætʃ] (caught, caught [kɔ:t, kɔ:t]) *v* tutib olmoq; kasallanmoq, yuqtirmoq;
report [rɪ′pɔ:t] *v* yetkazmoq, bildirmoq.

IV. Quyidagi so'z va so'z birikmalarini o'qing va tarjima qiling:

1. **favourable** [′feɪvərəbl]: a favourable reaction, favourable conditions, favourable results, a favourable development;
2. **environment** [ɪn′vaɪərənmənt]: home environment, the conditions of the environment, the environment acts favourably;
3. **occur** [ə′kɜ:]: occurred, a disease occurs, an interesting phenomenon occurred during the observation. When did it occur?
4. **persist** [pə′sɪst]: persisted, the disease persists, the temperature persists, the pain in the left side persisted;
5. **impair** [ɪm′pɛə]: impairment, to impair the lung, to impair the functions of lhe pancreas, to impair the health.

V. 1. Tekst A ni o'qing. 2. Tekstning har bir abzatsiga bittadan savol tuzing. 3. Quyidagi so'z birikmalarining tarjimasini topib yozing:

1. muayan chegaraga borguncha razmeri kattalashib boradi; 2. bu holda; 3. mikroorganizmlarning aksariyati; 4. zichlashish oqibatida; 5. xulosaga kelmoq.

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Text A. Microorganisms

All the existing microorganisms can be divided into two main groups - aerobic and anaerobic. Aerobic microorganisms must have atmospheric free oxygen for their life and growth. However one knows that free oxygen is not favourable for the development of anaerobic microorganisms.

Bacteria vary in shape and according to this feature they are divided into some groups. Spherical bacteria have been called *cocci.* They are also subdivided into several groups. Rod-shaped (tayoqchasimon) bacteria are called *bacilli.*

When bacteria multiply they divide. The growing organism increases in size up to a certain limit and in due time divides. The process of division depend on the conditions of the environment.

Any minute [maɪ′nju:t] (mayda) virulent microorganisms may invade the human body. But due to the local protective agents of the human organism they are destroyed. In this case no disease occurs.

However the local protective agents of the human organism are not always able to destroy completely the invading microorganisms. It is known that in such a case a local or general infection may occur.

Most of the microorganisms produce diseases when they enter the tissue and destroy it. If one examines under the microscope the alveoli of the lung of the man with lobar pneumonia a great number of pneumococci can be revealed.

While the disease persists the lung may be considerably impaired because of the consolidations which may develop in it.

But the human organism can fight against the microorganisms which have passed its first protective barriers, i.e. skin and mucous membranes.

The prominent Russian scientist I.I. Mechnikov had made many investigations before he was able to come to the conclusion that leucocytes could catch and destroy certain microbes. I.I. Mechnikov called them phagocytes or microbe cell destroyers.

HOME ASSIGNMENTS

VI. Answer the following questions:

1. What conditions are favourable for the growth and life of both aerobic and anaerobic microbes? 2. According to what are bacteria divided into groups? 3. To what limit do growing organisms increase in size when they multiply? 4. Due to what are minute virulent microorganisms destroyed when they invade the human organism? 5. In what case may local or general infection occur? 6. What can be revealed under the microscope in the alveoli of the lung of the man with lobar pneumonia? 7. Why may the lung be considerably

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impaired while the disease persists? 8. What barriers do skin and mucous membranes form? 9. What is the role of leucocytes in the human body?

VII. Read and retell Text B:

Text B. Robert Koch

Robert Koch is a prominent German bacteriologist, the founder of modern microbiology. He was born in 1843, died in 1910. When Koch became a doctor he carried on many experiments on mice (sichqonlar) in a small laboratory. In 1882 Koch discovered tuberculosis bacilli. In his report made in the Berlin Physiological Society Koch described in detail the morphology of tuberculosis bacilli and the ways to reveal them. Due to his discovery Koch became known all over the world. In 1884 Koch published his book on cholera. This book included the investigations of his research work carried out during the cholera epidemic in Egypt and India. From the intestines of the men with cholera Koch isolated a small comma-shaped (vergulsimon) bacterium. He determined that these bacteria spread through drinking water. In 1905 Koch got the Nobel prize for his important scientific discoveries.

LESSON 25

Grammatika: to be, **to have** fe'llarining ishlatilish hollari**;** majburiyatni yetkazish usuli.

CLASS ASSIGNMENTS

I. Quyidagi gaplarni kelasi zamonda qo‘llang:

1. The scientist can prove his investigations. 2. The patient may walk. 3. The nurse must feed the infant.

II. Quyidagi gaplarni inkor va so‘roq shaklida yozing:

1. The patient was able to fall asleep after taking the medicine. 2. We had to summarize and analyse all the findings of our observations. 3. The fifth-year students will be allowed to operate on the patients by themselves.

III. Qavs ichidagi so‘zlarni, so‘ng gaplarni tarjima qiling:

1. (Hamma) understood well the significance of this problem. 2. (Hech kim) felt tiredness after a long walk. 3. Can you see (nimanidir) on the lateral surface of the right lower extremity? 4. Does the pain spread (qayergadir)

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when you breathe in? 5. There is (hech narsa) new about the process of inhibition in the report.

IV. Tekst C ni o‘qing va tarjima qiling:

Text C. The Founder of Virology

Dmitry Iosiphovitch Ivanovsky, aprominent Russian scientist, was born in 1864. In 1888 he graduated from Petersburg University and began to study the physiology of plants and microbiology.

When D.I. Ivanovsky was investigating the tobacco mosaic disease (tamaki mozaik kasalligi) he was able to come to the conclusion that this disease occurred due to a microscopic agent, many times smaller than bacteria.

To prove this phenomenon D.I. Ivanovsky had to make many experiments on various plants. He had to pass the juice of the diseased plant through a fine filter which could catch the smallest bacteria. At that time everybody considered that bacteria were the smallest living organisms. But when D.I. Ivanovsky had completed to pass the juice through a fine filter, he was able to come to the conclusion that the living organisms smaller than bacteria existed in the environment, because when he introduced the filtrate of the diseased plants to healthy ones they became infected.

Before D.I. Ivanovsky nobody had been able to prove the existence of viruses. Dmitry Iosiphovitch Ivanovsky was the first scientist who was able to establish the new branch of microbiology - virology.

V. Quyidagi so‘zlarni yodlang. Gaplarni tarjima qiling:

wound [wu:nd] *n* yara. There was a large and deep wound on the lateral surface of the leg.

throat [θrɜʊt] *n* tomoq; **to have a sore throat** tomoq og‘rig‘i; **to gargle one’s throat** tomoq chayish. The doctor revealed redness in the patient’s throat. He has a sore throat.

property [ˈprɒpətɪ] *n* xususiyat. The main property of phagocytes is to destroy the invading microbes.

mucus [ˈmjukəs] *n* shilliq. The inner surface of the nose is covered with mucus.

pathogenic [ˌpæθəˈʤi:nɪk] *a* patogen, kasallikka moyil. Pathogenic microorganisms produce different diseases.

HOME ASSIGNMENTS

VI. Instead of the modal verbs use the equivalents in the proper tense:

1. The doctor must determine the origin of the disease for its successful treatment. 2. The doctor could reveal the consolidation in the lung by the X-

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ray examination. 3. The scientist can observe a rapid growth of microorganisms under the microscope. 4. The doctor says that this patient may sit up.

VII. Translate into English:

1. Mikroorganizmlar bo‘linish orqali ko‘payishini hamma biladi. 2. Kox uzoq vaqtgacha vabo bakteriyasini topa olmagan. 3. Vezaliygacha hech kim odam yuragi tuzilishini aniqlay olmagan. 4. Tadqiqotchi bu yangi tajriba orqali biron narsani isbotlashi shartmidi? 5. Hammaga ma'lumki, tana harorati ertalab ancha past va ilk oqshom paytlari ancha baland bo‘ladi.

VIII. Read and entitle Text D. Describe how bacteria invade the organism:

Text D

If there are no wounds on the skin no bacteria can invade it. But if any smallest wound exists then bacteria can pass into the tissue. The thin membranes about the eye, in the nose and throat have less protective properties against bacterial invasion and infection may often develop in these points.

The way by which a microorganism enters the human body is an important factor to determine the occurrence of any disease. Certain bacteria can persist and develop in the human body only coming into contact with the respiratory tract, others through contact with the mucus of the intestines.

The skin and mucus membranes of the body have a large number of bacteria, some of them are highly pathogenic in a favourable environment. The spread of these bacteria is controlled by the skin and phagocytes fighting against the invaders.

LESSON 26

CLASS ASSIGNMENTS

Revision

I. Quyidagi gaplarni o‘qing va tarjima qiling:

1. One should remember that most viruses are destroyed at the temperature of 50-60° within 30-60 minutes. 2. During the experiment the scientist was to investigate the process of inhibition in the cortex of the experimental animals. 3. B. Toshmatov filtered the juice of the diseased plants through such fine filters through which even the smallest bacteria could not pass. 4. The environment must be provided with the proper amount of oxygen for the growth of aerobic microorganisms.

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II. Quyidagi gaplarni o‘qing, tarjima qiling:

antibacterial [ˌæntɪbækˈtɪərɪəl], colony [ˈkɒlənɪ], toxic [ˈtɒksɪk], biologist [baɪˈɒlədʒɪst], expert [ˈekspɜ:t], injection [ɪnˈdʒekʃən], penicillin [ˌpenɪˈsɪlɪn], nature [ˈneɪtʃə]

III. So‘z va so‘z birikmalarni o‘rganing:

drug [drʌg] n dori;
dangerous [ˈdeɪndʒrəs] *a* xavfli;
disappear [ˌdɪsəˈpɪə] *v* yo‘q bo‘lmoq;
immediately [ɪˈmi:djətlɪ] *adv* tezda, paysalga solmay;
common [ˈkɒmən] *a* odatiy; umumiy; keng tarqalgan;
same [seɪm] *a* bir xil, xuddi;
dry [draɪ] a quruq; *v* quritmoq; artmoq;
extract [ɪksˈtrækt] *v* ajratmoq; chiqarmoq;
pure [pjʊə] *a* toza;
try [traɪ] *v* sinab ko‘rmoq, harakat qilmoq;
fail [feɪl] *v* uddalay olmaslik, eplay olmaslik; yiqilmoq (imtihonda);

Ba'zan **to fail** fe'lidan keyingi infinitiv bilan inkor formada - *maslik* tarzida tarjima qilinadi, masalan:

The X-ray examination failed to reveal heart enlargement. Rentgen ko‘rigi yurakning kattalashganini ko‘rsatmadi.

IV. Quyidagi so‘z birikmalarni tarjima qiling:

antibacterial drugs, a dangerous disease, common pathogenic bacteria the same family, dry bread, to extract pure penicillin, to try to do something immediately, to fail to reveal pathogenic microorganisms

V. Tekst E ni o‘qing. A. Fleming to‘g‘risida aytib bering:

Text E. Alexander Fleming

Alexander Fleming was born in 1881. He did research work at one of the hospitals in London and became interested in bacterial action and antibacterial drugs.

One day Fleming’s assistant brought him a plate on which some dangerous bacteria were being grown. “This plate cannot be used for the experiment,” said the assistant. “Some mould [mɜʊld] (zamburug‘) has formed on it and I’ll have to take another plate.” Fleming was ready to allow his assistant to do so. Then he looked at the plate and saw that the bacteria around the mould had disappeared. Fleming understood the importance of what had happened and immediately began to study the phenomenon.

He placed some mould on other plates and grew more colonies. By means of numerous experiments on animals he determined that this new

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substance was not toxic to the tissues and stopped the growth of the most common pathogenic bacteria.

Fleming called this substance penicillin. It is of the same family of moulds that often appear on dry bread.

But many investigations had been carried out before a method of extracting pure penicillin was found. It was also very difficult for Fleming to interest biologists and mould experts in penicillin and to decide the problem of its production.

In 1942 Fleming tried his own first experiment. A friend of his was very ill, dying. After several injections of penicillin the man was cured. It marked the beginning of penicillin treatment.

Fleming received the Nobel Prize for his great discovery. But he said, "Everywhere I go people thank me for saving their lives. I do not know why they do it. I didn't do anything. Nature makes penicillin. I only found it."

HOME ASSIGNMENTS

VII. Choose the appropriate word from those given in brackets. Translate the sentences:

1. (Somebody, something) has estimated that normally you breathe 25.920 times a day breathing in about 450 cubic feet of air. 2. Lately a new group of viruses called adenoviruses have been isolated from the human intestine and respiratory tract in tissue cultures. It has been determined that their presence produced (nothing, anything) pathologic. 3. (Everyone, everything) should remember that the connection of any virus with the body tissues considerably changes their properties. 4. (Everybody, everything) knows that when avirus invades the cell it multiples there and produces a number of pathologic process.

VIII. Answer the following questions:

1. Why are bacteria dangerous for people? 2. Who was the first scientist to extract penicillin in its pure form? 3. What antibacterial drugs were discovered in the 20th century? 4. What main property have phagocytes? 5. What kind of environment is favourable for the growth of anaerobic microorganisms? 6. What may occur when bacteria invade the human organism? 7. What do pathogenic microorganisms produce? 8. What organs are covered with mucus?

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IX. Read Text F. Answer the teacher's questions and retell the text:

Text F. The Discovery of Cholera Bacterium

In 1883 Koch went to Egypt to study cholera. At that time there was a widespread epidemic of cholera in Egypt.

Nobody knew the origin of this disease, there were not any protective measures against it.

The disease spread very rapidly from one place to another and thousands of healthy people died. But sometimes some people who were in a constant contact with the diseased person did not catch cholera.

As soon as Koch came to Alexandria he and his two assistants Gaffcky and Fisher began their investigations. In the blood, kidneys, spleen, liver, and lungs of the people who died of cholera Koch found many microorganisms but all of them were not the agents of cholera. However in the walls of the intestines and in stools Koch always found a microorganism which looked like a comma. Many times Koch tried to grow this bacterium on gelatin but he failed to do it. Many times Koch inoculated (emlagan) this bacterium to the experimental animals, but none became ill with cholera. As the epidemic of cholera became less in Egypt, Koch went to India to continue his investigations there. In Kalcutta Koch often walked along its muddy (loy) streets, where the poor lived. Once Koch saw some muddy water on the ground near a small house.

Koch looked into that water and he thought he saw there those "commas". He took some of this water, analysed it under the microscope many times and found there the same bacteria which he had so many times revealed in the people with cholera. Koch also established that animals could not catch this disease.

The source [sɔ:s] of the disease was the water, which people drank.

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CYCLE V. MEDICAL INSTITUTIONS

UNIT 1. POLYCLINICS

LESSON 27

Grammatika: Present ni Future o‘rnida ishlatilishi.

CLASS ASSIGNMENTS

I. Quyidagi gaplarni tarjima qiling:

1. If the red blood cell count decreases the patient will require additional treatment. 2. The development of cortical inhibition will begin after the experimental animal is given the proper drug. 3. The infant will be fed artificially until the mother’s health is restored.

II. Quyidagi so‘zlarning talaffuzini eslab qoling. Ularni tarjima qiling:

polyclinic [ˈpɒlɪklɪnɪk], neurologist [njʊəˈrɒlədʒɪst], urine [ˈjʊərɪn], urinalysis [ˌjʊərɪˈnælәsɪs], regimen [ˈredʒɪmənt], test [test], diagnosis [ˌdaɪәgˈnəʊsɪs]

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

institution [ˌɪnstɪˈtju:ʃən] *n* muassasa;

ring up [rɪŋ ʌp] (rang up, rung up) *v* qo‘ng‘iroq qilmoq;

call [k:ɔl] *n* chaqiruv; **call in** *v* (vrach) chaqirmoq;

physician [fɪˈzɪʃən] *n* vrach;

complain (of) [kəmˈpleɪn] *v* shikoyat qilmoq;

complaint [kəmˈpleɪnt] *n* shikoyat;

correct [kəˈrekt] *a* to‘g‘ri; *v* to‘g‘rilamoq;

administer [ədˈmɪnɪstə] *v* tavsiya qilmoq (dori);

consult [kənˈsʌlt] *v* (vrachga) murojaat qilmoq; **consulting hours** [kənˈsʌltɪŋ ˈaʊəz] qabul soatlari; **consulting room** [kənˈsʌltɪŋ ˈru:m] vrach kabineti;

reception [rɪˈsepʃən] *n* qabul;

serious [ˈsɪərɪəs] *a* jiddiy;

sick [sɪk] *a*, *n* kasal; **sick-leav**e kasallik varaqasi; **be on a sick-leave** kasallik varaqasida bo‘lmoq;

definite [ˈdefɪnɪt] *a* aniq;

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chart [ʧ*a*:t] *n* jadval, grafik, diagramma, sxema; **temperature chart** harorat varaqasi;

patient's card [ˈpeɪnt ˊk*a*:d] bemor kartochkasi;

fill in *v* to'ldirmoq.

IV. Ergash gaplarni tarjima qiling:

1. You will receive a sick-leave ... a) agar haroratingiz yuqori bo'lsa; b) vrach jiddiy kasallik tashxisini qo'yganda. 2. The nurse will give you the injections of antibiotics ... a) vrach tavsiya etgandan so'ng; b) infeksiya jarayoni zararsizlantirilguncha.

V. 1. Tekst A ni o'qing. 2. Kelasi zamon o'rnida hozirgi zamon qo'llanilgan gaplarni toping va tarjima qiling. 3. Quyidagi so'z birikmalarining tarjimasini toping:

vrach chaqirmoq, to'g'ri tashxis qo'ymoq, to'g'ri davolanishni tavsiya etmoq, kasallik varaqasini olmoq, inyeksiya qilmoq, temperaturani o'lchamoq, chaqiruvga bormoq

Text A. Polyclinics

The state has established a wide network (tizim) of medical institutions to protect the health of people. One of such medical institutions is the polyclinic.

If a person falls ill he will ring up his local polyclinic and call in a doctor. When his condition isn't very poor and he has no high temperature he will go to the local polyclinic and a physician will examine him there.

Many specialists including therapeutists, neurologists, surgeons and others work at the polyclinic. During the medical examination a physician usually asks the patient what he complains of and according to the complaints carries on the medical examination. The physician listens to the patient's heart and lungs and measures his blood pressure and if necessary asks the patient to take the temperature. The laboratory findings which include blood analysis, the analysis of urine (urinalysis) and other tests help the physician to make a correct diagnosis and administer a proper treatment.

In addition to their consulting hours at the polyclinic local physicians go out to the calls to examine those patients who are seriously ill and whose condition is bad. Such sick persons receive a sick-leave. They usually follow a bed regimen.

Any physician of the polyclinic knows his patients very well because he treats only a definite number of patients. At the local polyclinic every patient has a personal patient's card which is filled in by his physician. Everything about the patient - the diagnosis of the disease, the administrations made by

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the doctor, the course of the disease, the changes in the patient's condition after the treatment are written down in the card.

If it is necessary a nurse will come to the patient's house to give him the administered injections or carry out any of the doctor's administrations.

HOME ASSIGNMENTS

VI. Supply postpositions wherever necessary:

1. The nurse filled ... the patient's card when she took my temperature. 2. We have called ... a physician as my sister's condition became considerably worse. 3. The significance of oxygen for the development of aerobic microorganisms has been found ... by the microbiologists. 4. The prominent O'zbek physiologist Pulatov carried ... many experiments to determine the nature of conditioned reflexes.

VII. Translate into English:

1. Oshqozon shirasi analizi tayyor bo'lishi bilan, bemorga kerakli diyetani tavsiya etishadi. 2. Natijalar ijobiy bo'lgunga qadar, davolanish davom etadi. 3. Yurak urishi chastotasi bir me'yorda bo'lsa, bemorga o'tirishga ruxsat beriladi.

LESSON 28

Grammatika: Continuous Passive zamon guruhi;
both ... and, **either ... or**, **neither ... nor** juft bog'lovchilari.

CLASS ASSIGNMENTS

I. Bog'lovchilarni yod oling. Gaplarni tarjima qiling:

1. The patient complained **both** of a high temperature **and** of the pain in the chest. 2. **Both** the therapeutist **and** the surgeon have come to the conclusion to treat the patient at home. 3. You must investigate **either** the blood gases **or** the corpuscular elements of the blood. 4. The therapeutist did not administer him **either** a bed regimen **or** a diet. 5. The physician revealed **neither** the increased respiratory rate **nor** the increased pulse rate.

II. Quyidagi so'z va so'z birikmalarini yodlang:

cough [kɒf] *n* yo'tal; *v* yo'talmoq; **cough mixture** yo'talga qarshi mikstura;
moist [mɔɪst] *a* nam;
rale [r*a*:l] *n* xirillash (o'pkada);
acute [ə′kjut] *a* o'tkir;
cold [kɜʊld] *n* shamollash; **catch a cold** shamollamoq;
accumulate [ə′kju:mjuleɪt] *v* to'planmoq; yig'ilmoq;

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light [laɪt] *a* yengil; yorug‘;
orally [ˈɔ:rəlɪ] *adv* ichkari; og‘iz orqali.

III. So‘z birikmalarini tarjima qiling:
1. nam iqlim, nam havo, nam atrof-muhit, nam ko‘llar; 2. nam xirillash, quruq xirillash, o‘pkada xirillashni aniqlamoq, o‘pkada nam xirillashni eshitmoq; 3. quruq yo‘tal, yo‘talga qarshi mikstura ichish, qattiq yo‘talish.

HOME ASSIGNMENTS

IV. Read and memorize the following words:
bronchitis [brɔŋˈkaɪtɪs], catarrh [kəˈtɑ:], discomfort [dɪsˈkʌmfət], bronchial [ˈbrɔŋkjəl], diet [daɪət], recommend [rekəˈmend], tablets [ˈtæblɪts], symptom [ˈsɪmptəm], procedure [prəˈsi:ʤə], abnormal [æbˈnɔ:məl]

V. Supply conjunctions ‘both … and’. Translate the following sentences:
1. Experienced therapeutists and neurologists work at this polyclinic. 2. At the polyclinic consulting hours may be in the morning and in the evening. 3. The nurse fills in temperature charts and gives injections.

VI. 1. Read Text B. 2. Make the plan. 3. Describe the main symptoms of bronchitis. 4. Find and translate the sentences with a) pairs of correlative conjunctions; b) Continuous Passive:

Text B. A Case of Bronchitis

Patient Karimov called in a physician from the local polyclinic. He could not go to the polyclinic himself because his temperature was about 38°C. In a few hours doctor Rasulova, an experienced therapeutist, came to the call.

Doctor Rasulova wanted to know the patient’s complaints. When the patient was being questioned by the physician on his condition he said that a short, painful dry cough associated with rapid respiration had developed two days before. In addition to that the patient complained of the pain both in the throat and behind the breastbone.

While the patient was being examined the physician listened to his heart and lungs and then measured his blood pressure. Neither the blood pressure nor the heart sounds were abnormal. But both dry and moist rales were heard in the lungs. The respiratory rate was considerably increased and the patient breathed with difficulty. The physician also determined that the patient felt discomfort in the chest.

On the basis of all the findings the physician made the diagnosis of acute bronchitis in a mild form. She thought it was neither a catarrh nor a cold. The

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amount of the discharge from the bronchial mucous membrane was large. It accumulated in the bronchial tubes and made the patient cough. Passing through this fluid in the bronchial tubes the air which was breathed in and out produced moist and dry rales.

It was not necessary to admit the patient to the hospital, he was allowed to follow home treatment. The patient had to be on a sick-leave until his temperature became normal and all the symptoms were controlled. He was to follow a bed regimen and a light diet. He was also recommended to drink either warm milk or have warm applications to his chest. These procedures had to control the cough and impaired breathing.

The doctor administered the patient two tablets of tetracyclin to be taken orally and a cough mixture to be taken three times a day.

LESSON 29

So‘z yasalishi: -less suffiksi.

CLASS ASSIGNMENTS

REMEMBER!

-less suffiksi otdan sifat yasaydi va biror xislatning yo‘qligiga ishora qiladi. O‘zbek tiliga **-siz** qo‘shimchasi yordamida tarjima qilinadi: **use** [ju:s] foyda - **useless** [ˈju:slıs] foydasiz; **child** [ʧaıld] bola - **childless** [ˈʧaıldlıs] befarzand.

I. So‘zlarni o‘qing va tarjima qiling:
sleepless, careless, helpless, homeless, lifeless, painless, hopeless, restless

II. 1. Tekst C ni lug‘at yordamida o‘qing. 2. Ajratilgan so‘zlarni topib yod oling. 3. Tekstga nom bering, so‘ng so‘zlab bering:

Text C

Andrew went to his first call immediately, with a wonderful sense, almost of relief.

He reached 7 Glydar Place, knocked breathlessly upon the door, and was immediately admitted to the kitchen, where the patient was lying. She was a young woman, wife of a steel worker named Williams, and as he **approached** the bedside with a fast-beating heart he felt the significance of this, the real starting-point of his life.

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How often had he thought of it as in a crowd of students, he had watched a demonstration in Professor Lamplough's **wards!** Now he was alone, confronted by a case which he must diagnose and treat unaided. Immediately he understood his complete unpreparedness for such a task.

Andrew Manson examined the patient with scrupulous care. There was no **doubt** about it, she was ill. She complained that her head **ached** intolerably. Temperature, pulse, tongue, they all spoke of **trouble**, serious trouble. What was it? Andrew asked himself that question again and again. He was **afraid** to make a bad mistake or not to be able to make a correct diagnosis. It seemed to him that he had missed nothing, yet it was very difficult to group all the symptoms under the name of some definite disease.

Note

1. **Andrew asked himself that question** – Endryu o'ziga ushbu savolni berar edi (**himself** - o'zlik olmoshi)

V. "as" so'zining ko'p ma'noliligiga e'tibor bergan holda quyidagi gaplarni tarjima qiling:

1. My brother wants to become a surgeon as he likes surgery. 2. As the physician was examining the patient he revealed moist rales in the lungs. 3. In the human being the size of the heart is as large as his fist (musht). 4. My father works as a therapeutist at the polyclinic.

HOME ASSIGNMENTS

VI. Give the English equivalents of the verbs in brackets. Translate the sentences:

1. While the properties of filterable viruses (o'rganilgan) the scientist (o'tkazgan) numerous experiments. 2. When the physician (yaqinlashganida) the patient's bedside loud coughing (eshitildi) in the ward. 3. Now the professor (o'qimoqda) a lecture in which the properties of anaerobic microorganism (analiz qilinmoqda).

VII. 1. Read Text D. 2. Try to understand the meaning of the words in bold type from the context. 3. Retell the text:

Text D. Tracheitis

Tracheitis [trəˈkɪˈaɪtɪs] is the disease in which the mucous membrane of the trachea [trəˈkɪə] is impaired. The disease usually develops in a weak organism, after a person has been in the cold environment for a long period of time, or after some infectious disease.

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In such conditions the microorganisms such as pneumococci, staphylococci and streptococci which usually invade the upper respiratory tract, multiply rapidly and produce the inflammation of the mucous membrane.

The main symptom of tracheitis is the cough, usually dry at first. But in a day or two it becomes productive. After the attack of cough the patient feels pain in the substernal area and in the throat. The general condition becomes worse. When the attacks of cough are particularly long, a bad headache may develop. In the adults the temperature may not be high, but in the children it may be as high as 39°C.

The patient with tracheitis usually follows home treatment receiving a sick-leave for the period of his disease. The patient must be in a warm room well aired. He may be administered aspirin or codein which gives some relief. He may also be recommended to have warm milk with soda several times a day.

UNIT 2. HOSPITALS

LESSON 30

So‘z yasalishi: intra-, **over-** prefikslari.

CLASS ASSIGNMENTS

REMEMBER!

1. **intra-** [ɪntrə] prefiksi *ichida, orasida* degan ma'noni beradi: **cellular** [ˈseljulə] hujayrali - **intracellular** [ˈɪntrəˈseljulə] hujayralararo;
2. **over-** [ɜʊvə] prefiksi so‘zga *me'yordan ortiq* degan ma'noni beradi: **dosage** [ˈdɜʊsɪʤ] dozirovka - **overdosage** [ˌɜʊvəˈdɜʊsɪʤ] dozani ortib ketishi.

I. Quyidagi so‘zlarni o‘qing va tarjima qiling:

a) intracranial, intramuscular, intravenous, intracardiac, intrapleural, intrathoracic, intratracheal, intraspinal;

b) overweight, overgrowth, overestimate, overgrow;

II. Quyidagi so‘zlar talaffuzini eslab qoling. Tarjima qiling:

hospitalize [ˈhɒspɪtəlaɪz], intravenous [ˈɪntrəˈviːnəs], instruction [ɪnˈstrʌkʃən], electrocardiogram [ɪˈlektrəˈkɑːdɪəgrəm], intramuscular [ˈɪntrəˈmʌskjulə], result [rɪˈzʌlt]

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III. Quyidagi so‘z va so‘z birikmalarini yodlang:

department [dɪˈpɑ:tmənt] *n* bo‘lim; **in-patient department** statsionar bo‘lim; **out-patient department** ambulator bo‘lim;

reception ward [rɪˈsepʃən ˈwɔ:d] *n* qabulxona;

initial [ɪˈnɪʃəl] *a* boshlang‘ich, birinchi;

apply [əˈplaɪ] *v* qo‘llamoq, qo‘ymoq; **apply cups** banka qo‘ymoq;

prescribe [prɪsˈkraɪb] *v* (dori) yozib bermoq;

dose [dɜʊz] *n* doza; **dosage** [ˈdɜʊsɪʤ] *n* dozirovka;

indicate [ˈɪndɪkeɪt] *v* ko‘rsatmoq, bildirmoq;

keep [ki:p] (kept, kept) *v* saqlamoq;

poisonous [ˈpɔɪznəs] *a* zaharli, toksik;

cause [kɔ:z] *v* keltirib chiqarmoq; sabab;

death [deθ] *n* o‘lim; **death rate** o‘lim darajasi;

round [raʊnd] *n* ko‘rik ; **make one’s daily rounds** kunlik ko‘rik o‘tkazmoq (kasallarni);

relieve [rɪˈli:v] *v* yengillatmoq, ozod etmoq; (og‘riq) qoldirmoq;

prevent [prɪˈvent] *v* oldini olmoq;

recovery [rɪˈkʌvərɪ] *n* sog‘ayish, tiklanish.

IV. Quyidagi so‘z birikmalarini tarjima qiling:

to be admitted to the in-patient department, to fill in a case history, to make an initial diagnosis, to estimate the initial findings, to apply a new method of treatment, overdosage of a drug may cause death, to take the patient’s temperature, to give injections, to take an electrocardiogram

V. 1. Tekst A ni o‘qing. 2. “to be” fe'li modallik vazifasini bajargan gaplarni toping va tarjima qiling. 3. Tekstga reja tuzing va so‘zlab bering:

Text A. Work of an In-patient Department

When patients are admitted to the hospital first of all they are received by a nurse on duty at the reception ward.

Those patients who are to be hospitalized have already received the direction from the polyclinic. The nurse on duty fills in patients’ case histories in which she writes down their names, age, place of work, occupation, address and the initial diagnosis made by a doctor at the polyclinic.

Then a doctor on duty examines the hospitalized patients and gives his instructions what department and wards the patients are to be admitted to.

At the in-patient departments a hospital life begins early in the morning. The nurses on duty take the patients’ temperature, give them intramuscular and intravenous injections, take stomach juice for analysis,apply cups and give all the prescribed remedies in the doses indicated by the ward doctors.

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The nurses keep all the drugs in special drug cabinets. All the drugs have special labels (etiketkalar). The names of drugs are indicated on them. Patients are not allowed to take the medicines themselves because some drugs are poisonous, the overdosage of some other drugs may cause unfavourable reactions and even death.

At about nine o'clock in the morning the doctors begin the daily rounds of the wards during which they examine all the patients. After the medical examination the doctors administer the patients different procedures: electrocardiograms are taken, laboratory analyses of blood, urine and gastric juice are made. Some patients are administered a bed regimen, others are allowed to walk; some are to follow a diet to relieve stomachache or prevent unfavourable results in case of stomach troubles. All the doctors always treat the patients with great attention and care. There is no doubt that such a hearty attitude of the doctors to the patients helps much in their recovery.

Notes

1. **a nurse (a doctor) on duty** - navbatchi hamshira; **to be on duty** - navbatchi bo'lmoq;
2. **a drug cabinet** - dorilar uchun shkaf, apteka shkafi.

HOME ASSIGNMENTS

VI. Use the active vocabulary of the lesson instead of the following:

1. to advise and order the patient some medicine; 2. to produce; 3. to put cups; 4. a definite amount of the drug; 5. to stop the spread of inflammation; 6. a toxic medicine; 7. to make the pain less; 8. to be allowed and used.

VII. Make up the sentences corresponding to the O'zbek ones, out of the words given in brackets:

1. Zaharli dorilar noxush reaksiyalar keltirib chiqarishi mumkin. (reactions, poisonous, drugs, unfavourable, cause, may) 2. Dori nomlari etiketkalarda ko'rsatiladi. (on, the, of, names, medicines, the, labels, are, indicated) 3. Tavsiya etilgan dori to'sh suyagi ortidagi og'riqni qoldirolmadi. (in, area, the, administered, the, drug, failed, substernal, pain, to relieve, the)

VIII. Read Text B and entitle it:

Text B

As soon as the patient is admitted to the in-patient department the ward doctor fills in the patient's case history. It must include the information

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about the patient's parents - if they are living or not. If they died, the doctor must know at what age and of what causes they died. The doctor must know if any of the family has ever been ill with tuberculosis or has had any mental or emotional impairments. This information composes the family history.

The patient's medical history must include the information about the diseases which the patient had both being a child and an adult, about the operations which were performed, about any traumas he had. The patient's blood group and his sensitivity to antibiotics must be determined and the obtained information written down in the case history. These findings compose the past history.

The attending doctor (davolovchi vrach) must know what the patient's complaints and symptoms are. He must know how long and how often the patient has had these complaints.

The information on the physical examination of the patient on his admission to the hospital, the results of all the laboratory tests and X-ray examinations, the description of the course of the disease with any changes in the symptoms and the condition of the patient, the administered medicines in their exact doses and the reduced effect of the treatment - all these findings which compose the history of the present illness must always be written down in the case history.

The case history must always be written very accurately and consist of exact and complete information.

LESSON 31

Grammatika: gerundiy, uning shakllari va funksiyalari.
Sifatdosh shakllari.

CLASS ASSIGNMENTS

I. Ustunlar bo'yicha gaplarni o'qing:

1. a) Look at that boy **reading** a newspaper.
   b) **Reading** is useful.
2. a) The man **reading** a book is my friend.
   b) I like his rapidly **reading.**
3. a) **Reading** this a book I learn a lot of new words.
   b) His favourite occupation is **reading.**
4. a) The **reading** man is my friend.
   b) I like your idea of **reading** this book.
5. a) **Reading** a book I did not hear when she came in.
   b) After **reading** I began to write a letter.

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6. a) He stood nearby **reading** a book.
b)We cannot gain knowledge without **reading.**

II. Quyidagi gaplarni tarjima qiling:

1. The scientist continued investigating the properties of blood gases. 2. Your rapid recovery depends on properly following the administered treatment. 3. He works on determining the increase of white blood cells in this disease. 4. In making observations particular care to obtain exact findings is necessary.

III. Ajratilgan so‘zlarga e'tibor bergan holda gaplarni o‘qing:

1. a) **Reading** books is useful.
b) **The reading** of books is useful.
2. a) **His reading rapidly** is not always understandable.
b) **A good reading** is always understandable.
3. a)**Being** busy, he postponed his trip.
b) Human **beings** cannot live without oxygen.

IV. Ushbu infinitivlardan gerundiy va sifatdosh yasang:

to take, to have extended, to be sent, to have been founded

V. Gaplarni tarjima qiling:

1. After having been told the results of the X-ray examination the physician wrote them down in the patient’s case history. 2. I don’t like being read to, I like reading myself. 3. The patient was thankful to the doctor for his having been so attentive to him. 4. No physician can make a proper diagnosis without having examined the patient.

HOME ASSIGNMENTS

VI. Give all known to you gerund forms of the verbs and translate them:

to prevent, to buy, to restore

VII. Choose the appropriate participle from those given in brackets. Translate the sentences:

1. ... the necessary fluid we could continue our experiments. (having obtained; having been obtained; being obtained) 2. ... for a prolonged period of time the patient made a complete recovery. (being treated; having been treated; having treated) 3. ... by the physician the patient was complaining of an acute pain in the substernal area. (having been examined; being examined; having examined)

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VIII. Choose the appropriate gerund from those given in brackets. Translate the sentences:

1. The results of the treatment of the patient depend on his ... in time. (having been operated on; being operated on; having operated on; operating)
2. I want my electrocardiogram ... by three o'clock. (being taken; having been taken; taking; having taken)

IX. 1. Read Text C. 2. What do paragraphs two and three deal with? 3. Find and translate the sentences with gerunds. 4. Put questions to the text:

Text C. At a Chemist's

As you know on receiving a prescription from a doctor or on following a home treatment all of us need medicines which are ordered or bought at a chemist's.

There are usually two departments in a large chemist's. At the chemist's department one can have the medicine immediately, other drugs have to be ordered at the prescription department.

At any chemist's all the drugs are kept in drug cabinets. Every small bottle, a tube or a box of medicine has a label on it. White labels indicate drugs for internal use, yellow ones indicate drugs for external use and blue ones indicate drugs used for injections. The dose to be taken and the directions for the administration are also indicated on a label. Indicating the dose and the name of any medicine is necessary for chemists, nurses, doctors and patients themselves. It prevents confusing (to confuse - adashtirmoq) different remedies, some of which are poisonous. Their overdosage may cause unfavourable reactions and sometimes even death.

At a chemist's one can buy different drugs for intramuscular and intravenous injections, for oral administration and for external use.

Before using the medicine the patient must know well that he is taking the proper drug and in the necessary dosage.

Notes

1. **a chemist's (shop)** – apteka;
2. **a chemist's department** – tayyor dori vositalari bo'limi;
3. **a prescription department** – retsept bo'yicha beriladigan bo'lim.

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LESSON 32

CLASS ASSIGNMENTS

I. Kerakli sifatdosh shaklini qo‘llab qavslarni oching:

1. (to make) the discovery of filterable viruses Dmitry Ivanovsky determined the cause of the tobacco mosaic disease. 2. The book “The Anatomy of Cardiac Blood Vessels” (to compose) by S. Samoylova after her numerous investigations was published in 1970. 3. On having performed the operation the surgeon must carry out all the procedures (to prevent) from the infection. 4. (to relieve) of all the painful symptoms the male patient fell asleep.

II. Gaplarni tarjima qiling:

1. On changing the administered treatment the physician considered that the patient’s condition would become better. 2. In making scientific observations one must be particularly careful. 3. Cardiac impairments are revealed by taking electrocardiograms. 4. Blood cannot be transfused without its group being determined first.

III. 1. Tekst D ni o‘qing va tarjima qiling. 2. Ajratilgan so‘z va so‘z birikmalarini yodlang. 3. Tekstning mazmunini so‘zlab bering:

Text D

I went to my medical man. He is my old friend. He feels my pulse, and looks at my tongue, and talks about the weather, when I consider that I am ill. I thought I would do him a good turn by going to him now. “What a doctor wants,” I said, “is practice. He shall have me. He will get more practice out of me than out of seventeen hundred patients with only one or two diseases each.” So I went to him and saw him, and he said, **“Well, what’s the matter with you?”** I said, “I will not take up your time, dear boy, with telling you what is the matter with me. But I will tell you what is not the matter with me. I have not got housemaid’s knee. Why I have not got housemaid’s knee, I cannot tell you; but the fact is that I have not got it. Everything else, however, I have got.”

And I told him how I came to discover it all.

Then he opened me and looked down me and clutched hold of my wrist and then he hit me over the chest when I wasn’t **expecting** it, and immediately afterwards butted me with the side of his head. After that, he sat down and wrote out aprescription and gave it to me, and I put it in my pocket and went out.

I did not open the prescription. I took it to the nearest chemist’s and handed it in. The man read it, and then handed it back.

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He said he did not keep it.

I said, "You are a chemist?"

He said, "I am a chemist. If I was a co-operative store and family hotel combined, I might be able to give you such a remedy."

Then I read the prescri ption. It ran:

"1 good beefsteak with

1 pint bitter beer

every six hours

1 ten-mile walk every morning

1 bed at 11.^{00} **sharp** every night.

And don't stuff up your head with things you don't understand."

I followed the directions with the happy result - speaking for myself - that my life was **preserved** and is still going on.

(exctract from "Three Men in a Boat" by Jerome K. Jerome)

Notes

1. **housemaid's knee** – tizza kosasining yallig'lanishi;

2. **he opened me and looked down me** – tugmalarimni yechib boshdan oyoq tekshirib chiqdi;

3. **clutched hold of my wrist** – bilagimdan tutdi.

HOME ASSIGNMENTS

IV. Translate into English:

1. Men statsionarga bordim; u aptekaga boradi; u endigina poliklinikaga ketdi; 2. Vrach pulsni tekshirdi; men o'zimni yaxshi sezayapman; sezilayotgan og'riq; 3. Elektrokardiogramma olmoq; hamshira temperaturani o'lchadi; hamshira endigina mendan analiz uchun qon oldi; 4. Vrach retseptlar yozadi; kecha vrach bu bemorga retsept yozib berdi; vrach endigina menga mikstura uchun retsept yozib berdi.

V. Read and translate the medical terms:

aetiology [ˌi:tɪˈɒlədʒɪ], pathogenesis [ˌpæθəˈdʒi:nɪsɪs], mechanism [mɪˈkənɪzəm], visual [ˈvɪʒjʊəl], palpation [pælˈpeɪʃən], percussion [pɜ:ˈkʌʃən], auscultation [ˌɔ:skəlˈteɪʃən], cystoscopy [ˌsɪstəsˈkɜʊpɪ], edema [ˈi:dɪmə], haemorrhage [ˈheməɪdʒ], objective [ɒbˈdʒektɪv], subjective[sʌbˈdʒektɪv]

VI. 1. Read Text E using a dictionary. 2. Memorize the words in bold type. 3. Be ready to answer the questions on the text:

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Text E. Examination of the Patient

Before treating the patient it is necessary to make a correct diagnosis of the disease and to determine its aetiology, i.e. the causes of the disease. The doctor must know well the pathogenesis of any disease, i.e. the way and mechanism of its development, as well as the symptoms by which it can be revealed.

A number of different procedures is used to establish a diagnosis: history-taking, physical examination, which includes visual examination, palpation, percussion, auscultation, laboratory studies, consisting of urinalysis, blood, **sputum** and other analyses; instrumental studies, for example, taking electrocardiograms or cystoscopy, X-ray examination and others.

For determining a disease it is very important to know its symptoms such as breathlessness, edema, cough, **vomiting**, fever, haemorrhage, headache and others. Some of these symptoms are objective, for example, haemorrhage or vomiting, because they are determined by objective study, while others, such as headache or dizziness (bosh aylanishi) are subjective, since they are **evident** only to the patient.

LESSON 33

CLASS ASSIGNMENTS

Revision

I. Gaplarni tarjima qiling va kesimlarning farqini toping:

1. I am examining. I am being examined. 2. The nurse was giving intravenous injections when we came in. Intravenous injections were being given to the nurse as she herself was ill at that time. 3. Now neurologist Smirnov is administering a new treatment. Now neurologist Smimov is being administered a new treatment.

II. 1. Tekst A ni lug‘at yordamida o‘qib tarjima qiling. 2. Quyidagi so‘z birikmalarining ingliz tilidagi ekvivalentlarini toping:

kerakli (to‘g‘ri) javob olmoq; o‘zini erkin his qilmoq; aniq maydonni topmoq; barcha ko‘rinarli belgilarini ko‘rsatmoq; oddiy bo‘lmagan simptomlar; siz so‘rashingiz mumkin edi; tushunmovchiliklarni aniqlamoq

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Text A. How to Take the Case

When we become doctors, we should always remember the following things.

As soon as the patient enters the consulting, or when we enter his room, observation should begin immediatly. We look for external signs and symptoms as long as the professional visit lasts.

How do you begin the consultation with the patient? A first requirement is to develop a feeling of sympathy with the patient by your questions, your actions, your interest in him and his troubles. Select and choose your questions well to be adequate for the situation.

Now when the patient begins to tell you his complaints, his signs and symptoms, and various diagnostic terms that have been given to his disease, you should carefully note what he is telling you.

When the patient has finished his description, it is for you to make clear some points he did not give in details. Your questions must be understood by the patient well to get a meaningful answer.

When questioning the patient your aim should be to make the patient feel free, so that he tells you everything. The patient must feel at his ease. Never hurry him, that is the worst thing you can do. When you record his symptoms, be sure to have the exact expressions used.

Always ascertain the exact region in which the patient feels this or that. When the patient has finished his story, and you have ascertained some points, then is the time to make your physical examination. There again be very observant and note all the visible signs or symptoms in all the regions of the body.

A good physical examination is important. First because only by knowing his physical impairments, his past diseases, can you differentiate between strange, rare and particular symptoms, and symptoms logically depending upon these results, i.e. common symptoms.

Secondly, a physical examination is important to establish the prognosis of the case: sometimes without a physical examination you cannot say if something is malignant or benign. The prognosis may be very different. If there is a malignancy you need more time for the cure than with a benign case if cure is possible.

Thirdly, a physical examination is important to establish an exact diagnosis. You might ask why is an exact diagnosis important? It is needed for the administration of a proper treatment.

So, you see now, how to take the case: first let the patient tell you his symptoms. Secondly try to clear up indistinct things precisely by careful questioning. Thirdly, make your physical examination.

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CYCLE VI. DISEASES

UNIT 1. THE DISEASES OF THE RESPIRATORY TRACT

LESSON 34

Grammatika: Perfect Continuous zamon guruhi.

CLASS ASSIGNMENTS

I. Quyidagi so‘zlar talaffuzini eslab qoling. Tarjimasini pastdan toping:
lobular [ˈlɒbju:lə], focus [ˈfəʊkəs], foci [ˈfəʊsaɪ], cyanosis [ˌsaɪəˈnəʊsɪs], bronchiole [ˈbrɒŋkɪəl], crepitation [ˌkrepɪtˈeɪʃən], diffuse [dɪˈfju:z], differentiate [ˌdɪfəˈrensɪeʃən], pleurisy [ˈplʊərɪsɪ]

differensiyalamoq, farqlamoq; bronxiola; krepitatsiya, qisirlash; plevrit; sianoz, ko‘karish; o‘choq (o‘choqlar); bo‘lakli, lobulyar; diffuz, tarqoq

II. Quyidagi so‘zlarni yodlang:
gradually [ˈgrædjʊəlɪ] *adv* asta-sekin;
improve [ɪmˈpru:v] *v* yaxshilanmoq;
accompany [əˈkʌmpənɪ] *v* ketma-ketlikda bo‘lmoq;
occlusion [əˈklu:ʒən] *n* to‘siq;
purulent [ˈpjʊərʊlənt] *a* yiringli;
sputum [ˈspjutəm] *n* balg‘am;
accelerate [ækˈseləreɪt] *v* tezlashmoq;
reduce [rɪˈdju:s] *v* tushmoq, kamaymoq;
dullness [ˈdʌlnəs] *n* bo‘g‘iqlik;
spleen [spli:n] *n* taloq;
enlarge [ɪnˈlɑ:dʒ] *v* kattalashmoq, kengaymoq;
sign [saɪn] *n* belgi, simptom;
intensity [ɪnˈtensɪtɪ] *n* kuchlanish, kuch, zichlik;
shadow [ˈʃædəʊ] *n* soya; *v* soya tushirmoq;
severe [sɪˈvɪə] *a* kuchli, og‘ir, jiddiy;
unit [ˈju:nɪt] *n* birlik, bo‘lim.

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III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **occlusion** [ə′klu:ʒən]: the occlusion of the artery, the occlusion of the small intestine, to reveal the intestine occlusion;

2. **sputum** [′spjutəm]: purulent sputum, thick sputum, the analysis of the sputum failed to reveal cellular elements;

3. **sign** [saın]: abnormal signs, the signs of the disease, these signs indicated the presence of inflammation;

4. **severe** [sı′vıə]: a severe form of the disease, a severe inflammation, to suffer from a severe cardiovascular disease, to suffer from a severe form of grippe.

IV. 1. Tekst A ni o‘qing. 2. Perfect Continuous guruhiga oid gaplarni toping, ularni tarjima qiling. 3. Ushbu so‘zlarning tarjimasini toping:

orasida; chuqur nafas olganda; kasalxonaga qabul qilinmoq; butun o‘pka bo‘ylab; pnevmoniyaning og‘ir formasi

Text A. Lobular Pneumonia

Patient Akbarov aged 48 was admitted to the hospital with the diagnosis of lobular pneumonia. He had been developing lobular pneumonia gradually. A week before the admission to the hospital he had had bronchitis after which his condition did not improve.

Fever had an irregular course and the temperature changes were caused by the appearance of the new foci of inflammation in the pulmonary tissue. Fever had been persisting for two weeks and had been decreasing gradually.

The patient’s breathing was rapid with 30-40 respirations per minute. There was breathlessness and cyanosis of the face associated with the accompanying bronchitis, decrease in the respiratory surface and occlusion of numerous bronchioles and alveoli.

The patient complained of the pain in the chest particularly on deep breathing in and cough with purulent sputum. The pulse rate was accelerated and arterial pressure was reduced.

On physical examination dullness in the left lung, abnormal respiration, numerous rales and crepitation were revealed. Dry rales caused by diffuse bronchitis were heard all over the lungs. The liver and spleen were not enlarged. The examination of the organs of the alimentary tract failed to reveal any abnormal signs but the tongue was coated.

The blood analysis revealed leucocytosis in the range of 12.000 to 15.000 per cu mm of blood and an accelerated erythrocyte sedimentation rate (ESR).

The urine contained a small amount of protein and erythrocytes. The X-ray examination of the lungs revealed numerous foci of inflammation of

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various size, irregular form and different intensity. Shadowing was particularly marked at the root of the left lung due to the enlargement of the lymphatic glands.

It was a severe form of lobular pneumonia which was difficult to differentiate from pulmonary tuberculosis and pleurisy. Yet the physician made a correct diagnosis.

HOME ASSIGNMENTS

V. Define the tense of the verbs. Translate the sentences:

1. Although the patient had been receiving the injections of streptomycin for several days she showed little improvement. 2. The red blood cell count has been gradually returning to normal as the patient is being given blood transfusions. 3. My friend will have been living in Tashkent for a month when I come there.

VI. Answer the following questions:

1. Where is the spleen located? 2. In what cases may the spleen be enlarged? 3. What does purulent sputum always contain? 4. Where is a patient with a severe form of pneumonia admitted to? 5. When does the pulse rate accelerate? 6. In what disease may a shadow in the lungs be revealed? 7. What unit of blood pressure is used in medicine? 8. What temperature is a severe form of lobular pneumonia usually accompanied by? 9. What particular signs is bronchitis accompanied by? 10. What treatment must a patient follow to improve his state in case of bronchitis?

VII. 1. Read Text B. 2. What have you learned about the treatment of pneumonia from the text?

Text B. The Treatment of Lobular Pneumonia

On the first day of the disease the patient was administered a 2 gr dose of norsulphazol which was followed by a 1 gr dose every four hours during that day. The patient had been receiving 1 gr of this drug every six hours for the following 10 days when he began to feel better. In addition to norsulphazol the patient had been receiving streptomycin in doses of 500.000 units twice daily during a period of 8 days. To improve the patient's sleep and the condition of his nervous system he had been taking bromide and luminal during the whole course of the disease until his discharge from the hospital. Cough and chest pain were relieved by the administration of codein, cough mixture, cups and other necessary procedures.

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On the third day after the return of body temperature to normal the patient was allowed to walk a little. The doctor prescribed the patient the necessary physical exercises.

The patient had not any possible complications such as lung abscess or pulmonary gangrene.

As the findings of all the analyses and the temperature were normal the patient was discharged from the hospital in a week.

LESSON 35

CLASS ASSIGNMENTS

I. Quyidagi gaplarni tarjima qiling, fe'l-kesimga e'tibor bering (yozma ravishda):

1. Hozir kardiolog bu bemorni tekshiradi. 2. Kardiolog bemorni yarim soatdan buyon tekshiryapti. 3. Hozir mening akam statsionarda. 4. Mening akam statsionarda bir oydan buyon yotibdi. 5. Hamshira palataga kirganda, bemor tinch uyquda edi. 6. Kecha dorilarni ichgandan so‘ng, bemor bir necha soat mobaynida yaxshi uxladi.

II. Quyidagi so‘z va so‘z birikmalarini yodlang:

affect [əˈfekt] *v* zararlamoq (kasallik bilan); ta'sir qilmoq;
causative agent [ˈkɔ:zətɪv ˈeɪʤənt] qo‘zg‘atuvchi;
stage [steɪʤ] *a* bosqich;
malaise [mæˈleɪz] *n* holsizlik;
fatigue [fəˈti:g] charchoq;
loss [lɒs] *n* yo‘qotish;
pus [pʌs] *n* yiring;
involve [ɪnˈvɒlv] *v* zararlamoq, jalb etish (patologik jarayonga);
profuse [prəˈfju:z] *a* mo‘l, ko‘p;
permanent [ˈpɜ:mənənt] *a* doimiy;
benign [bɪˈnaɪn] a yaxshi sifatli, xavfsiz;
elevation [ˌelɪˈveɪʃən] *n* ko‘tarilish;
perspiration [ˌpɜ:spəˈreɪʃən] *n* terlash; ter;
evidence [ˈevɪdəns] *n* yaqqollik; asos, isbot.

III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **malaise** [mæˈleɪz]: a general malaise, to complain of a general malaise, a general malaise is one of the symptoms of tuberculosis;

2. **fatigue** [fəˈti:g]: a considerable fatigue, a marked fatigue, to suffer from a slight fatigue;

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3. **pus** [pʌs]: a thick pus, the discharge containing much pus, much pus was found in the sputum;

4. **benign** [bɪˈnaɪn]: a benign disease, a benign tumour was revealed in the lungs, benign growth of the kidney.

IV. 1. Tekst C ni o‘qing. 2. Tekstdan tuberkulez simptomlarini toping. 3. Tarjima qiling. 4. Tekst bo‘yicha savollar tuzing:

Text C. Pulmonary Tuberculosis - Clinical Picture

Pulmonary tuberculosis is caused by mycobacterium tuberculosis, which produces characteristic tuberculous changes in the lung. This disease may also affect other organs: bones, joints, lymphatic glands, kidneys, etc. The causative agent of tuberculosis was discovered by Koch in 1882.

In the early stage of tuberculosis the patient usually complains of a general malaise, fatigue, loss of appetite and body weight. Cough may be dry or productive, i.e. with sputum discharge. Coughing becomes worse at night and in the morning. In patients with cavities in the lungs coughing is accompanied by a considerable discharge of sputum.

Sputum is mucopurulent. Its microscopic examination reveals a large number of pus corpuscles, erythocytes, and tuberculous organisms. Blood in the sputum is sometimes the first sign of tuberculosis. If large blood vessels are involved the discharge of blood may become profuse.

Fever is one of the permanent symptoms of pulmonary tuberculosis. In benign processes the body temperature is often subfebrile. In active forms it may range from 38°C to 39°C. A considerable elevation of teperature is observed in pneumonic forms when fever persists at a level of 38°C and higher for several months.

Cold profuse perspiration at night is sometimes evidence of a severe form of tuberculosis. Loss of body weight is one of the typical signs of pulmonary tuberculosis. It is caused by tuberculous intoxication, a sharp increase in the metabolic rate and loss of appetite. Loss of body weight is particularly marked in progressive forms of the disease.

V. Qavs ichidagi so‘z va so‘z birikmalarini tarjima qiling:

1. It is sometimes difficult to make a correct diagnosis (erta bosqichlarida) of some diseases. 2. (Ishtaha yo‘qolishi) is a very important symptom, which a physician must always pay particular attention to. 3. (Temperatura ko‘tarilishi) has been persisting for several months since it was a pneumonic form of tuberculosis. 4. Dullness in the lungs, accelerated respiration, dry or moist rales and crepitation may be (isboti) of lobular pneumonia. 5. (Tez ortishi) of the number of leucocytes is often the evidence of a certain inflammatory process in the human body.

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VI. Define '-ing forms'. Translate the sentences:

1. Having been affected by the benign process the lungs of the patient showed a marked shadowing at their base. 2. Having revealed the occlusion of numerous bronchioles and alveoli and the decrease in the respiratory susurface of the lungs the physician determined the cause of breathlessness and cyanoaosis. 3. Being examined by the therapeutist the patient stated that he had accelerated pulse rate and reduced arterial pressure a month before.

VII. Read and translate Text D using a dictionary:

Text D

In patients who recover from tuberculosis the focus of disease is surrounded by connective tissue and the actual lesion itself may turn into a chalky nodule. In persons with more extensive involvement but with a high degree of resistance, fibroid induration of a whole lobe or lung may occur. This may limit the spread of the disease, but does not bring about (produce) complete recovery. In these cases chronic bronchitis persists for ten or twenty years or longer. A large part of the lobe or lung may be involved in the tuberculous process and many of the bronchial tubes may be dilated as a result of the chronic cough. The chest is often deformed by the partial collapse of the affected portions of the lung. The patients lose weight constantly and may die, either of the progress of the disease itself, or, more commonly, of some complicating or associated condition.

LESSON 36

CLASS ASSIGNMENTS

I. So'zlarni tarjima qiling:

intoxication, allowance, changeable, clearly, uncomplicated, disappearance, remarkable, unprotective, senselessness, thickness, warmth, ineffective, enlargement

II. Nuqtalar o'rniga 'what', 'which', 'when', 'whose' so'zlarini qo'ying:

1. ... treatment is indicated if a patient has a severe form of lobular pneumonia? 2. ... may the patient's erythrocyte sedimentation rate be accelerated? 3. ... of the following symptoms is characteristic of tuberculosis: a bad headache, cough with mucopurulent sputum or a coated tongue? 4. Thanks to ... scientific investigations was mucobacterium tuberculosis discovered?

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III. 1. Lug‘atga qarab E tekstni o‘qing. 2. Ajratilgan so‘zlarni yodlang. 3. Tekstni nomlang. 4. Ushbu so‘z birikmalarini tarjima qiling:

birlamchi tuberkulyozga oid simptomlar; zararlangan o‘pkada; klinik manzaralar; ijobiy namuna (proba); o‘pka to‘qimasining zichlashuvi; birlamchi tuberkulyoz; perkutorli tovush

Text E

Primary tuberculosis usually begins in childhood and affects the lungs bronchial lymphatic glands of the lung roots. Primary tuberculosis may not give any clinical **manifestations** and is revealed only by a positive Pirquet’s and Mantoux’s tests and X-ray examination. Loss of appetite, short periods of fever, slow growth, loss of weight may be some of the symptoms characteristic of primary tuberculosis.

Physical examination sometimes reveals consolidation of the pulmonary tissue. A shorter percussion sound and a small number of dry and fine moist rales are heard in the involved lung.

A favourable course of primary tuberculosis **leads** to the formation of a Ghon’s focus. In unfavourable cases primary pulmonary tuberculosis may lead to an extensive inflammation.

Notes

1. **Pirquet’s** [ˈpɜ:kwɪts] — Pirke teri usti tuberkulyoz namunasi;
2. **Mantoux’s** [ˈmæntɜʊksɪz] − Mantu teri osti tuberkulyoz namunasi;
3. **Ghon’s** [gɒnz] **focus** − Gon o‘chog‘i (kalsinirlangan o‘chog‘).

HOME ASSIGNMENTS

IV. Translate the following word combinations:

1. a bad wound; 2. a bad malaise; 3. a bad rupture; 4. bad manifestations; 5. a bad fatigue.

V. Use ‘one’ (‘ones’), ‘that’ (‘those’) instead of the words in bold type. Translate the sentences:

1. In case of pulmonary gangrene the right **lung** is more often affected than the left lung. 2. In acute forms of pulmonary gangrene the sputum has a bad smell, like **the smell** of dead tissues - or of a destroyed tooth. 3. In pulmonary edema the clinical picture reveals some findings like **the findings** observed in other lung diseases.

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VI. 1. Read Text F. 2. Ask each other questions on the text. 3. Retell it. 4. Summarize the essence of the second paragraph:

Text F. Lung Abscess

Lung abscess may develop because of various factors. In cases where an abscess develops as a complication of pneumonia the patient's general condition gradually becomes worse. Sometimes the first clinical manifestations of a chill, pain in the affected side, fever elevating to 39-40°C, and loss of appetite are present. There is a profuse perspiration at night, dry cough, and a considerable increase of the white blood cell count up to 20. 000 per cu mm of blood and accelerated ESR. Both fever and the increase in the number of leucocytes depend on the presence of pus in the cavity. When pus is evacuated from the thoracic cavity the temperature decreases and the white blood cell count return to normal. The repeated increase of white blood cells may be observed when pus is again accumulated in the cavity.

The course of the lung abscess may be divided into two periods: that before and that after the rupture of the abscess into a bronchus. The length of the first period varies in different cases. The second period begins from the moment of the abscess rupture into a bronchus usually with 0.5 litre or more of sputum discharge. After the rupture of sputum into a bronchus, the body temperature returns to normal, and the patient's general condition becomes better. The sputum discharge gradually reduces in its amount. The appetite increases, the white blood cell count and ESR return to normal. Within 4-5 weeks of effective treatment complete recovery is usually observed in most cases of lung abscess.

UNIT 2. THE DISEASES OF THE CARDIOVASCULAR SYSTEM

LESSON 37

Grammatika: murakkab to'ldiruvchi.

CLASS ASSIGNMENTS

I. Quyidagi gaplarda murakkab to'ldiruvchilarni toping:

1. I expected my sister to be operated on as soon as her temperature returned to normal. 2. The physician wanted my mother to be following a bed regimen for several days. 3. The cardiologist considered the electrocardiogram waves to have changed after the heart attack. 4. The physician supposed the intensity of the shadow in the lung to decrease after the treatment.

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II. Murakkab to‘ldiruvchilarni toping. Gaplarni tarjima qiling:

1. I heard this patient coughing badly at night. 2. We watched the patient’s condition gradually becoming worse. 3. We saw typical signs of intoxication associated with the overdosage of this poisonous drug appearing gradually.

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

palpitation [ˌpælpɪˈteɪʃən] *n* tez-tez yurak urishi, yurak o‘ynashi;
onset [ˈɒnsət] *n* boshlanishi; pristup;
precede [priːˈsiːd] *v* oldin bo‘lib o‘tgan;
moderate [ˈmɒdərɪt] *a* bir tekisda; o‘rtacha;
readings [ˈriːdɪŋz] *n* ko‘rsatkichlar (asbobning);
slight [slaɪt] *a* kuchsiz, yengil, biroz;
confirm [kənˈfɜːm] *v* tasdiqlamoq;
murmur [ˈmɜːmə] *n* shovqin (yurakda);
duration [djʊəˈreɪʃən] *n* davomiylik;
insist [ɪnˈsɪst] *v* qaysarlik qilmoq, turib olmoq *(on* predlogi bilan*);*
strict [strɪkt] *a* qat'iy.

IV. 1. Tekst A ni o‘qing. 2. Murakkab to‘ldiruvchi ishtirok etgan gaplarni toping va tarjima qiling. 3. Har bir abzatsni nomlang. 4. Quyidagi so‘z birikmalarining ingliz tilidagi ekvivalentini topib yozing:

jismoniy zo‘riqish vaqtida; yaqqol ko‘ringan; yurak uchida; zichligi va davomiyligi bo‘yicha o‘zgarmoq; qat'iy yotoq rejimiga rioya qilishni talab qilib

Text A. Rheumatic Endocarditis

The patient complained of a general malaise, early fatigue on exertion, cardiac discomfort and palpitation.

The physician found him to have been having an increase of body temperature to a subfebrile level for a prolonged period of time. The patient stated that the onset of the disease had been preceded by tonsillitis. The patient’s pulse rate had become irregular and accelerated on physical exertion.

The blood analysis revealed moderate leucocytosis and an elevated ESR. The electrocardiogram showed the changes in the most important readings. On percussion the doctor determined the heart to be slightly enlarged. These findings of the physical examination were confirmed by the X-ray examination.

While listening to the patient’s heart the doctor found a soft systolic murmur to be heard at the heart apex. These symptoms were accompanied by diastole murmur heard at the apex and base of the heart. The doctor estimated the murmurs to be varying in their intensity and duration. It was evidence of an inflammatory process in the valves. The doctor determined

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the organic changes in the mitral, aortic and tricuspid valves to be clearly marked.

The physician considered the patient to be ill with rheumatic endocarditis and insisted on his following a strict bed regimen at the in-patient department.

V. Savollarga javob bering:

1. What most characteristic clinical manifestations has rheumatic endocarditis? 2. What readings does the electrocardiogram show in case of rheumatic endocarditis? 3. How can a therapeutist determine the enlargement of the heart? 4. How can systolic and diastolic heart murmurs be revealed in patients with rheumatic endocarditis? 5. What regimen must a patient with rheumatic endocarditis follow?

VI. Quyidagi so‘zlarni yodlang. Gaplarni tarjima qiling:

insufficiency [ˌɪnsəˈfɪʃənsɪ] *n* yetishmovchilik. Cardiac **insufficiency** was diagnosed in this patient.

eliminate [ɪˈlɪmneɪt] *v* yo‘qotmoq. The pain **was eliminated** due to the administration of this drug.

nourish [ˈnʌrɪʃ] *v* oziqlantirmoq, boqmoq; **to be well nourished** yaxshi boqilgan bo‘lmoq, to‘ladan kelgan. The patient was a well **nourished male.**

tablespoonful [ˈteɪblspu:n] *n* osh qoshiqda. You must take a **tablespoonful** of this medicine.

preparation [ˌprepəˈreɪʃən] *n* preparat; tayyorgarlik. Adonis **preparations** are administered in case of rheumatic endocarditis.

follow-up [ˈfɒlɜʊ ʌp] *n* keyingi natijalar; vrachning keyingi kuzatuvlari; ro‘yxatga olingan bemor; *a* keyingi; *v* navbatdagi natijalarni kuzatmoq; keyingi natijalar bo‘yicha kuzatilmoq. The patient was **followed-up** at the out-patient department. The **follow-ups** did not reveal any pathologic signs. You must come for the **follow-up** examination in a month.

undergo [ˌʌndəˈgɜʊ] (underwent, undergone) *v* boshdan kechirmoq; his qilmoq; o‘tkazmoq. The patient **underwent** the operation last month.

recurrence [rɪˈkʌrəns] *n* qaytalanish. The **recurrence** of the disease was rather unexpected.

HOME ASSIGNMENTS

VII. Finish the sentences using Complex Object:

1. I have never seen ...
   a) bemordan elektrokardiogramma olinishini;
   b) hamshira vena orasiga ukol qilishini.
2. I would like ...
   a) bemor rentgenoterapiya kursini o‘tishini;
   b) mening tashxisim rentgen ko‘rigida tasdiqlanishini.

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3. We did not expect ...
a) bu bemorda yurak qon-tomir yetishmovchiligi topilishini;
b) yurak klapanlaridagi yallig'lanish jarayoni bunchalik og'ir bo'lishini.

VIII. 1. Read Text B. 2. What treatment would you administer a patient with rheumatic endocarditis? 3. Why must such a patient be followed up?

Text B. The Treatment of Rheumatic Endocarditis

The patient with the diagnosis of rheumatic endocarditis was treated at the in-patient department. He was administered antibiotic therapy to eliminate the primary focus of infection. He was also administered Adonis preparations to control cardiovascular insufficiency. The preparations of Adonis were administered in the dosage of a tablespoonful three times a day. The patient took aspirin in the dosage of 1 gr four times a day.

The physician recommended the patient's diet to be nourishing and containing many vitamins. But his diet had to be limited in salt. The patient was allowed only a limited amount of fluid.

The patient had been following the administered treatment for 45 days. By that time his condition had become much better.

Having been discharged from the hospital he had to come to the out-patient department for regular follow-up examinations. In spring and autumn he had to undergo aspirin and bicillin treatment to prevent the recurrence of the disease.

IX. Choose the correct answer:
1. What disease may the onset of rheumatic endocarditis be preceded by?
a) It may be preceded by tonsillitis;
b) It may be preceded by lung abscess.
2. What examination can the enlargement of the heart be determined by?
a) It can be determined by percussion and X-ray examination;
b) It can be determined by electrocardiogram.
3. What must the diet of a patient with rheumatic endocarditis contain?
a) It must contain much salt;
b) It must contain many vitamins.

LESSON 38

CLASS ASSIGNMENTS

I. Quyidagi so'zlar bo'yicha o'zakdosh so'zlarni tarjima qiling:
sufficient: yetarli bo'lmagan, yetishmovchilik, yetarli;

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locate: joylashgan, mahalliy, joylashuvi;
involve: zararlangan, zararlanish;
prepare: preparat, tayyorlangan; limit chegaralangan, chegara.

II. Qavs ichidagi so‘zlar o‘rniga murakkab to‘ldiruvchini qo‘llang:

1. The X-ray examination confirmed (that the patient had) organic changes in the mitral, aortic and tricuspid valves. 2. The physician determined (that the primary focus of infection had been eliminated) due to antibiotic therapy. 3. Physicians consider (that the loss of weight is) one of the typical signs of pulmonary tuberculosis.

III. Quyidagi so‘zlarni yodlang:

note [nɜʊt] *v* belgilamoq, sezmoq;
radiate [ˈreɪdeɪt] *v* tarqalmoq, kengaymoq;
frequently [ˈfri:kwəntlı] *adv* tez-tez; ko‘p marotaba;
incidence [ˈınsıdəns] *n* holatlar soni, tez-tez uchrashi (kasallikni);
overstrain [ˈɜʊvəˈstreın] *n* zo‘riqish;
disturbance [dıˈstɜ:bəns] *n* buzilish; shikastlanish;
diminish [dıˈmınıʃ] *v* kamaymoq; kuchsizlanmoq;
deviate [ˈdi:vıeıt] *v* chetlamoq, chiqmoq (normadan);
adequate [ˈædıkwıt] *a* mos keluvchi, adekvat;
rise [raız] (rose, risen) *v* ko‘tarilmoq.

IV. Quyidagi so‘z birikmalarini tarjima qiling:

1. the pain radiated to the back; 2. considerable disturbances of metabolic rate; 3. a frequent sharp pain in the substernal area; 4. the diminished waves of electrocardiogram; 5. marked deviations in the electrocardiogram readings; 6. the overstrain may produce nervous system disturbances; 7. to administer an adequate dose of this preparation.

V. 1. Tekst C ni o‘qing. 2. Murakkab to‘ldiruvchi ishtirok etgan gaplarni toping va tarjima qiling. 3. Tekstga reja tuzing:

Text C. Angina Pectoris

On being admitted to the in-patient department the patient complained of pain in the chest.

He had been suffering from pain of various intensity in the chest and behind the breastbone for several weeks. The patient noted the pain to radiate to the left shoulder and down the arm. The patient also observed the pain have been growing worse on moving and on physical exertion. He stated that it frequently began suddenly at night during sleep.

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During the attacks of pain he was covered with cold perspiration and his face was pale. The incidence of attacks was frequently associated with physical and mental overstrain.

On physical examination the doctor revealed areas of very sensitive skin from the 7th cervical vertebra to the 5th upper thoracic one. On percussion, palpation, and auscultation of the heart no significant abnormality was revealed.

The electrocardiogram taken during the attack showed a disturbance in the coronary blood circulation. The most important readings of the electrocardiogram were either diminished or deviated. By having repeated the electrocardiogram after the end of the attack the cardiologist found the adequate readings of the electrocardiogram to return to normal ones.

During the attacks of moderate pain no changes in the peripheral blood or elevation of body temperature were noted. However, the temperature rose insignificantly and there was an accompanying slight leucocytosis when the attacks of pain were particularly severe.

The doctor made the diagnosis of angina pectoris with a severe course. Its main cause was atherosclerosis of the coronary arteries.

HOME ASSIGNMENTS

VI. Translate into English using Complex Object with Participle:

1. Navbatchi hamshira 6-palatadagi bemor tuni bilan yo‘talganini eshitdi. 2. Biz elektrokardiogramma ko‘rsatkichlari asta-sekin o‘zgarayotganini ko‘rdik. 3. Talabalar davolovchi vrach bemorning yuragini eshitayotganini kuzatdilar.

VII. Give the English equivalents of the words in brackets. Translate the sentences:

1. Last year for several weeks the patient had been suffering from constant cardiac pain (qo‘l bo‘ylab pastga tarqalayotgan). 2. (Qon aylanishining buzilishi) were revealed by numerous instrumental examinations. 3. Having undergone a course of (mos keluvchi inyeksiyalar) the patient stated that the cardiac pain considerably decreased. 4. (Jismoniy va ruhiy zo‘riqish) increases the incidence of heart attacks in persons suffering from angina pectoris.

VIII. 1. Read Text D. 2. Entitle it. 3. What data important for a future doctor does it contain? 4. Put questions:

Text D

Last year my father was ill with angina pectoris. He suffered from constant attacks of chest pain. He was admitted to the in-patient department.

After he had undergone all the necessary laboratory examinations and several electrocardiograms had been taken both during the attack of chest

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pain and at the time when the chest pain was relieved the cardiologist administered him an adequate treatment.

To relieve a sharp pain in very severe attacks my father was given the injections of 1% omnopon solution. It was given in combination with 0.5 ml of a 0.1% atropine solution.

If the attacks were mild or moderate he took nitroglycerin in an adequate dose of 3 drops. Nitroglycerin was dropped on some sugar which my father put under the tongue. My father said that nitroglycerin relieved the pain immediately and a moderate attack or a mild one was controlled within 3 or 5 minutes.

The cardiologist explained that nitroglycerin relieved the spasm of coronary arteries which caused chest pain.

My father stayed in the hospital for about two weeks. Now he is followed-up at the out-patient department. His condition has considerably improved. The last electrocardiogram readings were neither diminished nor deviated.

LESSON 39

CLASS ASSIGNMENTS

I. Ma'lumotlarni o‘qing va eslab qoling:

Do you know that ...

1. ... at rest the blood makes a complete circle in our body within 20-25 seconds? 2. ... within 70 years of life the human heart contracts about 2.5 milliard times and pumps 145 million litres of blood? 3. ... at rest the human heart pumps 4 litres of blood per minute but on great physical exertion 40 litres? 4. ... the man can live without water for 10 days and without food for more than a month?

II. Quyidagi so‘zlar talaffuzini eslab qoling va tarjima qiling:

academician [ə˛kædıˈmıʃən], coronary [ˈkɔ:rənərı], defect [dıˈfekt], biochemical [˛baıɜʊˈkemıkəl], manipulation [mə˛nıpjuˈleıʃən], interval [ˈıntəvəl], characterize [ˈkærıktəraız], hypothermia [˛haıpəˈθɜ:mıə]

III. Quyidagi so‘z va so‘z birikmalarini yodlang:

suffer [ˈsʌfə] (from) *v* azob chekmoq; qiynalmoq;

congenital [kənˈʤenıtəl] *a* tug‘ma;

besides [bıˈsaıdz] *adv* ... dan tashqari;

failure [ˈfeıljə] *n* to‘xtashi; shikastlanishi; buzilishi; **heart failure** yurakni to‘satdan to‘xtab qolishi (yurak falaji);

fibrillation [˛faıbrıˈleıʃən] *n* fibrillatsiya, titrashi;

arrest [əˈrest] *n* to‘xtash; *v* to‘xtab qolmoq; to‘xtatmoq;

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damage [ˈdæmɪʤ] *n* shikast, zarar; *v* zarar yetkazmoq;
result [rɪˈzʌlt] **in** *v* .. ga olib kelmoq; **result from** natijasida kelib chiqmoq;
danger [ˈdeɪnʤə] *n* xavf-xatar;
exclude [ɪksˈklu:d] *v* chiqarmoq;
bandage [ˈbændɪʤ] *v* bog‘lamoq; bog‘lam;
incision [ɪnˈsɪʒən] *n* kesish.

IV. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:

1. **congenital** [kənˈʤenɪtl]: congenital disease, congenital heart defect, to suffer from a congenital heart defect;

2. **failure** [ˈfeɪljə]: heart failure, cardiac failure, to reveal heart failure, to prevent the development of heart failure;

3. **result** [rɪˈzʌlt]: to result in the impairment of heart function, the inflammation resulted from infection.

V. Quyidagi so‘z va so‘z birikmalarini predloglari bilan yodlang:

in the presence **of,** to result **in,** to result **from,** to suffer **from,** to be operated **on for** smth, to be preceded **by,** a damage **to** some organ, because **of** a bad state, **within** a certain period **of** time

VI. 1. Tekst E ni o‘qing. 2. a) ‘it is ... that’ kuchaytiruvchi konstruksiyasi ishtirok etgan gaplarni toping va tarjima qiling; b) Perfect Continuous zamon guruhida qo‘llanilgan fe'l ishtirok etgan gaplarni toping va tarjima qiling. 3. Quyidagi so‘z birikmalarini tarjima qiling:

ushbu buzilishlar bilan, yurak porogi, yurak shovqinlarining aniqlanishi

Text E. Cardiosurgery

Cardiosurgery has been developing successfully in our country. The beginning of its development was marked by the first operation on the heart performed by Professor D.S. Gulamov. It is due to the work of such prominent surgeons as Vishnevsky, Meshalkin, Petrovsky, Amosov, and others that great progress has been achieved in Cardiosurgery. The lives of many thousands of people suffering from cardiac diseases and from those of coronary vessels have been already saved.

The operations on the heart are performed to eliminate the existing heart defects, congenital or developed, and to restore the normal function of the heart.

The operation on the heart is preceded by various examinations, which enable the surgeon to make a correct diagnosis. The most important ones are listening to the heart, its X-ray examination, electrocardiograms, the revealing of heart murmurs, and clinical and biochemical blood analyses. Only having

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made an exact diagnosis and having come to the conclusion that the therapeutic measures have been ineffective the surgeon can perform the operation on the heart.

The operations on the heart are very difficult to perform because of the intricate (murakkab) anatomical structure of the heart and because the heart constantly contracts.

Some operations are performed on the contracting heart, but such operations give the surgeon only a very short period of time for his surgical manipulations. Besides in such cases there is always the danger of the impairment of cardiac functions such as heart failure, fibrillation and others. In the presence of these impairments complete or partial arrest of blood circulation develops.

Such intervals of blood circulation result in the damage to some organs, for example, the brain can live without blood supply only four-five minutes; if the interval is longer the brain cells die.

HOME ASSIGNMENTS

VII. Give the words of the opposite meaning:

to exclude, to result in, to diminish, gradually, slight, to drop, to suffer from, frequently, to arrest

VIII. Translate into English:

1. tug‘ma yurak porogi; 2. effektiv choralar ko‘rish; 3. yurakni to‘satdan to‘xtab qolishi; 4. bo‘lmachalarning urishi (titrashi); 5. qon ta'minotining buzilishi.

IX. Answer the following questions:

1. How many litres of blood does the human heart pump per minute at rest? 2. How many litres of blood does the human heart pump per minute on great physical exertion? 3. How many times does the human heart contract within 70 years of life? 4. How many litres of blood does the human heart pump within 70 years of life? 5. In how many seconds does the blood make complete circle in our body at rest? 6. How long can the man live without water and without food?

X. Read Text F. Which of the described methods have you got interested in?

Text F. Methods Used in Cardiosurgery

In performing the operations on the contracting heart there is danger of the impairment of cardiac function and partial arrest of blood circulation, resulting in the damage to some organs, brain cells in particular.

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Such danger is eliminated when artificial blood circulation apparatus called **heart-lungs** is used during the operation. By using the artificial blood circulation apparatus the heart is excluded from the blood circulation and the surgeon is able to work on the "dry" heart for a longer period of time achieving better results.

Hypothermia is another method used in heart operations. When the patient is under hypothermia the surgeon can eliminate congenital or developed heart defects without the loss of the patient's blood during the operation.

The method of occlusion consists of bandaging all the vessels carrying blood to and from the heart just before making an incision on the cardiac wall. When the method of occlusion is applied the surgeon evacuates from the heart that amount of blood which is inside its cavities (in the adult it is about 100-150 ml) and performs the necessary operation to eliminate the cardiac defect.

XI. Choose the answer corresponding to Texts E and F:

1. How is the danger of the partial arrest of blood supply eliminated during heart operations?

a) It is eliminated by using hypothermia;

b) It is eliminated by using artificial blood circulation apparatus.

2. What vessels are bandaged when the method of occlusion is employed in heart operations?

a) The portal veins are bandaged;

b) All the vessels carrying blood to and from the heart are bandaged.

LESSON 40

CLASS ASSIGNMENTS

I. So'zlarni ustunlar bo'yicha taqsimlang:

1. ot	2. sifat	3. fe'l	4. ravish

rupture, dangerous, incision, fibrillation, congenital, recurrence, eliminate, strictly, bandage, failure, extensive, frequently, evidence, sensitive, radiate, disturbance, damage, accelerate, feverish, deviate, insufficiency, slightly, duration

II. Savollarga javob bering:

1. What most characteristic clinical manifestations is lobular pneumonia accompanied by? 2. What treatment is administered to the patient with lobular pneumonia? 3. What is the causative agent of tuberculosis? 4. What do you know about primary tuberculosis? 5. What course is lung abscess

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characterized by? 6. What complaints has the patient in case of rheumatic endocarditis? 7. What treatment can you administer a patient with rheumatic endocarditis? 8. Describe a severe attack of angina pectoris. 9. What methods of performing operations are employed in cardiosurgery?

III. 1. Tekst A ni o‘qing. 2. Quyidagi so‘z birikmalarining tarjimasini toping:

tashqi belgilar, profilaktik choralar, aqliy zo‘riqish, qattiq uyqu

Text A. Atherosclerosis and its Treatment

Atherosclerosis is one of the diseases of the cardiovascular system which is due to many causes. There is a number of factors which may determine its development.

Atherosclerosis of the blood vessels results from metabolic disturbances and particularly from disturbances of cholesterol exchange. These disturbances begin long before there is any external evidence of the disease. Therefore the doctor must prevent its appearance beginning preventive measures and treatment as early as possible.

Prevention and treatment of atherosclerosis consist mainly of a certain regimen for the patient, which he must strictly follow. The patient must get up, eat, work, and go to bed at exactly the same time every day.

Sound sleep is very important since it enables the nerve cells to rest. The patient with the signs of atherosclerosis must sleep not less than 7-8 hours and walk before going to bed. Mental and physical overstrain must be excluded.

The incidence of atherosclerosis is high in professional groups with insufficient physical activities. So physical exercises must be part of the prescribed regimen for such persons.

Smoking affects unfavourably the walls of the blood vessels and can result in their spasm, that is why patients suffering from atherosclerosis must not smoke.

The diet of the patients with atherosclerosis must contain sufficient amount of proteins, but fats and carbohydrates must be taken in very limited doses.

Vitamins are widely used in the treatment of atherosclerosis because some of them improve the metabolic processes and others dilate the vessels, particularly the peripheral ones.

Other drugs administered in treating atherosclerosis are the so-called lipotropic substances, which prevent fat from accumulating in the organism.

Since the nervous system affects the metabolic processes in the human body the patients with atherosclerosis are prescribed such drugs as bromide and valerian to improve its general condition.

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HOME ASSIGNMENTS

Revision

IV. Translate into Russian:

congenital heart defects, to result in heart failure, to make an incision on the cardiac wall, to radiate to the back and arm, to undergo the course of X-ray treatment, to prevent the rupture of the blood vessel, to administer an adequate dose of medicine, to complain of a general malaise and fatigue

V. 1. Give the words of the opposite meaning:

to diminish, suddenly, to be constant, to become worse, changeable, to fall (to drop), to include, malignant, seldom, sufficiency, a gain in weight

2. Give the words of the close meaning:

a symptom, in addition to, to be troubled by, to give attention to, to pass through, an injury, an impairment, to spread, a return of a disease, to feed, an attack

VI. Translate into English:

1. Bu bemor hozir yurak sohasidagi o‘tkir og‘riqdan azoblanmoqda. 2. Bu bemor yurak sohasidagi o‘tkir og‘riqdan kun bo‘yi azoblanayapti. 3. Davolanish jarayonida bemorning yurak shovqinlari asta-sekin kamayib borar edi. 4. Oxirgi ikki hafta davomida bemorning yurak shovqinlari asta-sekin kamayib bordi.

UNIT 3. THE DISEASES OF THE ALIMENTARY TRACT

LESSON 41

Grammatika: murakkab ega.

CLASS ASSIGNMENTS

I. Quyidagi so‘zlarni o‘qilishini eslab qoling. Quyida ularning tarjimasini toping:

ulcer [ˈʌlsə], neurogenous [ˌnju:əreˈʤi:nəs], spastic [ˈspæstɪk], trophic[ˈtrɒfɪk], erosion [ɪˈrɜʊʒən], remission [rɪˈmɪʃən], pathogenesis [ˌpæθəˈʤi:nɪsɪs]

spastik, titroqli; trofik, ozuqali; eroziya, yoyilmoq; yara; patogenez: nevrogen, nervga oid; remissiya, kasallikni susayishi; og‘riqlarning susayishi

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II. So‘zlarni yod oling:

influence [ˈɪnflʊəns] *n* ta'siri; *v* ta'sir qilmoq;

majority [məˈʤɒrɪtɪ] *n* aksariyat, ko‘pchilik;

contribute [kənˈtrɪbju:t] (to) *v* sabab bo‘lmoq, hissa qo‘shmoq;

nausea [ˈnɔ:sjə] *n* ko‘ngil aynishi;

perforate [ˈpɜ:fəreɪt] (into, through) *v* ichiga kirib olmoq; **perforated** (**perforating**) **ulcer** yorilgan yara;

intermittent [ˌɪntəˈmɪtənt] *a* vaqti-vaqti bilan;

rare [rɛə] *a* siyrak (zich bo‘lmagan), kam.

III. Quyidagi so‘z birikmalarini tarjima qiling va ularni tekstdan toping:

1. in the majority of cases; 2. contribute to the onset of ulcer; 3. perforating ulcer; 4. vomiting and haemorrhage; 5. under the influence; 6. followed by erosion; 7. intermittent in occurrence; 8. with remission.

IV. 1. Tekst A ni o‘qing. 2. Murakkab ega gap bo‘lagi ishtirok etgan gaplarni toping va tarjima qiling. 3. Quyidagi so‘z birikmalarining inglizcha ekvivalentini toping:

bilan birlashuvida, ko‘p hollarda, kichik yoshda, tashqi va ichki qo‘zg‘atuvchilar ta'sirida, yara paydo bo‘lishiga sabab bo‘lmoq, hech qanday xarakterli klinik manzaralar yo‘qligi

Text A. Gastric and Duodenal Ulcers

The prominent scientists proved the existence of an association between alesion of the central and peripheral nervous systems and the development of ulcer.

The neurogenous theory of the pathogenesis of ulcer was developed further into the corticovisceral theory . According to the theory gastric and duodenal ulcers were found to result from disturbances in the central nervous system, i.e. the brain cortex.

The brain cortex under the influence of external and internal stmuli send impulses to the stomach and the duodenum, which cause a spastic contraction of vessels. Such a spastic contraction results in local trophic disturbances followed by erosion of the affected area by the gastric juice.

In the majority of cases ulcer is observed to develop in particularly nervous persons, often after emotional overstrain. But an irregular diet in combination with an emotional overstrain is often observed to contribute to the onset of ulcer development.

Gastric and duodenal ulcers are found to develop more frequently in men than in women, mainly at ages of 25 to 40 years. This disease is characterized by pains, haemorrhages, nausea, vomiting, etc. At the onset of

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the disease pain is usually dull in character. In gastric ulcers pain is found to grow worse after meals. Acute pain in the stomach is known to be characteristic of perforated ulcers. Pain due to ulcer is well known to occur periodically and be intermittent in occurrence.

The course of ulcer has proved to vary with age and sex, location of ulcers, etc. At a young age its course has no characteristic clinical manifestations. In old persons the incidence of ulcers is known to be rare. But they are often complicated by considerable haemorrhage resulting from sclerotic changes in the stomach.

Ulcers are known to have a chronic, cyclic course, with remissions from 6 to 12 months. Exacerbation (kuchayishi) of ulcers, particularly that of duodenal ulcers, has been found to occur in spring and autumn.

V. Quyidagi ma'lumotlarni eslab qoling:

Do vou know that ...

1. ... the movement of food in the intestines of a healthy person may last from 17 to 72 hours; 2. ... milk products contain about 100 substances useful for men; 3. ... salt consists of two poisons, which are combined chemically in such a way that we can eat it; 4. ... the amount of gastric juice secreted in the stomach within 24 hours is 1.5-2 litres.

HOME ASSIGNMENTS

VI. Change the sentences using Complex Subject:

1. It is known that spring and autumn are those seasons when the patients with ulcer suffer from the recurrence of the disease. 2. It is considered that constant fatigue, the lesions of the nervous system and past diseases contribute to the onset of gastritis. 3. It appeared that the characteristic clinical manifestations of the disease were haemorrhage, vomiting and nausea.

VII. Finish the sentences according to Text A:

1. The corticovisceral theory of the pathogenesis of ulcer was a further development of ... . 2. Male patients at the ages of 25 to 40 are known to suffer from ulcers more ... . 3. At the onset of the disease the patients with ulcer complain of pain which is ... . 4. According to corticovisceral theory it has been proved that gastric and duodenal ulcers are due to ... . 5. It is known that an irregular diet as well as emotional overstrain may ... . 6. In young patients the course of ulcer may have no ... . 7. The scientists consider that the lesions of the central and peripheral nervous systems lead to ....

VIII. Answer the following questions:

1. What does salt consist of? 2. How much gastric juice is secreted in the stomach within 24 hours? 3. What substances do milk products contain? 4.

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How many hours may the movement of food in the intestines of a healthy person last?

IX. 1. Read Text B. 2. Name the factors contributing to the development of gastritis. 3. Say about what symptoms of gastritis you have learned from the text:

Text B. Chronic Gastritis

The term "chronic gastritis" must be limited to those cases in which evidences of inflammation or catarrhal changes in the stomach are clear.

Chronic gastritis is known to occur as a separate or primary disease or it may be associated with other diseases, particularly chronic liver and kidney disease. In these diseases chronic impairment of the mucous membrane of the stomach is an important factor in causing the catarrhal condition.

The most important causes of chronic gastritis proved to be alcohol, inadequate food and a bad diet regimen.

The characteristic clinical manifestations of gastritis are an increased secretion of mucus and a diminished secretion of acid and pepsin. In severe forms of gastritis secretion is observed to be completely reduced and even absent due to the lesion of the mucous membrane.

The most frequent symptoms of chronic gastritis are loss of appetite, slight pain and general epigastric discomfort after meals. In severe cases nausea and vomiting of mucus, particularly in the morning, are often observed. Frequentlu the stomach becomes moderately enlarged.

The course of the disease is chronic and the symptoms are continuous. They may become worse from time to time if a sick person does not follow the diet regimen strictly.

LESSON 42

CLASS ASSIGNMENTS

I. Quyidagi so'zlarni o'qing va tarjima qiling:

cancer [ˈkænsə], carcinoma [ˌkɑ:sɪˈnɔʊmə], aetiology [ˌi:tɪˈɒlədʒɪ], tumour [ˈtju:mə], epigastric [ˈepɪˈgæstrɪk], anaemia [əˈni:mɪə]

II. Quyidagi so'zlarni yodlang:

malignant [məˈlɪgnənt] *a* yomon sifatli;
hot [hɒt] *a* issiq;
suggest [səˈdʒest] *v* fikrga olib bormoq, tavsiya etmoq;
support [səˈpɔ:t] *v* qo'llab-quvvatlamoq;
hereditary [hɪˈredɪtərɪ] *a* irsiy;

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node [nɜʊd] *n* tuguncha, o‘sma;
digestion [dɪ′ʤestʃən] *n* hazm bo‘lishi (ovqatni);
bleeding [′bli:dɪŋ] *n* qon ketishi;
remain [rɪ′meɪn] *v* qolmoq;
empty [′emptɪ] *a* bo‘sh.

III. Ustunlar bo‘yicha so‘zlarni taqsimlang:

1. Kasalliklar nomi	*2. Patologik simptomlar nomi*

angina pectoris, perspiration, murmur, intermittent fever, benign and malignant tumours, occlusion, dullness, crepitation, fatigue, ulcer, haemorrhage, epigastric pain, carcinoma, loss of appetite and weight, pleurisy, anaemia, fibrillation, vomiting, nausea

IV. 1. Tekst C ni o‘qing. 2. Murakkab ega gap bo‘lagi ishtirok etgan gaplarni toping va tarjima qiling. 3. Tekst bo‘yicha savollar tuzing:

Text C. Cancer of the Stomach

Gastric carcinoma is a frequent form of cancer causing about 35-40% of all deaths from malignant tumours.

This disease is more common in men than in women. The highest incidence is noted at ages of 50 to 60. Gastric carcinoma is known to have a more malignant course in young persons than in old age. The duration of gastric cancer from the appearance of its first manifestations to death is not longer than 1-2 years.

The aetiology of cancer is unknown. But such pathologic conditions as benign tumours, ulcer of the stomach, gastritis and stomach polyps have been determined to contribute considerably to its development.

According to certain data the use of too hot or too cold food, smoking and alcohol are considered to be responsible for the development of stomach carcinoma.

In the past few years a virus theory of cancer has been suggested. Though this theory is supported by many it has not yet been proved. For a long time many scientists have been discussing the importance of hereditary factors in the development of cancer. The hereditary theory has not yet been confirmed either (ham).

The clinical manifestations of gastric carcinoma vary with the stage of its development, location and spread through the lymphatic nodes and other inner organs. The main symptoms of gastric carcinoma are known to be disturbance in gastric digestion, epigastric pains, loss of weight and sometimes

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vomiting of blood. A prolonged, usually external, profuse bleeding results in severe anaemia. The appetite is usually reduced.

HOME ASSIGNMENTS

V. Choose the appropriate word. Translate the sentences:

1 . (Malignant, benign) tumours are known to cause numerous metastases (involving, improving) various internal organs. 2. In the presence of anaemia the red blood cell count is considerably (increased, reduced). 3. Gastric carcinoma appears to be more (common, rare) in the male than in the female.

VI. Use Complex Subject instead of the subordinate clause:

1. It was reported that the patient had been suffering from the digestion disturbances for several years. 2. It seems that the pathologic changes in the gastric mucous membrane due to chronic gastritis are responsible for the development of malignant tumours of the stomach. 3. It was stated that the patient had developed anaemia after profuse bleeding caused by perforating ulcer.

VII. Read and translate the following words:

epigastrium [epɪˈgæstrɪəm], peritonitis [ˌperɪtəˈnaɪtɪs], metastasis [meˈtæstətɪs], barium [ˈbɛərɪəm], degeneration [dɪˌʤenəˈreɪʃən]

VIII. 1. Read Text D. 2. Entitle it. 3. Characterize the pain in this disease. 4. Why is the prevention of this disease so important?

Text D

In gastric carcinoma pain is felt in the epigastrium and the patient often complains of the feeling of pressure in the stomach area. Pain may become severe when the tumour involves the pancreas, in peritonitis, and metastases into the bones.

The gastric juice is known to contain much mucus, leucocytes and tumour cells. In the majority of cases gastric secretion proves to be considerably reduced.

The X-ray examination is particularly important for the diagnosis of gastric carcinoma. It reveals the so-called filling defect, when some areas of the stomach remain empty after barium meal has been taken.

Preventive measures are carried out extensively to reveal the early signs of gastric cancer. An adequate therapy of ulcers and chronic gastritis is widely used not to result in malignant degeneration.

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LESSON 43

CLASS ASSIGNMENTS

I. C tekstining mazmuni bo‘yicha to‘g‘ri javobni tanlang:

1. What appetite has the patient suffering from gastric carcinoma?
   a) It is increased;
   b) It is reduced.
2. What do the clinical manifestations of gastric carcinoma vary with?
   a) They vary with the stage of the development of the disease;
   b) They vary with the age and sex of the patient.
3. At what age is the highest incidence of gastric carcinoma observed?
   a) It is observed at the age from twenty to thirty;
   b) It is observed at the age from fifty to sixty.

II. Tekst E ni tarjima qiling. Mazmunini so‘zlab bering:

Text E. Intestinal Tumours

Many forms of tumours are known to occur in the intestines, but we shall limit our attention to the commonest, which is cancer. It generally leads to chronic intestinal obstruction and its accompanying symptoms. In addition there are usual symptoms of cancerous invasion - loss of weight and strength, progressive anaemia and pain of varying degree depending of the part affected. Any portion of the intestines is likely to be affected by carcinoma, but the usual areas are the upper part of the colon, the sigmoid and the rectum. In the latter situation the obstruction may be felt on rectal examination. In cancer of the colon and sigmoid a tumour is usually well palpable, the esophagus above the tumour is often thickened and spastic and peristaltic waves may be seen passing in the direction of the obstruction.

III. Quyidagi so‘zlarni yodlang va gaplarni tarjima qiling:

retention [rɪˈtenʃən] *n* tutilish. The **retention** of urine is one of the clinical manifestations of a kidney disease.

stool [stu:l] *n* axlat. The laboratory analysis of the stool failed to reveal any blood.

tenderness [ˈtendənɪs] *n* og‘riqlilik. The patient complained of a moderate tenderness on palpation.

remove [rɪˈmu:v] *v* yo‘q qilmoq. The surgeon removed the tumour which had involved the stomach.

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IV. Murakkab to‘ldiruvchi yoki murakkab egani qo‘llab gaplarni tarjima qiling:

1. Ma'lumki, o‘n ikki barmoq ichakning yorilgan yarasi ko‘p hollarda ko‘p qon ketish bilan kechadi. 2. Ma'lumki, siydik tutilishi buyrak kasalligining klinik manzaralaridandir. 3. Vaqti-vaqti bilan bo‘lib turadigan lixoradka tuberkulyoz kasalligining ko‘p hollarida uchrar ekan. 5. Studentlar otorinolaringolog tomoqdan narsa olayotganini kuzatib turdilar.

HOME ASSIGNMENTS

V. Translate into Russian:

1. The surgeon did not doubt that he could perform this operation under local anaesthesia. 2. Gangrenous forms of appendicitis are dangerous to life because they may result in peritonitis. 3. The retention of stool may be due to the inflammatory process in the appendix. 4. During the operation the upper lobe of the lung was removed since a malignant tumour had been revealed there. 5. After the attack of acute appendicitis had been controlled the patient complained of a moderate tenderness on palpation.

VI. 1. Read and translate Text F. 2. Put questions to the text. 3. Retell it:

Text F. Acute Appendicitis

Acute appendicitis is known to occur in all age groups. Its incidence varies in different sex groups; it is more frequent in women from 20 to 40 years of age. Cases of appendicitis have been noted to occur even in infants and in very old age. Acute appendicitis is known to begin suddenly with sharp pain which is at first felt in epigastrium but then becomes generalized in the abdomen. The pain becomes worse on deep breathing in and coughing, it does not radiate and is accompanied by nausea, retention of stools and gases.

The temperature is normal or subfebrile and there is moderate leucocytosis. The ESR is initially normal. With the development of the disease temperature elevation is observed and ESR becomes increased. The pulse is quick but it is found to be not more than 90-100 beats per minute. The tongue is coated and dry.

The attack of acute appendicitis is known to last for 3-4 days. Then the temperature returns to normal, abdominal pains decrease and only a moderate tenderness is felt in the right lower part of the abdomen on palpation.

Acute appendicitis is treated surgically. The operation is performed both under general and under local anaesthesia.

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The appendix is removed immediately to prevent its rupture which may result in peritonitis. Such forms of appendicitis as gangrenous and perforating are particularly dangerous to life. But sometimes even a mild form of appendicitis may take a severe course and to result in perforation.

UNIT 4. THE DISEASES OF THE LIVER AND BILE DUCTS

LESSON 44

Grammatika: mustaqil sifatdosh oboroti.

CLASS ASIGNMENTS

I. Quyidagi so‘zlarning o‘qilishini eslab qoling. Tarjimasini toping:
hepatitis [ˌhepəˈtaɪtɪs], viral [ˈvaɪərəl], infective [ɪnˈfektɪv]

infeksiyali, gepatit (jigar yallig‘lanishi), virusli

II. Quyidagi so‘zlarni yodlang:
hepatic [hɪˈpætɪk] *a* jigarga oid;
bile [baɪl] *n* o‘t;
duct [dʌkt] *n* yo‘l;
jaundice [ˈʤɔ:ndɪs] *n* sariq kasal;
advance [ədˈv*a*:ns] *v* oldinga surmoq (teoriyani, fikrni); oldinga yurmoq;
effort [ˈefət] *n* kuch, xatti-harakat;
elderly [ˈeldəlɪ] *a* keksa;
survive [səˈvaɪv] *v* tirik qolmoq; boshdan kechirmoq (operatsiyani);
source [sɔ:s] *n* manba;
entire [ɪnˈtaɪə] *a* butun;
subsequent [ˈsʌbsɪkwənt] *a* keyingi;
simultaneous [ˈsɪməlˈteɪnəs] *a* bir vaqtning o‘zida.

III. Quyidagi so‘z va so‘z birikmalarini o‘qing va tarjima qiling:
1. **jaundice** [ˈʤɔ:ndɪs]: severe jaundice, to suffer from severe jaundice, jaundice was clearly marked;
2. **survive** [səˈvaɪv]: to survive an injury, the patient survived the operation well, some viruses survive at a high temperature;
3. **source** [sɔ:s]: a source of infection, a source of knowledge, the source of virus is a sick person;

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4. **inadequately** [ɪn′ædɪkwɪtlɪ]: inadequate, the patient was given an inadequate dose of medicine, inadequately treated;

5. **subsequently** [′sʌbsɪkwəntlɪ]: subsequent, subsequent examination, to invade other organs subsequently;

6. **simultaneously** [′sɪməl′teɪnəslɪ]: simultaneous, simultaneous impairment, to be impaired simultaneously.

IV. 1. Tekst A ni o‘qing. 2. ‘it is ... that ‘ kuchaytiruvchi oboroti ishtirok etgan gaplarni toping va tarjima qiling. 3. Tekstni tarjima qiling:

Text A. Botkin’s Disease

Botkin’s disease, or the so-called epidemic or infectious hepatitis, is an acute viral disease affecting hepatic cells and bile ducts.

The prominent German scientist Virchow believing it to be due to obstruction of the common bile duct with mucus during inflammatory processes in the duodenum, the disease was called catarrhal jaundice.

But in 1880 the prominent scientist S. Botkin having advanced the idea of an infectious origin of this disease, proved his suggestions by such facts as the involvement in this pathologic process not only of the liver but also of the nervous system, the kidneys, the enlargement of the spleen, etc.

But it was not before 1940 that the term “Botkin’s disease” was introduced into medicine due to the efforts of the well-known physician M. Konchalovsky.

Botkin’s disease occurs in epidemic form. This disease more commonly affects children, adults as well as elderly persons suffering from it frequently too.

Botkin’s disease is known to be due to a filterable virus present in the blood liver and found in stool and urine. The virus is infective only for man. As this virus cannot be seen under a usual microscope, it is revealed only by an electronic one. Being highly virulent the virus survives in water, food, and on hands for days and weeks.

V. Tekstdan so‘z birikmalarining tarjimasini toping:

1. umumiy o‘t yo‘lining to‘sig‘i; 2. xatti-harakatlarga ko‘ra; 3. shuningdek keksa odamlarda; 4. jigar hujayralari; 5. suvda va oziq-ovqatda yashay oladi; 6. taloq kattalashuvi; 7. o‘tkir virusli kasallik; 8. yallig‘lanish jarayoni.

HOME ASSIGNMENTS

VI. Read the words and translate the sentences:

1. **incubation** [ˌɪnkjuˈbeɪʃən]: Incubation period is the time during which pathogenic microorganisms grow in the body.

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2. **prodromal** [ˈprɜʊdrɜʊməl]: Prodromal period is the time when the characteristic symptoms of an infectious disease have not appeared yet, but the patient feels a general malaise.

3. **parenterally** [pɛəˈrentərəlı]: All intramuscular and intravenous injections are given parenterally, i.e. directly into the organism but not orally.

4. **serum** [ˈsıərəm]: Serum is the watery fluid which remains after blood has coagulated.

VII. Answer the following questions:

1. What do pathogenic microorganisms do in the human body during the period of incubation? 2. During what period of an infectious disease haven't its characteristic symptoms appeared yet? 3. What does the term "parenterally" mean? 4. What is the watery fluid which remains after blood has coagulated called?

VIII. 1. Read Text B. 2. Entitle it. 3. Say how infection spreads in this disease. 4. Put ten questions to cover all the text:

Text B

In hepatitis the source of virus is a sick person who may spread the infection by personal contact from the last days of the incubation period during the entire course of the disease. But the infection is particularly virulent in the prodromal period and in the first week of the disease. The patient's blood being highly infective, even a small dose of 0.1 ml may be dangerous for a person.

In case of Virus A hepatitis infection enters the body through the mouth when eating infected food or drinking water. In case of Virus V hepatitis infection enters parenterally during transfusions of blood, plasma and serum, prophylactic vaccinations or is due to inadecuately sterilized instruments.

Epidemic (Virus A) hepatitis most commonly occurs late in autumn, early in winter, or in spring. The incubation period lasts from 14 days to 50 days, but in Virus V hepatitis it is from 2 to 6-8 months.

Botkin's disease causes inflammatory changes and degeneration of hepatic cells and damage to the bile ducts due to which bile enters the lymph flow and subsequently the blood. The tissues of the spleen, gall-bladder and the nervous and endocrine systems become involved simultaneously with the liver.

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LESSON 45

CLASS ASSIGNMENTS

I. Quyidagi so‘zlar o‘qilishini eslab qoling. Quyida ularning tarjimalarini toping:

cholecystitis [ˌkɒlɪsɪsˈtaɪtɪs], intrahepatic [ˌɪntrəhɪˈpætɪk], extrahepatic [ˌɪkstrəhɪˈpætɪk], hypochondrium [ˌhaɪpəʊˈkɒndrɪəm], umbilical [ʌmbɪˈlaɪkəl], peritoneum [ˌperɪtəʊˈni:əm], chemotherapy [ˌkeməˈθerəpɪ]

qorin, xolesistit, o‘t pufagi, kimyoterapiya, dorivor terapiya, jigar ichiga oid, kindikka oid, qovurg‘a osti qismi, qovurg‘a osti, jigar sirtiga oid

II. Quyidagi so‘zlarni yodlang:
constipation [ˌkɒnstɪˈpeɪʃən] *n* qabziyat;
irritation [ˌɪrɪˈteɪʃən] *n* qo‘zg‘atish, bezovta qilish;
approximately [əˈprɒksɪmɪtlɪ] *adv* taxminan, ... ga yaqin;
emergency [ɪˈmɜ:dʒənsɪ] *n* favquloddagi holat; a tezkor, favquloddagi.

III. 1. Tekst C ni o‘qing va tarjima qiling. Quyidagi so‘z birikmalarning ekvivalentini toping:

kuchli og‘riq, og‘riq kuchaymoqda, mutlaqo sog‘lom odamlarda, og‘ir kechishi, hayot uchun o‘ta xavfli

Text C. Acute Cholecystitis

Among inflammatory diseases of bile ducts the most frequent is cholecystitis or the inflammation of the gallbladder. Cholecystitis is known to occur rarely in isolated condition, inflammatory processes both in the intrahepatic and extra-hepatic ducts, sometimes with the involvement of the liver being associated with it. The main forms of cholecystitis are the following: catarrhal, purulent, and gangrenous.

The patient with cholecystitis is known to complain of intense pain, it being localized in the right hypochondrium and in the umbilical area. An attack of pain is usually preceded by physical and mental overstrain, sharp physical movements or abnormalities in diet, fatty food and alcohol being responsible for the onset of pain. But sometimes pain is observed to appear suddenly in quite healthy persons. Pain may radiate to the right shoulder, right arm, sternum, and lumbar area, its intensity depending on the form of cholecystitis and the patient’s sensitivity. The pain grows much worse when the patient is lying on his right side.

Dryness in the mouth, vomiting, nausea, and constipation are the characteristic clinical manifestations of the disease.

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During the attack of pain the face is moist with cold perspiration, the skin is pale, the tongue and lips are dry.Even aslight palpation reveals severe tenderness, it being due to irritation of the peritoneum. Approximately in 40-50% of sases there is slight jaundice of sclerae. The biochemical blood analysis is known to reveal some changes, they resulting from the effect of toxic substances in the liver.

Purulent form of cholecystitis is highly dangerous to life and requires emergency operation. An even more severe course is observed in gangreneous cholecystitis. Recovery is achieved by surgical treatment, it being followed by prolonged antibiotic therapy and chemotherapy.

HOME ASSIGNMENTS

IV. a) Supply words and word combinations having close meaning to the following:

preventive, to rise, about five months, to radiate to, to involve, acute, to result in, to determine, lesion, entire

b) Supply words of the opposite meaning:

to elevate, to recover, to diminish, approximately, dry, empty, sharp, base, to doubt the diagnosis

IV. Use the verbs in brackets in the proper tense of the Indefinite group. Translate the sentences:

1. Products of protein, fat, and carbohydrate digestion (to be absorbed) from the gastrointestinal tract by the liver in which they (to undergo) furthur chemical processes. 2. The liver (to destroy) toxic substances which usually (to be formed) in the intestinal tract as well as some poisons which (to enter) the body from out. 3. Jaundice (to be known) to be the disease which (to be due to) the presence of a large amount of bilirubin in the blood and tissues.

VI. 1. Read Text D. 2. Entitle it. 3. Say why probing with radio-pill is used:

Text D

It is common knowledge how difficult it is to examine the gastrointestinal tract. Long rubber tubes are used and the process of probing (zondlash) is known to cause the patient much discomfort. It gives only limited possibilities for the examination of the stomach and none at all for the intestine. Usual physiological methods are often ineffective for studying many important processes in the human intestine.

But a small electronic instrument called a radio-pill helps the physician in this matter. It is a small tube less than two cm long and only some

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millimetres in diameter. A very small transistor - transmitter is inside the tube.

The patient swallows this radio-pill which passes along the gastrointestinal tract sending information on pressure, temperature, gastric secretion, the lever of acidity, etc., thus helping the physician to reveal all the pathologic changes.

LESSON 46

CLASS ASSIGNMENTS

I. Qaysi bog‘lovchi tushirib qoldirilgan? Gaplarni tarjima qiling:

1. When the urinalysis was ready the physician received all the findings he had insisted on. 2. The surgeon considered the appendix had to be removed immediately because its rupture might cause peritonitis. 3. Almost everything the physician had determined by physical methods of examination was confirmed by laboratory findings. 4. In all the patients except the one the cardiologist has not yet examined the diagnosis of cardiac insufficiency was made.

II. 1. Tekst E ni o‘qing. 2. Quyidagi so‘zlarning ekvivalentini toping:

sarg‘ish tusga kiradi, kuchli qichima, e'tiborsiz qoldirilgan hollarda, oddiy og‘irlashish

Text E. Jaundice

Jaundice is a symptom common to many disturbances and diseases of the liver, such as obstruction of the bile ducts, cancer, etc. In jaundice the skin and the sclerae take on a yellowish colour which may vary in its intensity. Even the serum of the blood is bile coloured. Jaundice is frequently accompanied by severe itching. The pulse is usually slow, and there is a tendency to haemorrhage. In advanced cases nervous symptoms may develop. Jaundice being caused by obstruction, the bile cannot pass to the intestines and the stools are of a white colour. The urine is deeply coloured. In toxic jaundice the stools may be of normal colour or deeply bile coloured.

Infectious jaundice in adults has been found to be due to a virus. It is characterized by fever, vomiting, jaundice and haemorrhage from the nose, intestines, etc. Jaundice is not a rare complication in case of severe intoxication.

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III. Memorize the reading and meaning of the medical terms:
diabetes [ˌdaɪəˈbi:tɪs] diabet;
biopsy [baɪˈɒpsɪ] biopsiya;
pigmentation [ˌpɪgmənˈteɪʃən] bo'yash, pigmentatsiya;
stasis [ˈsteɪtɪs] to'xtash, staz, dimlanish;
rash [ræʃ] toshma.

IV. Finish the following definitions and answer the questions:

1. The disease of the endocrine system caused by a large amount of sugar in the blood is ... . 2. The colouring of the skin caused by some disturbances in the body is ... . 3. The diagnostic examination of the tissue taken from a living body is ... . 4. An unusual eruption (toshma) on the skin mostly caused by some infectious disease is ... . 5. The disturbance of blood circulation that causes blood to stop at a certain portion of a vessel is ... .

What is: a) pigmentation; b) rash; c) diabetes; d) stasis; e) biopsy?

V. 1. Read Text F. 2. Translate the second paragraph; a) name the findings of the physical examination; b) state the abnormalities revealed by laboratory analyses. 3. Summarize the essence of each paragraph in a sentence so as to make the plan of the case history:

Text F. Hepatic Damage due to Chemotherapy

1. A 50-year old woman had been known to have diabetes for 20 years. Her condition had been controlled by diet and administration of 100 units of insulin preparation daily. In an effort to improve the intensity of her control she had been given in addition 1 gr of chlorpropamide 1 per day.

2. About three weeks later she noted general malaise, weakness and loss of appetite, followed in a few days by the discovery of dark urine, light stools and rash on her trunk. With the passage of an additional week by which time she had taken a total of 27 gr of chlorpropamide, she noted jaundice. There was no pain, fever, nausea, or vomiting. Her past history did not reveal liver or bile duct diseases. She was hospitalized on October 10 for further studies.

3. The findings of the physical examination showed the presence of jaundice and diffuse rash on the chest and abdomen. The liver was enlarged and there was tenderness on palpation.

4. The blood analysis revealed serum bilirubin to be at the level of 8.9 mg%, the hemoglobin level was 11.6 gr% and the white blood cell count

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7.600 per cubic millimetre. Platelets averaged to 490.000 per cubic millimetre urinalysis revealed the presence of bile.

5. The biopsy of the liver performed on October 16 showed normal liver structure. There was mild pigmentation of Kupffer cells and slight sarillary bile stasis. Some inflammatory reaction in the portal tracts was noted but inflammatory or degenerative changes were observed in the hepatic cells.

6. The patient was discontinued chemotherapy with chlorpropamide and her diabetes was controlled by a diet containing 150 gr of carbohydrates, 75 gr of proteins and 80 gr of fats and the administration of 80 units of insulin preparation daily.

7. Her symptoms having been relieved after a month's treatment, the patient was discharged on November 14. She complained of neither jaundice nor any other symptoms when she was seen for a follow-up examination three months later.

Notes

1. **chlorpropamide** – xlorpropamid (preparat nomi);
2. **Kupffer** [ˈkʌpfə] **cells** – jigardagi Kupfer hujayralari.

LESSON 47

CLASS ASSIGNMENTS

Revision

I. Quyidagi gaplarni tarjima qiling va murakkab egani toping:

1. Jaundice is known to be present in the diseases of liver as well as in the diseases of intrahepatic and extra-hepatic ducts. 2. The characteristic clinical manifestations of gastric carcinoma are known to be epigastric pains, loss of weight, nausea and vomiting of blood. 3. Too hot food is supposed to contribute to the development of gastritis.

II. Quyidagi so‘z birikmalarini tarjima qiling:

1. qur-qur tutadigan bezgak; 2. yomon sifatli o‘sma; 3. uzoq qon ketishidan aziyat chekmoq; 4. shoshilinch jarrohlik operatsiyasini o‘tkazmoq; 5. qon va plazma quyish; 6. 12-barmoq ichak yarasi diagnozini taxmin qilmoq; 7. hazm qilishning buzilganini aniqlamoq; 8. axlat tutilishiga sabab bo‘lmoq; 9. teri qichishidan shikoyat qilmoq.

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III. Quyidagi so‘z va so‘z birikmalarini taqsimlang:

1. Kasalliklar nomi	2. Patologik o‘zgarishlar	3. Davolash muolajalari

1. gastric ulcer; 2. serum transfusion; 3. continuous haemorrhage; 4. carcinoma; 5. anaemia; 6. intermittent fever; 7. prophylactic vaccination; 8. profuse external bleeding; 9. chemotherapy; 10. chronic gastritis; 11. dryness in the mouth; 12. acute cholecystitis; 13. parenteral injections; 14. severe nausea

IV. Berilgan so‘zlardan foydalanib, quyidagi mavzularga axborot yozing:

1. **Chronic gastritis**: separate, to be associated with, liver disease, the impairment, catarrhal condition, to cause, inadequate food, a bad diet regimen;

2. **The incidence of gastric cancer**: common, women, highest incidence, malignant course, young persons, the duration of the disease;

3. **Acute appendicitis**: sharp pain, epigastrium, to become generalized, breathing in, to be accompanied by, retention of stools, temperature, blood analysis;

4. **Acute cholecystitis**: inflammatory disease, bile duct, frequent, gall-bladder, to occur, to be associated with, the forms of cholecystitis, to involve the liver, purulent, gangrenous, catarrhal.

V. 1. Tekst A ni o‘qing. 2. a) mustaqil sifatdosh oborotli; b) murakkab egali gaplarni toping va tarjima qiling. 3. Peritonit kasalligi belgilari haqida gapirib bering. 4. Quyidagi so‘z birikmalarini inglizcha ekvivalentlirini toping:

shoshilinch operatsiya, teshilgan yara, tarqalgan yiringli peritonit, qorin bo‘shlig‘ining kovak organlari, tuzatishga sezilarli yordam beradi

Text A. Peritonitis

Peritonitis is known to be general or localized, acute or chronic, primary or secondary.

Acute general purulent peritonitis is believed to be due to perforation of one of the hollow abdominal organs. The most frequent causes are perforating appendicitis, inflammatory conditions of the female sex organs and perforating gastric or duodenal ulcers.

The main symptoms of this condition are vomiting, pain and tenderness in the abdomen, it being considerably enlarged due to the presence of fluid there. The temperature is known to be moderately elevated, the pulse rate being considerably changed. The blood analysis usually reveals leucocytosis.

This condition is extremely dangerous to the patient’s life, an emergency surgery being performed to save the patient. During the operation the primary

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focus of peritonitis is to be removed, the danger for the patient being eliminated.

Emergency operative treatment is known to be followed by a course of antibiotic treatment, which greatly contributes to the recovery.

HOME ASSIGNMENTS

VI. Supply extended answers to the following questions:

1. Who of the scientists proved the existence of association between a lesion of the central and peripheral nervous systems and the development of ulcer? 2. What do you know about the corticovisceral theory of ulcers? 3. Give the characteristic clinical manifestations of gastritis. 4. What factors contribute to the development of gastric cancer? 5. What is the development of acute appendicitis accompanied by? 6. What did the prominent Russian scientist S. Botkin prove? 7. What pathologic changes does hepatitis produce in the human body? 8. What three forms of cholecystitis are there? 9. What treatment is indicated in purulent and gangrenous forms of cholecystitis? 10. What diseases may be accompanied by jaundice?

VII. 1. Read Text B. 2. Say what the doctor must pay particular attention to while examining a patient whose condition is suggestive of liver or bile duct disease:

Text B. Symptoms of Diseases of the Liver and Bile Ducts

When the physician is taking the patient's medical history he must pay attention to the patient's working and living conditions, the diet which the patient follows, the history of past diseases, particularly of those of the alimentary tract, and the condition of the nervous and endocrine systems, because a hepatic disease is often directly associated with these factors.

For example, overeating, particularly of fatty foods, alcoholism may sometimes suggest the diagnosis of the fatty degeneration of the liver. A persistent lesion of the liver may be observed after Botkin's disease and in chronic infections. Involvement of the liver and bile ducts is often found after gastrointestinal diseases, gastritis being one of them.

The patient's complaints of loss of weight, pain in the right hypochondrium and abdominal enlargement may contribute to the proper diagnosis of the diseases of the liver and bile ducts. Among the characteristic symptoms of a hepatic disease are a yellowish colour of the skin, sclerae and of the mucous membranes of the oral cavity, dilatation of the veins in the umbilical area, tenderness in the left and right hypochondrium.

Palpation and percussion of the liver and spleen may supply important evidence for a diagnosis. The size of the liver may be enlarged or contracted,

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it may be soft or firm, its surface may be nodular, the lower border may be sharp - all these findings enable the physician not to doubt an adequate diagnosis.

UNIT 5. INFECTIOUS DISEASES

LESSON 48

Grammatika: Shart ergash gaplar. Shart mayli.
Should va **would** ni ishlatilish hollari**.**
Bog‘lovchilar va bog‘lovchi so‘zlar. Kesim belgilari.

CLASS ASSIGNMENTS

I. Quyidagi gaplarni tarjima qiling va tarjimani tushuntirib bering:

1. It is necessary that the group of blood be determined before the transfusion is given to the patient. 2. The physician suggested that the electrocardiogram should be repeated. 3. He looked as if he were very tired. 4. It is not very likely that hemoglobin level should increase in the course of the disease. 5. It is better to operate on immediately lest the appendix should rupture. 6. The doctor insisted that chemotherapy be discontinued. 7. I wish the findings of the laboratory analyses be better.

II. 1. O‘qing va ajratilgan so‘zlarning qaysi so‘z turkumi ekanligini aniqlang. 2. Ularni yodlang. 3. Gaplarni tarjima qiling:

1. The physician wanted to know where the tenderness was localized. 2. In order to prevent the fatal outcome the emergency surgery was performed. 3. The patient has injured his left leg as well as the right arm. 4. Though cardiac insufficiency has been controlled the patient is still following a bed regimen. 5. The backache was not so sharp as that in the chest. 6. The patient recovered sooner than we had expected. 7. The doctor knew well how to prevent the development of delirium and prostration in case of diphtheria.

III. Quyidagi gaplarda kesimni toping va qaysi belgilar orqali aniqlashingizni ayting:

1. Tens of thousands of medical institutions function in our country. 2. The state foots all the allocations for public health. 3. On physical examination the doctor revealed extensive skin irritation. 4. The bile duct obstruction may be accompanied by the pain in the umbilical and hypochondriac areas. 5. Nobody has supported this diagnosis.

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IV. Avval rus tilidagi ma'nosiga mos keluvchi so‘zlarni, keyin mos kelmaydigan so‘zlarni o‘qing:

immunity [ɪˈmju:nɪtɪ], **invasion** [ɪnˈveɪʒən], **natural** [ˈnætʃrəl], **absolut** [ˈæbsəlu:t], **antidote** [ˈæntɪdəʊt], **specific** [spɪˈsɪfɪk], **neutralize** [ˈnju:trəlaɪz], **vital** [vatl]

V. Quyidagi so‘zlarni yodlang. Gaplarni tarjima qiling:

lack [læk] *n* yetishmaslik; yetishmovchilik. The patient was lacking red blood cells.

relative [ˈrelətɪv] *a* biror narsaga tegishli; tufayli. Relative association was established in those two cases. This article was relative to the latest developments in genetics.

previous [ˈpri:vjəs] *a* oldin, avvalgi. The previous attack of pain was particularly severe.

injure [ˈɪndʒə] *v* ziyon yetkazmoq, jarohatlamoq, yaralamoq. The patient developed acute pain because of the injured leg.

inject [ɪnˈdʒekt] *v* suyuqlik kiritmoq (dori); inyeksiya qilmoq. Tuberculin was injected to this patient.

subcutaneous [sʌbˈkjutəns] *a* teri osti. Subcutaneous injections were given to this patient daily.

employ [ɪmˈplɔɪ] *v* qo‘llamoq, ishlatmoq.

VI. 1. Tekst A ni o‘qing. 2. Quyidagi so‘z birikmalarining inglizcha ekvivalentini toping:

to‘g‘ridan-to‘g‘ri aloqa, qarshilikning muhim xususiyati, turli sharoitlarda, tuzalish boshlanadi, har qanday infeksiyaning mavjudligi

Text A. Immunity

Infectious diseases are known to be caused by the invasion and growth of microorganisms in the human body. Infection may result from direct contact with patients or from indirect one.

But the human organism is known to have a specific capacity of resistance against infection, which is called immunity, it being natural and artificial. Under various conditions it may be entirely lacking, it may be relative, rarely it may be absolute. A previous attack of an infectious disease produces a more or less permanent protection against its subsequent infection.

In the course of their growth in the body many pathogenic microorganisms produce virulent poisons or toxins, they causing the characteristic symptoms of particular disease. To meet the infection the cells of the body produce a chemical antidote which is specific for this particular infection and is

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known as an antitoxin. If the patient can produce a sufficient amount of this antidote to neutralize the toxins before the vital organs are injured recovery occurs. If the human body had not this capacity we should suffer from all infectious diseases.

If the toxin can be isolated from bacterial cultures and injected into men an artificial immunity can be produced which results from the formation of antitoxin.

The cellular elements of the tissues also take an active part in the protection of the organism against the infection. The presence of any infection usually produces leucocytosis and bacteria in the tissues are surrounded by white cells or phagocytes which prevent the spread of bacteria destroying them.

If the reaction against invading bacteria is insufficient, vaccines may be injected subcutaneously to produce a more active resistance of the protective mechanisms of the body. Vaccines are employed not only to contribute to the treatment of a disease, but to establish an active artificial immunity.

HOME ASSIGNMENTS

VII. Translate:

1. If Anton Leeuwenhock [ˈæntən ˌli:juwɪnˈhɒk] (1632-1723) had not discovered the specific power (kuchi) of lenses, he should not have seen the world of microbes. 2. The patient's sclerae were yellow as if he had jaundice. 3. The patient must be given vaccination lest he should become infected. 4. Chronic gastritis would not be so dangerous to life if the patient were not so young. 5. It is likely that the symptoms should recur since the process of inflammation has not been controlled yet. 6. It is necessary that the patient be administered a strict diet to control gastric pains.

VIII. 1. Read Text B. 2. Determine the meaning of the words in bold type from the context. 3. Say about what Pasteur spoke in his lecture. 4. What conclusion have you come to having read the text?

Text B. Asepsis

If all the works carried out by the great French researcher Pasteur were divided into three groups they would form three great discoveries.

The first one might be formulated thus: "Each fermentation is produced by the development of a particular microbe."

The second one might be given this formula: "Each infectious disease is produced by the development of a particular microbe within the human organism."

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The third one might be the following: “The microbe of an infectious disease, under certain conditions, is attenuated in its pathogenic activity; from a microbe it becomes a vaccine.”

In 1878 while delivering his lecture on the theory of microbes at the Academy of Sciences in Paris Pasteur said that if he were a surgeon, who knew of the dangers produced by microbes existing on the surface of every object, particularly in hospitals, not only should he use clean instruments, but after washing his hands with the greatest care, he would employ only those bandages and charpie which had been heated to a temperature of 130° or 150°C.

If he employed the water he would heat it to a temperature of 110° or 120°C, since observation had shown the clearest water to contain still greater number or microbes.

Had those principles of asepsis, on which Pasteur insisted, not been strictly followed in medicine thousands and thousands of human lives would have bee lost because of sepsis.

Notes

1. **to attenuate** [ə′tenjueɪt] – kuchsizlantirmoq;
2. **charpie** [′k*a*:pɪ] – karpiya, jarohatni bog‘lash uchun iplar.

LESSON 49

CLASS ASSIGNMENTS

I. So‘zlarning o‘qilishini eslab qoling. Quyida ularning tarjimasini toping:

diphtheria[dɪf′′θɪərɪə], prostration [prəs′treɪʃən], tonsil [tɒnsl], larynx [′lærɪŋks], toxemia [tɒk′si:mɪə], delirium [dɪ′lɪrɪəm], disintegrate [dɪs′ɪntɪgreɪt]

qonning zararlanishi; prostratsiya, holdan toyish; alahsirash; alahsirash holati; difteriya; bodomsimon bez; hiqildoq

II. Quyidagi so‘zlarni yod oling:

backache [′bækeɪk] *n* beldagi og‘riq;
smear [smɪə] *n* mazok, surtma;
culture [′kʌltʃə] *n* o‘qish; bakteriyalar o‘stirish;
extreme [ɪks′tri:m] *a* favquloddagi;
convalescence [ˌkɒnvə′lesns] *n* sog‘ayish;
fatal [feɪtl] *a* o‘limga olib boruvchi;
outcome [′aʊtkʌm] *n* oxir, o‘lim.

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III. 1. Tekst C ni o‘qing. 2. Majhul nisbat, murakkab to‘ldiruvchi ishtirok etgan gaplarni toping va tarjima qiling. 3. Quyidagi so‘z birikmalarining inglizcha ekvivalentini toping:

harorat doimiy emas edi, puls notekis edi, biroz ortgan miqdor, mazok (surtma) o‘qish uchun olindi, bodomsimon bezdagi qoplama; tomoqni tozalash

4. Vrach nomidan tekstni so‘zlab bering:

Text C. Diphtheria

The patient was a seven-year-old girl. Her fever was irregular and considerably elevated. The general symptoms, such as headache and backache were not severe, but her pulse was weak and irregular. The urinalysis revealed protein to be present in a slightly increased amount.

The patient's throat being examined, the physician noticed it be coated with a membrane. To make an adequate diagnosis the smear was taken for culture which revealed diphtheria bacilli. If diphtheria bacilli had not been revealed in the smear the doctor might have doubted the diagnosis.

The disease having progressed, prostration became marked. The membranes which had been seen at first on the tonsils were spreading to the pharynx and larynx.

The patient received an adequate treatment with diphtheria antitoxin which contributed to the clearing up of the throat. Had the antitoxin treatment not been employed so soon toxemia would have been intense and delirium and prostration extreme or heart failure, respiratory paralysis or bronco-pneumonia might have developed.

After four or five days the membrane which had been extending over the tonsils, pharynx, and larynx began to loosen (yumshamoq) and disintegrate. In 10 days convalescence was noted to have advanced favourably and the danger of a fatal outcome was considered to have been completely eliminated.

IV. Ushbu so‘zlarni qo‘llab kasallik tarixini yozing:

to be admitted to the hospital, to complain of, on physical examination, symptoms, to reveal, laboratory findings, antitoxin treatment, the course of the disease, convalescence

HOME ASSIGNMENTS

V. Translate into English:

1. o‘limga olib boruvchi oqibat; 2. qon mazoki (surtmasi); 3. oqargan (qoplangan) til; 4. qonning yomon zararlanishi; 5. alahsirash holati; 6. o‘ta toliqish; 7. tuzalish bir maromda edi (asoratsiz).

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VI. Translate into Uzbek:

1. If chemotherapy had not been discontinued last week liver damage would have become too severe. 2. Profuse external bleeding had to be controlled in time lest the patient would die. 3. The physician insisted that the patient should follow a strict diet. 4. This idea is likely to be supported by everybody. 5. It is important that all surgical instruments be sterilized adequately.

VII. 1. Translate the extract using a dictionary. 2. Entitle it:

Text D

Mary was achild of seven or eight. Doctor Martin found her lips and fingers blue, and her face pale. From time to time she made an effort to breathe deeply and coughed up much saliva with grayish specks.

It was, he considered, quinsy or diphtheria. Probably diphtheria. No time now for bacteriological examinations and many other clinical tests. The doctor was watching the girl nervously trying her pulse again and again.

Doctor Martin decided to get diphtheriaantitoxin from the nearby town and asked the child's father to ring up the chemist's there.

Martin was waiting nervously looking at the child. Her hoarse breathing became terrible. Should he operate: cut into the larynx so that she might breathe?

He had to do something, "Get a few hot towels and keep them around her neck " Martin said to the child's mother. At that moment the child's father appeared telling him that there was nobody at the chemist's. "Then listen. I am afraid this may be serious. I must get some antitoxin. I am going to drive to town myself. You continue these hot applications. And the room must be moister. So keep a little boiling water here. No use of medicine now. I'll be back soon."

(from "Arrowsmith" by Sinclair Lewis)

LESSON 50

CLASS ASSIGNMENTS

Revision

1. Quyidagi gaplarni tarjima qiling:

1. If the patient had been infected with food poisons he would have suffered from acute abdominal pains. 2. It is necessary that the patient should be rehospitalized next week. 3. The physician suggested that a sufficient dose of vaccine should be injected subcutaneously.4.It is important that diphtheria

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antitoxin treatment should contribute to the convalescence of the patient. 5. The patient was recommended to follow the treatment for another week lest chills and backache should recur.

II. Gaplarning ma'nosiga mos so‘zlarni topib qo‘ying:

1. (Little, a little) blood is sufficient to carry out the clinical analysis. 2. If (many, much) leucocytes and rapid sedimentation rate are revealed the physician may suggest the presence of infection. 3. During the operation the surgeon noted that (much, many) of the peritoneum had been involved in the pathologic process.

III. 1. Tekst A ni o‘qing. 2. Infeksion kasalliklarning 4 ta guruhiga tavsif bering. 3. Quyidagi so‘z birikmalarining inglizcha ekvivalentlarini ko‘chiring:

yuqishning (alohida) yo‘li, yo‘tal yoki suhbat paytida, tomchi ko‘rinishida, turli predmetlar

Text A. The Origin of Infections

The infectious diseases of man are usually divided into two large groups. Some diseases affect only man, others affect both man and animals, with man most frequently infected from animals.

Every infectious disease has not only characteristic clinical manifestations but also its own specific way of invasion into the human body.

Such a disease as dysentery [dsntr], which is one of the diseases of the intestinal infections, is spread through the intestines and stools.=

The infections of the respiratory tract compose the second subgroup. During coughing or talking the pathogens are discharged from the infected organism with the mucus from the membranes of the respiratory tract into the air in the form of drops. The infection is spread when the air containing drops of mucus with the pathogens in it, is breathed in. The diseases of this subgroup are diphtheria, smallpox, etc.

The diseases of the third subgroup are spread through the skin and the mucosa in which the pathogens multiply. In some cases it is the skin, in others it is the mucous membrane of the eye. Direct contact and various things belonging to the sick may be responsible for spreading the infective agent.

The diseases of the fourth subgroup are spread by living insects. The pathogens causing these infections circulate in the blood or lymph and are not discharged from the organism. The insects become infected as they ingest (surmoq) the blood of a diseased man. They become infectious for other people after the pathogens have multiplied in their organism. All these

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diseases, of which encephalitis [ˌensefəˈlaɪtɪs] is an example, are called blood infections.

HOME ASSIGNMENTS

IV. Find the prefixes, explain their meaning, translate the words:

indirect, subcutaneous, intratracheal, extrahepatic, aseptic, abnormality, disappear, inadequate, impossible, readmit

V. Give the words of:

a) *the close meaning:* an end, to use, former, a shortage, a recovery, to damage, having connection with;

b) *the opposite meaning:* to evacuate, an outcome, artificial, favourable previous, to connect, relative.

VI. Translate into English:

1. o‘pkaning hayot sig‘imi; 2. tabiiy immunitet; 3. sun'iy immunitet; 4. har xil sharoitlarda; 5. keyingi infeksiyalar; 6. oldingi xuruj; 7. yetarli miqdor; 8. vaksinani teri ostiga yuborish; 9. bakteriyalarning tarqalishini oldini olish; 10. leykositoz chaqirmoq; 11. hayotiy organlarni zararlamoq; 12. faol qarshilik.

VII. Make up the sentences choosing the appropriate subject:

1. The patient ...
2. Malaria ...
3. Continuous fever ...
4. Bronchitis ...

1. ... was always and still is one of the most common and fatal diseases of the tropics.

2. ... is characterized by persisting temperature which varies slightly during the night.

3. ... in children, the weak and the aged is influenced more favourably by warm, moist air.

4. ... who had injured his right arm and had several deep wounds on it was injected 1.500 units of antitetanic serum.

VIII. Answer the following questions:

1. What are infections caused by? 2. What is immunity? 3. What are toxins? 4. What are antitoxins? 5. How can artificial immunity be produced? 6. What role do phagocytes play in the human body? 7. What are vaccines used for? 8. What is sepsis? 9. What analysis is performed to confirm the evidence of diphtheria? 10.What is asevere case of diphtheriacharacterized by?

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IX. Translate into English using the Subjunctive Mood:

Sizning o‘rningizda:

1. men bu dorini teri ostiga yuborardim. 2. men vaksinatsiyani mana shu hollarda qo‘llardim. 3. men patogen mikroblar ko‘payishini tekshirgan bo‘lar edim.

X. Read Text B and retell it:

Text B. Edward Jenner

Edward [ˈedwəd] Jenner [ˈʤenə] was born in 1749. He was an English physician, the discoverer of vaccination. Jenner studied medicine in London. He began practice in 1773 when he was twenty-four years old.

Edward Jenner liked to observe and investigate ever since he was a boy. His persistent scientific work resulted in the discovery of vaccination against smallpox. For many years every infant when it was about a year old was vaccinated against this disease. The vaccination was effective for a prolonged period of time. Now vaccination against smallpox is not carried out because this disease has been stamped out (chiqarib tashlamoq) in our country.

In Jenner’s days one out of every five persons in London carried the marks of this disease on his face. But there were few people who recovered from the disease, because in the 18th century smallpox was one of the main causes of death.

The disease had been common for centuries in many countries of Asia. The Turks (turklar) had discovered that a person could be prevented from a serious attack of smallpox by being infected with a mild form of the disease.

One day Jenner heard a woman say: «I cannot catch smallpox, I’ve had the cowpox». That moment led to Jenner’s continuous investigations and experiments.

The first child whom Jenner introduced the substance from cowpox vesicles [vesiklz] (pufakcha) obtained from the wound of a diseased woman was Jimmy Phipps. It was in 1796. For the following two years Jenner continued his experiments. In 1798 he published the report on his discovery. He called his new method of preventing smallpox “vaccination”, from the Latin word *vacca*, that is “a cow”.

At first people paid no attention to his discovery. One doctor even said that vaccination might cause people to develop cow’s faces.

But very soon there was no part of the world that had not taken up vaccination. Thousands of people were given vaccination and smallpox began to disappear as if by magic.

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Noto‘g‘ri fe'llar jadvali

Infinitive	*Past Indefinite*	*Past Participle*	*O‘zbekcha*	*Ruscha*
1. be [bi:]	was, were [wɔ:z, wɜ:]	been [bi:n]	bo‘lmoq	быть
2. bear [bɛə]	bore [bɔ:]	born [bɔ:n]	tug‘moq	рождать
3. beat [bi:t]	bit [bɪt]	beaten [bi:tn]	urmoq	бить
4. become [bɪıˈkʌm]	became [bɪıˈkeɪm]	become [bɪıˈkʌm]	bo‘lmoq	становиться
5. begin [bɪˈgɪn]	began [bɪˈgæn]	begun [bɪˈgʌn]	boshlamoq	начинать
6. bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	keltirmoq	приносить
7. build [bɪld]	built [bɪlt]	built [bɪlt]	ko‘rmoq	строить
8. buy [baɪ]	[ought [bɔ:t]	bought [bɔ:t]	sotib olmoq	покупать
9. catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	tutmoq	ловить
10. choose [ʧu:z]	chose [ˈʧɜʊz]	chosen [ˈʧɜʊzn]	tanlamoq	выбирать
11. come [kʌm]	came [keɪm]	come [kʌm]	kelmoq	приходить
12. cost [kɒst]	cost [kɒst]	cost [kɒst]	baholanmoq	стоить
13. cut [kʌt]	cut [kʌt]	cut [kʌt]	kesmoq	резать
14. do [du:]	did [dɪd]	done [dʌn]	qilmoq	делать
15. draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	tortmoq	тащить
16. eat [i:t]	ate [æt]	eaten [i:tn]	yemoq	есть
17. fall [fɔ:l]	fell [fel]	fallen [ˈfɔ:lən]	tushmoq	падать
18. feed [fi:d]	fed [fed]	fed [fed]	boqmoq	кормить
19. feel [fi:l]	felt [felt]	felt [felt]	sezmoq	чувствовать
20. fight [faɪt]	fought [fɔ:t] found	fought [fɔ:t] found	kurashmoq	сражаться
21. find [faɪnd]	[faʊnd]	[faʊnd]	topmoq	находить
22. get [get]	got [gɒt]	got [gɒt]	olmoq	получать
23. give [gɪv]	gave [geɪv]	given [gɪvn]	bermoq	давать
24. go [gɜʊ]	went [went]	gone [gʌn]	yurmoq	ходить
25. grow [grɜʊ]	grew [gru:]	grown [grɜʊn]	o‘smoq	расти
26. have [hæv]	had [hæd]	had [hæd]	ega bo‘lmoq	иметь
27. hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	eshitmoq	слышать

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Infinitive	*Past Indefinite*	*Past Participle*	*O'zbekcha*	*Ruscha*
28. hold [hɜʊld]	held [held]	held [held]	ushlamoq	держать
29. keep [ki:p]	kept [kept]	kept [kept]	saqlamoq	хранить
30. know [nɜʊ]	knew [nju:]	known [nɜʊn]	bilmoq	знать
31. lead [li:d]	led [led]	led [led]	boshqarmoq	вести
32. learn [lɜ:n]	learnt [lɜ:nt]	[lɜ:nt]	o'qimoq	учиться
33. leave [li:v]	left [lef]	left [left]	qoldirmoq	оставлять
34. lie [laı]	lay [leı]	lain [leın]	yotmoq	лежать
35. lose [lu:z]	lost [lɒst]	lost [lɒst]	yo'qotmoq	терять
36. make [meık]	made [meıd]	made [meıd]	yasamoq	делать
37. mean [mi:n]	meant [ment]	meant [ment]	bildirmoq	означать
38. meet [mi:t]	met [met]	met [met]	kutib olmoq	встречать
39. pay [peı]	paid [peıd]	paid [peıd]	to'lamoq	платить
40. put [pʊt]	put [pʊt]	put [pʊt]	qo'ymoq	класть
41. read [ri:d	read [red]	read [red]	o'qimoq	читать
42. ring [rıŋ]	rang [ræŋ]	rung [rʌŋ]	qo'ng'iroq qilmoq	звонить
43. rise [raız]	rose [rɜʊz	risen [rızn]	ko'tarilmoq	подниматься
44. run [rʌn]	ran [ræn]	ran [rʌn]	yugurmoq	бегать
45. say [seı]	said [sed]	said [sed]	gapirmoq	сказать
46. see [si:]	saw [sɔ:]	seen [si:n]	ko'rmoq	видеть
47. send [send]	sent [sent]	sent [sent	yubormoq	посылать
48. show ['ʃɜʊ]	showed ['ʃɜʊd]	shown ['ʃɜʊn]	ko'rsatmoq	показывать
49. sit [sıt]]	sat [sæt]	sat [sæt]	o'tirmoq	сидеть
50. sleep [sli:p]	slept [slept]	slept [slept]	uxlamoq	спать
51. smell [smel]	smelt [smelt]	smelt [smelt]	hidi kelmoq	пахнуть
52. speak [spi:k]	spoke [spɜʊk]	spoken ['spɜʊkən]	gapirmoq	говорить
53. spend [spend]	spent [spent]	spent [spent]	sarflamoq	тратить
54. spread [spred]	spred [spred]	spread [spred]	tarqatmoq	простираться

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Infinitive	*Past Indefinite*	*Past Participle*	*O'zbekcha*	*Ruscha*
55. stand [stænd]	stood [stʊd]	stood [stʊd]	turmoq	стоять
56. take [teɪk]	took [tʊk]	taken [teɪkn]	olmoq	брать
57. teach [ti:ʧ]	taught [tɔ:t]	taught [tɔ:t]	o'qitmoq	учить
58. tell [tel]	told [tɜʊld]	told [tɜʊld]	aytmoq	рассказывать
59. think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	o'ylamoq	думать
60.understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	tushunmoq	понимать
61. undergo [ʌndə'gɜʊ]	underwent [ʌndə'went]	undergone [ʌndə'gʌn]	o'tkazmoq	подвергаться
62. write [raɪt]	wrote [rɜʊt]	written [rɪtn]	yozmoq	писать

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INGLIZCHA QISQARTMALAR

a	**adjective**	sifat	прилагательное
adv	**adverb**	ravish	наречие
cj	**conjunction**	bog‘lovchi	союз
n	**noun**	ot	существительное
num	**numeral**	son	числительное
pl	**plural**	ko‘plik	множественное число
prep	**preposition**	predlog	предлог
pron	**pronoun**	olmosh	местоимение
sing	**singular**	birlik shakli	единственное число
v	**verb**	fe’l	глагол

Aa

abdomen [ˈæbdəmen] *n* qorin bo‘shlig‘i – брюшная полость.

ability [əˈbɪlɪtɪ] *n* qobiliyat – способность, умение.

able [eɪbl] *a* qobiliyatli – способный, умелый; **be a.** qodir bo‘lmoq – быть в состоянии.

abnormal [æbˈnɔ:məl] *a* anomal, noto‘g‘ri, normada emas – неправильный, патологический.

abnormality [æbˈnɔ:məlɪtɪ] *n* anomaliya, normadan chiqish – аномалия, отклонение от нормы.

about [əˈbaʊt] *adv* tevaragida, atrofida, taxminan – приблизительно; *prep* haqida – о, об.

above [əˈbʌv] *prep* tepasida, yuqoridan – над, свыше.

abscess [ˈæbsɪs] *n* abssess, yiring – абсцесс, нарыв.

absolute [ˈæbsəlu:t] *a* absolyut, mutlaq – абсолютный.

absorption [əˈbsɔ:pʃən] *n* so‘rilib ketish, shimilish, yutish – абсорбция, поглощение.

accelerate [ækˈseləreɪt] *v* tezlashtirish – ускорять(ся), учащать(ся).

accompany [əˈkʌmpənɪ] *v* hamrohlik qilmoq – сопровождать, сопутствовать.

accomplish [əˈkɔmplɪʃ] *v* bajarmoq, tugatmoq – выполнять, заканчивать, завершать.

according to [əˈkɔ:dɪŋ] *prep* -ga ko‘ra – согласно, по, в соответствии с, по (чьим-либо словам).

accumulate [əˈkju:mjuleɪt] *v* to‘planmoq – накапливать, скопляться.

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ache [eɪk] *n* og‘riq – боль; *v* og‘riqmoq – болеть.
achieve [ə′ʧi:v] *v* erishmoq – достигать, добиваться.
acid [′æsɪd] *n* kislota – кислота.
across [ə′krɒs] *prep* orqali – через.
act [ækt] *n* harakat – дело, поступок; *v* harakat qilmoq – действовать, поступать.
action [′ækʃən] *n* harakat, faoliyat – действие, деятельность.
actual [′æktjʊəl] *a* asl, haqiqiy – подлинный, истинный.
acute [ə′kju:t] *a* o‘tkir, holat – острый, тяжёлый (симптом).
add [æd] *v* qo‘shmoq, ulamoq – прибавлять, присоединять.
addition [ə′dɪʃən] *n* qo‘shish, ko‘paytirish – прибавление, дополнение; **in a. to** qo‘shimcha ravishda – в дополнение к.
additional [ə′dɪʃənəl] *a* qo‘shimcha – дополнительный.
adequate [′ædɪkwɪt] *a* mos keluvchi – соответствующий, подходящий, отвечающий требованиям.
administer [əd′mɪnɪstə] *v* belgilamoq, bermoq – назначать, давать (лекарство).
admission [əd′mɪʃən] *n* qabul – поступление, приём.
admit [əd′mɪt] *v* tan olmoq, yo‘l qo‘ymoq, qabul qilmoq – допускать, принимать; **be admitted to the hospital** (**institute**) kasalxonaga (institutga) qabul qilmoq – поступать в больницу (институт).
adult [ə′dʌlt] *n* katta odam – взрослый человек; *a* balog‘atga yetgan shaxs – взрослый.
advance [əd′v*a*:ns] *n* oldinga harakat qilish – продвижение; *v* oldga qarab yurish – выдвигать, продвигаться вперёд.
advice [əd′vaɪs] *n* maslahat – совет, помощь.
advise [əd′vaɪz] *v* maslahat bermoq – советовать.
aerobic [′ɛə′rɒbɪk] *a* aerob – аэробный.
aetiology [ˌi:tɪ′ɒlədʒɪ] *n* etiologiya (kasallikni kelib chiqish sabablarini aniqlovchi fan) – этиология (учение о принципах болезни, причины возникновения заболевания).
affect [ə′fekt] *v* ta'sir qilmoq – поражать (болезнью), производить действие.
afraid [ə′freɪd] *a* qo‘rqadigan – боязливый; **be a.** (of) biror narsadan qo‘rqmoq – бояться.
after [′*a*:ftə] *prep* keyin – после того, как; после.
against [ə′geɪnst] *prep* qarshi, aksincha – против, напротив.
age [eɪdʒ] *n* yosh – возраст; **at the a. of 30** 30 yoshida – в возрасте 30 лет.
agent [′eɪdʒənt] *m* agent, omil, qo‘zg‘atuvchi – агент, фактор, возбудитель.
ago [ə′gəʊ] *adv* ... muddat avval, burun – тому назад.
aid [eɪd] *m* yordam – помощь; **first a.** ko‘mak – первая помощь.

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aim [eɪm] *n* maqsad – цель; *v* (at) maqsadga intilishni ko‘zlamoq – стремиться.

air [ɛə] *n* havo – воздух; *v* shamollatmoq – проветривать.

alcohol [ˈælkəhɒl] *n* alkogol, spirt – алкоголь, спирт.

alimentary [ˌælɪˈmentrɪ] *a* ovqat hazm qiluvchi – пищеварительный.

all [ɔ:l] *a* barcha – весь, целый, вся; **a. over** hamma – все повсюду.

allocation [ˌælə'keɪʃən] *n* mablag‘, ajratilgan pul – распределение, назначение, ассигнование.

allow [ə'laʊ] *v* ijozat bermoq – позволять, разрешать.

almost [ˈɔ:lmɜʊst] *adv* deyarli – почти, едва не.

along [ə'lɒŋ] *prep* bo‘ylab, yoqalab – вдоль по.

already [ˈɔlrədɪ] *adv* allaqachon – уже.

also [ˈɔ:lsɜʊ] *adv* ham – тоже, также; **not only ... but a.** nafaqat ... balki – не только ..., но и.

alveoli [ælˈvɪəlaɪ] *pl* (*sing* alveolus) *n* alveolalar – альвеолы.

always [ˈɔ:lwəz] *adv* har doim – всегда.

ambulance [ˈæmbjuləns] *n* tez yordam mashinasi – машина скорой помощи.

among [ə'mʌŋ] *prep* orasida – среди, между.

amount [ə'maʊnt] *n* miqdor – количество; *v* tashkil etmoq – составвлять.

anaemia [ə'ni:mɪə] *n* anemiya, kamqonlik – анемия, малокровие.

anaerobic [ænɛə'rɜʊbɪk] *a* anaerob – анаэробный.

analyse [ˈænəlaəz] *v* tahlil qilmoq – анализировать.

anatomy [ə'netəmɪ] *n* anatomiya – анатомия.

angina pectoris [æn'ʤaɪnə pɪk'tɒrɪs] *n* stenokardiya, yurak siqilish kasali – стенокардия, грудная жаба.

another [ə'nʌðə] *a* yana boshqa bittasi – другой, ещё один.

anterior [æn'tɪərɪə] *a* oldingi – передний.

antibacterial [ˈæntɪbæk'tɪərɪəl] *a* antibakterial – антибактериальный.

antidote [ˈæntɪ'dɜʊt] *n* zaharga qarshi dori – противоядие, противодействие.

antitoxin [ˈæntɪ'tɒksɪn] *n* antitoksin, zaharga qarshi dori – антитоксин, противоядие.

anus [ˈeɪnəs] *n* orqa peshov – задний проход.

any [ˈenɪ] *pron* qaysidir, qanchadir – какой-нибудь, сколько-нибудь.

anybody [ˈenɪˌbɒdɪ] *pron* kimdir – кто-нибудь, всякий.

anyone [ˈenɪwʌn] *pron* kimdir – кто-нибудь.

anything [ˈenɪθɪŋ] *pron* nimadir – что-нибудь.

anywhere [ˈenɪwɛə] *adv* qayerdadir, hamma yerda – везде, всюду, где-нибудь, куда-нибудь.

aorta [eɪ'ɔ:tə] *n* aorta – аорта.

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apex [ˈeɪpeks] *n* tepa, cho‘qqi, uchi – верхушка.
appear [əˈpɪə] *v* paydo bo‘lmoq, ko‘rinmoq – показываться, появляться, казаться.
appearance [əˈpɪərəns] *n* ko‘rinish – появление, внешний вид.
application [ˌæplɪˈkeɪʃən] *n* qo‘llash, kompress – применение, компресс, наложение.
apply [əˈplaɪ] *v* murojaat qilmoq – применять, использовать; **a. cups** banka qo‘yish - ставить банки.
appoint [əˈpɔɪnt] *v* belgilamoq – назначать.
appointment [əˈpɔɪntmənt] *n* tayinlash, belgilash – назначение.
approach [əˈprɜʊʧ] *v* yaqinlashmoq – приближаться; *n* yondashish – приближение, подход.
approximately [əˈprɒksɪmɪtlɪ] *adv* taxminan, atrofida – примерно, приблизительно.
arch [*a*:ʧ] *n* yoy – дуга; *v* egmoq – сгибать.
area [ˈɛərɪə] *n* soha – область, поле, пространство.
around [əˈraʊnd] *prep* atrofida – вокруг.
arrest [əˈrest] *n* to‘xtash – остановка, задержка; *v* to‘xtatmoq – задерживать.
arterial [*a*:ˈtɪərɪəl] *a* arterial – артериальный.
artery [ˈ*a*:tərɪ] *n* arteriya – артерия.
article [ˈ*a*:tɪkl] *n* maqola - статья.
artificial [ˌ*a*:tɪˈfɪʃəl] *a* yasama, soxta, sun'iy – искусственный.
as [æz] *cj* xuddi – так как, в то время как; *adv* sifatida, ... dek – как; в качестве.
asepsis [æˈsepsɪs] *n* aseptika – асептика.
assistant [əˈsɪstənt] *n* yordamchi – ассистент, помощник.
associate [əˈsɜʊʃɪeɪt] *v* bog‘lamoq – связывать, соединять.
association [əˈsɜʊsɪˈeɪʃən] *n* bog‘liqlik – связь, соединение.
atherosclerosis [eɪˌθɪərɜʊskliəˈrɜʊsɪs] *n* ateroskleroz – атеросклероз.
atmospheric [ˌætməsˈferɪk] *a* atmosferaga oid – атмосферный.
atrioventricular [ˌeɪtrɪɜʊˈventrɪkjulə] *a* atrioventrikulyar – атриовентрикулярный.
atrium [ˈeɪtrɪəm] (*pl* atria) *n* bo‘lmacha – предсердие.
attack [əˈtæk] *n* xuruj – атака, приступ.
attend [əˈtend] *v* tashrif buyurmoq, qatnashmoq – посещать.
attention [əˈtenʃən] *n* e'tibor – внимание; **pay a. to** e'tibor bermoq – обращать внимание на.
attitude [æˈtɪtju:d] *n* munosabat – отношение.
auricle [ˈɔ:rɪkl] *n* bo‘lmacha – предсердие.
auscultation [ˈɔ:skəlˈteɪʃən] *n* auskultatsiya – аускультация.

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average [ˈævərɪʤ] *a* o‘rtacha – средний; *v* o‘rtacha tashkil qilmoq – составлять, равняться в среднем.

Bb

bacillus [bəˈsɪləs] (*pl* bacilli) *n* tayoqchasi – палочка, бацилла.

back [bæk] *n* orqa, bel – спина; *adv* orqaga – назад.

backache [ˌbækˈeɪk] *n* beldagi og‘riq – боль в спине.

band [bænd] *n* tasma, lenta – лента, полоса материи.

bandage [ˈbændɪʤ] *n* boylam – повязка; *v* bogl‘amoq – перевязывать.

barrier [ˈbærɪə] *n* to‘siq – барьер, преграда.

base [beɪs] *n* asos – основание; *v* asos solmoq – основывать.

basic [ˈbeɪsɪk] *a* asosiy – основной.

basis [ˈbeɪsɪs] *n* asos – основание.

beat [bi:t] (beat, beaten) *n* zarba – толчок, удар; *v* – urilmoq, urib olmoq – бить, ударять.

because [bɪˈkɔ:z] *cj* chunki – потому что; **b. of** tufayli – из-за, по поводу.

become [bɪˈkʌm] (became, become) *v* bo‘lmoq, shakllanmoq – стать, становиться, делаться.

bed [bed] *n* o‘rin, joy – кровать, постель; **keep one’s b.** kasal bo‘lib yotmoq – лежать (больным) в постели.

before [bɪˈfɔ:] *prep* перед, до; *cj* прежде чем; *adv* oldin, avval, ilgari -dan oldin, gacha – выше, раньше, уже.

behind [bɪˈhaɪnd] *prep* orqada, -dan so‘ng – позади, за, после.

believe [bɪˈli:v] *v* ishonmoq, o‘ylamoq – полагать, думать, считать, верить.

belong [bɪˈlɒŋ] *v* (to) -ga taalluqli bo‘lmoq – принадлежать, относиться (к).

below [bɪˈlɜʊ] *prep* quyi, past – ниже.

benign [bɪˈnaɪn] *a* yaxshi sifatli – доброкачественный.

besides [bɪˈsaɪdz] *adv* undan tashqari – кроме того, помимо того; *prep* tashqari (-dan bo‘lak) – кроме.

between [bɪˈtwi:n] *prep* orasida – между.

bile [baɪl] *n* o‘t suyuqligi, safro – желчь.

biology [baɪɒˈləʤɪ] *n* biologiya – биология.

biopsy [baɪˈɒpsɪ] *n* biopsiya – биопсия.

bleeding [bli:dɪŋ] *n* qon ketish – кровотечение.

blood [blʌd] *n* qon – кровь; **b. vessel** qon tomiri – кровеносный сосуд.

boil [bɔɪl] *v* qaynatmoq – кипятить.

bone [bɜʊn] *n* suyak – кость; *pl* кости, скелет.

border [ˈbɔ:də] *n* chegara – граница.

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born [bɔ:n] *a* tug‘ilgan – рождённый; **be b.** tug‘ilmoq – родиться.
both [bɜʊθ] *a*, *pron* ikkalasi ham – оба, обе; и тот, и другой.
brain [ˈbreɪn] *n* miya – (головной) мозг.
branch [br*a*:nʧ] *n* shox, tarmoq, soha – ветвь, отрасль, ветка.
breastbone [ˈbrestbɜʊn] *n* ko‘krak suyagi – грудина.
breath [breθ] *n* nafas – дыхание.
breathe [ˈbri:ð] *v* nafas olmoq – дышать; **b. in** n. olmoq – вдыхать; **b. out** n.chiqarmoq – выдыхать.
breathlessly [ˈbreθlɪslɪ] *adv* nafasi qaytib – задыхаясь, затаив дыхание.
breathlessness [ˈbreθlɪsnəs] *n* nafas qisish, hansirash – одышка.
bring [bri:ŋ] (brought, brought) *v* olib kelmoq – приносить; **b. up** tarbiyalamoq – воспитывать; **b. about** chaqirmoq – вызывать.
broad [brɔ:d] *a* keng – широкий.
bronchial [ˈbrɒŋkjəl] *a* bronxial – бронхиальный.
bronchiole [ˈbrɒŋkɪəlɪ] *n* bronxiola – бронхиола.
bronchitis [brɒŋˈkaɪtɪs] *n* bronxit – бронхит.
build [bi:ld] (built, built) *v* qurmoq – строить.
building [ˈbi:ldɪŋ] *n* bino – здание.
by [baɪ] *prep* yonida, yaqinida – к, у, рядом.

Cc

caecum [ˈsi:kəm] *n* ko‘richak – слепая кишка.
call [kɔ:l] *n* chaqiruv – вызов; *v* nomlamoq – называть, звать.
canal [kəˈnæl] *n* kanal – канал.
cancer [ˈkænsə] *n* rak, saraton – рак.
capacity [kəˈpæsɪtɪ] *n* sig‘im, hajm – ёмкость, объём; **vital c. of the lungs** o‘pkaning tiriklik sig‘imi – жизненная ёмкость легких.
capillary [kəˈpɪlərɪ] *n* kapillar – капилляр.
carbohydrate [ˈk*a*:bɜʊˈhaɪdreɪt] *n* uglevod – углевод.
carbon dioxide [ˈc*a*:bən daɪˈɒksɪd] *n* karbonat angidrit – углекислый газ.
carcinoma [ˈk*a*:sɪˈnɜʊmə] *n* yomon sifatli hosila – карцинома (злокачественное новообразование).
card [k*a*:d] *n* kartochka, bilet – карточка, билет; **examination c.** imtihon bileti – экзаменнационный билет; **patient’s c.** bemor kartasi – карточка больного.
cardiac [ˈk*a*:dɪæk] *a* yurakka oid – сердечный.
cardiologist [ˈk*a*:dɪˈɒlədʒɪst] *n* kardiolog – кардиолог.
cardiovascular [ˈk*a*:dɪɒˈvæskjulə] *a* yurak-qon tomirga oid – сердечно-сосудитый.
care [ˈkɛə] *n* parvarish, g‘amxo‘rlik, kuzatuv – забота, уход, наблюдение.

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carry [ˈkerı] *v* tashimoq – нести, носить; olib o‘tmoq – переносить; **c. on** вести; **c. out** bajarmoq – выполнять; o‘tkazmoq – проводить.

cartilage [ˈk*a*:tılıʤ] *n* to‘g‘ay – хрящ.

case [ˈkeıs] *n* holat, hodisa – случай; **in c. of** holatida – в случае; **c. history (report)** kasallik tarixi – история болезни.

catarrh [kəˈt*a*:] *n* katar, shilliq qavat yallig‘lanishi – воспаление слизистой оболочки, катар.

catch [kæʧ] (caught, caught) *v* tutib olmoq, ushlamoq, kasal bo‘lib qolmoq – схватить, заболтеть, заразиться.

causative agent [ˈkɔ:zətıv ˈeıʤənt] *n* qo‘zg‘atuvchi – возбудитель.

cause [kɔ:z] *n* sabab – причина; *v* keltirib chiqarmoq – вызывать, причинять.

cavity [ˈkævıtı] *n* bo‘shliq – полость, каверна, впадина.

cell [sel] *n* hujayra – клетка.

cellular [ˈseljulə] *a* hujayraga oid – клеточный.

certain [ˈsɜ:tn] *a* ayrim, ma'lum – некоторый, некий, определённый.

cervical [ˈsɜ:vıkəl] *a* bo‘yinga oid – шейный.

chalky [ˈʧɔ:kı] *a* bo‘rga oid – меловой, известковый; падагрический.

chamber [ˈʧeımbə] *n* kamera – камера.

change [ˈʧeınʤ] *n* almashtirish, o‘zgarish – изменение; *v* o‘zgar(tir)moq, o‘zgarmoq – изменять(ся), менять(ся).

characteristic [ˌkærıktəˈrıstık] *a* xarakterli, xos, xos bo‘lgan – характерный.

characterize [ˌkærıktəˈraız] *v* tavsiflamoq – характеризовать.

chart [ʧ*a*:t] *n* jadval – таблица, график, диаграмма, схема; **temperature c.** harorat varaqasi – температурный лист; **patient's c.** bemor kartasi – карточка больного.

chemist [ˈkemıst] *n* dorishunos – аптекарь, фармацефт; **a chemist's** apteka – аптека; **a chemist's department** tayyor dorilar sotuvchi bo‘lim – отдел ручной продажи.

chemistry [ˈkemıstrı] *n* kimyo – химия.

chemotherapy [ˌkeməˈθerəpı] *n* dorivor terapiya – химиятерапия, лекарственная терапия.

chest [ʧest] ko‘krak qafasi – грудная клетка.

childhood [ˈʧaıldhʊd] *n* bolalik – детство.

chill [ʧıl] *n* qaltirash – озноб.

cholecystitis [ˈkɒləsısˈtaıtıs] *n* xolesistit – холецистит.

choose [ʧu:z] (chose, chosen) *v* tanlamoq – выбирать, избирать.

chronic [ˈkrɒnık] *a* surunkali – хронический, застарелый (о болезни).

circulation [ˈsɜ:kjuˈleıʃən] *n* qon aylanishi – циркуляция, кровообращение; **systemic c.** katta qon aylanish doirasi – большой круг кровообращения; **pulmonary c.** kichik qon aylanish doirasi – малый (легочной) круг кровообращения.

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citizen [ˈsɪtɪzn] *n* fuqaro – гражданин.
clear [klɪə] *a* tiniq, aniq – ясный, чистый, прозрачный; v tozalamoq – очищать.
clinical [ˈklɪnkəl] *a* klinik – клинический.
coagulation [kɜʊˌægjuˈleɪʃən] *n* qon quyilishi – коагуляция, свёртывание крови.
coat [kɜʊt] *n* parda, qoplama – оболочка, налёт; *v* qoplamoq – покрываться оболочкой.
coccus [ˈkɒkəs] (*pl* cocci) *n* kokk, sharsimon mikroorganizm – кокк, шароообразный организм.
coccyx [ˈkɒksɪks] *n* dumg‘aza – копчик.
cold [kɜʊld] *n* shamollash – простуда; **to catch a c.** shamollab qolmoq – простудиться.
collapse [kəˈlæps] *n* keskin kuchsizlanish – коллапс, резкий упадок сил, спадение.
colon [ˈkɜʊlən] *n* yo‘g‘on ichak – ободочная (толстая) кишка.
colour [ˈkʌlə] *n* rang – цвет; *v* bo‘yamoq – окрашивать.
combine [kəmˈbaɪn] *v* tutashtirmoq, biriktirmoq – соединять, объединяться.
common [ˈkɒmən] *a* oddiy, odatiy, umumiy – обычный, общий, распространённый.
communication [kəˌmju:nɪˈkeɪʃən] *n* aloqa, xabar – связь, сообщение.
complain [kəmˈpleɪn] *v* (of) shikoyat qilmoq – жаловаться (на).
complaint [kəmˈpleɪnt] *n* shikoyat - жалоба.
complete [kəmˈpli:t] *v* tugatmoq, yakunlamoq – заканчивать, завершать; *a* yakunlangan, tugal – законченный, полный.
complicate [ˌkɒmplɪˈkeɪt] *v* qiyinlashtirmoq, og‘irlashtirmoq - усложнять, осложнять; **complicated** *a* og‘ir, chigal – сложный, запутанный.
compose [kəmˈpɜʊz] *v* tashkil etmoq – составлять; **be composed of** -dan tashkil topgan – состоять из.
conclusion [kənˈklu:ʒən] *n* xulosa – вывод, заключение; **draw a c.** xulosa qilmoq – сделать вывод.
condition [kənˈdɪʃən] *n* holat – состояние (здоровья); shart – условие.
conditioned [kənˈdɪʃənd] *a* shartli – условный.
confirm [kənˈfɜ:m] *v* tasdiqlamoq – подтверждать.
congenital [kənˈʤenɪtəl] *a* tug‘ma – врождённый.
connect [kəˈnekt] *v* tutashtirmoq, birlashtirmoq – соединять, связывать.
consider [kənˈsɪdə] *v* hisoblamoq, o‘ylamoq – считать, полагать, думать, рассматривать.
considerable [kənˈsɪdərəbl] *a* sezilarli значительный.
consist [kənˈsɪst] *v* (of) – dan tashkil topmoq – состоять (из).
consolidation [kənˌsɒlɪˈdeɪʃən] *n* zichlashuv – консолидация, уплотнение.
constant [ˈkɒnstənt] *a* doimiy – постоянный.

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constipation [ˌkɒnstɪˈpeɪʃən] *n* qabziyat – запор.
construct [kənˈstrʌkt] *v* qurmoq – сооружать, строить.
consult [kənˈsʌlt] *v* maslahat qilmoq – советоваться; **to c. a doctor** vrachga murojaat qilmoq – обратиться к врачу.
contact [ˈkɒntækt] *n* aloqa – контакт.
contain [kənˈteɪn] *v* saqlamoq, o‘zida mujassam etmoq – содержать в себе, вмещать.
continuous [kənˈtɪnjuəs] *a* to‘xtovsiz, uzluksiz – непрерывный, постоянный, длительный.
contract [kənˈtrækt] *v* qisqarmoq – сокращаться.
contraction [kənˈtrækʃən] *n* qisqarish – сокращение.
contribute [kənˈtrɪbju:t] *v* ko‘maklashmoq, yordam bermoq – способность, содействовать.
control [kənˈtrəʊl] *n* nazorat, boshqaruv – контроль, управление; *v* boshqarmoq, nazorat qilmoq (kasallikni) – управлять.
convalescence [ˌkɒnvəˈlesns] *n* sog‘ayish – выздоровление.
convert [kənˈvɜ:t] *v* aylantirmoq – превращать.
coronary [ˈkɒrənərɪ] *a* koronar – коронарный.
corpse [kɔ:] *n* murda, jasad – труп.
corpuscle [ˈkɔ:pʌsl] *n* tanacha, hujayra – тельце, клетка.
corpuscular [kɔ:ˈpʌskjulə] *a* hujayrali – клеточный, корпускулярный.
correct [kəˈrekt] *v* tuzatmoq – исправить, исправлять; *a* to‘g‘ri – правильный.
cortex [ˈkɔ:teks] *n* bosh miya po‘stlog‘i – кора (головного мозга).
cortical [ˈkɔ:tɪkəl] *a* bosh miya po‘stlog‘iga oid – относящийся к коре (головного мозга).
corticovisceral [ˌkɔ:tkɔʊˈvɪsərəl] *a* kortiko-visseral – кортико-висцеральный.
cost [kɒst] (cost, cost) *v* (narhi) baholanmoq – стоить (о цене); narh – стоимость.
costal [kɒstl] *a* qovurg‘aga oid – рёберный.
cough [kɒf] *n* yo‘tal – кашель; *v* yo‘talmoq – кашлять; **a bad c**. kuchli yo‘tal – сильный кашель.
count [ˈkaʊnt] *n* hisob – счёт, подсчёт; *v* hisoblamoq – считать, подсчитать; **do (make) smb’s blood c.** kimningdir qon hujayralari hisobini qilmoq - делать (провести) подсчёт количества клеток крови.

Dd

damage [ˈdæmɪʤ] *v* shikastlamoq, yaralamoq – повреждать, поражать.
danger [ˈdeɪnʤə] *n* xavf – опасность.
dangerous [ˈdeɪnʤərəs] *a* xavfli – опасный.

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date [deɪt] *n* sana, vaqt – дата, число.
dead [ded] *a* o‘lik, murda – мёртвый, труп.
dean [di:n] *n* dekan – декан.
death [deθ] *n* o‘lim, o‘lim darajasi – смерть, смертоность.
decide [dɪˈsaɪd] *v* bir qarorga kelmoq, hal qilmoq – решать.
decision [dɪˈsɪʒn] *n* qaror – решение.
decrease [di:ˈki:z] *v* kamaymoq, pasaymoq, tushmoq – уменьшаться, падать, понижаться.
deep [di:p] *a* chuqur – глубокий.
defect [dɪˈfekt] *n* yetishmovchilik, porok – недостаток, порок.
definite [ˈdefɪnɪt] *a* belgilangan, aniq – определённый, точный.
degree [dɪˈgri:] *n* daraja, ilmiy daraja – степень, учёная степень.
delicate [ˈdelɪkeɪt] *a* ozg‘in, madorsiz – тонкий, слабый.
delirium [dɪˈlɪrɪəm] *n* alahsirash, alahsirash holati – бред, бредовой сотояние.
deliver [dɪˈlɪvə] *v* ma'ruza o‘qimoq – читать (лекцию, доклад).
diffuse [dɪˈfju:z] *a* yoyilgan, diffuz – распространённый, разлитый.
digestion [dɪˈʤestʃen] *n* ovqat hazm qilish, hazm qila olish – пищеварение, переваривание, усвоение пищи.
dilate [daɪˈleɪt] *v* kengaytirmoq, yoymoq, tarqamoq – расширяться, распространяться.

Ee

exertion [ɪgˈzɜ:ʃən] *n* zo‘riqish – напряжение, усилие, нагрузка; **on e.** zo‘riqish vaqtida – при напряжении, при нагрузке.
exist [ɪgˈzɪst] *v* mavjud bo‘lmoq – существовать, быть.
existence [ɪgˈzɪstəns] *n* mavjudlik, tiriklik – наличие, существование, жизнь.
expect [ɪkˈspekt] *v* kutmoq, o‘ylamoq – ожидать, предполагать.
expense [ɪksˈpens] *n* xarajat – стоимость, затрата, расход; **at the e. of** hisobidan – за счёт.
experience [ɪksˈpɪərɪəns] *n* malaka (orttirilgan) – опыт (накопленный); *v* sezmoq (og‘riqni) – испытывать, чувствовать (боль), ощущать.
expert [ˈekspɜ:t] *n* mutaxassis – эксперт, специалист.
extend [ɪksˈtend] *v* kengaymoq – простирать(ся), расширять, продлевать.
extensive [ɪksˈtensɪv] *a* keng – обширный, просторный.
external [eksˈtɜ:nl] *a* tashqi – наружный, внешний.
extract [ɪksˈtrækt] *v* chiqarmoq, ajratmoq – выделять, удалять.
extrahepatic [ˌekstrəhɪˈpætɪk] *a* jigar tashqarisiga oid – внепечёночный.
extreme [ɪksˈtri:m] *a* favqulotdagi – крайний, чрехзвычайный.
extremity [ɪksˈtremɪtɪ] *n* tugallanish qismi – конечность.

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eye [aɪ] *n* ko‘z – глаз.
eyeball [ˈaɪbɔ:l] *n* ko‘z soqqasi – глазное яблоко.

Ff

face [feɪs] *n* yuz, chehra – лицо; v yuzlanmoq – стоять перед, быть обращённым (к).
facial [ˈfeɪʃəl] *a* yuzga oid – лицевой.
fail [feɪl] (to do smth.) v biror narsani uddalay olmaslik, yiqilish (imtihonda) – не удаваться, не быть в состоянии, не суметь, провалить(ся) (на) экзамен(е).
failure [ˈfeɪljə] *n* to‘xtab qolish, buzilish – остановка, повреждение, нарушение; **heart f.** yurakning to‘xtab qolishi – внезапная остановка сердечной деятельности, паралич сердца.
fall [fɔ:l] (fell, fallen) *v* tushmoq, yiqilmoq – падать, спадать понижаться; **f. asleep** uxlab qolmoq заснуть; **f. ill with** kasal bo‘lmoq – заболеть.
far [f*a*:] *adv* uzoq, yiroq, olis – далеко, значительно, дальний.
fat [fæt] *n* yog‘ – жир; *a* yog‘li, to‘la – жирный, упитанный.
fatal [ˈfeɪtl] *a* o‘limga olib boruvchi – летальный, смертельный.
fatigue [fəˈti:g] *n* charchash, holdan toyish – усталость, утомление.
favourable [ˈfeɪvərəbl] *a* yoqimli, qulay – благоприятный, удобный.
feature [ˈf'i:ʧə] *n* xususiyat – (характерная) черта, особенность.
feed [fi:d] (fed, fed) *v* boqmoq, oziqlanmoq – кормить(ся), питать(ся).
feeding [ˈfi:dɪŋ] *n* ozuqa – питание.
feel [fi:l] (felt, felt) *v* sezmoq – чувствовать (себя), ощущать; **f. well** o‘zini yaxshi sezmoq – чувствовать себя хорошо; **f. bad** o‘zini yomon sezmoq – чувствовать себя плохо.
feeling [ˈfi:lɪŋ] *n* sezgi, hissiyot – чувство, ощущение.
fellow-student [ˈfelзʊ ˈstju:dənt] *n* kursdosh – одонокурсник.
female [ˈfi:meɪl] *n* ayol – женщина.
fermentation [ˈfз:menˈteɪʃən] *n* fermentlanish – ферментация, брожение.
fever [ˈfi:və] *n* isitma, harorat, bezgak – лихорадка, температура.
fiber [ˈfaɪbə] *n* tola – волокно.
fibrillation [ˈfaɪbrɪˈleɪʃən] *n* titramoq, fibrillatsiya – трепетание, фибриляция.
fibrous [ˈfaɪbrəs] *a* tolali, fibroz – волокнистый, фиброзный.
field [fi:ld] *n* dala, maydon, faoliyat maydoni – поле, сфера, область деятельности.
fight [faɪt] (fought, fought) *n* kurash - борьба; kurashmoq, olishmoq – бороться.
fill in [fɪl ɪn] *v* to‘ldirmoq, yozib qo‘ymoq, kiritish – заполнять, вписывать, вносить.

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find [faɪnd] (found, found) *v* topmoq, xulosaga kelmoq – находить, приходить к заключению; **f. out** aniqlamoq – обнаруживать.

finding [ˈfaɪndɪŋ] *n* topilma, natijalar – находка, данные, результаты.

fine [faɪn] *a* mayda, ingichka – мелкий, тонкий.

finger [ˈfɪŋgə] *n* barmoq – палец.

first [fɜ:st] *num* birinchi – первый; *adv* ilk marta, avval – впервые, сперва; **at f.** сначала; **for the f. time** ilk bora – в первый раз, впервые; **f. of all** dastlab – прежде всего.

fix [fɪks] *v* o‘rnatmoq, belgilamoq, mustahkamlamoq – устанавливать, назначать, укреплять; **fixed** *a* o‘rnatilgan – установленный, назначенный.

flexible [ˈfleksɪbl] *a* serharakat, chaqqon – подвижный.

flexibility [ˈfleksɪbɪlɪtɪ] *n* harakatchanlik, chaqqonlik – подвижность.

flow [flɜʊ] *n* oqim – ток, течение, струя; *v* oqmoq – течь, циркулировать.

fluid [flʊɪd] *n* suyuqlik – жидкость.

focus [ˈfɜʊkəs] (*pl* foci) *n* o‘choq, manba – очаг.

follow [ˈfɒlɜʊ] *v* rioya qilmoq, amal qilmoq – соблюдать, следовать чему-либо, сопровождать.

following [ˈfɒlɜʊɪŋ] *a* keyingi – следующий; *prep* ketidan keluvchi – вслед за, после.

follow-up [ˈfɒlɜʊ ʌp] *n* keyingi natijalar – отдалённый результаты; *a* последующий; *v* keyingi natijalar bo‘yicha tekshirilmoq – проследить отдаленные результаты, наблюдаться по поводу отдалённый результатов.

food [fu:d] *n* ovqat, oziq-ovqat – пища, питание, пищевые продукты.

foot [fʊt] (*pl* feet) *n* oyoq – нога, стопа; фут (мера длины = 33 см); *разг. v* (xarajatlarni) qoplamoq – оплачивать расходы.

for [fɔ:] *prep* davomida, uchun, tufayli, chunki – в течение, на, от, для, так как, потому что.

forearm [fɔ:ˈrɑ:m] *n* qo‘l – предплечье.

foreign [ˈfɒrɪn] *a* xorijiy, yot, boshqa turga oid – иностранный, постороний, инородный.

form [fɔ:m] *v* shakllantirmoq – образовывать, формировать.

former [ˈfɔ:mə] *a* sobiq, avvalgi, oldingi – прежний, бывший.

formulate [ˈfɔ:mjuleɪt] *v* aniq ifodalamoq, tariflamoq – формулировать.

found [faʊnd] *v* asoslamoq, tashkil etmoq – основывать, учреждать.

founder [ˈfaʊndə] *n* tashkilotchi, asoschi – основатель.

free [fri:] *a* ozod, bepul – свободный, бесплатный; v ozod etmoq – освобождать; **f. of charge** bepul, tekin – бесплатно.

frequently [ˈfrɪkwəntlɪ] *adv* tez-tez, ko‘p marotaba – часто, многократно.

from [frɒm] *prep* -dan /0 от, из, с, от ... до; **f. … to (till)** orasidan – от ... до.

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function [ˈfʌnkʃən] *n* vazifa, funksiya – функция; *v* harakat qilmoq -– функционировать, действовать.

further [ˈfɜːðə] *adv* nari, keyin – дальше, далее; *a* keyingi – дальнейший.

future [ˈfjuːʧə] *n* kelajak, bo‘lg‘usi – будущее; *a* bo‘lajak – будущий.

Gg

gain [gеɪn] *v* ega bo‘lmoq, egallamoq, erishmoq – приобретать, получать, достигать.

gall-bladder [ˈgɔːl ˈblædə] *n* o‘t pufagi – желчный пузырь.

gangrene [ˈgængriːn] *n* to‘qimaning o‘lishi, gangrena – омертвение ткани, гангрена.

gargle [g*a*:gl] *v* chaymoq (tomoqni) – полоскать горло.

gas [gæz] *n* gaz – газ.

gastric [ˈgæstrɪk] *a o*shqozon, me'daga oid – желудочный.

general [ˈʤenərəl] *a* umumiy – общий, генеральный.

generally [ˈʤenərəlɪ] *adv* umuman, odatda – обычно, вообще.

get [gеt] (got, got) *v* olmoq, erishmoq – получать; **g. down** tushmoq, pasaymoq – спускаться; **g. in** kirib qolmoq – входить, проникать, попадать; **g. off** tushmoq (transportdan) – сойти, выйти (с транспорта); **g. up** turmoq (o‘rindan) – вставать (с постели).

give [gɪv] (gave, given) *v* bermoq – давать; **g. away** fosh qilmoq (sirni)– выдавать (тайну); **g. in** yon bermoq – уступать, соглашаться; **g. up** tiyilmoq – отказываться.

gland [lænd] *n* bez – железа.

go [gɜʊ] (went, gone) *v* yurmoq, bormoq – идти, ехать; **be going to** taraddudlanmoq – собираться (намереваться); **g. in for sport** sport bilan shug‘ullanmoq – заниматься спортом.

government [ˈgʌvənmənt] *n* hukumat – правительство.

gradually [ˈgrædjuəlɪ] *adv* sekin-asta, bora-bora, tobora – постепенно, последовательно.

graduate [ˈgrædjueɪt] *v* (from) tamomlamoq (oliy o‘quv yurtini) – заканчивать (ВУЗ).

graduation [ˈgrædjueɪʃən] *n* tugatish (oliy o‘quv yurtini) – окончание (ВУЗа).

grayish [ˈgreɪʃ] *a* kulrangsimon – сероватый.

grow [grɜʊ] (grew, grown) *v* o‘smoq, shakllanmoq – расти, становиться.

growth [grɜʊθ] *n* o‘sish, ko‘payish,o‘sma – рост, увеличение, новообразование, опухоль.

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haemorrhage [ˈheməɾɪʤ] *n* qon ketishi, qon oqishi – кровотечение.
half [hɑ:f] *n* yarim, yarimta – половина.
happen [ˈhæpən] *v* sodir bo‘lmoq, ro‘y bermoq – случаться, происходить.
hard [hɑ:d] *a* qiyin, mashaqqatli – трудный, упорный; *adv* sabot bilan – настойчиво, упорно.
harm [hɑ:m] *n* ziyon, zarar – вред; *v* zarar yetkazmoq – вредить; **do smb. h.** kimgadir ziyon yetkazmoq – вредить кому-либо
headache [ˈhedeɪk] *n* bosh og‘rig‘i – головная боль.
health [helθ] *n* sog‘liq – здоровье; **be in good h**. sog‘lom bo‘lmoq – быть здоровым; **h. protection** sog‘liqni saqlash – охрана здоровья; **public h.** sog‘liqni muhofaza qilish – здравоохранение.
heart [hɑ:t] *n* yurak – сердце; **heartbeat** yurak qisqarishi – сокращение сердца; **heart beating** yurak urishi – сердцебиение.
heavy [ˈhevɪ] *a* og‘ir, zich – тяжёлый, плотный.
hemoglobin [ˌhemɜʊˈglɜʊbɪn] *n* gemoglobin – гемоглобин.
hepatic [heˈpætɪk] *a* jigarga oid – печёночный.
hepatitis [ˌhepəˈtaɪtɪs] *n* gepatit, jigar yallig‘lanishi – гепатит.
here [hɪə] *adv* shu yerda, bu yerga – здесь, сюда.
hereditary [hɪˈredɪtərɪ] *a* irsiy, nasliy – наследственный.
high [haɪ] *a* baland, yuqori – высокий.
higher [ˈhaɪə] *a* oliy – высший; **h. education** oliy ma'lumot – высшее образование; **h. school** oliy o‘quv yurti – ВУЗ.
himself [hɪmˈself] *pron* o‘z, o‘zi, o‘zini – сам, себя.
history [ˈhɪstərɪ] *n* tarixi – история; **family h.** oila anamnezi – семейный анамнез; **past h.** hayot anamnezi – жизненный анамнез.
hoarse [hɔ:s] *a* xirillagan, bo‘g‘iq – хриплый, сиплый.
hold [hɜʊld] (held, held) *v* ushlamoq, o‘tkazmoq – держать, проводить (собрание).
hollow [ˈhɒlɜʊ] *a* bo‘shliq – полый.
hospitalize [ˈhɒspɪtəlaɪz] *v* gospitalizatsiya qilmoq, kasalxonaga yetkizmoq – госпитализировать.
hostel [ˈhɒstəl] *n* yotoqxona – общежитие.
hot [hɒt] *a* issiq – горячий, жаркий.
hour [aʊə] *n* soat (vaqt) – час (астрономический).
how [haʊ] *adv* qanday, qay yo‘sinda – как, каким образом.
however [haʊˈevə] *adv* ammo, lekin, biroq, shunga qaramay – однако, тем не менее, несмотря на.
human [ˈhju:mən] *a* insoniy – человеческий; **h. being** inson – человек, человеческое существо.

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hypochondrium [ˌhaɪpɜʊˈkɒndrɪəm] *n* qovurg‘a osti qismi – подрёберная область.

hypothalamus [ˌhaɪpɜʊθəˈlæməs] *n* gipotalamus – гипоталамус (часть промежуточног мозга, образующая основание и часть боковой стенки 3-го желудка).

Ii

if [ɪf] *cj* agar, mabodo – если, ли.

ileum [ˈɪlɪəm] *n* yon bosh ichak – подвздошная кишка.

immediately [ɪˈmi:djətlɪ] *adv* zudlik bilan, darhol – немедленно.

immunity [ɪˈmju:nɪtɪ] *n* immunitet – иммунитет.

impair [ɪmˈpɛə] *v* shikastlamoq, ishdan chiqarmoq – повреждать, ухудшать, нарушать.

importance [ɪmˈpɔ:təns] *n* muhimlik – важность, значительность.

important [ɪmˈpɔ:tənt] *a* muhim – важный, значительный.

improve [ɪmˈpru:v] *v* yaxshilanmoq, tuzalmoq – улучшать(ся).

improvement [ɪmˈpru:vmənt] *n* tuzalish, ijobiy o‘zgarish – улучшение.

impulse [ˈɪmpʌls] *n* impuls – импульс.

incidence [ˈɪnsɪdəns] *n* takroranish tezligi – число (случаев), частота (заболеваний).

incision [ɪnˈsɪʒən] *n* kesish – разрез.

include [ɪnˈklu:d] *v* o‘zida mujassam etmoq – заключать, содержать в себе, включать.

income [ˈɪnkəm] *n* daromad, foyda – доход.

increase [ɪnˈkri:z] *v* ko‘tarilmoq, kattalashmoq – увеличивать(ся), повышаться.

incubation [ˌɪnkjuˈbeɪʃən] *n* inkubatsion davr – инкубационный период.

indicate [ˈɪndɪkeɪt] *v* ko‘rsatmoq, namoyish qilmoq – показывать, указывать.

individual [ˌɪndɪˈvɪdjuəl] *a* individual – индивидуальный.

induration [ˌɪndjʊəˈreɪʃən] *n* zichlashuv(to‘qimaning) – уплотнение (ткани).

ineffective [ˌɪnɪˈfəktɪv] *a* ta'sir etmaydigan, samarasiz – недействительный, неэффективный.

infant [ˈɪnfənt] *n* 2 yoshgacha bo‘lgan go‘dak bola – младенец ребёнок до 2-х лет.

infectious [ɪnˈfekʃəs] *a* yuqumli, kasallik tarqatuvchi – заразный, инфекционный.

infective [ɪnˈfektɪv] *a* yuqumli, yuqadigan – заразный.

inflammation [ˌɪnfləˈmeɪʃən] *n* yallig‘lanish – воспаление.

influence [ˈɪnflʊəns] *n* ta'siri – влияние, действие, воздействие; *v* ta'sir etmoq – влиять, оказывать влияние.

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inhibit [ɪnˈhɪbɪt] *v* bosish, ezish, ushlab turish – подавлять, тормозить, задерживать.
inhibition [ˌɪnhɪˈbɪʃən] *n* tormozlanish, to‘xtatish – торможение.
inhibitor [ɪnˈhɪbɪtə] *n* tormozlovchi agent – тормозящий агент, замедлитель.
initial [ɪˈnɪʃəl] *a* dastlabki, eng avvalgi – первоначальный, предварительный.
inject [ɪnˈʤekt] *v* suyuqlik kiritmoq, inyeksiya qilmoq – вводить жидкость, делать инъекцию.
injection [ɪnˈʤekʃən] *n* dori yuborish, inyeksiya yuborish – вприскывание, инъекция, введение.
injure [ˈɪnʤə] *v* ziyon yetkazmoq, yaralamoq, jarohatlamoq – повреждать.
injury [ˈɪnʤərɪ] *n* jarohat – повреждение.
inner [ˈɪnə] *a* ichki – внутренний.
insect [ˈɪnsekt] *n* hasharot – насекомое.
inside [ɪnˈsaɪd] *prep* ichiga, ichida – внутри, внутрь.
insist [ɪnˈsɪst] *v* (on) fikrini o‘tkazmoq, o‘zinikini ma'qullab turib olmoq – настаивать.
instead of [ɪnˈsted] *prep* o‘rniga – вместо, взамен; **i. of going** (reading) borish (o‘qish) o‘rniga – вместо того, чтобы пойти (прочитать).
institution [ˌɪnstɪˈtju:ʃən] *n* muassasa – учреждение.
instruction [ɪnsˈtrʌkʃən] *n* yo‘l-yo‘riq, ko‘rsatma – инструкция, указание.
insufficiency [ˌɪnsəˈfɪʃənsɪ] *n* yetishmovchilik – недостаточность, недостаток.
intensity [ɪnˈtensɪtɪ] *n* taranglik, kuch, zichlik – напряжённость, сила, яркость, плотность.
intermittent [ˌɪntəˈmɪtənt] *a* vaqti-vaqti bilan sodir bo‘ladigan – перемежающийся, прерывистый.
internal [ɪnˈtɜ:nl] *a* ichki – внутренний.
interspace [ˈɪntəˈspeɪs] *n* oraliq – промежуток.
interval [ˈɪntəvəl] *n* interval, tanaffus, oraliq davr – интервал, промежуток, интервал.
intestine [ɪnˈtestɪn] *n* ichak – кишка; *a* кишечний; **small i.** ingichka ichak – тонкий кишечник; **large i.** yo‘g‘on ichak – толстый кишечник.
intolerably [ɪnˈtɒlərəblɪ] *adv* chidab bo‘lmas – невыносимо.
intoxication [ɪnˌtɒksɪˈkeɪʃən] *n* intoksikatsiya, zaharlanish – интоксикация, отравление.
intrahepatic [ˌɪntrəhɪˈpætɪk] *a* jigar ichiga oid – внутрипечёночный.
intramuscular [ˌɪntrəˈmʌskjulə] *a* muskul ichiga oid – внутримышечный.
intravenous [ˈɪntrəˈvi:nəs] *a* vena ichiga oid – внутривенный.
introduce [ˌɪntrəˈdju:s] *v* kiritmoq, yubormoq – вводить.
invade [ɪnˈveɪd] *v* bostirib kirmoq, zararlantirmoq – вторгаться, поражать болезнью.

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invasion [ɪn′veɪʒən] *n* invaziya, kirib qolish (parazitni) — инвазия, вторжение, внедрение (паразита).
investigate [ɪn′vestɪgeɪt] *v* tekshirish, tasdiq etish — исследовать.
investigation [ɪn′vestɪgɪʃən] *n* tadqiqot — исследование.
involve [ɪn′vɒlv] *v* shikastlamoq, jalb qilmoq (patologik jarayonga) — поражать, вовлекать (в патологический процесс).
iron [′aɪən] *n* temir — железо.
irregular [ɪ′regjulə] *a* notekis, noto‘g‘ri — неровный, нерегулярный, неправильный.
irritation [ˌɪrɪ′teɪʃən] *n* asabiylashish, qichishish — раздражение.
isolate [′aɪsəleɪt] *v* ajratib qo‘ymoq, izolyatsiya qilmoq — отделять, изолировать, выделять.

Jj

jaundice [′dʒɔ:ndɪs] *n* sariq kasallik, sariqlik — желтуха, желтушность.
jejunum [dʒɪ′dʒu:nəm] *n* ingichka ichak — тощая кишка.
join [dʒɔɪn] *v* bogl‘amoq, biriktirmoq, qo‘shilmoq — связывать, соединять(ся), вступать.
joint [dʒɔɪnt] *n* bo‘g‘in — сустав; *a* biriktirilgan — совместный, объединённый.
journal [dʒɜ:nl] *n* jurnal — журнал.
juice [dʒu:s] *n* sharbat — сок.
just [dʒʌst] *adv* endigina, hali-hozir, aniq, xuddi shunday — только что, точно, именно.
jaw [dʒɔ:] *n* jag — челюсть.

Kk

keep [ki:p] (kept, kept) *v* saqlamoq, ushlab turmoq — держать, хранить.
kidney [′kɪdnɪ] *n* buyrak — почка.
kind [kaɪnd] *a* mehribon — добрый; *n* tur, sort — вид, род.
knowledge [′nɒlɪdʒ] *n* ilm, bilim — знание (я); **the k. of medicine** tibbiyot bo‘yicha bilim — знания по медицине.
knee [ni:] *n* tizza — колено.

Ll

laboratory [lə′bɒrətərɪ] *n* laboratoriya — лаборатория.
lack [læk] *n* yetishmaslik, tanqislik, kamlik — недостаток, нехватка, отсутствие; *v* qiyinchilikka chidamoq, muhtoj bo‘lmoq — не хватать, не доставать.

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language [ˈlæŋgwɪʤ] *n* til (chet tili) – язык.

larynx [ˈlærɪŋks] *n* hiqildoq – гортань.

last [l*a*:st] *v* davom etmoq – продолжаться; *a* oxirgi, o‘tgan – последний, прошлый.

late [leɪt] *a* kechki, so‘nggi – поздний; *adv* kech – поздно.

lately [ˈleɪtlɪ] *adv* so‘nggi vaqtlardagi, yaqinda – за последнеее время, недавно.

lateral [ˈlætərəl] *a* yon bosh, lateral – боковой, латеральный.

layer [leɪə] *n* qatlam – слой.

lead [li:d] (led, led) *v* olib bormoq, yetaklamoq – вести, проводить.

leave [li:v] (left, left) *v* tark etmoq, qoldirmoq, ketmoq, tashlab ketmoq – покидать, оставлять, уходить из, уезжать из.

left [left] *a* chap – левый.

leg [leg] *n* oyoq, boldir – нога.

length [lenθ] *n* uzunlik, davomiylik – длина, длительность; **in l**. uzunligi, davomiyligi – длиный, длиной.

lesion [ˈli:ʒən] *n* jarohat, shikast – повреждение, поражение, рана.

lest [lest] *cj* -maslik uchun – чтобы не.

let [let] (let, let) *v* imkon, izn bermoq – позволять; **l. him** (them) пусть он (они); **l. us read** keling o‘qiylik – давайте читать.

leucocyte [ˈlju:kəsaɪt] *n* leykosit, oq qon hujayrasi – лейкоцит, белая кровяная клетка.

leucocytosis [ˈlju:kəsaɪˈtɒsi:z] *n* leykositoz – лейкоцитоз, увеличение числа белых кровяных шариков.

level [ləvl] *n* daraja, miqdor, sath – уровень, количество.

library [ˈlaɪbrərɪ] *n* kutubxona – библиотека.

lie [laɪ] (lay, lain) *v* yotmoq – лежать.

ligament [ˈlɪgəmənt] *n* boylam – связка.

light [laɪt] *a* yengil, yorug‘ – лёгкий, светлый.

like [ˈlaɪk] *a* o‘xshash – подобный, похожий; *v* yoqmoq, xohlamoq – нравиться, любить; **should l.**, **would l.** istardimki – хотелось бы.

likely [ˈlaɪklɪ] *adv* ehtimol, balki – вероятно.

limit [ˈlɪmɪt] *n* chegara, me'yor – граница, предел; *v* cheklamoq – ограничивать; **within normal limits** me'yor darajasida – в пределах нормы.

lip [lɪp] *n* lab – губа.

listen [lɪsn] *v* (to) tinglamoq, eshitmoq – слушать, прослушивать.

liver [ˈlɪvə] *n* jigar – печень.

lobar [ˈlɔʊbə] *a* bo‘lakli, lobar – долевой, лобарный.

lobular [ˈlɔʊbju:lə] *a* bo‘lakli, lobular – долчатый, дольковый, лобулярный.

local [ˈlɔʊkəl] *a* mahalliy – местный, локальный.

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localize [ˈlɜʊkəlaɪz] *v* joylashmoq – локализировать(ся).
locate [ˈlɜʊkeɪt] *v* joylashtirmoq – расположить, определять локализацию.
long [lɒŋ] *a* uzun – длинный.
look [lʊk] *v* (at) ko‘rmoq, qaramoq – смотреть, выглядеть; **l. pale** nursiz ko‘rinmoq – выглядеть бледным; **l. for** qidirmoq – искать; **l. after** parvarish qilmoq – ухаживать за.
lose [lu:z] (lost, lost) *v* yo‘qotmoq – терять; **lost time** yo‘qotilgan vaqt – потерянное время.
loss [lɒs] *n* yo‘qotish – потеря, утрата.
loud [laʊd] *a* qattiq, baland ovozli – громкий; *adv* baland ovozda – громко.
low [lɜʊ] *a* quyi, past – низкий.
lower [lɜʊə] *a* pastki, quyi – нижний.
lumbar [ˈlʌmbə] *a* belga oid – поясничный.
lung [lʌŋ] *n* o‘pka – лёгкое.
lymphatic [lɪmˈfætɪk] *a* limfatik – лимфатический.

Mm

main [meɪn] *a* asosiy, bosh – главный, основной; **in the m.** asosan, umuman – в основном.
majority [mæˈʤɒrɪtɪ] *n* ko‘pchilik – большинство.
malaise [mæˈleɪz] *n* holsizlik, darmonsizlik – недомогание.
male [meɪl] *n* erkak – мужчина.
malignant [məˈlɪgnənt] *a* yomon sifatli – злокачественный.
manifestation [ˌmænɪfesˈteɪʃən] *n* ifodalanish, ko‘rinish, manzara – проявление.
manipulation [ˌmænɪpjuˈleɪʃən] *n* manipulyatsiya – манипуляция.
mark [m*a*:k] *n* baho – оценка, отметка; *v* belgilamoq, baholamoq – отмечать; **marked** *a* sezilarli, yaqqol ko‘ringan – заметный, выраженный.
mass [m*a*:s] *n* massa – масса; shish, o‘sma – опухоль.
master [ˈm*a*:stə] *v* egallamoq, o‘rganmoq – овладевать, глубоко изучать.
matter [ˈmætə] *n* modda, material, mohiyat, ish, asos – вещество, материал, сущность, дело, повод; **What’s the m. with you?** Sizga nima bo‘ldi? – Что с Вами?
maximal [ˈmæksɪməl] *a* eng ko‘p, maksimal – максимальный.
meal [mi:l] *n* taom, ovqat – еда, пища, принятие пищи; toam yemoq, ovqatlanmoq – кушать, принимать пищу.
mean [mi:n] (meant, meant) *v* nazarda tutmoq, hisobga olmoq, anglamoq – означать, иметь в виду.

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means [mi:nz] *n* vosita, usul – средство, способ; **by means of** vositasida, yordamida – посредством, при помощи.
measure [ˈmeʒə] *n* o‘lchov – мера; v o‘lchamoq – измерять.
mechanism [mekəˈnɪzəm] *n* mexanizm – механизм.
mediastinum [ˌmi:dɪæsˈtaɪnɪəm] *n* umurtqa va ko‘krak qafasi oraligi – средостение.
medicine [ˈmedsɪn] *n* dori; tibbiyot – лекарство, медицина.
meet [mi:t] (met, met) *v* kutmoq, kutib olmoq, uchrashmoq – встречать.
member [ˈmembə] *n* a'zo (oila, partiya) – член (семьи, партии).
membrane [ˈmembreɪn] *n* parda, membrana, qobiq, qoplama – перепонка, оболочка, мембрана, налёт.
membraneous [memˈbreɪnjəs] *a* yupqa pardali – перепончатый.
mental [ˈmentəl] *a* aqliy, ruhiy, psixik – умственный, душевный, психический.
metabolic [ˌmetəˈbɒlɪk] *a* modda almashuviga oid – относящийся к обмену веществ; **m. rate** moda almashuvi tezligi – скорость обмена веществ.
metabolism [meˈtæbəlɪzəm] *n* modda almashuvi – обмен веществ.
method [ˈmeθəd] *n* usul, uslub – метод.
microbiology [ˌmaɪkrɔʊbaɪˈɒlədʒɪ] *n* mikrobiologiya – микробиология.
microorganism [ˈmaɪkrɔʊˈɔ:gənɪzəm] *n* mikroorganizm, mikrob – микроорганизм, микроб.
microscope [ˈmaɪkrəˈskɔʊp] *n* mikroskop – микроскоп.
middle [mɪdl] *n* o‘rtasi – середина; a o‘rta, o‘rtacha – средний.
mild [maɪld] *a* yumshoq, bo‘sh, nimjon, yengil – мягкий, слабый, лёгкий.
mitral [ˈmaɪtrəl] *a* mitral – митральный.
moderate [ˈmɒdərɪt] *a* mo'tadil, o‘rtacha – умеренный, средний.
moist [mɔɪst] *a* nam, ho‘l – влажный.
month [mʌnθ] *n* oy – месяц.
mortality [mɔ:ˈtælɪtɪ] *n* letallik, o‘lim – смертность.
mouth [maʊθ] *n* og‘iz – рот.
move [mu:v] *v* yurmoq, siljimoq, harakatlanmoq – шевелить(ся), двигать(ся), передвигать(ся).
movement [ˈmu:vmənt] *n* harakat – движение.
mucopurulent [ˌmju:kəˈpjʊərʊlənt] *a* shilliq-yiringli – слизистогнойный.
mucosa [mjuˈkɔʊzə] *n* shilliq parda – слизистая оболочка.
mucous [ˈmju:kəs] *a* shilliq – слизистый.
mucus [ˈmju:kəs] *n* shilimshiq, shilliq – слизь.
multiply [ˈmʌltɪˈplaɪ] *v* ko‘paymoq – размножать(ся).
murmur [ˈmɜ:mə] *n* shovqin (yurakda) – шум (в сердце).
muscle [mʌskl] *n* mushak, muskul – мышца.
mycobacterium tuberculosis [ˌmaɪkəbækˈtɪərɪəm tju:bɜ:kjuˈlɔʊsɪs] *n* tuberkulyoz tayoqchasi – туберкулёзная палочка.

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Nn

natural [ˈnætʃrəl] *a* tabiiy, natural – натуральный, естественный.
nature [ˈneɪtʃə] *n* tabiat, xarakter – природа, характер.
nausea [ˈnɔ:sjə] *n* ko‘ngil aynishi, behuzur bo‘lish – тошнота.
nearby [ˈnɪəbaɪ] *adv* yaqin o‘rtada – поблизости; *a* yaqin o‘rtada, shu atrofda – ближний.
necessary [ˈnesɪsərɪ] *a* kerakli, zarur – необходимый, нужный.
neck [nek] *n* bo‘yin, bo‘yincha – шейка, шея.
need [ni:d] *n* ehtiyoj, muhtojlik, zarurat – нужда, потребность; **n. badly** *n* biror narsaga o‘ta ehtiyoj sezmoq – нуждаться очень в чём-либо.
neither … nor [ˈnaɪðə nɔ:] *cj* na ... na ... – ни ... ни.
nerve [nɜ:v] *n* asab, nerv – невр.
nervous [ˈnɜ:vəs] *a* asabiy – нервный, взволнованный.
neurogenous [ˌnjʊərəˈdʒenəs] *a* nevrogen, asab faoliyatiga oid – неврогенный, нервного происхождения.
neurologist [njʊəˈrɒlədʒɪst] *n* nevropatolog – невропатолог.
neutralize [ˈnju:trəlaɪz] *v* bartaraf etmoq, neytral holga keltirmoq – нейтрализовать.
never [ˈnevə] *adv* hech qachon – никогда.
next [nekst] *a* kelasi, navbatdagi, keyingi – следующий, будущий.
nobody [ˈnɜʊˌbɒdɪ] *pron* hech kim – никто.
node [nɜʊd] *n* tugun, o‘simta – узел, нарост, утолщение.
nodule [ˈnɜʊdju:l] *n* tuguncha – узелок.
noise [nɔɪz] *n* shovqin, g‘ala-g‘ovur – шум.
nose [nɜʊz] *n* burun – нос.
note [nɜʊt] *v* belgilamoq, sezmoq – отмечать, замечать.
nothing [ˈnʌθɪŋ] *pron* hech narsa – ничто, ничего.
notice [ˈnɜʊtɪs] *v* sezmoq, bilmoq, ko‘rmoq, farqlamoq – замечать, увидеть, замечать.
nourish [ˈnʌrɪʃ] *v* oziqlantirish, boqish – питать, кормить.
nowhere [ˈnɜʊwɛə] *adv* hech qayerga, hech qayerda – никуда, нигде.
number [ˈnʌmbə] *n* son, raqam, miqdor – число, номер, количество; **n. of** ma'lum miqdorda – ряд, некоторое количество; *v* hisoblamoq – насчитывать.
numerous [ˈnju:mərəs] *a* ko‘p, ko‘p sonli – многочисленный.
nurse [nɜ:s] *n* tibbiy hamshira – медицинская сестра; *v* bemorni parvarish qilmoq – ухаживать за больным.

Oo

objective [ɒbˈdʒektɪv] *a* obyektiv, haqqoniy – объективный.

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observation [ˌɒbzɜːˈveɪʃən] *n* kuzatuv, nazorat – наблюдение.
observe [ɒbˈzɜːv] *v* kuzatmoq – наблюдать, изучать (с помощью наблюдения), следить (за чем-либо).
obstetrics [ɒbsˈtetrɪks] *n* akusherlik – акушерство.
obstruction [ɒbsˈtrʌkʃən] *n* to‘siq, to‘siq joy, o‘tib bo‘lmaslik – закупорка, непроходимость.
obtain [ɒbˈteɪn] *v* olmoq, erishmoq – приобретать, доставать, получать.
occasion [əˈkeɪʒən] *n* hodisa, imkoniyat – случай, возможность; **on the o. of** munosabati bilan - по случаю.
occlusion [əˈkluːʒən] *n* to‘siq, g‘ov – закупорка, непроходимость.
occupation [ˌɒkjuˈpeɪʃən] *n* kasb, hunar, mashg‘ulot turi – занятие, род занятий.
occur [əˈkɜː] *v* uchramoq, sodir bo‘lmoq – встречаться, происходить, случаться, наступать.
occurrence [əˈkʌrəns] *n* tezlik, tarqalish, namoyon bo‘lish – частота, распространение, проявление.
office [ˈɒfɪs] *n* idora, kabinet, muassasa – учреждение, кабинет.
often [ɔːfn] *adv* tez-tez – часто.
only [ˈəʊnlɪ] *adv* faqat – только; *a* yagona – единственный.
onset [ˈɒnsət] *n* boshlanish – начало, приступ.
opening [ˈəʊpnɪŋ] *n* teshik, tuynuk – отверстие.
operate [ˈɒpəreɪt] *v* (on) operatsiya qilmoq – оперировать.
oral [ˈɔːrəl] *a* og‘izga oid, og‘zaki – ротовой, устный.
orally [ˈɔːrəlɪ] *adv* og‘iz orqali – внутрь, через рот, устно.
order [ˈɔːdə] *n* tartib, buyruq – порядок, приказ; *v* tavsiya etmoq, tayinlamoq (dorini), buyruq bermoq – назначать, прописывать, заказывать (лекарство); **in o.** uchun – для того чтобы; **in o. that** uchun – с тем чтобы.
ordinary [ˈɔːdnrɪ] *a* oddiy, sodda – простой, обыкновенный.
organic [ɔːˈgænɪk] *a* organik – органический.
origin [ˈɒrɪʤɪn] *n* boshlanish, manba, kelib chiqish – начало, источник, происхождение.
outcome [ˈaʊtkʌm] *n* tugash – исход.
over [ˈəʊvə] *adv* tepadan – больше; *prep* o‘stidan – над, свыше; **be o.** tugamoq – заканчиваться.
overstrain [ˈəʊvəstreɪn] *n* zo‘riqish, haddan ziyod – перенапряжение, чрезмерное усилие.
own [əʊn] *a* xususiy – собственный; *v* ega bo‘lmoq – владеть, находиться во владении.
oxygen [ˈɒksɪʤən] *n* kislorod – кислород.
oxygenate [ɒkˈsɪʤɪneɪt] *v* kislorod bilan to‘yinmoq /0 получать кислород, насыщать(ся) кислородом.

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Pp

pain [peɪn] *n* og‘riq – боль.

palate [ˈpælɪt] *n* tanglay – нёбо; **hard p.** qattiq tanglay – твёрдое нёбо; **soft p.** yumshoq tanglay – мягкое нёбо.

pale [peɪl] *a* nursiz, oqargan, rangsiz – бледный.

palpation [pælˈpeɪʃən] *n* palpatsiya, paypaslamoq – пальпация, прощупывание.

palpitation [ˌpælpɪˈteɪʃən] *n* kuchli yurak urishi, titrash – сильное сердцебиение, трепетание, трепет.

pancreas [ˈpæŋkrɪəs] *n* oshqozon osti bezi – поджелудочная железа.

paralysis [pəˈrælɪsɪs] *n* falaj – паралич.

parenchyma [pəˈreŋkɪmə] *n* parenxima – паренхима, собственное вещество органа.

parent [ˈpɛərənt] *n* ota-ona – родитель.

parenterally [ˈpɛəˈrəntərəlɪ] *adv* parenteral, oshqozon-ichak yo‘lidan tashqariga – парантерально, минуя пищеварительный тракт.

part [p*a*:t] *n* qism – часть; **take p. in smth.** ishtirok etmoq – принимать участие в чём-либо.

particular [pəˈtɪkjulə] *a* maxsus, o‘ziga xos, alohida – особый, особенный, отдельный; aynan mana shu – именно этот, эта, это; **be of p. interest** ayniqsa qiziqarli bo‘lmoq – иметь (представлять) особый интерес.

pass [p*a*:s] *v* o‘tmoq – проходить, протекать; **(through)** orqali o‘tmoq – пропускать через; **p. examinations** imtihondan o‘tmoq – сдать экзамен.

passage [ˈpæsɪʤ] *n* o‘tish joyi – проход, проток.

pathogenesis [ˌpæθəˈʤenɪsɪs] *n* patogenez (kasalikning paydo bo‘lish va rivojlanish mexanizmi) – патогенез (механизм развития процесса, болезни).

pathogenic [ˌpæθəˈʤenɪk] *a* patogen, kasallik keltirib chiqaruvchi – патогенный, болезненный.

pathologic(al) [ˌpæθəˈlɔʤɪk(əl)] *a* patologik – патологический.

patient [ˈpeɪʃənt] *n* bemor – пациент, больной.

pay [ˈpeɪ] (paid, paid) *v* haqqini bermoq, to‘lamoq – платить.

pelvis [ˈpelvɪs] *n* chanoq – таз.

per [pɜ:] *prep* har, bir – в, на, за; **p. minute** (day) har minutda (kunda) – в минуту (час).

percussion [pɜ:ˈkʌʃən] *n* perkussiya, dukkillash – перкуссия, выстукивание.

perforate [ˈpɜ:fəreɪt] *v* (into, through) perforatsiya qilmoq, yorilmoq, teshilmoq, kirib qolmoq – перфорировать, прободать, проникать.

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perform [pəˈfɔ:m] *v* bajarmoq, qilmoq, amalga oshirmoq – выполнять, делать, осуществлять.

pericardium [pərɪˈk*a*:dɪəm] *n* perikard, yurak oldi xaltachasi – околосердечная сумка, перикард.

period [ˈpɪərɪəd] *n* davr, palla, faza, daraja – период, стадия.

periodically [ˌpɪərɪˈɒdɪkəlɪ] *adv* muddatli, vaqti-vaqti bilan – периодически, время от времени.

peripheral [pəˈrɪfərəl] *a* aylanali, periferal – окружной, перефирический; **p. system** katta qon aylanish doirasi – большой круг (кровообращения).

peristaltic waves [ˌperɪˈstæltɪk weɪvz] peristaltit (oshqozon-ichak to‘lqinsimon harakati) – перистальтика.

peritoneum [ˌperɪˈtɜʊni:əm] *n* qorin parda – брюшина.

peritonitis [ˌperɪtəˈnaɪtɪs] *n* peritonit, qorin parda yallig‘lanishi – перитонит, воспаление брюшины.

permanent [ˈpɜ:mənənt] *a* doimiy, o‘zgarmas – постоянный, неизменный.

persist [pəˈsɪst] *v* saqlanmoq, davom etmoq – сохраниться, продолжать существование.

persistence [pəˈsɪstəns] *n* tirishqoqlik, chidamlilik, doimiylik, davomiylik – настойчивость, выносливость, постоянство, продолженность.

person [pɜ:sn] *n* shaxs, inson - человек, лицо.

perspiration [pɜ:spəˈreɪʃn] *n* terlash, ter ajralishi, ter – потение, потоотделение, пот, испарина.

phagocyte [ˈfægəsaɪt] *n* fagosit – фагоцит.

pharmacology [ˌ*fa*:məˈkɒlədʒɪ] *n* farmakologiya – фармакология.

pharynx [ˈfærɪŋks] *n* halqum – глотка.

phase [feɪz] *n* faza, davr, bosqich – фаза, период, стадия.

phenomenon [fɪˈnɒmɪnən] (*pl* phenomena) *n* hodisa – явление.

physician [fɪˈzɪʃən] *n* vrach, shifokor – врач.

physiology [ˌfɪzɪˈɒlədʒɪ] *n* fiziologiya – физиология.

pigmentation [ˌpɪgmənˈteɪʃən] *n* pigmentatsiya, bo‘yalish – окрашивание, пигментация.

place [pleɪs] *n* joy, o‘rin – место; *v* qo‘ymoq, joylashtirmoq – ставить, помещать; **take p.** yuz bermoq, uchrab turmoq – происходить, иметь место.

plant [pl*a*:nt] *n* o‘simlik; zavod – растение; завод.

plasma [ˈplæzmə] *n* qonning suyuq qismi – плазма.

platelet [ˈpleɪtlɪt] *n* qon plastinkasi – кровянная пластинка.

pleura [ˈplʊərə] *n* plevra – плевра.

pleurisy [ˈplʊərɪsɪ] *n* plevra yallig‘lanishi – плеврит.

pneumococci [ˌnju:məˈkɒksaɪ] n pnevmokokklar – пневмококки.

pneumonia [nju:ˈmɜʊnjə] *n* pnevmoniya, o‘pka shamollashi – пневмония, воспаление лёгких.

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point [pɔɪnt] *n* nuqta, joy, o‘rin – точка, место.
poisonous [ˈpɔɪznəs] *a* zaharli – ядовитый.
pollution [pəˈlu:ʃən] *n* ifloslanish – загрязнение.
polyclinic [ˌpɒlɪˈklɪnɪk] *n* poliklinika – поликлиника.
polyp [ˈpɒlɪp] *n* polip, o‘simta – полип, нарост.
poor [pʊə] *a* yomon; kambag‘al – плохой; бедный.
population [ˌpɒpjuˈleɪʃən] *n* aholi – население.
portal [pɔ:tl] *a* portal – воротный (относящийся к воротной вене), портальный.
portion [ˈpɔ:ʃən] *n* qism, bo‘lim, ulush, porsiya – часть, отдел, доля, порция.
possibility [ˌpɒsəˈbɪlɪtɪ] *n* imkoniyat – возможность.
possible [ˈpɒsəbl] *a* iloji bor, mumkin bo‘lgan – возможный.
power [ˈpaʊə] *n* kuch, hokimiyat, qudrat – власть, сила, мощь, держава; *v* kuch bermoq, boshqarmoq – придавать силу, управлять.
precede [pri:ˈsi:d] *v* avval bo‘lib o‘tmoq, oldin yuz bermoq – предшевствовать.
preparation [ˌprepəˈreɪʃən] *n* preparat, tayyorgarlik – препарат, приготовление.
prepare [prɪˈpɛə] *v* tayyorlanmoq, taraddud ko‘rmoq – готовить(ся), приготовить(ся).
prescribe [prəˈskraɪb] *v* (to, for) yozib bermoq (dori) – выписать, прописать препарат (лекарство кому-либо).
presence [prezns] *n* mavjudlik, ishtirok etish – присутствие, наличие.
present [prəznt] *a* hozirgi, haqiqiy – настоящий, присутствующий; **at p.** hozirda, hozirgi vaqtda – сейчас, в настоящее время; **be p.** bor bo‘lmoq – присутствовать, иметься.
preserve [prɪˈzɜ:v] *v* saqlamoq, saqlab qo‘ymoq – сохранять.
pressure [ˈpreʒə] *n* bosim – давление.
prevent [prɪˈvent] *v* oldini olmoq, daf qilmoq, ogohlantirmoq – предупреждать, предотвращать.
previous [ˈpri:vjəs] *a* (to) avvalgi, bo‘lib o‘tgan – предшествующий, предыдущий.
primary [ˈpraɪmərɪ] *a* boshlang‘ich, birlamchi – первичный.
private [ˈpraɪvɪt] *a* xususiy, shaxsiy – частный, личный.
probably [ˈprɒbəblɪ] *adv* ehtimol, balki, mumkin – наверное, возможно.
probe [prɜʊb] *v* zond yutmoq – зондировать.
procedure [prəˈsi:ʤə] *n* muolaja – процедура.
process [ˈprɜʊses] *n* jarayon – процесс.
prodromal [ˈprɜʊdrɜʊməl] *a* prodromal, kasallikning boshlanish davri – продромальный, предшествующий болезни.
produce [prəˈdju:s] *v* ishlab chiqarmoq – производить, вызывать, продуцировать, вырабатывать.

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production [prəˈdʌkʃən] *n* mahsulot – производство, выработка.
productive [prəˈdʌktɪv] *a* produktiv, ho'l (yo'tal) – продуктивнй, влажный (кашель).
profuse [prəˈfju:s] *a* ko'p, mo'l, me'yordan ko'p – обильный, чрезмерный.
progressive [prəˈgresɪv] *a* progressiv – прогрессивный, поступательный.
prolong [prəˈlɒŋ] *v* uzaytirmoq, cho'zmoq – продлевать.
prolonged [prəˈlɒŋd] *a* uzoq vaqt davom etuvchi – длительный, затянувшийся.
prominent [ˈprɒmɪnənt] *a* taniqli, mashhur – выдающийся, заметный.
proper [ˈprɒpə] *a* xususiy, mos, to'g'ri – собственный, правильный, надлежащий, соответствующий.
property [ˈprɒpətɪ] *n* xususiyat – свойство.
prophylactic [ˌprɒfɪˈlæktɪk] *a* profilaktik – профилактический.
prostration [prɒsˈtreɪʃən] *n* holdan toyish, kuchsizlanish – прострация, изнеможение.
protect [prəˈtekt] *v* himoya qilmoq, saqlamoq – предохранять, (from) защищать от чего-либо, (against) против чего-либо
protection [prəˈtekʃən] *n* himoya – охрана.
protective [prəˈtektɪv] *a* himoyalovchi, himoyali – защитный.
protein [ˈprɜʊti:n] *n* oqsil – белок.
prove [pru:v] *v* isbot qilmoq, bo'lib chiqmoq – доказывать, оказаться.
provide [prəˈvaɪd] *v* ta'minlamoq; (for) ko'zda tutmoq – обеспечивать, предусматривать.
provided [prəˈvaɪdɪd] *cj* sharti bilan – при условии (что), если только.
psychology [saɪˈkɒlədʒɪ] *n* psixologiya – психология.
publish [ˈpʌblɪʃ] *v* chop etmoq – издавать, опубликовывать.
pulmonary [ˈpʌlmənərɪ] *a* o'pkaga xos – лёгочной.
pump [pʌmp] *n* nasos – насос; *v* haydamoq – накачивать, откачивать, нагнетать.
pure [pjʊə] *a* sof, toza – чистый.
purpose [ˈpɜ:pəs] *n* maqsad – цель.
purulent [ˈpjʊərʊlənt] *a* yiringli – гнойный, гноящийся.
pus [pʌs] *n* yiring – гной.
put [pʊt] (put, put) *v* qo'ymoq – класть.

Qq

qualified [ˈkwɒlɪfaɪd] *a* malakali – квалифицированный.
quality [ˈkwɒlɪtɪ] *n* sifat – качество.
quantity [ˈkwɒntɪtɪ] *n* miqdor – количество.
question [ˈkwestʃən] *n* savol – вопрос; *v* so'ramoq, savol bermoq – опросить, расспросить.

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quiet [kwaɪət] *a* tinch, osoyishta – спокойный, тихий; **to become q.** xotirjam bo‘lmoq – успокоиться.
quinsy [ˈkwɪnzɪ] *n* angina – ангина.

Rr

radiate [ˈreɪdɪeɪt] *v* tarqamoq, nurlamoq – распространяться, излучать.
rale [r*a*:l] *n* xirillash (o‘pkada) – хрип (в лёгких).
range [reɪnʤ] *n* qator, chegara – граница, ряд; *v* tebranmoq, ikkilanmoq – колебаться.
rapid [ˈræpɪd] *a* tez, chaqqon – быстрый, частый.
rare [rɛə] *a* siyrak, kam uchraydigan – редкий, разреженный (неплотный).
rash [ræʃ] *n* toshma – сип.
rate [ˈreɪt] *n* chastota, tezlik – частота, число в минуту; **the r. of heartbeat** yurak qisqarishi chastotasi – число сердечный сокращений, частота сокращений сердца; **pulse r.** puls tezligi – частота пульса; **respiratory r.** nafas olish tezligi – частота дыхания; **death r.** o‘lim chastotasi – смертность.
reach [ri:ʧ] *v* erishmoq, yetishmoq – достигать, доходить.
react [ri:ˈækt] *v* ta'sirlanmoq, reaksiya bajarmoq – реагировать, производить реакцию.
reaction [ri:ˈækʃən] *n* reaksiya – реакция.
readings [ˈri:dɪŋz] *n* ko‘rsatkichlar (priborning) – показания (прибора).
ready [ˈredɪ] *a* tayyor, tayyorlangan – готовый, приготовленный.
receive [rɪˈsi:v] *v* qabul qilmoq, olmoq – принимать, получать.
recently [ˈri:sntlɪ] *adv* yaqinda – недавно.
reception [rɪˈsepʃən] *n* qabul, qabul qilish – приём, получение, принятие.
recommend [ˌrekəˈmend] *v* tavsiya etmoq, maslahat bermoq – рекомендовать, советовать.
recovery [rɪˈkʌvərɪ] *n* tuzalish, sog‘ayish – выздоровление; **make a r.** sog‘ayib ketmoq – выздороветь.
rectum [ˈrektəm] *n* to‘g‘ri ichak – прямая кишка.
recurrence [rɪˈkʌrəns] *n* qaytalanish, qaytish, residiv – возвращение, повторение, рецидив.
reduce [rɪˈdju:s] *v* kamaymoq, pasaymoq – понижать, ослаблять, уменшать; **r. to the normal** normal darajaga tushmoq – понижаться до нормального уровня.
regimen [ˈreʤɪmən] *n* rejim – режим; **follow a bed r.** yotoq rejimiga rioya qilmoq – соблюдать постельный режим.
regulate [ˈregjuleɪt] *v* boshqarmoq, idora qilmoq – регулировать.

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relative [ˈrelətɪv] *n* qarindosh – родственник; *a* qiyosiy – относительный, сравнительный; **r. to smth.** biror narsaga koʻra – относительно чего-либо, по поводу чего-либо.

relief [rɪˈli:f] *n* yengillik – облегчение.

relieve [rɪˈli:v] *v* yengillatmoq, (ogʻriqni) qoldirmoq – облегчать, снимать (боль).

remain [rɪˈmeɪn] *v* qolmoq – оставаться.

remedy [ˈremɪdɪ] *n* dori-darmon – средство, лекарство.

remember [rɪˈmembə] *v* esda saqlamoq, xotirada tutmoq – помнить.

remission [rɪˈmɪʃən] *n* remissiya, kasallik yengillashishi – ремиссия, ослабление (болезни).

remove [rɪˈmu:v] *v* daf qilmoq, yoʻq qilmoq – удалять, устранять.

repeat [rɪˈpi:t] *v* takrorlamoq – повторять.

report [rɪˈpɔ:t] *n* xabar – доклад, сообщение; *v* xabar bermoq – докладывать, сообщать.

require [rɪˈkwaɪə] *v* talab qilmoq – требовать чего-либо, нуждаться в чём-либо.

research [rɪˈsɜ:ʧ] *n* tadqiqot, ilmiy izlanish – исследование, научное изыскание.

reservoir [ˈrezəvw*a*:] *n* rezervuar – резервуар.

resistence [rɪˈzɪstəns] *n* qarshilik – сопротивление, сопротивляемость.

respiration [ˌrespɪˈreɪʃən] *n* nafas olish – дыхание.

respiratory [rɪsˈpaɪərətərɪ] *a* nafasga oid – дыхательный, респираторный.

response [rɪsˈpɒns] *n* javob, reaksiya – ответ, реакция.

responsible [rɪsˈpɒnsəbl] *a* javobgar – ответсвенный, содействующий; **be r. to smb. for smth.** biror narsa uchun javobgar boʻlmoq – способствовать, обуславливать, содействовать, нести ответственность (отвечать) перед кем-либо за что-либо.

rest [rest] *n* hordiq – отдых, покой; *v* dam olmoq – отдыхать; **at r.** xotirjamlikda – в покое; **the r. of** qolgani – остальные (ое).

restore [rɪsˈtɔ:] *v* tiklamoq (sogʻliqni) – восстанавливать (здоровье).

result [rɪˈzʌlt] *n* natija – результат; **r. in** nimagadir olib kelmoq – заканчиваться, приводить к чему-либо; **r. from** nimanidir natijasida sodir boʻlmoq – происходить в результате, быть следствием.

retention [rɪˈtenʃən] *n* ushlanish – задержка.

return [rɪˈtɜ:n] *n* orqaga qaytish – возвращение; *v* qaytmoq – возвращаться.

reveal [rɪˈvi:l] *v* koʻrsatmoq, topmoq, payqamoq, aniqlamoq – показывать, обнаруживать, выявлять.

rheumatic [ru:ˈmætɪk] *a* revmatik – ревматический.

rib [rɪb] *n* qovurgʻa – ребро.

right [raɪt] *a* oʻng, toʻgʻri, mos keluvchi – правый, правильный, подходящий, надлежащий; *n* haq-huquq – право.

rigid [ˈrɪʤɪd] *a* qattiq, egilmas, rigid – жёсткий, негибкий, ригидный.

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ring [rɪŋ] (rang, rung) *v* (up) qo‘ng‘iroq qilmoq, telefonda chaqirmoq — звонить, вызывать по телефону.
rise [ˈraɪz] (rose, risen) *v* ko‘tarilmoq — подниматься.
root [ru:t] *n* ildiz, tomir — корень.
round [ˈraʊnd] *n* obxod, ko‘rik — обход; **make one’s daily r. of** kunlik ko‘rikni (kasalni) o‘tkazish — делать ежедневный обход.
rupture [ˈrʌpʧə] *n* yorib o‘tish — разрыв, прорыв.

Ss

sacral [ˈseɪkrəl] *a* dumg‘azaga oid — крестцовый.
saliva [səˈlaɪvə] *n* so‘lak — слюна.
salivary [ˈsælɪvərɪ] *a* so‘lakka oid, so‘lakli — слюнной.
salt [sɔ:lt] *n* tuz — соль.
same [seɪm] *a* (the) o‘shaning o‘zi, xuddi, bir xil — тот же самый, одинаковый.
save [seɪv] *v* saqlab qolmoq — спасать.
science [ˈsaɪəns] *n* fan, ilm — наука.
scientific [ˌsaɪənˈtɪfik] *a* ilmiy — научный, учёный.
cientist [ˈsaɪəntɪst] *n* olim — учёный.
sclerotic [sklɪəˈrɒtɪk] *a* sklerotik, zich — склероточеский, плотный.
seem [si:m] *v* tuyulmoq — казаться.
semilunar [ˈsemɪˈlu:nə] *a* yarim oysimon — полулунный.
send [send] (sent, sent) *v* yubormoq, jo‘natmoq — посылать, направлять.
senior [ˈsi:njə] *a* katta, to‘ng‘ich — старший.
sense [sens] *n* sezgi, hissiyot, ma'no, mohiyat — чувство, ощущение, смысл, значение.
sensitive [ˈsensɪtɪv] *a* sezuvchan — чувствительный.
sensitivity [ˌsensɪˈtɪvɪtɪ] *n* sezuvchanlik — чувствительность.
separate [ˈsepəreɪt] *v* ajratmoq — отделять, разделять; *a* alohida — отдельный.
sepsis [ˈsepsɪs] *n* yuqish, zaharlanish, sepsis — заражение, сепсис.
septum [ˈseptəm] (*pl* septa) *n* to‘siq, pardadevor — перегородка.
serious [ˈsɪərɪəs] *a* jiddiy, xavfli — серьёзный, вызывающий опасение (о болезни).
serous [ˈsɪərəs] *a* seroz, suyuq — серозный, водянистый.
serum [ˈsɪərəm] *n* zardob — сыворотка.
serve [sɜ:v] *v* xizmat qilmoq, ko‘maklashmoq — служить, обслуживать, оказвывать помощь.
service [ˈsɜ:vɪs] *n* xizmat — служба, обслуживание.
several [ˈsevrəl] *a* bir qancha — несколько.
severe [sɪˈvɪə] *a* kuchli, keskin, og‘ir — сильный, резкий, тяжёлый.

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severity [sɪˈverɪtɪ] *n* og‘irlik, o‘tkirlik – тяжесть, острота.
sex [seks] *n* jins – пол.
shadow [ˈʃædɜʊ] *n* soya – тень; *v* to‘smoq, qorong‘ilatmoq – затемнять.
shape [ʃeɪp] *n* shakl, ko‘rinish – форма, очертание, вид, образ.
sharp [ʃ*a*:p] *a* o‘tkir, keskin, nozik – острый, резкий (о боли), тонкий (о зрении и слухе).
shoulder [ˈʃɜʊldə] *n* yelka – плечо; yelka bo‘g‘ini – плечевой сустав.
show [ʃɜʊ] *v* ko‘rsatmoq – проявлять, показывать.
sick [sɪk] *a* kasal – больной; **s.-leave** kasallik varaqasi – больничный лист; **be on a s.-leave** kasallik varaqasida turmoq – находиться на больничном листе.
side [saɪd] *n* tomon, taraf, yon bosh – сторона, бок.
sign [saɪn] *n* belgi, simptom – признак, симптом.
signalization [ˌsɪgnəlɪˈzeɪʃən] *n* signalizatsiya – сигнализация.
significance [sɪˈgnɪfɪkəns] *n* mazmun, ahamiyat – значение, важность.
significant [sɪˈgnɪfɪkənt] *a* muhim, sezilarli – значительный.
simple [sɪmpl] *a* oddiy, sodda – простой.
simultaneous [ˌsɪməlˈteɪnjəs] *a* bir vaqtdagi – одновременный.
since [sɪns] *prep* shundan, o‘shandan buyon, tufayli – с, с тех пор как, так как.
situation [ˌsɪtjuˈeɪʃən] *n* situatsiya, holat, vaziyat – положение, ситуация.
size [saɪz] *n* o‘lcham, kattalik – размер, величина.
skeleton [ˈskelɪtn] *n* skelet – скелет.
skin [skɪn] *n* teri – кожа.
skull [skʌl] *n* kalla suyagi – череп, черепная коробка.
sleep [sli:p] *n* uyqu – сон.
sleeplessness [ˈsli:plɪsnəs] *n* uyqusizlik, bedorlik – бессоница.
slight [slaɪt] *a* nimjon, nozik, yengil – слабый, тонкий, незначительный, лёгкий.
slow [slɜʊ] *a* sekin, asta – медленный; *adv* sekin, asta, sust – медленно.
smallpox [ˈsmɔ:lpɒks] *n* ospa – оспа.
smear [smɪə] *n* surtma – мазок.
smell [smel] (smelt, smelt) *n* hid – обоняние, запах; *v* hidlamoq – обонять, пахнуть.
smooth [smu:ð] *a* tekis, silliq, sokin – гладкий, ровный, спокойный.
so [sɜʊ] *adv* shunday qilib – так, таким образом, итак, поэтому; **s. that** uchun – для того чтобы; **not s. … as** -dek emas – те такой ... как.
society [səˈsaɪətɪ] *n* jamiyat – кружок; **Foreign Language S.** chet tili to‘garagi – кружок иностранного языка.
soft [sɒft] *a* yumshoq – мягкий.
solution [səˈlu:ʃən] *n* eritma, qorishma – раствор.
somatic [sɜʊˈmætɪk] *a* somatik – соматический.

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some [sʌm]ə *a* bir qancha, qaysidir – несколько, некоторое количество, некий, некоторый, какой-то, какой-нибудь.
somebody [ˈsʌmbədɪ] *pron* kimdir, kim bo‘lsa ham – кто-то, кто-нибудь.
someone [ˈsʌmwʌn] *pron* kimdir – кто-то.
something [ˈsʌmθɪŋ] *pron* nimadir – что-то, кое-что, что-нибудь.
sometimes [ˈsʌmtaɪmz] *adv* gohida, ba'zan – иногда, временный.
somewhere [ˈsʌmwɛə] *adv* qayergadir, qayerdadir – где-то, куда-нибудь.
soon [su:n] *adv* tez orada, tez fursatda – скоро, вскоре.
sound [saʊnd] *a* qattiq, sog‘lom; chuqur (uyqu) – крепкий, здоровый, глубокий (о сне); *n* tovush, ovoz – звук, тон.
source [sɔ:s] *n* manba – источник.
spastic [ˈspæstɪk] *a* spastik, spazm jarayoniga oid – спастический, судорожный.
specialist [ˈspeʃəlsɪt] *n* mutaxassis – специалист.
specialize [ˈspeʃəlaɪz] *v* ixtisoslashmoq – специализация.
specific [spɪˈsɪfɪk] *a* ixtisoslikka oid – специфический.
speck [spek] *n* dog‘ – пятно.
speech [spi:ʧ] *n* nutq – речь.
spend [spend] (spent, spent) *v* sarflamoq – тратить.
spinal [spaɪnl] *a* belga oid, umurtqaga oid – спинной, позвоночный; **s. column** umurtqa pog‘onasi – позвоночный столб, позвоночник; **s. cord** orqa miya – спинной мозг.
spine [ˈspaɪn] *n* umurtqa pog‘onasi – позвоночник.
spite: **in s. of** [ɪn ˈspaɪt əv] *prep* -ga qaramasdan – несмотря на.
spleen [spli:n] *n* taloq – селезёнка.
spread [spred] (spread, spread) *n* tarqalish – распространение; *v* tarqalmoq – распространяться.
sputum [ˈspju:təm] *n* balg‘am – мокрота.
stage [steɪʤ] *n* bosqich, davr – стадия, степень.
standard [ˈstændəd] *n* daraja – уровень.
staphylococci [ˌstæfaɪlɔʊˈkɒksaɪ] *n* stafilokokklar – стафилококки.
stasis [ˈsteɪsɪs] *n* damlanish, staz – затой, стаз.
state [steɪt] *n* holat – состояние; davlat – государство; *v* xabar qilmoq, e'lon qilmoq – сообщать, заявлять, констатировать, утверждать.
stay [steɪ] *v* turmoq, yashamoq (vaqtincha) – оставаться, прибывать, жить (временно); sterillash – стерилизовать.
still [stɪl] *adv* hali ham, hanuz, tinch, sokin – ещё, всё ещё, спокойный, тихий.
stimulus [ˈstɪmjuləs] (*pl* stimuli) *n* stimul – стимул.
stipend [ˈstaɪpənd] *n* stipendiya– стипендия.
stomach [ˈstʌmək] *n* oshqozon, me'da – желудок.
stool [stu:l] *n* stul, najas – стул, испражнение.

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strength [strenθ] *n* kuch – сила.
streptococci [ˌstreptɜʊˈkɒksaɪ] *n* streptokokklar – стрептококки.
strict [strɪkt] *a* qattiqqo'l, qat'iy – строгий.
strong [strɒŋ] *a* kuchli, baquvvat, sog'lom – сильный, крепкий, здоровый.
structure [ˈstrʌktʃə] *n* tuzilish, tarkib – строение, структура.
subcutaneous [ˌsʌbkjuːˈteɪnəs] *a* teri osti – подкожный.
subfebrile [ˈsʌbˈfiːbraɪl] *a* subfebril – субфебрильный.
subject [ˈsʌbdʒɪkt] *n* mavzu, fan, predmet – тема, предмет.
subjective [sʌbˈdʒektɪv] *a* subyektiv – субъективный.
subsequent [ˈsʌbsɪkwənt] *a* keyingi – последующий.
subserous [ˈsʌbˈsɪərəs] *a* subseroz – подсерозный.
substance [ˈsʌbstəns] *n* modda – вещество.
substernal [ˈsʌbˈstɜːnl] *a* to'sh suyagiga oid – загрудинный.
successful [səkˈsesfʊl] *a* omadli, muvaffaqiyatli – успешный, удачный.
such [sʌtʃ] *a* shunday – такой; **s. as** shunga o'xshash – такой же ... как, как, например.
sudden [ˈsʌdn] *a* to' satdan, kutilmaganda – внезапный, неожиданный.
suffer [ˈsʌfə] *v* (from) aziyat chekmoq, qiynalmoq – страдать от, перенести (заболевание).
sufficient [səˈfɪʃənt] *a* yetarli - довольный, достаточный.
suggest [səˈdʒest] *v* taklif etmoq, o'ylamoq – наводить на мысль, позволять думать, предлагать, предполагать.
summarize [ˈsʌməraɪz] *v* umumlashtirmoq – суммировать, обобщать.
supply [səˈplaɪ] *n* ozuqa, zapas,ta'minot – питание, снабжение, запас; *v* ta'minlamoq – обеспечивать, снабжать, питать, давать.
support [səˈpɔːt] *v* qo'llab-quvvatlamoq, ta'minlamoq (oilani) – поддерживать, подкреплять (доводы), содержать (семью).
suppose [səˈpɜʊz] *v* taxmin qilmoq, o'ylamoq – предполагать.
sure [ʃʊə] *a* ishonarli – верный, уверенный; **be s.** albatta, shubhasiz – наверняка, несомненно; **be s. of** ishonch hosil qilmoq – быть уверенным.
surface [ˈsɜːfɪs] *n* yuza – поверхность.
surgeon [ˈsɜːdʒən] *n* jarroh – хирург.
surgery [ˈsɜːdʒərɪ] *n* xirurgiya, operatsiya – хирургия, операция.
surgical [ˈsɜːdʒɪ kəl] *a* xirurgik, jarrohlikka oid – хирургический.
surround [səˈraʊnd] *v* o'rab turmoq – окружать.
survive [səˈvaɪv] *v* tirik qolmoq – выживать, оставаться в живых, уцелеть; (operasiyani) boshidan kechirmoq – перепносить (оперцию).
swallow [ˈswɒlɜʊ] *v* yutmoq, yutib yubormoq – глотать.
symptom [ˈsɪmptəm] *n* simptom – симптом.
systemic [sɪsˈtemɪk] *a* sistemali – системный; **s. circulation** qon aylanishining katta doirasi – большой круг кровообращения.
systole [ˈsɪstəlɪ] *n* sistola – систола (фаза сокращения сердечной мышцы).

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tablespoonful [ˈteɪblspu:n] *n* osh qoshiq – столовая ложка чего-либо.
tablet [ˈtæblɪt] *n* tabletka – таблетка.
teach [ti:ʧ] (taught, taught) *v* o‘qitmoq – преподавать, обучать.
temperature [ˈtemprɪʧə] *n* harorat – температура; **take t.** haroratni o‘lchamoq – измерять температуру.
tenderness [ˈtendərnɪs] *n* og‘riqlilik – болезненность.
term [tɜ:m] *n* semestr, atama – семестр, термин.
terrible [ˈterəbl] *a* dahshatli, vahimali – ужасный.
test [test] *n* test, analiz – тест, проба, анализ.
than [ðæn] *cj* -ga qaraganda , -dan ko‘ra – чем.
thanks [θæŋks] (to) *prep* tufayli – благодаря.
that [ðæt] *pron* o‘sha, qaysiki – тот, котрый, кто, что.
themselves [ðəmˈselvz] *pron* o‘zlari – сами.
then [ðen] *adv* keyin – затем, потом.
theoretical [θɪəˈretɪkəl] *a* nazariy – теоретический.
theory [ˈθɪərɪ] *n* nazariya – теория.
therapeutic [ˌθerəˈpju:tɪk] *a* terapevtik, davolovchi – терапевтический, лечебный.
therapeutist [ˌθerəˈpju:tɪst] *n* terapevt – терапевт.
therapy [ˈθerəpɪ] *n* terapiya, davolash – терапия, лечение.
there [ðɛə] *adv* u yerda – там.
therefore [ˈðɛəfɔ:] *adv* shuning uchun – поэтому, следовательно.
these [ði:z] *pron* bular – эти.
thick [θɪk] *a* yo‘g‘on, qalin, zich – толстый, большой толщины, плотный, густой.
thigh [θaɪ] *n* son, son suyagi – бедро, бедренная кость.
thin [θɪn] *a* ingichka, nozik, siyrak – тонкий, редкий; suyuq – жидкий, разведённый; oriq – худой.
think [θɪŋk] (thought, thought) *v* o‘ylamoq, hisoblamoq – думать, считать, полагать.
this [ðɪs] *pron* ushbu – этот.
thoracic [ˈθɔ:rəsɪk] *a* ko‘krakka oid – грудной.
thorax [ˈθɔ:ræks] *n* ko‘krak qafasi – грудная клетка.
those [ðəʊz] *pron* ular – те.
though [ðəʊ] *adv* garchi – хотя, тем не менее.
throat [θrəʊt] *n* tomoq – горло, гортань; **a sore t.** og‘riyotgan tomoq – больное горло; **gargle one’s t.** tomoq chayish – полоскать горло.
thrombocyte [ˈθrɒmbəʊˌsaɪt] *n* trombosit – тромбоцит.
through [θru:] *prep* orqali – через, сквозь, по, в.

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till [tɪl] *cj, prep* -gacha – до тех пор пока, до.
tired [taɪəd] *a* charchagan, toliqqan – усталый, утомлённый.
tissue [ˈtɪsju:] *n* to‘qima – ткань; **connective t.** biriktiruvchi to‘qima – соединительная ткань.
tomorrow [təˈmɒrɜʊ] *adv* ertaga – завтра.
ton [tʌn] *n* tonna – тонна.
tongue [tʌŋ] *n* til – язык; **coated t.** oqargan til – обложенный язык.
tonsil [tɔnsl] *n* bodomsimon bez – миндалевидная железа.
tonsillitis [ˌtɔnsɪˈlaɪtɪs] *n* tonzillit – тонзилит, воспаление миндалин.
too [tu:] *adv* haddan ziyod, ham – также, тоже, слишком.
tooth [tu:θ] *n* tish – зуб; *pl* teeth tishlar – зубы.
total [tɜʊtl] *a* umumiy, total – общий, тотальный.
towel [taʊəl] *n* sochiq – полотенце.
toxemia [tɒkˈsi:mɪə] *n* qonning zaharlanishi – отравление (заражение) крови.
toxic [ˈtɒksɪk] *a* zaharli – токсичный, отравляющий.
toxin [ˈtɒksɪn] *n* zahar – токсин, яд.
trachea [ˈtrækɪə] *n* traxeya – трахея.
tracheitis [ˌtrækɪˈaɪtɪs] *n* traxeit – трахеит.
train [treɪn] *v* tayyorlamoq, tayyorlab bermoq – готовить, подготавливать.
training [ˈtreɪnɪŋ] *n* tayyorgarlik – подготвка.
transfer [ˈtrænsfɜ:] *n* o‘tkazish, tashish – пернос, передача; *v* o‘tkazmoq, tashimoq – переводить, перемещать.
transfusion [trænsˈfju:ʒən] *n* qon quyish – переливание.
treat [tri:t] *v* davolamoq – лечить; **t. smb. for smth. with smth.** kimnidir nimadandir davolamoq – лечить кого-либо по поводу чего-либо чем-либо.
tricuspid [ˈtraɪkʌspɪd] *a* uch tabaqali, uch bandli – трёхстворчатый.
trophic [ˈtrɒfɪk] *a* trofik, ozuqali – трофический, питательный.
trouble [trʌbl] *n* xavotir, kasallik – беспокойство, болезнь; *v* bezovtalanmoq – беспокоиться.
true [tru:] *a* sodiq – верный, преданный; haqiqiy, chin – настоящий, истинный.
trunk [trʌŋk] *n* tana, gavda – туловище.
try [traɪ] *v* sinab ko‘rmoq, tatib ko‘rmoq – пробовать; harakat qilmoq – стараться.
tube [tju:b] *n* truba, naycha, tyubik – труба, трубка, тюбик.
tumour [ˈtju:mə] (tumor) *n* o‘sma, shish – опухоль.
turn [tɜ:n] *v* burmoq – поворачивать; **t. out** bo‘lmoq – оказаться; **t. into** aylanib qolmoq – превращаться.
twice [twaɪs] *adv* ikki barobar, ikki marta – дважды.
typical [ˈtɪpɪkəl] *a* tipik – типичный.

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Uu

ulcer [ˈʌlsə] *n* yara – язва.
umbilical [ˌʌmbɪˈlaɪkəl] *a* kindikka oid – пупочный.
unaided [ˈʌnˈeɪdɪd] *a* bechora, yordamsiz, nochor – беспомощный, без помощи.
undergo [ˌʌndəˈgɜʊ] (underwent, undergone) *v* duchor qilinmoq, sinamoq, boshdan o‘tkazmoq – подвергаться, испытывать; boshdan kechirmoq, o‘tamoq – переносить, проходить.
unit [ˈju:nɪt] *n* birlik (o‘lchov) – единица (измерения); bo‘lim, qism – отдел, отделение, часть; brigada – бригада.
universal [ˌju:nɪˈvɜ:səl] *a* umumiy, universal – общий, универсальный.
unless [ənˈles] *cj* agar, ... bo‘lmasa – если.
unlikely [ʌnˈlaɪklɪ] *adv* ajoyib, ishonish qiyin bo‘lgan – невероятно.
unpreparedness [ˈʌnprɪˈpɛənəs] *n* tayyor bo‘lmaslik – неподготовленность.
until [ənˈtɪl] *prep* ...gacha – до тех пор пока.
unusual [ənˈju:ʒʊəl] *a* oddiy bo‘lmagan – необычный.
up [ʌp] *prep* ...ga – вверх; **u. to** qadar – до.
upper [ˈʌpə] *a* yuqorigi, tepadagi – верхний, высший.
upward(s) [ˈʌpwəd(z)] *adv* yuqoriga – вверх.
urinalysis [ˈjʊərɪˈnælɪsɪs] *n* siydik analizi – анализ мочи.
urine [ˈjʊərɪn] *n* siydik – моча.
use [ju:s] *n* qo‘llanish, ishlatish – применение, использование; *v* [ju:z] qo‘llamoq, ishlatmoq – применять, использовать, употреблять; **make u.** foydalanmoq – пользоваться, применять.
usual [ˈju:ʒʊəl] *a* oddiy – обычный.

Vv

vaccination [ˌvæksɪˈneɪʃən] *n* vaksina yuborish – вакцинация.
valuable [ˈvæljʊəbl] *a* qimmatli, arzirli – ценный, стоящий; foydali, ahamiyatli – полезный, важный.
valve [vælv] *n* klapan – клапан.
various [ˈvɛərɪəs] *a* turli xil, rang-barang – различный, разнообразный.
vary [ˈvɛərɪ] *v* o‘zgarmoq, turlanmoq – менять(ся), изменять(ся), разнообразить.
vascular [ˈvæskjulə] *a* qon-tomirga oid – сосудистый.
vein [veɪn] *n* vena, tomir – вена.
venous [ˈvi:nəs] *a* venaga oid – венозный.
ventricle [ˈventrɪkl] *n* qorincha – желудочек.
ventricular [ˈventrɪkjulə] *a* qorinchaga oid – относящийся к желудочку, вентрикулярный.

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venule [ˈvenjuli] *n* venula – венула.
vertebra [ˈvɜ:tɪbrə] (*pl* vertebrae) *n* umurtqa – позвонок.
very [ˈverɪ] *adv* juda – очень; **the v.** o‘sha, xuddi o‘zi – самый.
vessel [vesl] *n* qon-tomir – сосуд.
viral [ˈvaɪərəl] *a* virusli – вирусный.
virology [ˌvaɪəˈrɒlədʒɪ] *n* virusologiya – вирусология.
virulent [ˈvɪrʊlənt] *a* yuqumli, virulent – заразный, вирулентный.
virus [ˈvaɪərəs] *n* virus – вирус.
visceral [ˈvɪsərəl] *a* ichki – внутренний, висцеральный.
vision [ˈvɪʒən] *n* ko‘irsh (qobiliyati) – зрение.
visual [ˈvɪʒjʊəl] *a* ko‘rish mumkin bo‘lgan, vizual – визуальный, восприимчивый зрением, зрительный.
vital [ˈvaɪtəl] *a* hayotiy – жизненный.
volume [ˈvɒljum] *n* sig‘im – объём, ёмкость; bob – том.
vomit [ˈvɒmɪt] *v* qusmoq, qayt qilmoq – рвать.
vomiting [ˈvɒmɪtɪŋ] *n* qusish, qayt qilish – рвота.

Ww

wait [weɪt] *v* (for) kutmoq – ждать, ожидать.
walk [wɔ:k] *v* yurmoq – ходить.
wall [wɔ:l] *n* devor – стена, стенка.
ward [wɔ:d] *n* daha, kamera – палата; **w. doctor** davolovchi shifokor – лечащий врач; **reception w.** qabulxona – приёмный покой.
warm [wɔ:m] *a* iliq – тёплый; *v* ilitmoq – согревать.
watch [wɔ:ʧ] *v* kuzatmoq – наблюдать.
wave [weɪv] *n* to‘lqin, tebranish – волна, колебание, зубец (электрокардиограммы).
way [weɪ] *n* yo‘l, usul – путь, способ.
weak [wi:k] *a* kuchsiz – слабый.
weakness [ˈwi:knəs] *n* kuchsizlik, bo‘shashish – слабость.
week [wi:k] *n* hafta – неделя.
weight [weɪt] *n* og‘irlik – весь.
well [wel] *adv* yaxshi – хорошо; **be w.** o‘zini yaxshi sezmoq – чувствовать себя хорошо; **as w.** shuningdek – также, к тому же.
well-known [ˈwelnaʊn] *a* mashhur, taniqli – известный.
wherever [wɛəˈevə] *adv* qayerdadir, qayergadir, qayerdandir – где-либо, куда-либо.
which [wɪʧ] *pron* qaysi – какой, который.
while [waɪl] *cj* vaqtida, davomida – пока, в то время как.
white [waɪt] *a* oq – белый.
who [hu:] *pron* kim – кто; *cj* qaysiki – кто, который.
whole [hɜʊl] *a* butun, butunlay – целый, весь.

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whose [hu:z] *pron* kimning, kimniki – чей, чья, чьё, чьи.
why [waı] *adv* nega – почему.
wide [waıd] *a* keng – широкий.
wish [wıʃ] *v* tilamoq, xohlamoq, istamoq – желать.
within [wıˈðın] *prep* ichida, ichki – внутри, внутрь.
without [wıˈðaʊt] *prep* ...siz, bo‘lmagan – без.
wonderful [ˈwʌndəfʊl] *a* ajoyib, zo‘r – замечательный, удивительный.
word [wɜ:d] *n* so‘z – слово.
work out [wɜ:k aʊt] *v* ishlab chiqmoq, yaratmoq – разрабатывать.
world [wɜ:ld] *n* dunyo – мир.
wound [wu:nd] *n* yara, jarohat – рана, ранение.

Xx

X-ray [ˈeksˈreı] *n* rentgen nurlari – рентгеновые лучи; *v* rentgen nurlari bilan tekshirmoq – исследовать рентгеновыми лучами.

Yy

year [jɜ:] *n* yil – год.
yellow [ˈjelɜʊ] *a* sariq – жёлтый.
yet [jet] *adv* hali, hanuz, biroq, ammo – ещё, всё ещё, однако.
young [jʌŋ] *a* yosh, navqiron – молодой.

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Lotin alifbosi

Aa Bb Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr

Ss Tt Uu Vv Xx

Yy Zz O‘o‘ G‘g‘

Sh sh Ch ch

Ng ng ’(apostrof)

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Ingliz alifbosi

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu

Vv Ww Xx

Yy Zz

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«O‘zbekiston milliy ensiklopediyasi» Davlat ilmiy nashriyoti «Tibbiyot o‘quv adabiyoti» turkumida tibbiyot oliy o‘quv yurtlarining 1-kurs talabalariga mo‘ljallangan quyidagi darslik va qo‘llanmalarni nashr etishni rejalashtirgan:

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3. Lotin tili
4. Tibbiyot tarixi
5. Tibbiy biologiya va genetika
6. Odam anatomiyasi
7. Odam anatomiyasi (pediatriya fakultetlari uchun)
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10. Umumiy kimyo
11. Matematika va informatika
12. Biorganik kimyo
13. Bioanorganik kimyo
14. Gistologiya, embriologiya, sistologiya

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1. Xo‘jayeva L.U. va boshq.

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