

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject « Latin Language. Phonetic. Pronunciation of vowels and consonants. Letter combinations. The stress. Duration and brevity of vowels»

Lesson №_I_ “

Year of education ____I____ Faculty ____pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08.2021

Head of the department

Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 1: « Phonetics. Pronunciation of vowels, consonants, letter-combinations. The stress. Duration and brevity of vowels”(2 hrs).

1. The relevance of the topic . Actuality is what enables master professional language pharmacist

2. Aims of the lesson

2.1. Educational aims:

Student should know :

- the Latin alphabet, pronunciation of vowels and consonants, letter combinations, diphthongs and digraph;
- double pronunciation variants of some letters, letter combinations in words of Latin and Greek origin;
- the derivation elements of Greek origin and its meaning; level 1
- lexical minimum.
- the rules of length and brevity of a syllable
- the rules of stressing Latin words.

Students should be able :

- correctly pronounce vowels and consonants, combination of letters, diphthongs and digraph, letters and combination of letters in words ; level II
- of Greek origin
- to read individual terms, using the correct requirements vowels and consonants, letter combinations, diphthongs and digraph;
- to define whether the vowel is long or short;
- to put the stress in many-syllable words.

2.2. Upbringing (educational) aims are connected with:

Formation of basic knowledge of the Latin language to future trade.

3. Interdisciplinary integration.

Discipline	to know	to be able to
<p>1 Previous (disciplines which provide)</p> <p>English language grammar</p> <p>2. The following (which are provided by this discipline)... Pharmacology, chemistry</p> <p>3. Intra-subject integration</p>	<p>Alphabet, pronunciation of vowels and consonants, letter combinations, diphthongs and digraph;</p> <p>Pronunciation of vowels and consonants, double pronunciation variants of some letters, letter combinations in words of Latin and Greek origin; lexical minimum</p> <p>Derivation elements of Greek origin and their importance</p>	<p>Correctly pronounce the vowels and consonants, combination of letters, diphthongs and digraph, letters and combination of letters in words of Greek origin.</p> <p>Read individual terms, using the correct requirements of vowels and consonants, letter combinations, diphthongs and digraph;</p> <p>find in terms of derivation elements of Greek origins.</p> <p>Find in English language Latin derived words.</p>

4. Content of lessons:

A. The Latin alphabet has 25 letters.

Classification of sounds.

In Latin sounds are divided into vowels and consonants. Vowel sounds correspond to letters: e, I, o, u. Consonants correspond to the letters: b, c, d, f, g, h, j, m, n, p, g, r, s, t, v, x, z.

digraph

Digraph is called consonant cluster, which is pronounced as one sound. In Latin digraph uses are of Greek origin:

Ch - [x] Chloroformium [hloroformium]

Ph - [f] pharmaceut [farmatseuta]

Rh - [p] Rheum [reum]

Th - [t] therapia [therapy]

diphthong

Diphthong called the combination of two vowel letters in a moment. It may sound (Monophthong), or as two sounds (diphthong).

In Latin there are four diphthongs as pronounced as follows:

Ae - as English [e] aether (air)

Oe - about a English [e] pharmacopoea (Pharmacopoeia)

Eu – English [eu] short ŷ: Europaeus (The European)

Au - as English [au] short ŷ: Aurum (gold)

If the combination of letters are not diphthongs, vowels that they belong to different syllables, then above the letter E are two points -. In such cases, the combination of letters are pronounced as [ae]] Aloë (aloe), aër (air).

B. The stress. Duration and brevity of vowels.

The syllables In Latin are long and short. Vowels long if it is a long vowel and short vowel if it short. Long vowels are indicated in writing longitude sign (-) short - a sign of brevity ()

The stress depends from the nature of second syllable from the end.

1. The stress never put on the last syllable.

Olla [öllyä] – jar

Fructus [fruktus] - fruit

Homo [hómo] - people

2. In polysyllabic words, the stress is on the second syllable from the end, if it is long, or third from the end, if the second is short.

I. The vowel will be short if it is:

a) before another vowel:

Tilĭa - Linden

Folĭum - folium

b) before the letter h

extrāho (ekstraho) - I make extract

c) before the digraph ch, ph, th, rh

Arāchis [peanuts] - peanuts

d). If it is part of the noun suffixes -ĭd-, -öl-, -ul- or adjectives suffixes -ĭs-, -ĭd- hydrochlorĭdum [hidrochloridum] - hydrochloride

Viöla [Viola] - violet

Pilula [pill] - Pill

aromatĭcus [aromatikus] - aromatic

II. 1. The vowel will be long if it is:

a) before the letters x and z:

Oryza [oriza] - rice

b) to a combination of two or more consonants, but if the vowel is connected to the letters b, c, d, g, p, t with l or g, it will be short:

Belladönnä [bellyadonna] - belladonna

Ampŭlla [ampullyä] - vial

but Ephēdra [ephedra] - Ephedra

c) If it is part of the noun suffixes -ūr-, -ān-, -īn- and suffixes of adjectives -āt-, -ōs-, -āl-

Tinctūra [tinktura] - infusion

Valeriāna [Valerian] - valerian

Aspīrinum [aspirinum] - aspirin

camphorātus [kamforatus] - camphor

aquōsus [akvozus] - water

cardiālis [kardialis] - heart

d) By nature diphthongs are always long:

Althāēa [Althea] - marshmallow

If after a vowel is a consonant, it can be both long and short:

Amīcus [Amicus] - Second

Medīcus [Medicus] - doctor

In such cases should be referred to the dictionary

5. Plan and organizational structure of classes.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage 1.organization of the lesson. Educational aims. 2.Checking homework	I		journal	5 min.
2.	Main stage ; a) teaching topics classes. Introducing students to the Latin alphabet, pronunciation of vowels, consonants, diphthongs and letter	II I		Handbook Methodical guidelines, grammar tables	10 min 30 min.

	combinations, to the rules on length and brevity of a syllable. b) the tasks to pronunciation of vowels and consonants, to putting the stress in Latin words.	II - III	frontal survey	Exercises, textbook	35 min.
3.	Final stage a) test of knowledge and skills of students on the topic. b) Summing up lessons c) Homework	III	Tasks to control knowledge, control questions, individual tasks	Exercises Handbook	10 min.

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson: table of the English alphabet.

6.2. Materials of the main stage of the lesson : table of the Latin alphabet, lexical minimum (Addition N.1)

6.3. Control material of the final stage: exercises to test knowledge (addition N.2,).

7. Literature for the lecturer:

1. "Latin for Pharmacy Students": Textbook for students of higher schools.- 2020, (p.17-21)

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020 p.14 -17.

9. Theme of the next lesson : "The verb. Four conjugations. The base of present tense . The main forms. Imperative. "

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson №2 "The verb. Four conjugations. The base of present tense . The main forms. Imperative. "

Year of education ____ I ____ Faculty ____pharmaceutical_____

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Head of the department
Doc. _____ Eryomkina G. G.

Latin verbs possess the following properties:

1. Six tenses (tempus), of which in the pharmaceutical terminology used only present - tempus praesens.
2. Two numbers (numerus): singular (singularis) and plural (pluralis).
3. The three persons: (persona) 1 - prima, 2 - secunda, 3 - tertia.
4. The two voices (genus): active (activum), passive (passivum).
5. Three moods (modus): indicative (indicativus), imperative (imperativus), conjunctive (conjunctivus).
6. indefinite form (infinitivus).

Undefined form is unchangeable form of the verb, which calls the action. A characteristic mark of indefinite forms is ending -re, which is attached to the base.

Definition of conjugation.

Depending on the final sound bases verbs divided into 4 conjugations:

conjugation I - ā

conjugation II - ē

conjugation III - consonant or -u

conjugation IV - i

Students need to pay attention to the fact that in the second and third conjugation vowel -e- different not only in the length: In the second conjugation it belongs to the base,

and in the third conjugation - does not belong to the base or to the end . The basis determined by the indefinite form of the verb, by the rejection of its end -re by verbs in I, II and IV conjugation

and -ēre in the third conjugation verbs.

By explaining the new material, you need to use the Table of infinitive verbs foundations and determination that students were able to correctly determine the basis for the verb (Appendix 1).

The dictionary form of verbs.

In educational dictionaries dictionary form of verbs includes:

- 1) form a complete first-person singular of the present indicative mood active state, which has the ending -o.
- 2) ending -re infinitive with previous loud, that the last three letters of the infinitive.
- 3) at the end of the dictionary form of the figure indicated by conjugation.

Example:

signo, āre 1 - mark

habeo, ēre 2 - have

addo, ěre 3 - add

diluo, ěre 3 - dilute

audio, ĩre 4 - listen

Imperative.

Imperative verb conveys a direct order, expressed form of the second person singular or plural.

In the singular imperative form of indeterminate shape formed by separating verbs ending -re. Verbs I, II and IV conjugation singular imperative form coincides with the base verb, as in III verb conjugation is equal basis together with the connecting vowel -ĕ-.

In a plural verb I, II and IV conjugation imperative is formed by joining the bases of verbs ending -te, and the verb conjugations III -ite.

Infinitivus	conjugation	Imperativus singularis	Imperativus pluralis
Dare	I	Da! – Give !	Date!- Give!
Miscēre	II	Misce!– Mix!	Miscete! - Mix!
Solvere Dissolve!	III	Solve! – Dissolve!	Solvite! –
Diluĕre	III	Dilue! - Dilute!	Diluite!- Dilute!
Audire	IV	Aud! - Listen !	Audite! – listen!

The verbs in the imperative mood behind require direct application (a noun in the accusative without a preposition.).

Example:

Dilue tincturam aqua. - Dilute tincture water.

Formate pilulas e massa pilularum. – Form pills of pills mass.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage 1.organization of the lesson. Educational aims. Types of control. 2.Checking homework	I		journal	5 min.
		II		Handbook	10 min
2.	Main stage ; a)Teaching topics classes. To familiarize students with the basic forms of the verb form shape imperative singular and plural. b) the tasks to determine base, verb conjugation, formation imperative forms, translation of the terms in Latin	I		Methodical guidelines, grammar tables	30 min.
		II - III	frontal survey	Exercises, textbook	35 min.
3.	Final stage a) test of knowledge and	III	Tasks to control	Exercises	10 min.

	skills of students on the topic. b) Summing up lessons c) Homework		knowledge, control questions, individual tasks	Handbook	
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6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson: tests

6.2. Materials of the main stage of the lesson : table of imperative form (addition N.1).

6.3. Control material of the final stage: exercises to test knowledge (additions N.2, 3).

7. Literature for the lecturer:

1. Svetlichnaya E.I., Latin for Pharmacy Students , 2011.- 248 p. (p.29-32)
2. Professional Latin for pharmacists. –Odessa: ONmedU, 2020- (p.18 - 22)

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020- 210p.

9. Theme of the next lesson : “ The noun. First declension. Uncoordinated attribute.

Addition N.1

Formation of the infinitive and definition of verbs bases I - IV conjugation

The dictionary form conjugation infinitive is necessary to reject Base

do, dare	I	dāre	re	da-
habeo, ere	II	habēre	re	habe-
addo, ere	III	addere	ere	add-
diluo, ere	III	diluere	ere	dilu-
finio, ire	IV	finīre	re	fini-

Formation of imperative form

The dictionary form	Base	Imperativus singularis	Imperativus pluralis
Signo, are 1	signā-	Signa – Mark	Signāte - Mark
misceo, ere 2	miscē-	Misce – Mix	Miscēte - Mix
recipio, ere 3	recip-	Recīpe – Take	Recipīte - Take
audio, ire 4	audī-	Audi – Listen	Audīte – Listen

Addition N.2

Exercises:

1. Separate the base and determine the conjugation of verbs:

Colāre	extrahēre
Terēre	continēre
Adhibēre	siccāre
dividēre	habēre
studere	extendēre

2. Write last three letters of the infinitive verb forms:

constitu ... (3), exprim ... (3), percol ... (1), depur ... (1), rectific ... (1), val ... (2)
 refriger ... (1), ting ... (3), contund ... (3), deb ... (2), col ... (1), contin ... (2), fin. ... (4)

3. Write an imperative form singular and plural of the verbs from ex.1 . Translate them in English:

4. Write the infinitive form . Define the base and conjugations of verbs:
forma, da, salvete, audi, adhibete, depurate, contundite, valete, dividite, refrigerate.

5. Translate orally into English:

1. Misce. Da. Signa. 2. Refrigerera et cola. 3. Audlte attente. 4. Salve, salvete. 5.Vale. Valete. 6. Repete bis. 7. Concidite et exsiccate. 8. Divide exacte. 9. Servate caute. 10.Bene exsiccate. 11. Solve et sume. 12. Praepara et da. 13. Recipe. 14.Adde caute.

6. Translate into Latin:

1. Sterilise! 2.Add aseptically! 3. Mark and give!
4. Use carefully. 5. Cool and filter. 6. Repeat carefully.7. Good sterilise. 8. Mix and form.

Addition N.3

Lexical minimum

I conjugation

(Per) colare	filter
dare	give, dispense
exsiccare	dry
formare	form
praeparare	prepare
servare	save
signare-	enote
sterilizare	sterilize

II conjugation

adhibēre	use,
continēre	contain
miscēre	mix
salvēre, valēre	to be healthy

III conjugation

addĕre	add
concidĕre	cut
dividĕre	divide
infundĕre	pour, flow
repetĕre	repeat
solvĕre	dissolve
sumĕre	take, receive
terĕre	rub,

IV conjugation

finire	finish
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ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson №3 “ The noun. First declension of nouns.
Uncoordinated attribute. The model of names of tinctures. Prepositions and
conjunctions that are used in pharmaceutical terminology.”

Year of education ____I____ Faculty ____pharmaceutical_____

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Protocol N 1 27. 08 2021 _____
Head of the department
Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 3: “ The noun. First declension of nouns. Uncoordinated attribute. The model of names of tinctures. Prepositions and conjunctions that are used in pharmaceutical terminology.”

1. **The relevance of the topic:** Actuality is to develop skills using proper nouns, terms, contributing professional language mastery doctor.

2. Aims of the lesson

2.1. Educational aims:

- student should know
 - grammatical categories of the nouns, level I
 - dictionary form,
 - prepositions
 - expressions with prepositions
 - lexical minimum

- Students should be able
 - to determine the base of the nouns, level II
 - to conjugate the nouns by cases
 - to complete the dictionary form of the nouns
 - to gain practice in translation of terms with uncoordinated attribute, with prepositions level III

2.2. Upbringing (educational) aims are connected with:

Formation of basic knowledge of the Latin language to future trade.

3. Interdisciplinary integration.

Discipline	to know	to be able to
1 Previous (disciplines which provide) English language grammar	Grammatical categories of the nouns.	Define the base and the case of the nouns
2. The following (which are provided by this discipline)... Anatomy, histology, pharmacology	professional medical and prescription expressions	Use nouns in all cases in prescriptions

4. The content of the lesson:

A. The noun. Grammar categories.

Latin nouns are divided into three genders:

Male- - masculinum (m.), female - femininum (f.), neutral- neutrum (n.).

The gender of the noun is determined by the end of the nominative singular Remember that nouns - names of trees and bushes on -US related to the feminine.

For example: Amygdalus, I f- almonds;

Pinus, I f - pine;

Rhamnus, I f - buckthorn.

All indeclinable nouns always refer to neuter.

2. Nouns have two numbers:

Singular - singularis (sing.),

The set - pluralis (plur.).

3. In Latin there are five cases: Nominative - Nominativus (Nom.)

Genitive - Genetivus (Gen.)

Dative - Dativus (Dat.)

Accusative - Accusativus (Acc.)

Ablative - Ablativus (Abl.).

4. In Latin there are 5 declensions.

5. The dictionary form of a noun consists of:

- the Nominative form
- the ending of the Genitive case
- the gender,

Example : vertebra,ae f – vertebra

angulus, I m – angle

septum, I n – wall

facies,ei f - surface

The Gen.sing. defines the declension of a noun, the Nom.sing. defines its gender.

Declensions include the following genders:

I – feminine

II- masculine, neutral

III – masculine, feminine, neutral

IV – masculine, neutral

V – feminine

Declensions of a noun:

Case	I decl.	II decl.	III decl.	IV decl.	V decl.
Nom.	- a (f)	-us,-er (m) -um,-on (n)	different(m,f,n)	-us(m) -u (n)	-es (f)
Gen.	- ae	-I	-is	- us	-ei

B. The 1st noun declension.

Nouns with the ending – a in Nom.sing., in Gen. sing. – ae belong to the 1st declension:

Aqua, ae f - water;
 Capsula, f- ae capsule
 Bucca,ae f – cheek

Latinized Greek nouns with ending –a belong to the 1st declension: arteria,ae f- artery, trachea,ae f – trachea. Besides, the feminine nouns with ending – e in Nom.sing., in Gen.sing. –es, are also referred to the 1st declension: raphe,es f – suture.

Case endings of nouns

Casus	Singularis	Pluralis
Nom.	–a	-ae
Gen.	–ae	-arum
Dat.	–ae	-is
Ace.	-am	-as
Abl.	-a	-is

C. Uncoordinated attribute.

Attributes can be coordinated and uncoordinated.

Example of a coordinated attribute:

Vitrum nigrum - black bottle (Nom. Sing., Neutr.); (Nom. Sing., Neutr.)

Capsulae operculatae - capsule closed lid (Nom. Plur., Fem.); (Nom. Plur., Fem.)

Succus amarus - bitter juice

(Nom. Sing., Masc.); (Nom. Sing., Masc.)

Uncoordinated attribute is expressed by a noun in the genitive case singular or plural. Example:

Tinctura Valerianae - tincture of valerian, valerian (Nom. Sing., F); (Gen. sing., F)

Folium Urticae - nettle leaf (Nom. Sing., N); (Gen. sing., F)

Sirupus Sacchari - sugar syrup (Nom. Sing., M); (Gen. sing., N)

Nota bene!

1. Inconsistent definitions as agreed, signified placed after the noun.
2. Traditionally, the names of medicinal plants and drugs in the definition of inconsistent written with a capital letter.

3. inconsistent definition always remains the same in form, while the noun which is defined as conjugated.

Casus	Singularis	Pluralis
Nom.	bacca Schizandrae	baccae Schizandrae
Gen.	baccae Schizandrae	baccarum Schizandrae
Dat.	baccae Schizandrae	baccis Schizandrae
Acc.	baccam Schizandrae	baccas Schizandrae
Abl.	bacca Schizandrae	baccis Schizandrae

4. a) the definition of an inconsistent set is used to express the notion of plurality. For example: massa pilularum - pilyulna mass.

In the nomenclature names stone fruit oils names used in the plural.

For example: oleum Amygdalarum - almond oil oleum Olivarum - olive oil.

Prepositions that are used with ablative (Ablativus) case:

Sine – without sine aqua - without water
 Pro – for pro aegrota - for sick
 De - about de vita – about life
 Cum - with cum herba - with grass
 ex (e) – from ex aqua – from water

Prepositions that are used with accusative (Accusativus) case:

Contra - against contra anginam - against angina
 Supra -above supra scapulam- above the scapula
 Ad - for, against ad ollam – in a bottle
 Per - through, per tracheam- through the trachea
 Intra – inside intra venam- inside the vein

Prepositions that are used with ablative and accusative (Ablativus et Accusativus) case:

in - in,
 sub - under
 Example:

In aqua – in water , sub lingua - under the tongue
 In aquam – in water , sub linguam - under the tongue

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage 1.organization of the lesson. Educational aims. Types of control. 2.Checking homework	I		journal Handbook	5 min. 10 min
2.	Main stage ;				

3.	<p>a) Teaching topics classes. Grammar categories of a noun. Dictionary form. Determination of declension and the base. General rules of determination of nouns gender. Uncoordinated attribute. Prepositions.</p>	I		Methodical guidelines, grammar tables	30 min.
	<p>b) the tasks to determine declension, base, gender of nouns., the tasks for translation the terms with uncoordinated attribute, terms with prepositions.</p>	II - III	frontal survey	Exercises, textbook	35 min.
	<p>Final stage a) test of knowledge and skills of students on the topic. b) Summing up lessons c) Homework</p>	III	Tasks to control knowledge, control questions, individual tasks	Exercises Handbook	10 min.

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson: tests

6.2. Materials of the main stage of the lesson : table of endings in the nominative and genitive five Latin declensions. (addition N.1).

6.3. Control material of the final stage: exercises to test knowledge (additions N.2, 3).

- 7. Literature for the lecturer:** 1. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p. 34-39)
2. Professional Latin for pharmacists. –Odessa: ONmedU, 2020- (p.23 -31)

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020-210p.

9. Theme of the next lesson : “ The verb. Praesens indicativi activi et passivi. The verb “esse”. Wordorder in the Latin sentence. Conjunctivus. Verbs “ fio, fieri”.

Addition N.1

Declensions of a noun:

Case	I decl.	II decl.	III decl.	IV decl.	V decl.
Nom.	- a (f)	-us,-er (m) -um,-on (n)	different(m,f,n)	-us(m) -u (n)	-es (f)
Gen.	- ae	-I	-is	- us	-ei

Case endings of nouns

Casus	Singularis	Pluralis
Nom.	-a	-ae
Gen.	-ae	-arum
Dat.	-ae	-is
Ace.	-am	-as
Abl.	-a	-is

Prepositions that are used with ablative (Ablativus) case:

Sine – without	sine aqua - without water
Pro – for	pro aegrota - for sick
De - about	de vita – about life
Cum - with	cum herba - with grass
ex (e) – from	ex aqua – from water

Prepositions that are used with accusative (Accusativus) case:

Contra - against	contra anginam - against angina
Supra -above	supra scapulam- above the scapula
Ad - for, against	ad ollam – in a bottle
Per - through,	per tracheam- through the trachea
Intra – inside	intra venam- inside the vein

Prepositions that are used with ablative and accusative (Ablativus et Accusativus) case:

in - in,

sub - under

Example:

In aqua – in water , sub lingua - under the tongue

In aquam – in water , sub linguam - under the tongue

Addition N.2

Lexical minimum

Cera, ae f - wax

Charta, ae f – Paper

Hora, ae f – hour

Oblata, ae f - wafer

Officina, ae f – Pharmacy

Pasta, ae f - paste

Planta, ae f - plant

Vita, ae f - life

bacca, ae f - berry

Gelatina, ae f – gelatin

Gemma, ae f – bud
Gutta, ae f – drop
Massa, ae f – mass
Materia, ae f – substance
Substantia, ae f – substance
Mixtura, ae f – mixture, mix
Pilula, ae f – pill
Odontalgia, ae f – toothache
Tinctura, ae f – tincture
Glandula, ae f – gland

The names of plants

Armeniaca, ae f - apricot
Arnica, ae f - arnica
Betula, ae f - Birch
Bistorta, ae f - cervical cancer, coil
Calendula, ae f - marigold, calendula
Salvia, ae f - sage
Schizandra, ae f - lemongrass
Tormentilla, ae f - cinquefoil
Urtica, ae f – nettle
Althaea, ae f – althaea
Oryza, ae f – rice
Valeriana, ae f- valerian
Chamomilla, ae f- chamomile
Convallaria, ae f- lily
Ephedra, ae f – ephedra

Greek nouns in e +

Aloë, ës f – - aloe
Hippophaë, ës f – buckthorn
Kalanchoë, ës f- Kalanchoe
Chole, es f- bile

Remember expressions with prepositions

Ad memoriam - in memory
Intra arteriam –inside the artery
Intra venam – inside the vein
Sub linguam - under the tongue, sublingual
Per vaginam - through the vagina, vaginal
Per se - pure
Per horam – during an hour

Exercises

1. Complete the dictionary form of the following nouns:

Facies, sulcus, arcus, tuberculum, lamina, capitulum, bacca, tinctura, scapula, trachea.

2. Define the declension and the base of the following nouns:

truncus, I m – trunk

dens, dentis m – tooth

linea, ae f – line

cranium, I n – skull

caput, itis n – head

corpus, oris n – body

tuberculum, I n – tubercle

foramen, inis n – hole

facies, ei f – surface

ramus, I m - branch

3. Translate the following terms:

Incisure of scapula, angle of breastbone, tubercle of muscle, apex of bone, neck of scapula, crest of neck of rib, crest of tubercle, arch of vertebra, head of rib.

4. Translate the terms;

Inter costas, sub linguam, supra spinam, in scapula, in columna, per vagina,
In tabulettis, in aquam, ad hypertoniam.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson №4 " The verb. Praesens indicativi activi et passivi. The verb "esse". The Wordorder in the Latin sentence. Conjunctivus. Verbs " fio, fieri".

Year of education ____I____ Faculty ____pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages
" _____ " _____ 20 ____
Protocol N _____
Head of the department
Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 4__: " The verb. Praesens indicativi activi et passivi. The verb "esse".Wordorder in the Latin sentence. Conjunctivus. Verbs " fio, fieri".

1. **The relevance of the topic** . Actuality is what enables master professional language pharmacist.

2. Aims of the lesson

2.1. Learning aims :

The student should know:

- a) grammatical categories of verbs; 1 level
- b) formation imperative form in the second person singular and conjunctive so far in the third person singular and plural;
- c) the prescription formulation of verbs.

The student should be able to:

- a) determine the basis and the conjugation of verbs, 2 level
imperative form shape so far in second person singular and conjunctive so far in the third person singular and plural;
- b) use prescriptions expressions with the verb "fio, fieri".
- c) translate Latin into English and vice versa prescription 3 level
formulations with verbs, to be able to translate simple sentences with verbs imperative.

2.2. Educational aims: .

- Learn the most important prescription formulation of verbs, structure, names of medications and drugs to form the basic concepts of Latin for future career (necessary for doctors of all specialties in the prescription, prescription reading guides, annotations to drugs.

3. Interdisciplinary integration.

Definition of conjugation

Depending on the final sound bases verb conjugation divided into 4:

I conjugation	II conjugation	III conjugation	IV conjugation
-ā	-ē	consonant or -u	-ī

The dictionary form of verbs

In educational dictionaries dictionary form of verbs includes:

- 1) a complete form first-person singular of the present indicative mood active state, which has the ending -o.
- 2) ending -re of infinitive with previous loud, that the last three letters of the infinitive.
- 3) at the end of the dictionary form is the figure by conjugation.

Example:

signo, āre 1 - mark

habeo, ēre 2 - have

addo, ere 3 - add

diluo, ere 3 - dilute

audio, īre 4 - listen

Students need to pay attention to the fact that in the second and third conjugation vowel -e- different not only in the length:

In the second conjugation it belongs to the base, and in the third conjugation does not belong to the base or to the end, and there binders.

Because virtually basis determined by the indefinite form of the verb, by the rejection of its end

-re verbs in I, II and IV conjugation

-ere verbs and conjugations III.

Outlining the new material, you need to use the table of infinitive verbs foundations and determination that students were able to correctly determine the basis for the verb (Appendix 1).

Imperative (Imperativus)

Imperative in Latin is used in the 2nd person singular and plural. In the recipe uses only singular form.

Imperative singular:

verbs I, II and IV conjugation coincides with the base,

and in the third conjugation verbs should be added to the base st.

(Or all of the infinitive verb reject -re, what remains - a form of imperative singular).

Imperative plural:

verbs in I, II and IV conjugation to the base must add -te ending,

and in the third conjugation verbs should be added to the base -ite (Appendix 2).

Perform exercises (textbook § 183 - 1.2)

Conjunctivus

Conjunctivus in Latin expresses the action that took place not not happening at the moment, but may or may occur under certain conditions. The conjunctive is to express the will (order, but politely) so desire. In English language conjunctive forms translated as follows:

Example:

Misceatur! - Let it be mixed! or Mix!

Detur! -Let it be dispensed! Or Dispense!

The conjunctive is formed by changing the base:

in I conjugation - a changes to -e,

in II, III and IV - attached to the base -a

By modified bases attached personal verbs ending (Appendix number 3).

State	Singularis	Pluralis
Activum	-t	-nt
Passivum	-tur	-ntur

Example:

signo, āre 1 - mark

signa- signe-

signe-t - mark!

signe-tur - shall be marked, mark!

signe-nt - they may mark ,mark!

signe-ntur - shall be marked, mark!

(Exercises -textbook -§37)

Students need to remember standard prescription formulation (Appendix number 4). Students pay attention to the fact that verb form **Detur** is always singular and in the formulation **Dentur tales doses** verb is plural because the subject (doses) is plural.

The verb "fio, fieri"

In the prescription formulations are only two forms of the verb "fio, fieri" be created:

fiat - 3rd person singular

fiant - 3rd person plural

In formulations can be used conjunction ut - to, but usually a recipe he had not written.

Model prescription formulation with the verb "fio, fieri":

Misce, (ut) fiat + name of dosage form in Nom. sing.

Misce, (ut) fiant + name of dosage form in Nom. pl.

Example:

Misce, fiat pulvis. - Mix, let the powder is formed.

Misce, fiat suppositorium. - Mix ,let the suppository is formed.

Misce, (ut) fiant suppositoria - Mix , let formed suppositories.

Misce, fiant species - Mix, let formed species.

Attention is drawn to the fact that species, erum f in the sense of "gathering" is used only in the plural.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage 1.organization of the lesson. Educational aims. Types of control.	I		journal	5 min.
2.	2.Checking homework Main stage : A) lesson teaching topics include explanation of new material for grammatical categories of verbs, infinitive verb forms, definitions bases and conjugation. Formation imperative verbs and subjunctive verbs. The verb «fio, fieri» in prescription formulations. b) - The tasks of the new theme	I		Handbook Methodical guidelines, grammar tables	10 min 35 min.
		II - III	frontal survey	Exercises, textbook	30 min.
3.	Final stage a)Control and correction of knowledge and ski	III	Tasks to control	Exercises	10 min.

	b) Summing up lessons c) Homework		knowledge, control questions, individual tasks	Handbook blackboard	
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6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson:

-tests;

6.2. Materials of the main stage of the lesson: Tables:

- 1) formation of infinitive verbs foundations and determination I - IV conjugation;
- 2) formation of imperative and subjunctive;
- 3) standard prescription formulations of verbs. (additions 1-4)

6.3. Control materials of the final stage:

- exercises to test your knowledge.(additions 5-7).

7. Literature for the lecturer:.

1. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p.45-50)

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020 (p. 33-38)

Additional:

1. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p.45-50)

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020-210p.

Theme of the next practical lesson № 5 “ Prescription. Parts of prescription. Grammatical structure of formation of prescription line.

Addition N.1

Formation of the infinitive and definition of verbs bases I - IV conjugation

The dictionary form conjugation infinitive is necessary to reject Base

do, dare	I	dāre	re	da-
habeo, ere	II	habēre	re	habe-
addo, ere	III	addere	ere	add-
diluo, ere	III	diluere	ere	dilu-
finio, ire	IV	finīre	re	fini-

Addition N.2

Formation of imperative form

The dictionary form	Base	Imperativus singularis	Imperativus pluralis
Signo, are 1	signā-	Signa – Mark	Signāte - Mark
misceo, ere 2	miscē-	Misce – Mix	Miscēte - Mix
recipio, ere 3	recip-	Recīpe – Take	Recipīte - Take
audio, ire 4	audī-	Audi – Listen	Audīte –Listen

Addition N.3

Formation of the subjunctive

the verb	The dictionary form	basis	Modified Basis
denote	signo, āre 1	signā-	signe-
mix	misceo, ēre 2	miscē-	miscea-
repeat	repeto, ere 3	repet-	repeta-
listen	audio, īre 4	audī-	audia-

Persons verbs ending in 3rd person

State	Singularis	Pluralis
Activum	- t	-tur
Passivum	-nt	-ntur

The verb “ sum, esse-“ to be

The Present Indicative(Praesens indicativi)

Sing.	Pl.
1. sum –I am	sumus- we are
2. es - you are	estis - you are,
3. est - he, she, it is	sunt - they are

The verb “ fio, fieri “ – to form, to become

Present indicative		Present subjunctive	
Sing.	Pl.	Sing.	Pl.
fit	fiunt	fiat	fiant

Addition N.4

The standard prescription formulations of verbs

Imperativus

Recipe. - Take.

Da. Signa. - Dispense. Mark.

Misce. Da. Signa. -Mix. Dispense. Mark.

Sterilisa! - Sterilize!

Repete. - Repeat.

Da tales doses. – Dispense the following doses.

Conjunctivus

Detur. Signetur. - Let it be dispensed, marked. = Dispense. Mark.

Misceatur. Detur. Signetur. Let it be mixed, dispensed, marked. Mix! Dispense! Mark!

Sterilisetur! - Let it be sterilized! Sterilize!

Repetatur. Let it be repeated. Repeat!

Dentur tales doses numero . - Let the following doses numero... be dispensed .. Dispense such doses

Addition N.5

Exercises:

1. In the verbs define the basis and a conjugation:
dividere, signāre, diluere, habēre, solvere, nutrīre, praescribere, docēre.
2. From the verbs in ex.1 form imperative singular and plural.
3. Form subjunctive of the verbs:
signo, āre 1 - mark
habeo, ēre 2 - have
addo, mre 3 - add
diluo, mre 3 - dilute
audio, īre 4 - listen

4. Put the terms into Latin:

candles' "Anestezol", grass lily, tetracycline ointment, oil of pepper mint, valerian tincture, solution of novocaine, sulfadimezin tablets, infusion of mint leaves, thick valerian extract, flax seed.

5. Put sentences into Latin:

1. Take the infusion of eucalyptus leaves 20 ml. Dispense. Mark.
2. Take dibasol solution of 5 ml. Sterilize! Dispense ! Mark!
3. Mix ,let formed ointment.
4. Take tincture lily 10 ml Valerian tincture and 20 ml. Mix!
Dispense! Mark!
5. Dispense 10 ml of adrenaline.
6. Take the infusion of eucalyptus leaves 200 ml. Dispense. Mark.
7. Take Xeroform 1.2 and 20 ml of castor oil. Mix, Let formed liniment.

Addition N.6

Control questions :

1. How many conjugations have Latin verbs?
2. What are verbs ending in 1 -4 conjugations?
3. How is the basis of words in the subjunctive?
4. Tell about main changes in the formation conjunctiva (passive form)

Addition N.7

Lexical minimum:

Verbs:

addo , ere 3	add
audio, ĩre	listen
curo, āre 1	treat
do, dare 1	give
finio, ĩre 4	finish
misceo, ěre 2	mix
recipio, ere 3	take, receive
repeto, ere 3	repeat
salveo, ěre 2	to be healthy (used in greeting)
signo, āre 1	mark, denote
sterilĭso, āre 1	sterilize
valeo, ěre 2	to be healthy, to be strong

The names of medicinal plants:

Convallaria, ae f lily

Eucalyptus, i f Eucalyptus

Mentha (ae f) piperita (us, a, um) Pepper mint (Gen. sing. - Menthae piperitae)

Salvia, ae f sage

Valeriana, ae f valerian

Names of medicines:

Adrenalinum, i n adrenaline

Amidopyrinum, i n Amidopyrine

Dibazolum, i n dibazol

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson №5 " Prescription. Parts of prescription. Grammatical structure of formation of prescription line."

Year of education ____I____ Faculty ____pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021_____
Head of the department
Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 5: Prescription. Parts of prescription. Grammatical structure of formation of prescription line.

1. The relevance of the topic . Actuality is what enables master professional language pharmacist

2. Aims of the lesson

2.1. Educational aims:

- The student should know - rules of prescription of Latin level 1
- grammatical structure of formation of prescription line
- simple and complex prescription

The student should be able to:

- Write Latin names of medicines in the recipe. level 2
- Translate from Latin into English and vice versa pharmaceutical terms in the recipe level 3

2.2. Upbringing (educational) aims are connected with:

Formation of basic knowledge of the Latin language to future trade.

3. Interdisciplinary integration.

Discipline	to know	to be able to
1.Previous (disciplines which provide) English , Latin languages grammar	Grammatical categories of verbs. Imperative. Subjunctive.English tenses.	Use and write names of remedies, prescription formulation and professional expressions.
2. The following (which are provided by this discipline)... Anatomy, histology, pharmacology	Main pharmaceutical terms, medical forms, professional medical and prescription expressions	Correctly use pharmaceutical terms, drug names indicating the dosage form

4. The content of the lesson

1. The main structure parts of the recipe.
- 2.General requirements for writing prescriptions
3. dosage forms and additional inscriptions in the recipe.

Structure of prescription.

The recipe (from the Latin. Receptum - taken) is a written prescription doctor, paramedic or midwife, according to which pharmacy produces and publishes these drugs, and the patient takes them specified herein way and doses.

Recipes are written on special forms in the prescribed form, clearly and legibly, corrections are not allowed.

The composition of drugs and drug designation forms of medical treatment to the pharmacist about drug manufacturing and delivery are written in Latin.

The recipe consists of the following parts:

1. Inscriptio (inscription) - stamp hospital (address, telephone number, hospital) and its code.
2. Datum - date check-out counter.
3. Nomen aegroti - surname and initials of the patient.
4. Aetas aegroti - the age of the patient.
5. Nomen medici - surname and initials physician.
6. Praescriptio - consists of two parts:

Invocatio - request the doctor to pharmacist pronounced the word Recipe (Rp. :) - Take it!

Designatio materiaram - a list of drugs (components) and their dose

7. Subscriptio - Latin pharmacist instructions on how to manufacture drugs, their form, dosage form and packaging.

8. Signatura - designation. This guidance on patient dose at one time, the frequency of medication intake, time and manner of their use. These instructions are written in the national language or such that the patient understands.

9. Nomen et sigillum personale medici - signature and stamp of the doctor.

Additional inscriptions in recipes

If medications need to buy at the pharmacy immediately, the doctor at the top of the blank prescription notes:

«Cito!» - Fast!

«Statim!» - Immediately!

If a prescription is required and you can buy drugs again, in the top of the prescription form states:

«Bis repetatur!» - Repeat twice

«Repete bis!» - Repeats twice

Latin part of the recipe begins with “ Recipe “(imperative form of the verb to recipere-take). Then transferred the names of drugs and their quantity.

In writing Latin names of drugs should be guided by the following rules:

1. The name of each product written on a new line with a capital letter. Capitalize also write the name of the drug or plants.

drugs to the amount of an agreed definition as written in the genitive case.

Example :

Take : valerian tincture 15.0

Give. Mark.:

Recipe: Tincturae Valerianae 15,0

Da. Signa:

2. The number of solid and loose substances defined in grams and grams of parts (eg 1.0, 0.02), liquid - in milliliters (10 ml) or drops. Number of drops denoted by Roman numerals. The word gutta write in Acc. : Guttam I. Guttas X.
3. If two or more substances discharged in equal numbers, their number is specified only once - after the name of last, and before the digital designation refers adverb ana - equal, in.
4. Finished dosage forms (tablets, suppositories, balls and films issued without reference dose. Then the drug prescription forms must be in the accusative plural.

Take: (who? What? - Accusativus)

Tablets "Ankofen" number 20

Recipe: Tabulettas «Ancophenum" numero 20

Da. Signa.

Take: (who? What? - Accusativus)

Candles "Anestezol" number 20

Recipe: Suppositoria "Anaesthesolum" numero 20

Da. Signa.

Additional inscriptions in recipes:

If the patient urgently need to get medicines, the doctor at the top of prescription forms writes cito (fast), citissime (early) or statim (immediately).

One prescription forms allow you to write to the three drugs, if they do not contain or potent drugs. One other recipes separate line over.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6

1.	Preparatory stage 1.organization of the lesson. Educational aims. Types of control. 2.Checking homework	I		journal	5 min.
				Handbook	10 min
2.	Main stage ; a)Teaching topics classes, explaining grammatical structure of formation of prescription line.	I		Methodical guidelines, grammar tables	30 min.
	b) the tasks to new theme.	II - III	frontal survey	Exercises, textbook	35 min.
3	Final stage a) test of knowledge and skills of students on the topic. b) Summing up lessons c) Homework	III	Tasks to control knowledge, control questions, individual tasks	Exercises blackboard Handbook	10 min.

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson: tests

6.2. Materials of the main stage of the lesson : - Methodical guidelines for teachers;
- table (addition N.1)

6.3. Control material of the final stage: exercises to test knowledge (additions N. 2, 3, 4).

7. Literature for the lecturer:

1. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p.54-60)

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020 (p.39 -47)

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020-210p.

Additional:

2. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p.

Additional:

9. Theme of the next lesson : “Nouns of the second declension. Peculiarities of declension of nouns of neuter gender.”

inscriptio

(Stamp institution) institution code for ZKPO

Honey. documentation. F-1

Datum

RECIPE

" ___ " _____ 20__.

nomen aegrot

Name and surname of the patient

aetas aegroti

Age of the patient

nomen medici

Name and surname of the doctor

Praescriptio invocatio

Rp: Tincturae Convallariae

designatio

Tincturae Valerianae ana 10ml

materiarum

Extracti Crataegi fluidi 5 ml

Mentholi 0,05

Misceatur. Detur.

Signetur: 15 drops 3 times ml

day

subscription

signatura

nomen et sigillum personale medici

Rp:

MP

Signature and personal stamp of the doctor (legibly)

The recipe is valid for 10 days, 2 months (delete where inapplicable)

Addition N.2

Exercises to test your knowledge:

1. Post a dictionary form of nouns:

Herba, globulus, aqua, farina, unguentum, bacillus, materia, amyllum.

2. Translate the pharmaceutical terms:

Althea grass, rice flour, tincture of calendula, valerian tincture, vitamin granules, hawthorn extract.

3. Translate English :

1. Misce, ut fiat pasta. 2. Dentur tales doses numero 20. 3. Mixturae misceantur. 4. Misceatur. Detur. Signetur. 5. Misce, fiat suppositorium.

4. Translate recipes in English:

Recipe: Extracti Frangulae fluidi 25,0
Da. Signa:

Recipe: Tincturae Convallariae
Tincturae Valerianae ana 10,02 ml
Validoli
Misceatur. Detur.
Signetur:

5. Translate the recipes in Latin:

Take : Rhubarb syrup 300ml
Give. Mark:

Take: acetylsalicylic acid 0,25
Give such number of doses of 12 tablets
Mark:

Take: Tablets valerian extract 0,002 number 50
Give. Mark:

Take: castor oil 100.0
Give. Mark:

Take: Vinilinu 20 ml
Peach oil 80.0
Mix. Give. Mark:

Addition N.3

Control questions :

1. What verb constructions are used in the recipe.
1. Which parts of prescription are written in Latin?

2. In what case are the names of drugs in recipes?
3. Name additional inscriptions in recipes.

Addition N.4.

Lexical minimum

Additional inscriptions in recipes:

Cito - fast

Statim - immediately

Repete - repeats (granting product)

Repetatur - repeat

Repete bis - repeats twice

Bis repetatur - double repeat

Repete ter - repeat three times

Ter repetatur - repeat three times

Non repetatur - not to repeat

Pro me seu pro auctore - for me or for the author

ad usum proprium - for own use

verte! - Turn

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson №6 " **Nouns of the second declension. Peculiarities of declension of nouns of neuter gender**"

Year of education ____ I ____ Faculty ____ pharmaceutical _____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 6 "Nouns of the second declension. Peculiarities of declension of nouns of neuter gender."

1. The relevance of the topic . Actuality is what enables master professional language pharmacist

2. Aims of the lesson

2.1. Educational aims:

-The student should know

- Design rules of Latin recipe level 1
- Endings of nouns of 2nd declension

The student should be able to:

- Write Latin names of medicines in the recipe. level 2
- Translate from Latin into English and vice versa pharmaceutical terms in the recipe level 3

2.2. Upbringing (educational) aims are connected with:

Formation of basic knowledge of the Latin language to future trade.

3. Interdisciplinary integration.

Discipline	to know	to be able to
<p>1. Previous (disciplines which provide)</p> <p>English , Latin languages grammar</p> <p>2. The following (which are provided by this discipline)... Pharmacology</p>	<p>Clearance of Latin recipe, nouns endings of the second declension</p> <p>Main pharmaceutical terms, medical forms, professional medical and prescription expressions</p>	<p>Use and write names of remedies, prescription formulation and professional expressions.</p> <p>Correctly use pharmaceutical terms, drug names indicating the dosage form</p>

4. The content of the lesson

To the second declension belong masculine nouns with endings -us, -er, and neuter in -um in Nom.sing. In Gen.sing. they have ending -i.

Example: musculus, I m – muscle
 paediater, tri m – paediatrician
 ligamentum, I n - ligament

Exeptions:

a) Names of trees and bushes on: -us.

For example: Pinus, i, f - pine;

Crataegus, i, f - hawthorn.

b) Some nouns of Greek origin:

crystallus, i, f - crystal;

Strychnos, i, f - chilibuha.

Casus	Singularis		Pluralis	
	Masc.	Neutr.	Masc.	Neutr
Nominativus	-us, -er,	-um	-i	-a
Genetivus	-i		-orum	
Dativus	-o		-is	
Accusativus	-um		-os	-a
Ablativus	-o		-is	

Examples of declension:

CASUS	SINGULARIS	PLURALIS
	Neutr.	
Nominativus	remedium	remedia
Genetivus	remedii	remediorum
Dativus	remedio	remediis
Accusativus	remedium	remedia
Ablativus	remedio	remediis

Some names of plants and medicines after the dosage form indicating the name of the author who invented this tool. The names of the men belonging to the second declension, women – to the 1st declension.

For example: pasta Lassari - paste Lassara

liquor Burovi Burov fluid;

tabulettae Carmanovae - Karmanova tablets.

Some names do not changed.

For example: balsamum Schostacovsky – Shostakovski balm.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage 1.organization of the lesson. Educational aims. Types of control. 2.Checking homework	I		journal Handbook	5 min. 10 min
2.	Main stage ; a) – Teaching lesson topics include explanations of features declension of nouns II declension of male and neuter, exceptions, and especially of the translation of pharmaceutical expressions with names. b) the tasks to new material.	I II - III	frontal survey	Methodical guidelines, grammar tables Exercises, textbook	30 min. 35 min.
3.	Final stage a) test of knowledge and skills of students on the topic. b) Summing up lessons	III	Tasks to control knowledge, control questions,	Exercises Handbook	10 min.

	c) Homework		individual tasks		
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6. Materials for the methodological provision of the lesson:

- 6.1. Control materials of the preparatory stage of the lesson: tests
 6.2. Materials of the main stage of the lesson : - Methodical guidelines for teachers;
 - table (addition N.1)
 6.3. Control material of the final stage: exercises to test knowledge (additions N. 2, 3).

7. Literature for the lecturer:.

1. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p.61-65)
2. Professional Latin for pharmacists. –Odessa: ONmedU, 2020-210p.

8. Literature for the students:

Main:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2020-210p.

Additional:

1. Professional Latin for pharmacists. –Odessa: ONmedU, 2015-142p.
2. Svetlichnaya E.I., Latin for Pharmacy Students: Textbook for students of higher schools.- Kharkiv: NUPh : Golden Pages, 2011.- 248 p. (p.61-65)

9. Theme of the next lesson : , "Systematization and consolidation of grammatical models of terms. "

Addition N.1.

Examples of declination:

	Sing.	Pl.
Nom.	labium	labia
Gen.	labii	labiorum
Dat.	labio	labiis
Acc.	labium	labia
Abl.	labio	labiis

Addition N.2

Lexical minimum

aegrotus, i m	sick	
Alabastrum, i, n	bud	
amylum, i n	the starch	
Aerosolum, i, n	spray	
bacillus, i m	bacillus, pencil, stick	
Alcaloidum, i, n	alkaloid;	
decoctum, i n	broth ,decoction	
Antidotum, i, n	antidote	
emplastrum, i n	the patch	
Antidotum metailorum	antidote for poisoning by metals;	
bolus, i, f 1)	1) bolus (bolus)	
	2) Clay	
globulus, i m	ball	
crystallus, i, f	crystal	
infusum, i n	infusion	
diametrum, i, n		
(diametros, i f, diameter, tri m)	diameter	
linimentum, i n	liniment	
gelum, i, n	gel	
remedium, i n	– medicine	
emulsum, i, n	emulsion	
suppositorium, i n	suppository,	
glucosidum. i, n	glycoside	
unguentum, i n	ointment	
granulum, i,	granule	
saccarum, i, n -	sugar	
vitaminum, i, n	vitamin	
venenum, i, n	poison	
vitrum, i, n	glass.	

Names of plants:

Alnus, t, f - Alder
Amygdalus, i, f - almond (tree)
Absinthium, i, n - wormwood
Cerasus, i, f - cherry (tree)
Cerasum, i, n - cherry (fruit)
Citrus, i, m - lemon (fruit)
Crataegus, i, n - hawthorn
Eucalyptus, i, f - Eucalyptus
Gossypium, i, n - wool, cotton
Humulus lupulus, i, m - hops (bot.)
Hypericum, i, n - St. John's wort
Hyoscyamum, i, m - henbane
Juniperus, i, f - juniper
Linum, I, n - flax
Oleander, dri m - oleander
Pinus, i, f - Pine
Prunus, i, f - plum (tree)
Prunum, i, n - plum (the fruit)
Sambucus, i, f - elder
Stramonium, i, n - dope
Strychnos, I f, m - chylibuha
Anisum, i n - anise
Helianthus, i m - sunflower
Leonurus, i m - everlasting
Oxycoccus, i m - Cranberry
Rheum, i n - rhubarb
Ricinus, i m - ricin
Rubus idaeus, i m - raspberries
Foeniculum, i n - dill, fennel
Solanum tuberosum, i n - potatoes
Triticum, i n - wheat
Uva, ae ursi - bearberry

Addition N.3

Exercises

1. Translate the prescriptions:

1. Take: Talc
Starch to 15.0

Mix. Give.

Mark:

2. Take: Candles "Anestezol" number 10

Let it be given.

Mark:

3. Take : Ointment mikoseptynu 30.0

Give. Mark:

"

II. Translate into Latin:

Grass everlasting, castor oil, herb thyme, ointment for eyes, anise oil, rhubarb syrup, potato starch, nettle leaves, candles with novocaine, juice cranberry.

III. Translate orally English:

1. Recipe: Olei Eucalypti 10,0

Mentholi 1,0

Misce. Da.

Signa:

2. Recipe: Suppositoria cum Ichthyolo 0,2 numero 12

Da.

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson № 7 «Systematization and consolidation of grammatical models of terms»

Year of education ____ I ____ Faculty ____ pharmaceutical _____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 7: «Systematization and consolidation of grammatical models of terms» - 2 hours

1. The relevance of the topic is that it allows to use professional doctor's language. Knowledge of this topic is necessary to know nomenclature of medicines, structure of pharmaceutical terms and main grammar rules that are used to form names of medicines. In addition, it is important to understand next subject themes.

2. Aims of the lesson

2.1. Educational aims:

- to form basic knowledge about Latin alphabet, rules of stress, categories of nouns and verbs, grammar structure of a prescription I level
- to know names of medicines, imperative mood of verb, praesens indicativi activi et passivi II level
- to be able to form Latin part of prescription III level

2.2. Upbringing aims are connected with:

- formation of basic knowledge of the Latin language for future profession

3. Interdisciplinary integration.

Discipline	To know	To be able to
1. Previous discipline: The English language	Grammar categories of nouns and verbs.	Change nouns and verbs according to different categories.
2. Following discipline: Pharmacology	Pharmaceutical terms, names and forms of medicines	Use correctly medical forms in one structure with names of medicines.
3. Interdisciplinary integration: Latin alphabet, grammar categories of nouns and verbs, structure of Latin part of prescription	Rules of pronunciation; genders, declensions and cases of nouns; forms of imperative mood of verb, praesens indicativi activi et passivi	Read correctly, change nouns for different cases according to the gender and declension, form imperative mood of verb, praesens indicativi activi et passivi

4. The content of the lesson:

Give out students variants of control work and explain tasks, giving examples.
Students should do 3 tasks.

№1. Decline nouns: e.g. gemma, ae f, n remedium, i n

№2. Form imperative mood of verbs: e.g. signare, repetere, finire

№3. Translate into Latin: e.g. Take: Ichthyol 1.0

Naphthalene 5.0

Zinc paste 25.0

Mix up to have paste

Give out. Designate:

5. The plan and organizational structure of the lesson

№№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodologic al equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage: Organization of the lesson. Educational aims. Types of control			Register	5
	Check home-task	II		Exercises	10
2.	Main stage: - Repeat rules of writing pharmaceutical terms and medical forms	I		Book Exercises	20
	- the lesson includes writing of the control test 1 on rules about	II-III	Individual work	Individual work on the base of	40

	formation of pharmaceutical term			getting knowledge without book	
3.	Final stage: - Checking and correction of the level of knowledge and skills - Summarizing - Home-task	III	Checking of students' result, exercises	Book	15

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson:

1. What is a diphthong? Digraph? What are the peculiarities of their pronunciation?
2. What is the difference between long and short syllable?
3. What are the categories of noun?
4. How is necessary to for imperative mood of the Latin verb?

6.2. Materials of the main stage of the lesson:

1. Methodological guidelines for teachers
2. Task for control unit 1

6.3. Control material of the final stage:

1. Exercises to check the level of knowledge

6.4. Materials of methodological equipment for students' individual work:

1. Methodological recommendations
2. Book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“The origin of trivial names of medicines”

10. Theme of the next lesson:

“Trivial names of medical substances. Main stems in names of medicines of Greek-Latin origin. Nomenclature of vitamins and preparations of combined multivitamins, hormone and enzyme preparations”

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson № 8 « Trivial names of medical substances. Main stems in names of medicines of Greek-Latin origin. Nomenclature of vitamins and preparations of combined multivitamins, hormone and enzyme preparations »

Year of education ____I____ Faculty ____pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021 _____
Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 8: «Trivial names of medical substances. Main stems in names of medicines of Greek-Latin origin. Nomenclature of vitamins and preparations of combined multivitamins, hormone and enzyme preparations» - 2 hours

1. The relevance of the topic is that it allows to use professional doctor's language. Knowledge of this topic is necessary to know trivial names of medicines and stems that show that the medicine is of vitamin, hormone and enzyme origin.

2. Aims of the lesson

2.1. Educational aims:

- to learn and be able to distinguish names of medicines, to know correct spelling of these words I level
- to be able to divide term into stems II level
- to explain the word order in pharmaceutical name III level

2.2. Upbringing aims are connected with:

- formation of basic knowledge of the Latin language for future profession

3. Interdisciplinary integration.

Discipline	To know	To be able to
1. Previous discipline: The English language	Word-building elements	Analyze pharmaceutical terms
2. Following discipline: Pharmacology	Pharmaceutical stems. Nomenclature of medicines	Distinguish stems in names of medicines
3. Interdisciplinary integration: Noun. Grammar categories of the noun	Genders of nouns, declensions and cases of nouns	change nouns for different cases according to the gender and declension

4. The content of the lesson:

1. Word-building elements in names of medicines.

2. Names of hormone and enzyme medicines.

There are many Word-building elements in pharmaceutical terms. They are mainly of Greek origin and give full information about medicine (chemical composition, origin, therapeutic effect).

Pharmaceutical terms are usually formed by combining stems with necessary meaning using connective vowel -o-, e.g. Chinocidum is made from the bark of Cinchona tree, Cholagonum – medicine of choleric effect.

Terminological elements are components of complex term that have fixed meaning and form several terms with similar basic meaning. Names of preparations form the base of pharmaceutical terminology. These preparations can be plant, animal, chemical origin. If the name of chemical composition is convenient to be used in the name of medicine, it stays the same. But usually medical preparations of chemical origin have two names: systematic and code name. Systematic name is based on scientific character and shows chemical structure of medical preparation. But it is difficult to use such name because of its size and shorter trivial name is used on its place.

If the trivial name is Latinized, it has ending -um. The most common suffixes to form trivial names are: -an-, -in-, -ol-, -id-: Urosulfanum, Vasopressinum, Tocopherolum, Pyocidum. Such names are usually of neuter gender II declension.

Vitamins are named using capital letters of Latin alphabet (A, B, C, D, E, K, P) and if the vitamins of the same letter are of different types, they are signed by numbers (B₁, B₂). Medicines with different vitamins and other elements have the base -vit- (from vita, ae f) and numerals (that show amount of vitamin in medicine) in their names, e.g.: tabulatae “Heptavitum”, dragee “Hendevitum”.

Pepsin and pancreatin are the most known enzymes of digestive system. “Pepsinum” is formed from ‘pepto’ (digest), “Pancreatinum” from “pancreas, atis n – pancreas.

Some names of enzymes medicines contain suffix -(en)zym, e.g. Enzystal, Lecozym.

Latin names of hormone medicines are mainly formed from the name of an organ that produces this hormone or an organ which is treated by this hormone,

	- Checking and correction of the level of knowledge of the theme - Summarizing - Home-task	III	Frontal asking	Book	
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6. Materials for the methodological provision of the lesson:

6.1. Control questions for preparatory stage of the lesson:

1. What types of word building do you know?
2. What are the main stems for pharmaceutical terms?
3. What do names of vitamins consist of?

6.2. Materials of the main stage of the lesson: table of endings

6.3. Control material of the final stage: exercises to check knowledge (individual task cards)

6.4. Materials of methodological equipment for students' individual work:

Methodological recommendations, book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU, 2006. - 111p.
3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“Use of common stems in names of medicines”

10. Theme of the next lesson:

“Adjective. Grammatical categories of the adjective. Two groups of adjectives. Adjectives of the 1st group. Algorithm of coordination of adjectives with nouns.”

Addition 1

Lexical minimum

Acidum pangamicum (Vitaminum B₁₂) – pangamic acid

Acidum pantothenicum (Vitaminum B₃) – pantothenic acid

Acidum nicotinicum (Vitaminum B₅) – nicotinic acid

Acidum folicum (Vitaminum B₆) – folic acid

Calciferolum (Vitaminum D₂) – Calciferol

Cholecalciferolum (Vitaminum D₃) – Cholecalciferol

Cyanocobalaminum (Vitaminum B₁₂) – Cyanocabalamine

Ergocalciferolum (Vitaminum D₂) – ergocalciferol

Pyrodoxinum (Vitaminum B₆) – Pyroxide

Nicotinamidum (Vitaminum PP) – nicotinamide

Retinolum (Vitaminum A) – Retinol

Vikasolum – vicasol

Addition 2

1. Translate prescriptions to Latin

1. Take: Deoxyribonuclease 0.01

Give out number 6

Designate:

2. Take: Ointment “Corticomycetine” 30.0

Give out. Designate.

3. Take: Dragee “Undevite” number 50

Give out. Designate.

4. Take: Dragee of ascorbic acid 0.05 numero 20

Give out. Designate.

2. Translate sentences to English:

1. Acidum ascorbinicum aliter Vitaminum C nominatur. 2. Hormona in tres partes dividuntur peptide, steroida, et thyrosina. 3. Suspensio Zinc-cocticotropini in vitris datur. 4. Vitamina necessaria pro vita hominis sunt.

3. Translate to Latin

1. Deoxypyridoxyne is antivitamin B₄₆₀. 2. Another name of Vitamin A is Retinol, of Vitamin E – Tocopherol, Vitamin C – ascorbic acid. 3. Diodtirozine is made in pills. 4. Estrogenic medicines such as Methylestradiol, Sinestrol, Estrol are used in medicine. 5. Lecozyne contains mix of enzymes made from plants.

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «The Latin language»

Lesson № 9 «Adjective. Grammatical categories of the adjective.

Two groups of adjectives. Adjectives of the 1st group.

Algorithm of coordination of adjectives with nouns»

Year of education: I Faculty: Pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 9: «Adjective. Grammatical categories of the adjective. Two groups of adjectives. Adjectives of the 1st group. Algorithm of coordination of adjectives with nouns» - 2 hours

1. The relevance of the topic is that it allows to use professional pharmaceutical language.

2. Aims of the lesson

2.1. Educational aims:

- to learn dictionary form of adjectives and their grammatical categories I level
- to be able to find out the base of adjective, decline adjectives of the first group II level
- to be able to coordinate adjectives of the first group with nouns and translate terms and simple sentences III level

2.2. Upbringing aims are connected with:

- formation of basic knowledge of the Latin language for future profession

3. Interdisciplinary integration.

Discipline	To know	To be able to
1. Previous discipline: The English language	Adjectives	Translate terms using adjectives
2. Following discipline: Pharmacology	Adjectives with pharmaceutical meaning	Distinguish adjectives in pharmaceutical terms
3. Interdisciplinary integration: Noun. Grammar categories of the noun	Genders of nouns, declensions and cases of nouns	change nouns for different cases according to the gender and declension

4. The content of the lesson:

1. Grammatical categories and base of adjectives.
2. Adjectives of the 1st group
3. Rules of coordination with nouns

Adjectives can have different forms according to the gender, number, case. According to the gender endings in Nom. sing they can be divided between two groups.

Adjectives of the first group have the same gender endings as nouns of I and II declension have and decline according to the first and second declension of nouns. Adjectives of the second group have the same gender endings as nouns of III declension have and decline according to the third declension of nouns.

Dictionary form of adjectives consists of:

1. form of masculine gender in Nom. sing
2. ending of feminine gender
3. ending of neuter gender

e.g. albus, a, um – white (first group)

paluster, tris, tre – swamp (second group)

The base of adjective should be indicated in the form of feminine gender Nom. sing.

Albus, alba, album – base – alb

Paluster, palustris, palustre – base – palustr

Adjectives of the first group have endings:

Gender	Endings	Example
m	-us -er	Flavus (yellow), niger (black)
f	-a	Flava, nigra
n	-um	Flavum, nigrum

Adjectives of the first group of masculine and neuter gender are declined according to the II declension and of feminine gender – the I declension.

Example of declining:

	Singularis			Pluralis		
	m	f	n	m	f	n
Nom.	flavus	flava	flavum	flavi	flavae	flava
Gen.	flavi	flavae	flavi	flavorum	flavarum	flavorum
Dat.	flavo	flavae	flavo	flavis	flavis	flavis
Acc.	flavum	flavam	flavum	flavos	flavas	flava
Abl.	flavo	flava	flavo	flavis	flavis	flavis

In pharmaceutical terms and sentences adjective is coordinated attribute. It is placed after a noun and is coordinated with it in gender, number, case.

It is necessary to follow next steps:

1. find dictionary form of the noun
2. find dictionary form of the adjective
3. choose the form of adjective with the same gender as noun has, determine declension and base
4. use the noun in necessary form
5. use the adjective in necessary form

e.g. white crystals – crystalli albae

1. Dictionary form of the noun – crystallus, i f (feminine gender, II declension)
2. Dictionary form of the adjective – albus, a, um
3. Form of feminine gender – alba – I declension
4. Necessary form of the noun – Nom.pl. – crystalli
5. Necessary form of the adjective – albae

5. The plan and organizational structure of the lesson

№№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage: Organization of the lesson. Educational aims. Types of control			Register	5
	Check home-task	II		Exercises	10
2.	Main stage: - to explain grammar categories of an adjective. Discuss dictionary form of adjectives. - to explain rules of coordination of adjectives with nouns, practice translation of pharmaceutical terms	I		Method. guidelines Tables	25
		II-III	Writing task Frontal asking	Book Exercises	30
3.	Final stage: - Checking and correction of the level of knowledge of the theme - Summarizing - Home-task	III	Frontal asking	Exercises Blackboard	10
				Book	5 5

6. Materials for the methodological provision of the lesson:

6.1. Control questions for preparatory stage of the lesson:

1. What are grammar categories of adjectives?
2. How many groups of adjectives are in the Latin language?

3. What are the rules for coordination of adjectives with nouns?

6.2. Materials of the main stage of the lesson: table of declensions of adjectives

6.3. Control material of the final stage: exercises to check knowledge (individual task cards, addition 2)

6.4. Materials of methodological equipment for students' individual work: Methodological recommendations, book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“Coordination of noun and adjectives in difficult pharmaceutical terms”

10. Theme of the next lesson:

“Creation of names of medical preparations according to their pharmacological influence. Main suffixes of adjectives of the 1st and 2nd declensions.”

Addition 1

Albus, a, um – white

Amorphus, a, um – amorphous

Aquosus, a, um / hydricus, a, um – watery

anhydricus, a, um – waterless

aethereus, a, um – etheric

amarus, a, um – bitter

asepticus, a, um – aseptic

chartaceus, a, um – papery

coeruleus, a, um – blue

Methylenum coeruleum – methylene blue

Ceratus, a, um – waxed

Cinereus, a, um – grey

Externus, a, um – exterior

Elasticus, a, um – elastic

Flavus, a, um/ luteus, a, um – yellow

Fluidus, a, um/ liquidus, a, um – liquid

Fuscus, a, um – dark

Gelatinosus, a, um – gelatinase

Gasticus, a, um/ stomachicus, a, um – gastric

Niger, gra, grum – black

Oleosus, a, um – oil

Ophthalmicus, a, um – ophthalmic

Paraffinatus, a, um – paraffinic

Purus, a, um – clean

Siccus, a, um – dry

Spissus, a, um – viscous

Solidus, a, um/ durus, a, um – hard

Spirituosus, a, um – alcoholic

Vivus, a, um – alive

Addition 2

1. Translate terms to Latin:

anhydrous lanolin

ethereal tincture

external remedies

grey mercury ointment

in gelatinous capsules

dense sea buckthorn oil

liquid extract of hawthorn

natural gastric juice

2. Translate prescription to Latin

Take: Thick extract of belladonna 0,5

Anaesthazine 1.0

Lanolin 20.0

Mix up to have ointment

Give out. Designate:

Take: Grey mercury ointment 10.0

Give out. Designate

Take: Furaciline 0.02

Liquid extract of Eleuterokok

Lanolin

Vaseline for eyes in 5.0

Mix up. Give out. Designate:

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «The Latin language»

Lesson № 10 «Creation of names of medical preparations according to their
pharmacological effect.

Main suffixes of adjectives of the 1st and 2nd declensions»

Year of education: I

Faculty: Pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Adjectives that characterize remedies according to their pharmacological effect are mainly formed by suffix–**ic**.

e.g.: analget + **ic** + us, a, um – painkiller.

Main suffixes for adjectives of 1 – 2 declension:

<i>Suffixes</i>	<i>Meaning</i>	<i>Examples</i>
-at-	which is based on something	ceratus, a, um – waxed
-e- -ace- -os-	is formed from substance which is used in the base	chartaceus, a, um - papery spirituosus, a, um – alcoholic
-id-	indicates a physical feature or condition	fluidus, a, um – liquid
-ic-	indicates belonging to something	gastricus, a, um – gastric

5. The plan and organizational structure of the lesson

№№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage: Organization of the lesson. Educational aims. Types of control			Register	5
	Check home-task	II		Exercises	10
2.	Main stage: - to explain meanings of suffixes that are used to form	I		Method. guidelines Tables	35

	adjectives with pharmaceutical meaning, - to practice translation of terms using adjectives that are formed by suffixes.	II-III	Frontal asking	Book Exercises	30
3.	Final stage: - Checking and correction of the level of knowledge of the theme - Summarizing - Home-task	III	Frontal asking	Exercises Blackboard Book	10

6. Materials for the methodological provision of the lesson:

6.1. Control questions for preparatory stage of the lesson:

1. What are suffixes of adjectives of 1 and 2 declension?
2. What are their meanings?
3. How are they used to form necessary meaning?

6.2. Materials of the main stage of the lesson: table of suffixes for adjectives of 1 and 2 declension with their meanings

6.3. Control material of the final stage: exercises to check knowledge (individual task cards, addition 2, exercises in book p. 107-108)

6.4. Materials of methodological equipment for students' individual work:
Methodological recommendations, book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“Adjectives with pharmaceutical meanings”

10. Theme of the next lesson:

“Past participle passive. Names of serum, vaccine and antitoxins.”

Addition 1

amarus, a, um –	bitter
anaestheticus, a, um –	anesthetic
androgenus, a, um –	androgenic
analgeticus, a, um –	painkiller
antipyreticus, a, um –	antipyretic
antisepticus, a, um –	antiseptic
oleosus, a, um –	oily
ophthalmicus, a, um –	ophthalmic
purus, a, um –	clean
siccus, a, um –	dry
spissus, a, um –	viscous
solidus, a, um –	solid
durus, a, um –	solid
spirituosus, a, um –	alcohol
vivus, a, um –	alive

Addition № 2

1. Translate terms to Latin:

- antifungal ointment;
- soothing medicine;
- antiseptic paper
- antipyretic pill;
- anti-hypertensive medicine;
- estrogenic medicines.

2. Translate prescriptions to Latin:

1) Take: Bitter tincture 200 ml

Give out. Designate:

2) Take: Hydrocortisone ointment 1,5% - 5.0

Give out. Designate:.

3) Take: Liquid extract of hawthorn 25 ml

Give out. Designate

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «The Latin language»

Lesson № 11 «Past participle passive. Names of serum, vaccine and antitoxins»

Year of education: I

Faculty: Pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 11: «Past participle passive. Names of serum, vaccine and antitoxins» - 2 hours

1. The relevance of the topic is that it allows to use professional doctor's language.

2. Aims of the lesson

2.1. Educational aims:

- to learn endings of Past participle passive I level
- to be able to form Past participle passive by means of suffixes II level
- to be able to translate terms from English to Latin and vice versa in prescription III level

2.2. Upbringing aims are connected with:

- formation of basic knowledge of the Latin language for future profession

3. Interdisciplinary integration.

Discipline	To know	To be able to
1. Previous discipline: The English language	Past participle passive	Form Past participle passive
2. Following discipline: Pharmacology	Names of serum, vaccine and antitoxins	Use names of serum, vaccine and antitoxins
3. Interdisciplinary integration: Adjectives.	Gender endings of adjectives, declensions and cases	Form adjectives by different suffixes and use them in terms

4. The content of the lesson:

The past participle passive is formed from one of the bases of supine with gender endings -us, -a, -um. The base of supine ends with "t", "s" or a vowel.

For example:

Purificare (to clean) - purificat (base of supine)

- purificatus, a, um (cleaned).

Concidere (to cut) - concis (base of supine)

- concisus, a, um (chopped).

Most of the names of serums, vaccines, and toxoids are formed by using a coordinated attribute. Words "serum, i n" (serum), "vaccinum, i n" (the vaccine), "anatoxinum, i n" (toxoid), which are formed from the name of the infection, against which is directed the action of the drug are used at the first place. Such adjectives formed with the suffix – ic, - os;

For example :

Serum antigangraenosum - serum against gangrenous

Serum antidiphthericum - serum against diphtheria

Vaccinum antirabicum - vaccine against rabies.

Vaccinum gripposum - influenza vaccine

Vaccinum pertussicum - pertussis vaccine

Anatoxinum tetanicum - toxoid tetanus

There are next attributes in such names:

- For vaccines – purification, concentration or condition (purificatum, concentratum, vivum, siccum)
- For serums – purification, concentration (purificatum, concentratum)
- For toxoids – purification and adsorbant (purificatum, adsorptum)

For example:

- serum antitetanicum (purificatum, concentratum) - anti-tetanus serum (purified, concentrated)
- Vaccinum tularemicum vivum – alive tularemia vaccine
- Anatoxinum tetanicum (purificatum, Aluminii hydroxydoadsorptum) - tetanus toxoid (purified, adsorbed in aluminium hydroxide)

Rarely they are translated using uncoordinated attribute:

- vaccinum Salmonellae typhi – typhoid vaccine
- Salmonellae typhi - typhoid wand

- vaccinum variolae - smallpox vaccine (variola, ae, f - smallpox).

5. The plan and organizational structure of the lesson

№№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodologic al equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage: Organization of the lesson. Educational aims. Types of control			Register	5
	Check home-task	II		Exercises	10
2.	Main stage: - to explain the rules of formation and using of past participle passive. Use of names of serum, vaccine and antitoxins in pharmaceutical terms.	I		Method. guidelines Tables	35
	- to practice translation of terms using names of serum, vaccine and antitoxins	II-III	Frontal asking	Book Exercises	30
3.	Final stage: - Checking and correction of the level of knowledge of the theme	III	Frontal asking	Exercises Blackboard	10
	- Summarizing - Home-task			Book	

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson:

1. How is the past participle passive formed?
2. What is an attribute for names of serum?

6.2. Materials of the main stage of the lesson: tables and methodological guidelines

6.3. Control material of the final stage: exercises to check knowledge
(Addition 2, Book)

6.4. Materials of methodological equipment for students' individual work:
Addition 1, Methodological recommendations, book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.
3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“Names of serum, vaccine and antitoxins.”

10. Theme of the next lesson:

“The 3rd declension of nouns. Determination of gender, base and type of declension
The nouns of masculine gender 3rd declension. Exceptions to rules of genders.”

Addition №1

Vocabulary:

activatus, a, um

activated

compositus, a, um

complex

concentratus, a, um	Concentrated
concisus, a, um	Chopped
crystallisatus, a, um	Crystalized
decorticatus, a, um	Pilled from bark
destillatus, a, um	distillatory
depuratus, a, um	pilled
purificatus, a, um	Cleaned
rectificatus, a, um	Cleaned
dilutus, a, um	Diluted
divisus, a, um	Divided
expressus, a, um	pressed
exsiccatuS, a, um	dried
extensus, a, um	plastered
obductus, a, um	Coated
operculatus, a, um	Closed by tap
praecipitatus, a, um	precipitate
pulveratus, a, um	powdery
reductus, a, um	Renovated
sterilisatus, a, um	Sterilized
solutus, a, um	Soluble
(con) tritus, a, um	rubbed
ustus, a, um	burnt

Addition 2

1. Translate to Latin:

Anhydrous lanolin, ether tincture, external remedy, white Streptocide, cleaned fat, sterilized bottles, oily solution of Camphor, precipitated sulfur.

2. Translate to Russian:

- 1) Da medicamentum in vitro fusco.
- 2) Oxacillinum in capsulis gelatinosis.
- 3) Prepara tincturam Valerianae spirituosam.

3. Translate prescription :

Take: Ointment of precipitated white mercury 5% 30,0

Give out. Designate:

Take: Natural gastric juice 30 ml.

Give out. Designate

Take: Ointment of grey mercury 30,0

Give out in bottle.

Designate:

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «The Latin language»

Lesson № 12 « The 3rd declension of nouns. Determination of gender, base and type
of declension.

Nouns of masculine gender 3rd declension. Exceptions to rules of genders»

Year of education: I Faculty: Pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 12: «The 3rd declension of nouns. Determination of gender, base and type of declension. Nouns of masculine gender 3rd declension. Exceptions to rules of genders» - 2 hours

1. The relevance of the topic is that it allows to use professional doctor's language. Practice skills in determining masculine gender of nouns of III declension and use them in necessary forms in prescription.

2. Aims of the lesson

2.1. Educational aims:

- to learn case endings of masculine gender of nouns of III declension and be able to change it I level
- to be able to determine base of the word II level
- to be able to decline nouns of different types III level

2.2. Upbringing aims are connected with:

- formation of basic knowledge of the Latin language for future profession

3. Interdisciplinary integration.

Discipline	To know	To be able to
1. Previous discipline: The English language	Genders, cases, bases	Change nouns following grammar categories, determine the base
2. Following discipline: Pharmacology	Nouns of masculine gender with pharmaceutical meaning	Use nouns in pharmaceutical terms
3. Interdisciplinary integration: Noun. Grammar categories of the noun	Genders of nouns, declensions and cases of nouns, base of nouns	change nouns for different cases according to the gender and declension, determine base

4. The content of the lesson:

Peculiarities of nouns of III declension:

- There are nouns of three different genders in III declension and in Gen. sing they have ending **-is**.
- Nouns of III declension may have different endings in Nom.sing.

Nouns of masculine gender have next endings in Nom. sing: -o,-or,-os,-er, -es (with different amount of syllables),-ex.

Nouns of feminine gender have next endings in Nom. sing: -o,-go,-io,-is, es, -as,-us,-s,-x,-ix,-ox,-ax,-ux.

Nouns of neuter gender have next endings in Nom. sing: -en,-ur,-us,-ma,-c,-e,-t,-al,-ar.

Most of them change their base and it is determines in the form of Gen. sing. For example: pulvis (powder) - pulveris (Gen. sing.) - pulver - (base).

Nouns of III declension are of different types: vowel, consonant, mixed. It is determined according to the ending in Nom. sing. Nouns of consonant type have different amount of syllables and the base ends with one consonant (injectio, onis f – injection). Nouns of neuter gender with endings -e, -al, -ar are of vowel type (animal, alis n — animal).

Nouns with different amount of syllables and two consonants at the end of the base and nouns with endings -es, -is with the same amount of syllables are of mixed type (dens, dentis m – tooth, apis, apis f – bee).

Case endings of nouns of III declension

	Singularis			Pluralis		
	m	f	h	m	f	P
Nom.	pi3hi			-es	-es	-a(-oa)
Gen.	-is	-is	-is	-um(-ium)	-um(-ium)	-um(-ium)
Dat.	-i	-i	-i	-ibus	-ibus	-ibus
Acc.	-em	-em	=Nom	-es	-es	-a(-ia)
Abi.	-e(i)	-e(i)	-e(i)	-ibus	-ibus	-ibus

Nouns of masculine gender III declension in Nom. sing. have endings: **-o, -or, -os,-ex, -er, -es** (with different amount of syllables) , **-ex.**

Each ending in Nom. sing has specific base:

For example:

homo - hominis m - person

liquor	- liquoris m	- liquid
flos	- floris m	- flower
cortex	- corticis m	- bark
aether	- aetheris m	- aether
stipes	- stipitis m	- stem

Exceptions that are of neuter gender:

os, oris n	- mouth
tuber, eris n	- tuber
Papaver, eris n	- poppy flower
Piper, eris n	- pepper
Polygonum hydropiper	- water papper.

Exceptions that is of feminine gender: Menyanthes, idis f - бахта.

Declining of noun of consonant type: cortex, icis – bark

<i>casus</i>	<i>Singularis</i>	<i>Pluralis</i>
Nom.	cortex	cortices
Gen.	corticis	corticum
Dat.	cortici	corticibus
Acc.	corticem	cortices
Abl.	cortice	corticibus

5. The plan and organizational structure of the lesson

№№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodologic al equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage: Organization of the lesson. Educational aims. Types of control			Register	5

	Check home-task	II		Exercises	10
2.	Main stage: - to explain main characteristics of nouns of III declension, peculiarities of masculine gender III declension, rules of determining base in nouns of III declension. - to practice translation of terms using nouns of III declension masculine gender	I		Method. guidelines Tables	35
		II-III	Frontal asking	Book Exercises	30
3.	Final stage: - Checking and correction of the level of knowledge of the theme - Summarizing - Home-task	III	Frontal asking	Exercises Blackboard Book	10

6. Materials for the methodological provision of the lesson:

6.1. Control questions for preparatory stage of the lesson:

1. What are peculiarities of nouns of III declension?
2. Where is a base of noun determined?
3. What are exceptions of masculine gender endings?

6.2. Materials of the main stage of the lesson: table of endings of nouns of III declension masculine gender

6.3. Control material of the final stage: exercises to check knowledge (individual task cards)

6.4. Materials of methodological equipment for students` individual work: Methodological recommendations, book

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

2. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student`s work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

3. Светличная Е. И. Латинский язык: Учебник. – Х.: Изд-во НФАУ: Золотые страницы, 2002. – 384 с. – (Учеб. Лит. Для студентов фармац. вузов и ф-тов).

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva Studemus Latinam. We Learn Latin. Manual for individual student`s work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

9. Tasks for educational research of the students:

“Nouns of III declension. Peculiarities and characteristics”

10. Theme of the next lesson:

“The nouns of feminine gender 3rd declension. Exceptions to rules of genders.”

Addition №1

aether, eris m	- ether
aër, aeris m	- air
auctor, oris m	- author
carbo, onis m	- coal (carbon)
cortex, icis m	- bark
flos, oris m	- flower
liquor, oris m	- liquid
odor, oris m	- smell
homo, inis m	- person
sapo, onis m	- soap
sapor, oris m	- taste
stipes, itis m	- stem

pro auctore (pro me) – for author (for me)

Liquor Ammonii anisatus – ammonia-anise drops

Liquor Ammonii caustici - liquid ammonia

per os –through mouth

lege artis – according to all rules

Addition 2.

1. Decline word combinations:

Flos flavus, pulvis antisepticus, homo sanus

2. Translate to Latin :

Natural gastric juice, green medicinal soap, liquid ammonia, absorbent carbon, oak bark, ethylic ether.

3. Translate prescriptions to Latin:

Take : Emulsion of cod liver oil 100 ml

Give out in dark bottle

Designate:

Take : Absorbent carbon 100.0

Give out. Designate:

Take : Infusion of Chamomile flowers 10,0-200 ml

Give out.

Designate:

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject « Latin language »

Lesson № 13 «The nouns of feminine gender 3-rd declension.
Exceptions to rules of genders

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____
Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

The theme of the practical lesson № 13 «The nouns of feminine gender 3-rd declension. Exceptions to rules of genders - 2 h.»

1. The relevance of the topic: to have the possibility to use the professional language of the pharmacy.

2. Aims of the lesson: to get the knowledges about nouns of the 3-rd declension

2.1 Educational aims:

- to form basic knowledge about gender signs; *I level*
- students should know characteristic bases of the nouns of the feminine gender 3-rd declension; *II level*
- give students an opportunity to get skills, technique of determination the gender and base of the nouns of the feminine gender. *III level*

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	Structure of pharmaceutical term.	to translate the texts and compose the terms
2. Pharmacy	Characteristic of the nouns of 3-rd declension .	To form Nom. and Gen. cases
3. Adjective	Characteristic of the nouns of 3-rd declension	To coordinate the adjectives with the nouns

4. Contents of the lesson

The sign of the feminine gender of the III declensionis characteristic endings in Nom. sing. :-do, -go, -io, -s, -x, -as, -ax, -ix, -is, -es.

The definite ending in Nom. Sing corresponds to the definite character of the base.

Nom.	Gen.	Example
-do	-inis	Hirudo , inis f - bloodsucker
-go	-inis	Plantago, Plantaginis f- plantain
-io	-onis	Injection, injectionis f - injection
-ns, -rs	-tis	Pars,partis f - part
-as	-atis	Sanitas, sanitatis f - health
-us	-utis	Salus, salutis f- health
-is	-idis	Thermopsis, Thermopsidis f -
-es	-is	thermopsis
-ax	-acis	Borax,Boracisf - borax
-ux	-ucis	Nux, nucis f- nut
-ix	-icis	Filix, icis - fern

Exceptions:

1. Nouns of masculine gender:

turio, onis m - escape

pulvis,eris m - powder

adeps,adipis m - fat

(adeos suillus seu axungia porcina - lard)

2. Names of anions:

sulfas, atis m - sulfate

phosphas, atis m - phosphate

itris, it is m - nitrite

nitras, atis m - nitrate

3. Nouns of neuter gender:

Ribes, is n - currant

Echinopanax , acis n - aralia

5. Plan and organizational structure of lessons.

N	Main stages of the lesson ,their functions and content.	Educational aims at levels of mastering.	Education and control methods.	Materials of methodical equipment.	Time /in min./
1	2	3	4	5	6
1	Preparatory stage: organization of the classes Practical aims		Cards, tables	Exercises book	5
2	Main stage: - to translate the pharmaceutical terms into Latin; -determine the gender of the nouns of 3-rd declension; -characteristic base of nouns of feminine gender	2-3		Practical course practical course	45 30
3	Final stage: - control of the knowledge of the students on the theme; - summary; - home task.	3		Individual cards	10

6. Materials of the methodological provision of the class:

- Practical course of Latin language.

6.1 Control materials of the preparatory stage of the class:

- Lecturer's guidelines.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, cards,
- tests.

6.3. Materials of methodological equipment for students' self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.

2. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler:G.G.Yeryomkina, T.F.Skuratova, N.S.Ivashuk, Ju.O.Kravtsova. Odessa,2009.

9. Tasks for educational research of the students:

- to translate exercises.

10. The theme of the next class: Adjectives of the 3-rd declension. Declension and coordination with nouns. Main suffixes of adjectives of the 3-rd declension.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject « Latin language »

Lesson № 14 «The nouns of neuter gender 3-rd declension»

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

The Theme of the practical lesson № 14 «The nouns of neuter gender 3-rd declension» - 2 h.

1. The relevance of the topic:

to have the possibility to use the professional language of the medicine.

2. Aims of the lesson: to get the knowledges about characteristic endings of the nouns of neuter gender 3-rd declension.

2.1 Educational aims:

- to form basic knowledge about gender signs; *I level*

- students should know characteristic bases of the nouns of the neuter gender 3-rd declension; *II level*

-give students an opportunity to get skills, technique of determination the gender and base of the nouns of the neuter gender. *III level*

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	Determination the base of nouns	To translate the texts and compose the terms
2. Pharmacy	Structure of the pharmaceutical terms	To use the genders endings in Nom. and Gen. sing.
3. Adjective	Characteristic of the nouns of 3-rd declension	to coordinate the adjectives with the nouns

4. Contents of the class:

The sign of the neuter gender of the 3-rd declension are characteristic endings in Nom. sing-en, -ur, -us, -ma, -e, -al, -ar, -l, -c, -t,.

The definite ending in Nom. sing. corresponds to the definite character of the base.

Nom.	Gen.	Example
-en	-inis	Semen, seminis n- semen
-ur	-uris	Sulfur, sulfuris n - sulfur
-us	-oris	Tempus, temporis n - time
-ma	-atis	Stigma, stigmatis n -
-c	-tis	Lac, lactis n – milk
-t	-itis	Caput, capitis n –head
-e	-is	Secale, is n -
-al	-alis	Animal, animalis n - animal
-l	-lis	Mel, melis n - honey
-ar	-aris	Nufar, Nufaris n -

5. Plan and organizational structure of lessons.

N	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering	Education and control methods	Materials of methodical provision	Time /in min./
1	2	3	4	5	6
1	Preparatory stage: organization of the classes		Cards, tables	Exercises book	5

	Practical aims				
2	Main stage: -the sign of the neuter gender of the III decl.; -coordination the adjectives with nouns; -exercises to check up whether the aim of lesson is achieved	2-3		Practical course Exercises of the practical course	45 30
3	Final stage: - control of the knowledges of the students on the theme; - summary; - home task.	3		Individual cards	10

6. Materials of the methodological provision of the class:

- Practical course of Latin language.

6.1 Control materials of the preparatory stage of the class:

- control questions;
- cards.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, individual cards,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

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1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.
2. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler:G.G.Yeryomkina, T.F.Skuratova, N.S.Ivashuk, Ju.O.Kravtsova. Odessa,2009.

9. Tasks for educational research of the students:

- to translate exercises.

10. The theme of the next class: Peculiarities of declension of Greek nouns with the same amount of syllables of feminine gender with ending – sis.

Methodological guidelines are formed by assistant Pyslar T.P.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson № 15 « Peculiarities of declension of Greek nouns with the same amount of syllables of feminine gender ending with - sis. »

Year of education ____ I ____ Faculty ____pharmaceutical____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08. 2021_____
Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

The Theme of the practical lesson № 15. «Peculiarities of declension of Greek nouns with the same amount of syllables of feminine gender ending with - sis.-2 h.»

1. The relevance of the topic: to have the possibility to use the professional language of the medicine.

2.1 Educational aims:

- to form basic knowledge about characteristic endings of nouns of Greek origin of feminine gender 3-rd declension; *I level*
- students should know characteristic endings of nouns of Greek origin of feminine gender 3-rd declension; *II level*
- give students an opportunity to get skills, technique of determination the gender and base of the Greek nouns . *III level*

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	The sign of the gender	To translate the compose terms
2. Pharmacy	Declension of the noun with ending -sis	to use Greek nouns in pharmaceutical verbose terms
3. Adjective	Characteristic of the Greek nouns of 3-rd declension	to coordinate adjectives with nouns in Nom. and Gen. case

4. Contents of the class:

The III declension consists of Greek equally compound nouns of feminine gender with ending –sis.

For example: dosis, is f – dose

narcosis, is f – narcose

They have peculiarities of declension:

Acc. sing. – im

Abl. sing. – i

Gen. plur. – ium

For example: pro dosi –

pro narcosi –

Casus	Sing.	Plur.
Nom.	dosis	doses
Gen.	dosis	dosim
Dat.	dosi	dosibus
Acc.	dosim	doses
Abl.	dosi	dosibus

Same way of declension have Latin nouns with endings –sis:

tussis, is – cough,

pertussis, is f – whooping-cough

febris, is f – fever

5. Plan and organizational structure of the lessons.

N	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education And control methods .	Materials of methodical equipment	Time /in min./
1	2	3	4	5	6
1	Preparatory stage: organization of the classes Practical aims		Cards tables	Exercises book	5
2	Main stage: -the Greek nouns of the feminine gender of the III decl.; -peculiarities of declension of nouns;			Practical course	45

	-exercises to check up whether the aim of lesson is achieved	2-3		Exercises of the practical course	30
3	Final stage: - control of the knowledges of the students on the theme; - summary; - home task.	3		Individual cards	10

6. Materials of the methodological provision of the class:

- Practical course of Latin language.

6.1 Control materials of the preparatory stage of the class:

- control questions;
- cards.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, individual cards,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU, 2006. - 111p.
2. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler: G.G. Yeryomkina, T.F. Skuratova, N.S. Ivashuk, Ju.O. Kravtsova. Odessa, 2009.

9. Tasks for educational research of the students:

- to translate exercises.

10. The theme of the next class: Systematization and consolidation of grammatical models of terms.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers
Subject "Latin Language."

Theme of the practical lesson № 16 « Systematization and consolidation of grammatical models of terms. – 2h »

Year of education ____ I ____ Faculty ____ pharmaceutical _____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____

Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 16. «Systematization and consolidation of grammatical models of terms. – 2h.»

1. The relevance of the topic: to have the possibility to use the professional language of the pharmacy.

2.1 Educational aims:

- to form basic knowledge about the verb, noun and adjective; *I level*
- students should know grammar categories of the verb, noun, adjective; *II level*
- give students an opportunity to get skills, technique of coordination adjectives with nouns . *III level*

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	grammar models of terms	To translate pharmaceutical terms
2. Pharmacy	Pharmaceutical phraseological phrases	To made up pharmaceutical terms
3. The verb, the noun	Grammar categories	to use the gender endings in Nom. and Gen.sing

4. Contents of the lesson:

Systematization :

VARIANT 3

1. Translate the terms into Latin:

- dry (liquid) extract of licorice;
- glyceric solution of ichthyol;
- sunflower oil for emulsion;
- sublingual tablets of glycin

2. Translate the texts of medical prescriptions into Latin:

1. Take: Soluble streptocid 5,0
 Solution of glucose 10 % — 100
 ml
 Mix. Let it be sterilized!
 Give.

Write on the label:

2. Take: Theophylline 0,2
 Cocoa oil 2,0
 Mix to make a rectal suppository
 Give.
 Write on the label:

3. Take: Tincture of srophanthus
 5 ml Tincture of lily of the valley
 Tincture of valerian of each 10 ml
 Let it be mixed
 Let it be given
 Let it be labelled:

4. Take: Oily solution of
 nitroglycerin 1 % — 0,0005
 Let it be given in such a dose
 amount 20 in capsules
 Let it be labelled:

3. Translate pharmaceutical phrases into Latin:

for the injections
 in ampoules
 for suspension
 in natural

5. Plan and organizational structure of the lessons.

N	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education And control methods .	Materials of methodical equipment	Time /in min./
1	2	3	4	5	6

1	Preparatory stage: organization of the classes Practical aims		tests	Exercises book	5
2	Main stage: -translate pharmaceutical terms from English into Latin.; -translate medical prescriptions ; -translate pharmaceutical phrases from English into Latin	2-3		Practical course Exercises of the practical course	45 30
3	Final stage: - control of the knowledges of the students on the theme; - summary; - home task.	3		Individual variants	10

6. Materials of the methodological provision of the class:

- Practical course of Latin language.

6.1 Control materials of the preparatory stage of the class:

- individual variants.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, individual cards,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
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Additional:

1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU, 2006. - 111p.
2. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler: G.G. Yeryomkina, T.F. Skuratova, N.S. Ivashuk, Ju.O. Kravtsova. Odessa, 2009.

9. Tasks for educational research of the students:

- to translate exercises.

10. The theme of the next class: Adjectives of 3-rd declension. Declension and coordination with nouns. Main suffixes of adjectives of the 3-rd declension.

Methodological guidelines are formed by assistant Pyslar T.P.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «Latin language»

Lesson № 17. «Adjectives of the III declension. Names of ingredients in complex prescription. Pharmaceutical phrases.»

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021

Head of the department

Doc. Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 17. «Adjectives of the III declension. Declension and coordination with nouns. Main suffixes of adjectives of the III declension. – 2h.»

1. The relevance of the topic: to have the possibility to use the professional language of the pharmacy.

2.1 Educational aims:

- to form basic knowledge about adjectives of the

3-rd declension;

I level

- students should know grammar categories of the

adjective;

II level

- give students an opportunity to get skills,

technique of coordination adjectives with nouns . *III level*

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	Grammar categories of adjectives	To translate the compose terms
2. Pharmacy	Main suffixes of Adjectives of 3-rd declension	to use in pharmaceutical verbose terms
3. Noun	Characteristic of the adjectives of 3-rd declension	to coordinate adjectives with nouns in Nom. and Gen. case

4. Contents of the class:

According to their gender endings the adjectives of 3-rd declension are divided into 3 subgroups:

1. the adjectives with three endings: **-er** (for the masculine gender), **-is** (the ending of feminine gender), **-e** (the ending of neuter gender).

In the dictionaries the adjectives with three endings are written in full form only for the masculine gender, then the endings of the feminine and neuter genders.

The endings of feminine and the neutral forms are enlarged. It helps us determine, whether the vowel **-e** in the feminine and the neutral forms is lost or not.

For example: m f n

silvester, tris, tre – forest

2. the second subgroup includes adjectives with two gender endings. Masculine and feminine forms have the common ending **-is**, neutral – the ending **-e**. In the dictionaries these adjectives are written in full form for the masculine and feminine gender and then the ending of the neuter gender.

For example: m, f n

vernalis, e – spring

3. The third subgroup is made up of adjectives with one ending, common for the three genders. The dictionary form of these adjectives includes the Nominative form and the Genitive ending. Their base is defined by the ending in Genitive case the same as with nouns.

4. For example: m, f, n

simplex, icis - simplex

m, f, n

recens, ntis - fresh

The stem of adjectives of three and two endings is determined by feminine gender form. The stem of adjectives of one ending is determined by Genitive case form.

For example: silvester, tris, tre - base: silvestr-

vernalis, e - base: vernal-

simplex, icis – base: simplic-

The main suffixes of the adjectives of the 3-rd declension

-al(is), -ar(is)- are added to the base of the noun and form the adjectives of two endings, which indicate reaction to the object, belonging.

For example: medicinalis, e – medical

muscularis, e – muscular

The suffix **-ar(is)** is added to the base which ends in **-l**.

The suffixes **-bil-is, -il-is** are added to the verbal base of the Present Tense. They form adjectives denoting possibility, ability with the passive meaning.

For example: solubilis, e – soluble

sanabilis, e – curable

5. The plan and organizational structure of lessons.

N	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering	Education and control methods	Materials of methodical equipment	Time /in min./
1	2	3	4	5	6
1	Preparatory stage: organization of the classes Practical aims		Cards tables	Lecturer's guidelines	5
2	Main stage: -three subgroups of adjectives of the III decl.; -coordination with nouns; -exercises to check up whether the aim of lesson is achieved	2-3		Practical course Exercises of the practical course	45 30
3	Final stage: -control of the knowledges of the	3		Individual cards	10

students on the theme; - summary; - home task.				
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6. Materials for the methodological provision of the lesson:

6.1 Control materials of the preparatory stage of the class:

- control questions;
- cards.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, individual cards,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

8. Literature for the students:

Main:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.

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1. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.
2. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler:G.G.Yeryomkina, T.F.Skuratova, N.S.Ivashuk, Ju.O.Kravtsova. Odessa,2009.

9. Tasks for educational research of the students:

- to translate exercises.

10. The theme of the next class: Adjectives of the 3-rd declension in botanic names and names of medical substances. Phraseological phrases.

Methodological guidelines are formed by assistant Pyslar T.P.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «Latin language»

Lesson № 18 «Adjectives of 3-rd declension in botanic names and names of medical substances. Phraseological phrases.»

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 18. Adjectives of 3-rd declension in botanic names and names of medical substances. Phraseological phrases.– 2h.

1. The relevance of the topic:

to have the possibility to use the professional language of the pharmacy.

2.1 Educational aims:

- to form basic knowledge about adjectives of the 3-rd declension.
- students should know botanic names and names of medical substances.

2.2 Upbringing (educational) aims are connected with formation of professional knowledges of Latin language.

3. Interdisciplinary integration

Discipline	To know	To be able
1. English grammar	Grammar categories of adjectives	To translate the botanic names

2. Pharmacy	Main medical substances	to use in pharmaceutical verbose terms
3. Noun	Characteristic of the adjectives of 3-rd declension	to coordinate adjectives with nouns in Nom. and Gen. case

4. Contents of the class:

In botanical nomenclature adjectives are used as the definition of the species.

For exception: *Valeriana officinalis* - heliotrope

Convallaria majalis - may lily

Berberis amurensis - amur barberry

5. The plan and organizational structure of lessons.

N	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering	Education and control methods	Materials of methodical equipment	Time /in min./
1	2	3	4	5	6
1	Preparatory stage: organization of the classes Practical aims		Cards tables	Lecturer's guidelines	5

2	Main stage: -adjectives of the 3-rd declension in botanic names.; -coordination with nouns; -exercises to check up whether the aim of lesson is achieved	2-3		Practical course Exercises of the practical course	45 30
3	Final stage: - control of the knowledges of the students on the theme; - summary; - home tasc	3		Individual cards	10

6. Materials for the methodological provision of the lesson:

6.1 Control materials of the preparatory stage of the class:

- control questions
- cards

6.2 Materials of the main of the class:

- Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p.
- “The Latin Language” Svetlichnaya Y. I.;

6.3 Control material of the final stage:

Exercises from «The Latin Language», individual cards.

6.4 Material for the methodological provision of the lesson:

- Lecturer's quidelines

7. Literature for the lecturer:

- «The Latin Language»
- Lecturer's guidelines
- Latin – English dictionary

8. The main literature for the students:

- « The Latin Language» Svetlichnaya Y.I. - Lecturer's guidelines

9. Tasks for educational research of the students:

- to translate exercises

10. The theme of the next class: Present participle active. Declension. Names of ingredients in complex prescription. Pharmaceutical phraseological phrases.

Methodological recommendations are formed by assistant Pyslar T.P.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «__Latin language_____»

Lesson №_19__ «_«The Present participle active . Declination. Names of the ingredients in complex prescription.»

_____»
(theme of the lesson)

Year of education _____ Faculty _____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27. 08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 19: «*The present participle of active state. Declination. Names of the ingredients of a complex recipe. Pharmaceutical phraseologisms*» - 2 hours

1. The relevance of the topic is what will allow to master doctor's professional language . Studying of topics need to familiarize yourself with the nomenclature of drugs, know the structure of pharmaceutical terms, the basic language tools that are used to form the names of medicines. Knowledge of topics relevant to the mastering of further sections of the Latin course .

2. Aims of the lesson

2.1. Educational aims:

The student should know:

- algorithm of creation of Participles in present tens , their declination on cases
- creation of expressions the prescription for writing prescriptions assembly phrases.

The student should be able to:

- identify verbs for conjugation;

- to find a basis of verbs;
- to form participles, adding the appropriate suffixes: -ns (I- II conjugation), -ens (III - IU conjugation);
- conjugate participles on cases

2.2. Upbringing (educational) aims are connected with:

- to learn the most important pharmaceutical terms, the structure of the names of medicines and drugs to form the basic concepts of Latin for future career

3. Interdisciplinary integration.

Discipline	to know	to be able to
1.Previous disciplines: Grammar of Ukrainian and Russian language.	Conjugation of verbs in the Ukrainian language. Case endings of adjectives. Creation of participles.	Identify the conjugation of verbs. From the submitted form participles of verbs, conjugate them on cases.
2. The following (which are provided by this discipline)... Latin: Verb. Conjugation of verbs. Declination of adjectives.	Conjugation of verbs in Latin. Case endings adjectives III declension . Suffixes of participles.	To form participles using the appropriate suffixes. To conjugate participles on cases.

4. The content of the lesson

Participle present time real state - verbal form, which is formed connecting the base verb suffix -ns (I - II conjugation), or -ens (III - IU conjugation).

Genitive participles present time real state ends - ntis.

Example: Praeparare – praeparans, ntis (prepareing)

Dividere- dividens, entis (separating)

In participles present, the actual state as in the adjective III cancellation of a conclusion, all three tribes meet one form. The dictionary written form nominative with the end of the genitive and altered part of the base.

Participles as adjective are conjugate for III declension of the vowel type

Example of declension noun with participle:

remedium constituens – means forming

Sing.	Plur.
Nom. remedium constituens	remedia constituentia
Gen. remedii constituentis	remediorum constituentium
Dat. remedio constituenti	remediis constituentibus
Acc. remedium constituens	remedia constituentia
Abl. . remedio constituenti	remediis constituentibus

Names of the ingredients in a difficult recipe

Many of the names of ingredients that make up the complex prescription, expressed as present participles real state.

They are written as follows:

- **basis, is f** – the main drug that provides the main therapeutic effect;;
- **remedium adjuvans** – auxiliary drug that strengthens or complements the effect of fixed drugs;
- **remedium corrigens** – correcting remedy that corrects an unpleasant taste, color or smell of drugs;
- **remedium constituents** – formative tool that provides the drugs designated form.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodologic al equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
	<i>Preparatory stage</i>				
	<i>Organization of the lesson. Educational aims.</i>			<u>Journal</u>	5
	Main stage				
	- explanations of the theme about participles, using tables, schemes and writing it.	1		Methodical development, tables	45
	- writes the exercises about new theme.	2-3	Frontal survey	Exercises, textbook	30
	<i>Final stage</i>				
	-control and correction the level of knowledge and skills -summarizing of the theme -home work	3	Frontal survey, training exercises	Blackboard, textbook	10

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the preparatory stage of the lesson: tests p. 302-306

1.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.2. Materials of the main stage of the lesson :

- P. 133-134 Svitychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

- table with lexical minimum (addition 1)

6.3. Control material of the final stage:

P. 134-135 ex.1,2,3,41.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.(
addition 2)

6.4. Materials of methodological equipment for students` self work:

- methodological recommendations

- textbook

7. Literature for the lecturer:

Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

Main: Svitychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

Additional:

1.Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2.Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students: work with individual cards

10. Theme of the next lesson: Chemical nomenclature. The names of the chemical elements, acids, oxides and bases

Addition 1

Lexical minimum:

№	Names of pharmaceutical terms	Translation
1.	Remedium adstringens	Astringent
2.	Remedium purgans	Cleanser
3.	Remedium laxans	Laxative
4.	Remedium expectorans	Expectorant
5.	Remedium excitans	Excitation means
6.	Viride nitens	Brilliant green
7.	Aloe arborescens	Dendrical aloe
8.	Erysimum canescens	Greyish wormseed

Addition 2

Exercises for testing knowledge:

№1. Make from participles the verbs in present. What Ukrainian words was formed from these participles:

Studeo, ēre II - learn

Laboro, are I - work

Adjuvo, are I - help

Doceo, ēre II - teach

Audio, ire IV - listen

Convalesce, ěre III - recover

Formo, are I – form

№ 2. Translate orally into English :

1. Ruta graveolens. 2. Lagochilus inebrians. 3. Vaccinum polyvalens. 4. Antitoxinum bivalens. 5. Acidum nitricum concentratum fumans. 6. Globuli anticoncipientes. 7. Homo sapiens. 8. Vir sapiens. 9. Status praesens. 10. Formae remediorum pro infantibus. 11. Saccharum ut remedium corrigens in pulveribus adhibetur. 12. Unguentum sulfuratum simplex.

№3. Translate and write into Latin:

1. Tablets glutamic acid dissolve in the intestine. 2. Herb of greyish wormseed. 3. Alcohol solution of brilliant green. 4. Auxiliary means. 5. Protective paste. 6. Expectorant mixture 7. Corrective means 8. Sterile solution for injection. 9. Shallow powder of streptocid. 10. Infusion of herbs spring adonis. 11. Natural gastric juice. 12. The soft form of medicine.

№ 4. Translate recipes into Latin:

1. Take: Herb of greyish wormseed 25,0

Give out.

Designate

2. Take: Eufillin

Cacao oil 3,0

Mix up, lets rectal suppository will be made

Give out such doses number 20

Designate:

3. Take: Infusion of valerian roots of 6.0 - 180 ml.

Simple syrup 20.0

Mix up. Give out. Designate.

ODESSA NATIONAL MEDICAL UNIVERSITY

Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «_ Latin language _____»

Lesson №_20 «_Chemical nomenclature. The names of the chemical elements,
acids, oxides.»

(theme of the lesson)

Year of education _I_____ Faculty __pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021_____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 20 «Chemical nomenclature. The names of the
chemical elements, acids, oxides and bases» - 2 hours

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist
language of pharmacist.

2. Aims of the lesson

2.1. Educational aims

- to form basic knowledge about chemical nomenclature

I level

- student should know the names of the chemical elements, acids, oxides and bases
- give students an opportunity to get skills, technique of translation of terms
- II level
- take title acids, salts and oxides in the recipe
- III level

2.2. Upbringing (educational) aims are connected with:

- realize the importance of names of chemical elements, acids, oxides and bases for creation of prescription expressions for writing prescriptions assembly phrases.;
- to acquire most important pharmaceutical terms, the structure of the names of medicines and drugs to form the basic concepts of Latin for future career

3. Interdisciplinary integration.

Discipline	to know	to be able to
1.Previous disciplines. Grammar Ukrainian, Russian and foreign languages	Formation titles acids, bases and oxides	Take names acids, oxides and bases in recipes
2.The following discipline. Pharmacology	General pharmaceutical terms, dosage forms, general requirements for the names of drugs	Properly use pharmaceutical terms

4. The content of the lesson

The chemical nomenclature in Latin

All names of chemical elements is a nouns of neuter and II declination.
The exceptions: Sulfur, ūris n - sulfur; Phosphorus, and m - phosphorus.
The names of the chemical elements are written in capital letters.

Some of the foreign media have different Latin names:

Na – Sodium, i n

Hg – Mercurium, i n

K – Potassium, i n

Sb – Antimonium, i n

The chemical symbol	Latin name	English name
Al	Aluminium, i n	aluminum
Ag	Argentum, i n	silver
As	Arsenicum, i n	arsenic
Au	Aurum, i n	gold
Ba	Barium, i n	barium
Bi	Bismuthum, i n	bismuth
B	Borum, i n	boron
Br	Bromum, i n	bromine
Ca	Calcium, i n	calcium
C	Carboneum, i n	carbon
Cl	Chlorum, i n	chlorine
Cu	Cuprum, i n	copper
Fe	Ferrum, i n	iron
F	Fluorum, i n	fluorine
I	Iodum, i n	iodine
H	Hydrogenium, i n	hydrogen
N	Nitrogenium, i n	nitrogen
O	Oxygenium, i n	oxygen
Hg	Hydrargyrum, i n	mercury
K	Kalium, i n	potassium
Li	Lithium, i n	lithium
Mg	Magnesium, i n seu Magnium, i n	magnesium
Mn	Manganum, i n	manganese
Na	Natrium, i n	sodium
P	Phosphorus, i m	phosphorus
Pb	Plumbum, i n	lead
Si	Silicium, i n	silicon
Sb	Stibium, i n	trumpet
S	Sulfur, ūris n	sulfur
Tl	Thallium, i n	thallium
Zn	Zincum, i n	zinc

Names of acids.

Latin names acids consist of a noun acidum, and agreed with him adjective Group 1, which is formed by joining the base element corresponding acid-name suffix.

1. The suffix - **ic** - indicates a higher degree of oxidation. As Ukrainian nomenclature appropriate and finite elements: -ev (a) -ov (a) - n (a).

For example: acidum nitricum (nitr + icum) - nitric acid;

acidum arsenicum (arsenic + icum) - arsenic acid

2. The suffix - **ōs** - indicates lower oxidation state. As Ukrainian nomenclature it corresponds to the final element - ist (a).

For example: acidum nitrosum - nitrous acid.

acidum arsenicosum - arsenious acid.

3. Adjectives names anoxic acids formed by the prefix hydro-, acid-element based on the name and the suffix - ic (um). As Ukrainian nomenclature acids such names ending in - hydrogen.

For example: acidum hydrosulfuricum (hydro + sulfur + icum) - hydrogen sulfide acid.

Names of acid

acidum aceticum	acetic acid
ac. acetylsalicylicum	acetylsalicylic acid
ac. arsenicum	arsenic acid
ac. arsenicosum	arsenious acid
ac. ascorbinicum	ascorbic acid
ac. benzoicum	benzoic acid
ac. boricum	boric acid
ac. carbonicum	carbonic acid
ac. citricum	citric acid
ac. folicum	folic acid
ac. formicum	formic acid
ac. hydrochloricum	hydrochloric (hydrochloric) acid
ac. hydrocyanicum	tsianovodneva acid
ac. hydrosulfuricum	hydrogen sulfide acid
ac. lacticum	lactic acid
ac. nicotinicum	nicotinic acid

ac. nitricum	nitric acid
ac. nitrosum	nitrous acid
ac. oxalicum	oxalic acid
ac. phosphoricum	phosphoric acid
ac. salicylicum	salicylic acid
ac. sulfuricum	sulfuric acid
ac. sulfurosum	sulphurous acid
ac. tartaricum	wine acid

Names of oxides

Names oxides composed chemical element name in the genitive (inconsistent definitions) and nitric Bundle name in the nominative case. Segment oxy - indicates the presence of oxygen, and prefixes specify the structure of the compound.

oxŷdum, and n oxide
 peroxydum, and n Peroxide
 hydroxydum, and n hydroxide

Examples of titles oxides

Plumbi oxŷdum - lead oxide

Hydrogenii peroxydum - hydrogen peroxide

In the nomenclature of drugs nitrous names consist of the name of a chemical element and agreed with him adjective oxydulatus, a, um - ferrous. Both words change on cases.

For example: Nom. Nitrogenium oxydulatum

Gen. Nitrogenii oxydulati

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes

1	2	3	4	5	6
1.	<i>Preparatory stage</i>				
	Organization of lesson. Learning Objectives.			journal	5
2.	Main stage				
	Teaching topics of the lesson include explanations of instruction chemical nomenclature	1		methodical development, table	45
	The tasks of a new topic	2-3	frontal survey	Exercise, textbook	30
3.	<i>Final stage</i>				
	-control and correction of knowledge and skills - summing up - home work		frontal survey	Blackboard	10

6.1. Control materials of the preparatory stage of the lesson: tests 1. E.I., Tolok I.

"Professional Latin for Pharmacists"

6.2. Materials of the main stage of the lesson :

- "Professional Latin for Pharmacists, 2020.
- table with lexical minimum

6.3. Control material of the final stage:

P. 145-153 "Professional Latin for Pharmacists", 2020.

6.4. Materials of methodological equipment for students' self work:

- methodological recommendations
- textbook

7. Literature for the lecturer:

"Professional Latin for Pharmacists", 2020.

8. Literature for the students:

Main: "Professional Latin for Pharmacists", 2020.

9. Tasks for educational research of the students: work with individual cards

10. Theme of the next lesson: Names of salts. Names of acid and hydrocarbon radicals. Names of ethers.

ODESSA NATIONAL MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «__ Latin language _____»

Lesson №_21 « Names of salts. Names of acid and hydrocarbon radicals. Names of ethers _ .»

(theme of the lesson)

Year of education _I_____ Faculty __pharmaqceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08. 2021_____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 21 «Names of salts. Names of acid and hydrocarbon radicals. Names of ethers» - 2 hours ODESSA NATIONAL

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist language of pharmacist.

2. Aims of the lesson

2.1. Educational aims

- know the suffixes that are used in names of anion salts; hydrocarbon radicals and the formation of esters

1 level - the student should be able to conjugate the names of salts, esters and hydrocarbon radicals

2 level
- to give students the opportunity to translate the wordy pharmaceutical terms from English into Latin

3 level **2.2. Upbringing (educational) aims**

are connected with:

- realize the importance names of salts, names of acid and hydrocarbon radicals. Names of esters for creation of prescription expressions for writing prescriptions assembly phrases;
- to acquire most important pharmaceutical terms, the structure of the names of medicines and drugs to form the basic concepts of Latin for future career

3. Interdisciplinary integration.

Discipline	to know	to be able to
Grammar of Ukrainian and Russian languages	Latin names of salts, hydrocarbon radicals and esters	Conjugate Latin names of salts and esters

4. The content of the lesson

A. The names of salts

B. Names of acid and hydrocarbon radicals. Names of esters

The names of salts in the first place put cation name in the genitive case, and the second - the name of the anion in the nominative case. Names salt anion formed by joining the full or simplified based on the name of creating acid respective suffix:

As (for names of the oxygen acid salts at a higher oxidation degree), nitrate-nitras, phosphate-phosphas;

- Is (for the names of oxygen acid salts at a lower oxidation state), nitrite-nitris, sulfite-sulfis;

Id (um) (for the names of salts anoxic acids) iodide-iodidum

For example: Cupri citras midi citrate

Natrii nitris - sodium nitrite

Calcii chloridum - calcium chloride

Papaverini hydrochloridum - papaverine hydrochloride

Names of anions of oxygen acids salts it is a masculine nouns consonant type of III withdrawal and anoxic acids - neuter nouns of II declination. Names of anions basic salts formed from sub prefix in the name of the anion: Bismuthi subnitras

-vismutu basic nitrate, vysmutu subnitrat. Names of anions acid salts formed from hydro- prefix in the name of the anion: Platyfyllini hidrotartras - platifillin gidrotartrata.

The names of organic sodium and potassium salts are composed of two nouns in the nominative case: the names of foundations and words Natrium i Kalium. Both nouns change by a second declination. Between themselves, they are united by a hyphen.

For example: sodium barbital - Barbitalum-natrium (Gen. Barbitali-natrii) benzylpenicillin sodium - Benzylpenicillinum -natrium (Gen. Benzylpenicillini -natrii)

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	<i>Preparatory stage</i>				
	Organization of lesson. Learning Objectives.			journal	5
2.	Main stage				
	Familiarize students with the rules for drafting names of salt, acid and hydrocarbon radicals. General rules for the formation names of esters	1		methodical development, table	45
	The tasks of a new topic	2-3	frontal survey	Exercise, textbook	30
3.	<i>Final stage</i> -control and correction of knowledge and skills - summing up - home work	3	frontal survey	Blackboard Exercise, textbook	10

6.1. Control materials of the preparatory stage of the lesson: tests about last topic (1.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.)

6.2. Materials of the main stage of the lesson :

- P. 141-144 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.
- table with lexical minimum

6.3. Control material of the final stage:

P. 144-146 ex.1,2,3,41.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.4. Materials of methodological equipment for students` self work:

- methodological recommendations
- textbook

7. Literature for the lecturer:

Svitlychna E.I., Tolok I.A.

Latin. Kyiv: "Health", 2002.

8.

Literature for the students:

Main: Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

Additional:

1.Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2.Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students:

work with individual cards

10. Theme of the next lesson: Derivation. Nouns IV - V declenation . Features the using of the noun «species». Pharmaceutical phraseology

Addition 1

Lexical minimum

Aluminii hydroxydum seu Argilla pura - aluminum hydroxide or pure clay

Calcii oxydum seu Calcaria usta - Calcium oxide or calcium oxide

Chloralum hydratum seu Chlorali hydras - chloral hydrate

Liquor Kalii arsenitis seu Liquor arsenicalis Fowleri - solution of potassium arsenite or Fowler's solution

Magnesii oxydum seu Magnesia usta - magnesium oxide or magnesia
Solutio Aluminium subacetatis seu Liquor Burovi - basic aluminum acetate solution
or liquid drilling Streptomycini et Calcii chloridum – streptomycin
chlorine-calcium complex
Tegrinum hydratum seu Terpini hydras - terpidhidrat

Addition 2

Exercise 1. Translate into English orally

I. Natrii sulfas, Kalii chloridum, Tocopheroli acetas, Kalii permanganas,
Laevomycetini stearas, Kalii iodidum, Testosteroni oenanthas, Retinoli acetas,
Phenylii salicylas, Aethylmorphini hydrotartras, Bismuthi subnitras, Natrii nitris,
Cocaini hydrochloridum, Hydrargyri cyanidum, Ferri lactas, Calcii

glycerophosphas, Papaverini hydrochloridum, Magnii subcarbonas, Methylii salicylas, Benzylpenicillinum natrium, Chloralum hydratum, Kalii arsenis, Oestradioli dipropionas, Thiamini hydrochloridum, Lycorini hydrochloridum, Terpini hydras, Plumbi subacetatas, Lithii oxybutyras, Natrii fluoridum, Kalii telluris, Galanthamini hydrobromidum, Oxacillinum-natrium, Stibii-natrii tartaras, Kanamycini monosulfas, Diplacini dichloridum

Exercise 2. Translate the writing into Latin

Barium sulfate, potassium teluryt, sodium bromide, calcium chloride, oksyprohestyronu kaproat, thiamine chloride, estradiol dipropionate, copper citrate, potassium iodide, morphine hydro- chloride, magnesium sulphate, mercury, cyanide, kanamycin mono sulphate, amyl nitrite, quinine hydro chloride platifillin gidrotartrata, barbital sodium, potassium, barium sulphide arsenate, lead core acetate, sodium nitrite, sodium benzoate caffeine.

Exercise 3. Translate the prescriptions into Latin

Take: Scopolamine hydro chloride 0.0025

Morphine hydro bromide 0.125

Water for injection 5.0

Mix up. Give out. Designate.

Take: Vanilla 5.0

Silver nitrate 5.0

Vaselini 5.0

Mix up, lets ointment will be made

Give out. Designate.

Methodological guidelines
of the practical lesson for teachers

Subject «__ Latin language_____»

Lesson №_22 «_ Word-building. Nouns IV - V declenation . Features the using
of the noun «species».

(theme of the lesson)

Year of education _I_____ Faculty __pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021_____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 22 «Derivation. Nouns IV - V declenation .
Features the using of the noun «species». Pharmaceutical phraseology» - 2 hours

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist
language of pharmacist.

2. Aims of the lesson

2.1. Educational aims

- Definition of nouns of IV- V declensions, their dictionary form, case endings in singular and plural.

- Creation prescription expressions for writing prescriptions assembly phrases. Level 1

- Conjugate nouns of IV-V declensions.

- Determine the basis of nouns IV- V declensions.

Level 2

- Translated pharmaceutical terms from Latin into Ukrainian and vice versa. Level 3

2.2. *Upbringing (educational) aims are connected with:*

- Realize the importance of nouns IV - V declension for creation of prescription expressions for writing prescriptions assembly phrases.

- To acquire major pharmaceutical terms, the structure of the names of medicines and drugs to form the basic concepts of Latin for future career

3. Interdisciplinary integration.

Discipline	to know	to be able to
Grammar of Ukrainian and Russian languages	Endings of the nouns IV - V declension	Conjugate the nouns

4. The content of the lesson

Nouns IV declensions.

For IV declensions relate nouns of masculine gender, the nominative singular and with the ending **us** and neuter gender with ending **u**. In the genitive case they have ending **us**.

For example: spiritus, us m - alcohol; cornu, us n - horn.

Except to the feminine noun refers Quercus, us f - oak.

Examples conjugation of nouns IV declensions

fructus, us m – fruit , cornu, us n - horn

Singularis

Nom. Fructus, cornu

Gen. Fructus, cornus

Dat. Fructui, cornu

Acc. Fructum, cornu

Abl. Fructu, cornu

Pluralis

fructus, cornua

fructuum, cornuum

fructibus, cornibus

fructus, cornua

fructibus, cornibus

Nouns V declensions

For V declensions relate nouns of feminine gender, the nominative singular and with the ending **es**. In the genitive case it has ending **ei**.

For example: species,ei f - 1) type (Bot.), 2) gathering, tea (Form drugs)
 scabies,ei f - scabies
 dies,ei f – day

Case endings of the nouns of V declensions

Casus	Singularis	Pluralis
Nom.	-es	-es
Gen.	-ei	-erum
Dat.	-ei	-ebus
Acc.	-em	-es
Abl.	-e	-ebus

Example conjugation of noun V declensions species, ei f - view

Casus	Singularis	Pluralis
Nom.	species	species
Gen.	speciei	specierum
Dat.	speciei	speciebus
Acc.	speciem	species
Abl.	specie	speciebus

Features of the noun: species, ei f

Noun species, ei f matter: type (in botany), collection (form drugs)

Species - charges sophisticated teas - solid forms of drugs that are composed of small parts (roots, leaves, flowers, seeds, etc.), some plants, sometimes with the addition of salts, essential oils, etc. Adjectives notation names are in the form of feminine plural.

For example: Species antiasthmaticae - asthmatic collection, Species diureticae - sechohinny collection, Species laxantes - laxative fee. In recipes title fees prescribed in accordance Gen.plur.

For example: Rp.:Specierum diureticarum 100.0

Rp.:Specierum laxantium 200.0

Prescription expression with the word «species»:

Misce (ut) fiant species – Mix up, lets species be made

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	Preparatory stage				
	Organization of lesson. Learning Objectives.			journal	5
2.	Main stage				
	Familiarize students with the rules for drafting	1		methodical development, table	45
	The tasks of a new topic	2-3	frontal survey	Exercise, textbook	30
3.	Final stage -control and correction of knowledge and skills - summing up - home work	3	frontal survey	Blackboard Exercise, textbook	10

6.1. Control materials of the preparatory stage of the lesson: tests about last topic (1.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.)

6.2. Materials of the main stage of the lesson :

- P. 156,159 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.
- table with lexical minimum

6.3. Control material of the final stage:

P. 156, 159 ex.1,2,3,4 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.4. Materials of methodological equipment for students` self work:

- methodological recommendations
- textbook

7. Literature for the lecturer:

Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

Main: Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

Additional:

1. Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003
2. Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. **Tasks for educational research of the students:** work with individual cards

10. **Theme of the next lesson:** Ordering and consolidation of grammatical models of terms

Addition 1***Lexical minimum****Nouns of IV declination*

Abcessus, us m Abscess

Collapsus, us m collapse, vessel failure.

Exitus, us m end (death)

Deadly end Exitus letalis

Habitus, us m View

Prolapsus, us m Loss

Situs, us m Location

Spiritus, us m Alcohol

Status us m state

Status praesens current state

Usus, us m Use

Cornu, us n Horn

Fructus, us m Fruit

Acus, us m needle

Addition 2

Exercise 1. Translate into English

1. Fructus Carvi pulveratus. 2. Oleum e fructibus Rosae. 3. Fructus Sorbi et fructus Aroniae melanocarpae in medicina adhibentur. 4. E fructibus Capsici tinctura et emplastrum praeparantur. 5. Spiritus saponatus compositus spiritum aethylicum seu spiritum Vini, saponem viridem, oleum Lavandulae continent, pro usu externo ad curationem morborum cutis adhibetur. 6. Oleum Anisi e fructibus Anisi vulgaris in compositionem Liquoris Ammonii anisati includitur. 7. Homo sapiens. 8. Vir sapiens. 9. Status praesens. 10. Formae remediorum pro infantibus. 11. Saccharum ut remedium corrigens in pulveribus adhibetur.

Exercise 2. Translate into Latin

1. Dried fruits alder. 2. The broth fragrant fennel fruit. 3. Oil the fruits of peanuts. 4. The purified alcohol or ethyl alcohol. 5. methylene blue solution. 6. The broth oak bark. 7. Six fruits of lemon. 8. Sterile injection. 9. streptocide fine powder. 10. The bark and fruit of viburnum. 11. Naturalnyy gastric juice. 12. syrup with fresh raspberry fruit.

Methodological guidelines
of the practical lesson for teachers

Subject «_ Latin language _____»

Lesson №_23 «_ Systematization and consolidation of grammatical models of terms» - 2 hours

(theme of the lesson)

Year of education _I_____ Faculty _pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27. 08. 2021_____

Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 23 «Systematization and consolidation of grammatical models of terms» - 2 hours

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist language of pharmacist.

2. Aims of the lesson

2.1. Educational aims

- the review basic knowledge about grammatical models of terms I level
- show the level of knowledge about grammatical models of terms II level
- correct mistakes in students work III level

2.2. *Upbringing (educational) aims are connected with:*

- realize the important knowledge about grammatical models of terms

3. Interdisciplinary integration.

Discipline	to know	to be able to
1.Previous disciplines. Grammar Ukrainian, Russian and foreign languages	Ordering and consolidation of grammatical models terms	Take names grammatical models of terms
2.The following discipline. Pharmacology	General pharmaceutical terms, dosage forms, general requirements for the names of drugs	Properly use pharmaceutical terms

4. The content of the lesson

Modular control
Variant 1

Task 1. Translate into Latin

- 1) against cough
- 2) in the wafer
- 3) single dose
- 4) in pure form
- 5) orally

Task.2. Translate into Latin and write in forms Nom. et Gen.

- 1) Wild rose hips

- 2) A sterile solution
- 3) The maximum dose
- 4) by the action of a strong Mezim
- 5) acetylsalicylic acid
- 6) Mint tincture
- 7) iron lactate
- 8) Fresh juice

Task 3. Translate into Latin

Take: Novocain 0.2

Water for Injection 10 ml.

Glucose as necessary, to form an isotonic solution.

Sterilized. Give out. Designate.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	<i>Preparatory stage</i>				
	Organization of lesson. Repeat of main rules grammatical models of terms.			journal	15
2.	Main stage				
	Write the modular control	1		Individual grammar cards	50
3.	<i>Final stage</i>				
	-control and correction of knowledge and skills - summing up - home work		frontal survey	Blackboard	25

6.1. Control materials of the preparatory stage of the lesson: tests 1.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.2. Materials of the main stage of the lesson :

- table with individual exercises

6.3. Control material of the final stage:

- table with individual exercises

1. Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002. (addition 2)

6.4. Materials of methodological equipment for students' self work:

- methodological recommendations

- textbook

7. Literature for the lecturer:

Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

Main: Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

Additional:

1. Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2. Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students: work with individual grammar cards

10. Theme of the next lesson: Botanical binomial nomenclature. Grammatical model of botanical names. The names of alkaloids and glycosides

MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «__ Latin language_____»

Lesson №_24 « **Botanical binomial nomenclature. Grammatical model of botanical names. The names of alkaloids and glycosides**» - 2 hours

(theme of the lesson)

Year of education _I_____ Faculty __pharmaqceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27. 08. 2021_____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 24 «Botanical binomial nomenclature. Grammatical model of botanical names. The names of alkaloids and glycosides» - 2 hours

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist language of pharmacist.

2. Aims of the lesson

2.1. Educational aims

- Know the grammatical model of botanical names .
- Make botanical names of plants for grammatical models, able to translate names alkaloids and glycosides
- Determine the basis of nouns IV- V declensions.
- Translate the prescription with botanical alkaloids and glycosides names

2.2. Upbringing (educational) aims are connected with:

- Realize the importance for creation botanical alkaloids and glycosides names of prescription expressions for writing prescriptions assembly phrases.
- To acquire major pharmaceutical terms, the structure of the names of medicines and drugs to form the basic concepts of Latin for future career

3. Interdisciplinary integration.

Discipline	to know	to be able to
Grammar of Ukrainian and English languages	Grammatical category of nouns and adjectives	Translate the agreed terms and inconsistent definition

4. The content of the lesson

General information of Botanical Nomenclature

Great job description and classification of plants held great Swedish scientist Carl Linea. He developed a botanical term that should be used when describing plant shapes and laid the foundation for unification of these concepts. Plant names should be short and clear. These conditions correspond to binary is best botanical name, typed in constant K. Linea consumption. Each plant has a family and species name. They point to the history of the study of plants, geographical data using plants or natural morphological features of plants. Species name emphasizes the individuality of the plant and its specifics.

Grammatical models botanical name

Each Latin botanical name consists of two words, the first of them - the genus name, the second - the species epithet. The genus name is always defined noun in the nominative case, and the species definition can be expressed: a noun in the nominative case, the noun in the genitive case, indeclinable noun, noun definition of adjectives. Depending on what part of speech defined species definition, can be identified these five grammatical patterns Botanical name:

The genus name Species epithet

Model 1 Nom + noun to noun in Nom - *Atropa belladonna* drug *Beladonna*

Model 2 Nom +noun to noun in Gen - *Primula veris* cowslip

Model 3 noun + noun indeclinable Nom - *Panax ginseng* (ginseng)

Model 4 noun + noun in Nom definition - *Capsella bursa-pastoris* shepherd's purse

Model 5 noun + adjective Nom - *Mentha piperita* Peppermint

Name of medicinal plant material

Name of raw materials can be the name of the genus or species definition. In the name of the plant material recorded title race, when used for therapeutic purposes one representative of this kind (eg ..: *tinctura Calendulae* - *Calendula officinalis*) or the different types of the same kind of plants have the same medicinal properties. Generic name for the plant material are called in such cases where several species of plants belonging to the same family, but have different pharmacological properties. For example, one kind of plant - *Artemisia absinthium*

(wormwood) and *Artemisia cina* (wormwood tsytvarnyy) - used in medicine for different purposes: first 0 to whet the second - as anthelmintic. So I called for the plants use generic names. For example: herba Absinthii, flores Cinea. The names of medicinal plants may not reflect the botanical names. In some cases this is due to the fact that the range of medicines stored botanical name, which was used before, while new name appeared, which became officially recognized in modern botanical nomenclature.

Botanical names of plants

Latin botanical names of plants - is in the form of adjectives feminine nominative plural of the noun agreed *plantae* (plants). Of course botanical names of families are formed with the suffix -ace-

Names of families Capitalized example: -Rosaceae - (Rosaceae)

Some botanical plant names are written differently Example: hubotsvitkovi - labiatae In botanical nomenclature is higher and the highest degree of adjectives translated usual degree.

Latin names of alkaloids and glycosides

Medicinal plants producing chemicals - alkaloids (*alcaloida*) and glycosides (*glycosida*).

Latin names of alkaloids and glycosides produced most suffixal way:

The base of noun + suf. in + ending um

For example: Ephedrinum (*Ephedra equisetina*) - ephedrine

Sometimes names are glycosides formed with the suffix -sid-.

For example, warmseeds (*Erysimum canescens*) marked Erysiminum glycosides and Erysimosidum.

If one type of plant glycosides are not one, but several, the name of the second, third and subsequent formed on the basis of tribal or generic name, but with some modifications (with or rearrangement of existing warehouses and letters). Thus, for example, formed by three names glycosides contained in the plant *Nerium oleander* (oleander normal): Oleandrinum - oleandryn, Adinerinum - adyneryn, Neriantinum - neriantyn.

The same alkaloid can be in different plants, but it gets its name only on one of them. For example, alkaloids hyoscyamine and scopolamine, which together with atropine contained in the plant *Atropa belladonna*, got their names respectively from *Hyoscyamus* (henbane) and *Scopolia* (scopolia), because in these plants, they are the main active ingredients. On the other hand, there are cases where substances that are not originally considered similar in composition and have different names, later identified and received a single name. This happened with the title of caffeine. Once it was discovered that teyin contained in tea (*Thea*), guaranin - in Guarani and caffeine - in coffee are identical alkaloids, followed by one entrenched name - Coffeinum.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	<i>Preparatory stage</i>				
	Organization of lesson. Learning Objectives.			journal	5
2.	Main stage				
	Familiarize students with the rules for drafting	1		methodical development, table	45

	The tasks of a new topic	2-3	frontal survey	Exercise, textbook	30
3.	<i>Final stage</i> -control and correction of knowledge and skills - summing up - home work	3	frontal survey	Blackboard Exercise, textbook	10

6.1. Control materials of the preparatory stage of the lesson:

- Professional Latin for Pharmacists 2020 - 210 p.
- tests about last topic (1.Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.)

6.2. Materials of the main stage of the lesson :

- Professional Latin for Pharmacists 2020 - (p 135 - 142)
- P. 163-166, 168-169, 171-172 Svitlychna E.I., Tolok I.A. Latin. Kyiv: 2002.
- table with lexical minimum

6.3. Control material of the final stage:

- P. 167, 170 ex.1,2,3,4 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.4. Materials of methodological equipment for students` self work:

- Professional Latin for Pharmacists 2020 - 210 p.
- methodological recommendations
 - textbook

7. Literature for the lecturer:

- Professional Latin for Pharmacists 2020 - (p 135 - 142)
- Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

- Main:** textbook Professional Latin for Pharmacists 2020 - 210 p.

Additional: 1. Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2. Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students: work with individual cards

10. Theme of the next lesson:

Addition 1

Names of botanic plants

Buckthorn - Rhamnaceae

Rosaceae - Rosaceae

Lime - Tslsaceae

Nightshade - Solonaceae

Plantain - Plantaginaceae

Krapivny - Urticaceae

Birch - Betulaceae

Pine - Pinaceae

Poppy - Papaveraceae

gentian -Gentianaceae

Horsetail - Equisetaceae

Addition 2

Exercise 1. Translate into Latin, write complete botanical name of the plant :

1. Sunflower Oil

2. Infusion of herbs Yarrow

3. Liquid aloe
4. Peach oil
5. The infusion of nettle leaves
6. liquorice powder
7. bark decoction viburnum
8. Mustard oil
9. Pumpkin seeds

Task 2. Translate into Latin :

Take: Chamomile 200.0

Peppermint leaves 50.0

Flax seeds 30.0

Mix up, lets species be made

Give out.

Designate:

Take: Fruit of wild rose

Fruit and leaves Elderberry

Marigold flowers

Hop cones

The rhizomes of valerian root in 15.0

Mix up, lets species be made

Give out.

MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «__ Latin language _____»

Lesson №_25 « **Degrees of comparizon. Irregular degrees of comparison**» - **2 hours**

(theme of the lesson)

Year of education _I_____ Faculty __pharmaqceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08. 2021_____

Head of the department

Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 25 «Degrees of comparizon. Irregular degrees of comparison» - 2 hours

1. The relevance of the topic

Relevance of the topic is what will allow to acquire professional pharmacist language of pharmacist.

2. Aims of the lesson

-to form basic knowledge about the formation of the adjective comparative in Nominative and Genetive cases.

2.1. Educational aims

- to differ the comparative forms from the positive forms
- the formation of the adjective comparative in Nominative and Genetive cases

2.2. Upbringing (educational) aims are connected with:

1. to select the adjective base in the comparative;
2. to coordinate adjectives in the comparative with nouns of I-V declensions

3. Interdisciplinary integration.

Discipline	to know	to be able to
Grammar of Ukrainian and English languages	the formation of the adjective comparative in Nominative and Genetive cases	form the adjective degrees of comparison, to coordinate adjectives with nouns

4. The content of the lesson

Qualitative adjectives in Latin, as in English, are used in all 3 degrees of comparison:

Positive – gradus positivus

Comparative – gradus comparativus

Superlative – gradus superlativus

In the dictionary adjectives are given in the positive form.

The comparative degree shows that one object possesses more of some quality than the other object.

1) The comparative is formed by adding of the suffixes **-ior** (m, f) and **-ius** (n) to the adjective base in the positive form.

In Genetivus sing. adjectives of all 3 genders have the ending **-ioris**.

	Singularis		Pluralis	
	m, f	n	m, f	n
Nom.	subtilior	subtilius	subtiliores	subtiliora
Gen.	subtilioris		subtiliorum	
Dat.	subtiliori		subtilioribus	
Acc.	subtiliorem	subtilius	subtiliores	subtiliora
Abl.	subtiliore		subtilioribus	

The Genetive case in singular of the adjective comparative form is formed in the next way:

Longior (m, f)

Longior + is – longioris (m, f, n)

Longius (n)

2) The superlative degree of most of adjectives is formed by adding suffix **-issim-** to the base of the positive degree and gender endings **-us** (m), **-a** (f), **-um** (n).

Positivus

longus, a, um

purus, a, um

Superlativus

longissimus, a, um – the longest

purissimus, a, um – the purest

Adjectives in the superlative degree are declined as the adjectives of the first group: the masculine and neuter genders are declined by the II declension, and the feminine gender is declined by the I declension.

The superlative degree of adjectives with the ending **-er** is formed by adding suffix **-rim-** and gender endings **-us** (m), **-a** (f), **-um** (n) to the form of Nom. Sing. of the masculine.

Positivus	Superlativus
niger, gra, grum	nigerrimus, a, um – the most black
acer, acris, acre	acerrimus, a, um – the sharpest

Some adjectives with the ending –ilis (facilis, e - simple, similis, e - similar) form the superlative degree by adding suffix –**lim-** to the base of the positive degree and gender endings –us (m), -a (f), -um (n).

Adjectives with the ending –us and the previous vowel form the superlative degree using the words **magis** (more) and **maxime** (the most) and the form of the positive degree.

For example:

Positivus: varius, a, um – various

Comparativus: magis varius, a, um – more various

Superlativus: maxime varius, a, um – the most various

5b. Adjectives` irregular degrees of comparison

In many languages there are the adjectives which form the degrees of comparison using different bases, so called the irregular degrees of comparison.

Positivus	Comparativus	Superlativus
multus, a, um – numerous	plus – more numerous	plurimus, a, um – the most numerous
bonus, a, um – good	melior, melius – better	optimus, a, um – the best
malus, a, um – bad	pejor, pejus – worse	pessimus, a, um – the worst
magnus, a, um – big	major, majus – bigger	maximus, a, um – the biggest
parvus, a, um – small	minor, minus – smaller	minimus, a, um – the smallest

The Comparative and Superlative degrees of these adjectives are declined by general rules.

5c. Usage particularities of the degrees of comparison in the botanical nomenclature

In the botanical nomenclature the Comparative and Superlative degrees of adjectives are translated by the positive degree.

Ammi majus – bishop's weed, bullwort (big)

Arctium major – greater burdock

Chelidonium majus – greater celandine

Centaureum minus – common centaury (small)

Cucurbita maxima – buttercup squash (big)

Linum usitatissimum – common flax

Nymphaea minoriflora – European white water lily

Plantago major – greater plantain
 Polygala major – milkworts (big)
 Polygonum minor – knotweed (small)
 Pulmonaria mollissima – lungwort (soft)
 Vinca minor – lesser periwinkle

5d. Cases` usage in the degrees of comparison

In Latin language, as in English, after the Comparative degree is used two constructions: with the conjunction quam (than) and without it. If the conjunction quam is used, the object of comparison is in Nom. Sing.; if the conjunction is omitted, the object of comparison is in Ablativus comparationis.

Ferrum utilius est quam aurum. – Iron is more useful than gold.
 Ferrum utilius est auro. – Iron is more useful than gold. (Ablativus comparationis)

If we need to distinguish the part from the whole, or an object from the group of objects, Genetivus partitivus is used, which is translated with a preposition of.

5. The plan and organizational structure of lessons.

№№ п.п.	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1	2	3	4	5	6
1.	<i>Preparatory stage</i>				
	Organization of lesson. Learning Objectives.			journal	5
2.	Main stage				

	Familiarize students with the rules for drafting	1		methodical development, table	45
	The tasks of a new topic	2-3	frontal survey	Exercise, textbook	30
3.	<i>Final stage</i> -control and correction of knowledge and skills - summing up - home work	3	frontal survey	Blackboard Exercise, textbook	10

Exercise 1

Translate the adjectives into Latin and make up comparative and superlative degrees:

1. bitter; 2. fresh; 3. sweet; 4. black; 5. thick; 7. white; 8. shallow; 9. yellow; 10. short; 11. long.

Exercise 2

Translate prescriptions aloud from Latin into English:

1. Recipe: Pulveris Sennae

Kalii tartratis

Sulfuris depurati ana 30,0

Misce, fiat pulvis

Da. Signa.

2. Recipe: Tincturae Valerianae 20,0

Tincturae Lavandae 30,0

Solutionis Ammonii 20,0

Misce, fiat emulsum

Da. Signa.

3.Recipe: Decocti corticis Quercus 10,0 – 150,0

Aluminis usti 2,0

Glycerini 15,0

Misceatur. Detur. Signetur.

4.Recipe: Tincturae Capsici 5,5

Acidi formicici 0,34

Liquoris Ammonii caustici 1,5

Olei camphorati 7,4

6. Materials for the methodological provision of the lesson:

6.1. Task for self-control of the final level of knowledge

Ex.1-2, p. 204.

6.2. Information that is necessary to form knowledge and skills can be found in:

- main

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p. (p. 201-206)

- additional

1. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p. (p. 36-39).

6.3. Control material of the final stage:

P. 167, 170 ex.1,2,3,4 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.4. Materials of methodological equipment for students` self work:

- Professional Latin for Pharmacists 2020 - 210 p.

- methodological recommendations

- textbook

7. Literature for the lecturer:

-Professional Latin for Pharmacists 2020 - (p 135 - 142)

-Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

Main: textbook Professional Latin for Pharmacists 2020 - 210 p.

Additional: 1. Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2. Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students: work with individual cards

10. Theme of the next lesson: 'Adverbs' degrees of comparison. Powder names by the degree of grinding. Numerals .Pronouns.

MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject « Latin language »

Lesson № 26 « **'Adverbs' degrees of comparison. Powder names by the degree of grinding. Numerals .Pronouns. » - 2 hours**

(theme of the lesson)

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Theme of the practical lesson № 26 «'Adverbs' degrees of comparison.

Powder names by the degree of grinding. Numerals .Pronouns. » - 2 hours

1. The relevance of the topic. To give the possibility to use the professional medical language.

2. Specific aims:

- analyze the formation the Latin names of adverbs, numerals and pronouns;
- explain the formation degrees of comparison of adverbs;
- translate terms and recipes with the names of adverbs, numerals and pronouns from English into Latin and vice versa.

2. Aims of the lesson

to translate the pharmaceutical terms with adverbs, numerals and pronouns

2.1. Educational aims

to form adverbs from adjectives

to translate terms with adverbs, numerals and pronouns

2.2. Upbringing (educational) aims are connected with:

1. to select the adjective base in the comparative;
2. to coordinate adjectives in the comparative with nouns of I-V declensions

3. Interdisciplinary integration.

Discipline	to know	to be able to
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Grammar of Ukrainian and English languages	formation the Latin names of adverbs, numerals and pronouns	translate terms with adverbs, numerals and pronouns
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4. The content of the lesson

Adverb

The Latin adverb is an unchangeable part of speech. Adverbs can modify verbs, adjectives (including numbers), sentences and other adverbs.

Formation of adverbs

1. Adverbs derived from adjectives of the 1-st and 2-nd declension generally are formed by adding the suffix **-e** to the Genitive sing. stem:

asepticus, a, um – aseptically	aseptice – aseptic
exactus, a, um – exactly	exacte – exact
frigidus, a, um – coldly	frigide – frigidly

2. Adverbs derived from adjectives of the III declension generally are formed by adding the suffix **-iter** to the genitive singular stem, and from adjectives with **-ns** at the end of the word by adding the suffix **-er**.

sterilis, e – sterile (adj.)	steriliter – sterile (adv.)
simplex, icis – simple	simpliciter – simply
utilis, e – useful	utiliter – usefully
recens, ntis – fresh (adj.)	recenter – fresh (adv.)

3. Although adverbs do not decline in Latin, they do compare. The comparative adverb has the same form Accusative singular neuter of the comparative adjective. The superlative adverb is formed by changing the **-i** of the Genitive singular of the superlative of the Adjective to **-e**. So one type of Latin adverb developed out of the ablative, seen, for instance, in the fifth-declension-looking ending **-ē**, which for some reason was applied mostly to first/second-declension forms.

Within the meaning of adverbs are used the forms of Abl. Sing., Acc. Sing. of the neuter of some adjectives.

citius, a, um – quick	cito – quickly
rarus, a, um – rare	raro – rarely
multus, a, um – multiple	multum – a lot of
facilis, e – easy	facile – easily

Comparison of adverbs

Adverbs are sometimes formed from adjectives. Occasionally the Nominative singular, or the Ablative singular of adjectives are used. Thus, primo - firstly.

The Accusative neuter singular of the comparative form of the adjective is used as the comparative of the adverb by using the ending **-ius** and the superlative is formed by using the ending **-e** instead of **-us, -a, or -um**.

Into this category can also be put **facile** (the neuter accusative of the positive adjective **facilis**). It's both really, which made the transition from accusative adjective to adverb all the easier.

Positivus: **cito** – quickly

raro – rarely

Comparativus: **citius** – more quickly

rarius – more rarely

Superlativus: **citissime** – very quickly

rarissime – hardly ever

Independent adverbs **diu** – a long time; **deinde** – afterwards, then; **semper** – always; **nunc** – now; **minutim** – small, into small particles.

Adverbs used in the pharmaceutical terminology

aseptice – aseptically

minutim – small, into small particles

ana – equally, in equal parts

caute – carefully

cito – quickly, urgently

citissime – very quickly

exacte – exactly

exactissime – accurately, by line

lente – slowly (the action)

semilente – semi slowly (the action)

ultralente – very slowly (the action)

longe – extremely

modice – moderately

optime – in the best way

statim – immediately

quantum satis – as needed

Powders' names by the degree of grinding

Pulvis subtilis – fine powder

Pulvis modice subtilis – medium-fine powder

Pulvis subtilissimus – very fine powder

Pulvis longe subtilissimus – the finest powder

Pulvis grossus – coarse powder

Pulvis modice grossus – medium-coarse powder

Pulvis grossissimus – very coarse powder

Pulvis longe grossissimus – the most coarse powder

Numerals

In Latin numerals are divided into:

cardinal (how many?),

ordinal (what?),

disjunctive (on how many?),
numerals-adverbs (how many times?).

<i>Arabic numerals</i>	<i>Cardinal numerals</i>	<i>Ordinal numerals</i>	<i>Roman numerals</i>
1	unus, a, um	primus, a, um	I
2	duo, duae, duo	secundus, a, um	II
3	tres, tria	tertius, a, um	III
4	quattuor	quartus, a, um	IV
5	quinque	quintus, a, um	V
6	sex	sextus, a, um	VI
7	septem	septimus, a, um	VII
8	octo	octavus, a, um	VIII
9	novem	nonus, a, um	IX
10	decem	decimus, a, um	X
15	quindecim	quindecimus, a, um	XV
18	duodeviginti	duodevicesimus a, um	XVIII
20	viginti	vicesimus, a, um	XX
100	centum	centesimus, a, um	C
200	ducenti, ae, a	ducentesimus, a, um,	CC
1000	mille	millesimus, a, um	M

Disjunctive numerals

singuli, ae, a – one by one

bini, ae, a – two by two

terni, ae, a – three by three

Numerals-adverbs

semel – once

bis – two times

ter – three times

The complex and compound numerals

Complex numerals with the last number 8 or 9 are formed by subtraction of the name of one or two from the name of the next ten:

– duodeviginti (two from twenty)

– undeviginti (one from twenty)

Compound cardinal numerals from 21 to 99 are formed by 2 ways:

a) at first, the number of units is given, and then the names of tens with conjunction et:

25 – quinque et viginti

27 – septem et viginti

b) on the first place is given the number of tens, then – the number of units:

25 – viginti quinque

27 – viginti septem

In big numbers at first is given the number of higher digit without conjunction:

155 – centum quinquaginta quinque.

In complex ordinal numerals all the numbers are ordinals, and in English only the last word is the ordinal numeral: fifty fifth – quinquagesimus quintus.

Cardinal and ordinal numerals` declension

Cardinal numerals **unus, a, um** – one; **duo, duae, duo** – two; **tres, tria** – three; the names of hundreds, thousands are declined.

Numeral **unus, a, um** is used only in singular, the others — only in plural.

<i>Singularis</i>				<i>Pluralis</i>		
Casus	m	f	n	m	f	n.
Nom.	unus	una	unum	duo	duae	duo
Gen.	unius			duorum	duarum	duorum
Dat.	uni			duobus	duabus	duobus
Acc.	unum	unam	unum	duos	duas	duo
Abl.	uno	una	uno	duobus	duabus	duobus

<i>Pluralis</i>				<i>Pluralis</i>		
Casus	m	f	n	m	f	n
Nom.	tres	tres	tria	ducenti	ducentae	ducenta
Gen.	trium			ducentorum	ducentarum	ducentorum
Dat.	tribus			ducentis		
Acc.	tres	tres	tria	ducentos	ducentas	ducenta
Abl.	tribus			ducentis		

The ordinal numeral adjectives, translated in English as "**first**", "**second**", "**third**", etc., have but a limited use. They have endings **-us, -a, -um**, making them adjectives of the first and second declensions and are declined like **unus**. The ordinals from first to twentieth are given in the above tab and disjunctive numerals are declined in the same way, that adjectives of I and II declensions.

Numerals-adverbs are not declined. In Latin cardinal numerals are coordinated with nouns in gender, number and case:

Two drops – **guttae duae**.

Derivation using numerals

Some pharmaceutical terms and botanical names are formed with numerals-prefixes.

<i>Prefixes</i>	<i>Meaning</i>	<i>Prefixes</i>	<i>Meaning</i>
un- (uni-)	one-	sex(i)-	six-
du(o)-, bi-	two-	septi-	seven-

ter-, tri-	three-	octo-	eight-
quadr(i)-	four-	deci-	ten-
quinque(i)-	five-		

For example:

Rudbeckia **bicolor** – rudbeckia bicolour

Viola **tricolor** – trinity violet

Oxycoccus **quadripetalus** – moorberry tetrapetalous

Pronouns

In Latin there are the next pronouns:

personal (**ego** – me, **tu** – you),

reflexive (**sui** –itself, oneself),

possessive (**meus, a, um** – my; **tuus, a, um** – your),

demonstrative (**is, ea, id** –that; **hic, haec, hoc** – this),

relative (**qui, quae, quod** – who, which, that),

correlative (**talis, e** – such; **qualis, e** – such as),

negative (**nemo** – nobody, noone; **nihil** – nothing),

interrogative (**quis?** – who? **quid?** – what?).

Expressions with pronouns used in pharmacy:

pro me (pro auctore) – for me (for the author) (me – Abl. sing. from ego – me)

per se – pure, chemically pure (se – Acc. sing. from sui – oneself)

Da (Dentur) tales doses numero... – Deliver (shall be delivered) such doses in number of... (tales – Nom., Acc. plur. from talis, e – such)

e qua – from which (Abl. sing. from qui, quae, quod – who)

Misce, ut fiat massa pilularum, e qua formentur pilulae numero... – Mix to form a pill mass, and form from it a number of pills...

cui adde – to which add (cui – Dat. sing. from qui, quae, quod – which)

Misce, ut fiat mixtura, cui adde... – Mix to form a mixture, to which ad.

6. Recommended literature:

Latin for pharmacists. - Odessa: ONMedU, 2019. – 213p.

6.1 Oriented chart for the individual work with literature of the lesson:

1. The Latin language and bases of medical terminology. Practical course.

G.G. Yeryomkina, T.F. Skuratova, N.S. Ivashchuk, Yu.O. Kravtsova. Odessa, 2009

2. The Latin Language. L. Yu. Smolska, O.G. Kiselyova. Kyiv, AUS Medicine Publishers, 2010

3. The Latin language A.Z. Cisik. Minsk, 2013

8. Materials for self-control.

8.1. Questions for self-control:

1. How are the adverbs from adjectives formed?
2. How are the degrees of comparison of adverbs formed?
3. What groups are in Latin numerals divided into?
4. What groups are pronouns divided into?

8.2. Tests for self-control.

Test of the theme N.26.

9. Individual task for students according to the theme of the lesson

1. Compare the formation of the adverbs in the English language and in Latin.

6. Materials for the methodological provision of the lesson:

6.1. Task for self-control of the final level of knowledge

Ex.1-2, p. 204.

6.2. Information that is necessary to form knowledge and skills can be found in:

- main

1. Svetlichnaya, Ye. I. Latin for Pharmacy Students : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p. (p. 201-206)

- additional

1. Professional Latin for pharmacists. - Odessa: ONMedU, 2015. – 142 p. (p. 36-39).

6.3. Control material of the final stage:

P. 167, 170 ex.1,2,3,4 Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

6.4. Materials of methodological equipment for students` self work:

- Professional Latin for Pharmacists 2020 - 210 p.

- methodological recommendations

- textbook

7. Literature for the lecturer:

-Professional Latin for Pharmacists 2020 - (p 135 - 142)

-Svitlychna E.I., Tolok I.A. Latin. Kyiv: "Health", 2002.

8. Literature for the students:

Main: textbook Professional Latin for Pharmacists 2020 - 210 p.

Additional: 1.Pharmaceutical terminology. Workbook-Odessa: OSMU, 2003

2.Zakalyuzhnyy M.N., Palasyuk G.B. Latin language and the basics of medical terminology. Ternopil "Ukrmedknyha", 2004

9. Tasks for educational research of the students: work with individual cards

10. Theme of the next lesson: «Abbreviations in prescriptions. The most important prescription abbreviations» - 2 hours

MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject «__ Latin language_____»

Lesson №_27 «**Abbreviations in prescriptions. The most important
prescription abbreviations** » - 2 hours

(theme of the lesson)

Year of education _I_____ Faculty __pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021 _____
Head of the department
Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 27: «Abbreviations in prescriptions. The most important prescription abbreviations» - 2 hours

1. The relevance of the topic consists in the opportunity of acquirement of the pharmacist professional language.

2. Aims of the lesson

2.1. Educational aims:

- to form basic knowledge about the nomenclature of remedies; principles of abbreviations` formation
- student should know to use the remedies` names in short form in prescriptions
- to translate pharmaceuticals terms from Latin into English and vice versa

2.2. Upbringing (educational) aims are connected with:

-to learn the most important pharmaceutical terms, the structure of the remedies and medicines names to form basic knowledge of Latin language for the future profession

3. Interdisciplinary integration.

Discipline	to know	to be able to
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1. Previous: English grammar	Principles of abbreviations' formation	To use the remedies' names in short form in prescriptions
2. The following: Pharmacology	General pharmaceutical terms, dosage forms, general requirements for the remedies names	To use correctly the pharmaceutical terms, the remedies names with indication of dosage form
3. Interdisciplinary integration. 1. The theme "Prescription. Simple and complex prescription. Additional inscriptions in prescription".	Parts of prescription. Grammatical structure of formation of prescription line.	translate prescriptions from Latin into English and vice versa

4. The content of the lesson

Abbreviations in prescriptions

Writing out the prescriptions the doctors widely use the abbreviations of single words and whole phrases. There are some rules of abbreviation:

1. It is possible to write in short form in prescriptions the names of dosage forms and aluminous preparations, the names of parts of plants, prescription expressions.
2. It is not possible to use the abbreviations of ingredients with similar names, which don't give the opportunity to understand what kind of medicine is prescribed.
3. There is a consonant at the end of abbreviation, if some consonants stand by, the abbreviation is finished by the last one.
4. Some prescription expressions can be maximally abbreviated.

Only in the part of prescription Prescriptio can be used maximal abbreviations, when only one letter is left (D.t.d. N).

5. There are the unusual abbreviations which should be memorized: hb- herbae, pct-precipitati, aa – ana ect.

5. The plan and organizational structure of lessons.

№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1.	Preparatory stage				
	Organization of the lesson. Educational aims.			Register	5
2.	Main stage				
	- Explanations of the theme includes the rules of formation the prescriptions in short form	I		Methodological guideline, a table	30
	- Effectuation of tasks from the new theme	II-III	Frontal interrogation	Manual, exercises	40
3.	Final stage				
	- Checking of knowledge and skills according to the theme - Summarizing of the theme - Home task	III	Frontal interrogation Training exercises	Blackboard Manual	15

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the main stage of the lesson:

- Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.
- methodological guideline to the practical lesson;
- tables.

6.2. Materials of the final stage of the lesson:

- exercises for checking of knowledge,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Professional Latin for pharmacists. - Odessa: ONMedU, 2020. –(p.160 -168)
- 2.. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

8. Literature for the students:

Main:

3. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
4. Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.

Additional:

3. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU,2006. - 111p.
4. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler:G.G.Yeryomkina, T.F.Skuratova, N.S.Ivashuk, Ju.O.Kravtsova. Odessa,2009.

9. Tasks for educational research of the students:

Textbook: Professional Latin for pharmacists Ex. I – IV p. 164 -166.

Addition № 1-4.

10. Theme of the next lesson: « Latin nomenclature of native medical forms. Firm, soft and liquid forms of drugs .

Addition №1

The most important prescription abbreviations.

<i>Abbreviationя</i>	<i>Complete form</i>	<i>Translation</i>
āā	ana	by, equally, in equal parts
ac., acid.	acidum	acid
ad us. ext.	ad usum externum	for external use
ad us. int.	ad usum internum	for internal use
aq.	aqua	water
aq. dest.	aqua destillata	distilled water
comp., cps., cpt.	compositus	composite
concentr.	concentratus	concentrated
cort.	cortex	cortex
D.	Da. Detur. Dentur.	Deliver. Let it be delivered. To deliver.
dec., dct.	decoctum	broth
dep.	depuratus	purified
dil.	dilutus	diluted
D.t.d.	Da (Dentur) tales doses	Deliver. Let it be delivered. To deliver such doses
empl.	emplastrum	plaster
emuls.	emulsum	emulsion
extr.	extractum	extract
f.	fiat, fiant	Let it be formed.
fl.	flos	flower

fluid.	fluidus	liquid
fol.	folium	leaf
fr.	fructus	fruit
gel.	gelatinosus	gelatinous
gran.	granulum	granule
gtt., gtts.	guttam, guttas	drop, drops
h., hb.	herba	grass, herb
in ampull.	in ampullis	in ampoules
in caps.	in capsulis	in capsules
inf.	infusum	infusion
in obl.	in oblati	in capsules
in tabl.	in tabulettis	in tablets
in vitr. nigr.	in vitro nigro	in black glass
linim.	linimentum	liniment
liq.	liquor	liquid
M.	Misce. Misceatur.	Mix. Let it be mixed. To mix.
mucil.	mucilago	mucus
N.	numero	number
obd.	obductus	tunicated
ol.	oleum	oil
past.	pasta	paste
praec., pct., ppt.	praecipitatus	precipitated
pro inject.	pro injectionibus	for injections
pulv.	pulvis	powder
q.s.	quantum satis	as needed, as necessary
r., rad.	radix	root, radix
Rp.:	Recipe	Take
rectif.	rectificatus	rectified
rhiz.	rhizoma	rhizome
S.	Signa. Signetur.	Mark. Let it be marked.
sem.	semen	seed
simpl.	simplex	simple
sir.	sirupus	syrup
sol.	solutio	solution
spec.	species	gather
spir.	spiritus	alcohol
Steril.	Sterilisa! Sterilisetur!	Sterilize! To sterilize! Let it be sterilized!
supp.	suppositorium	suppository
supp. vagin.	suppositorium vaginale	vaginal suppository
susp.	suspensio	suspension
tab.	tabuletta	tablet, pill
t-ra, tinct.	tinctura	infusion
ung.	unguentum	ointment

Addition №2

Exercises:

1. Write in short form the names of dosage forms:

Solutio, pulvis, species, suppositorium, sirupus, radix, folium, mixtura, infusum, aqua, oleum, tictura, gutta, tabuletta, decoctum, suspension, rhizoma, extractum.

2. Translate into English the prescription phrases, write them in short form:

Misceatur. Detur. Signetur.

Sterilisetur.

Recipe.

Dentur tales doses.

Misce, fiant species.

Da in charta cerata.

Divide in partes aequales numero 6.

3. Write in full form:

a) sol., aa., ol., aq., hb., ac., empl., t-rae, gtt., ung., amyl., in tab.

4. *Translate the prescriptions into Latin and write them in full and short form:*

1. Take: Quinine hydrochloride 0,1
Water for injection 10 ml
Sodium chloride as necessary,
to form an isotonic solution
Sterilize!
Deliver.
Mark: For intravenous introduction by 1 ml

2. Take: Extract of belladonna 0,015
Novocaine 0,2
Xeroform 0,1
Ichthyol 0,2
Cocoa butter 3,0
Mix to form a suppository
Deliver such doses in number of 20
Mark: By 1 suppository twice a day

3. Take: Erythromycin 250 000 OД
Chloramphenicol 1,5
Streptocide 2
Mix to form a powder
Deliver.
Mark: For injection in the ear

4. Take: Arsenic trioxide 0,05
Iron lactate 0,3
Extract and powder of licorice root as necessary
to form the pills in number of 30
Deliver.
Mark: By 2 pills in a day

5. Take: Simple lead plaster 5,0
Sunflower oil 10,0
Deliver.
Mark: In acute rhinitis

6. Take: Benzoic acid 2,0
Castor oil
Waterless lanolin by 10,0
Mix to form an ointment
Deliver.
Mark: For skin

7. Take: Decoction of rhubarb root of 5.0-180 ml
Magnesium sulfate 2,0
Simple syrup 10 ml
Peppermint Oil III drops
Mix. Deliver.
Mark: 1 tablespoon 3 times a day
8. Take: Bismuth nitrate core 0,3
Salicylic acid 0,15
Zinc oxide 5,0
Vaseline 10,0
Mix to form a pasta
Deliver.
Mark:
9. Take: Codeine 0,1
Infusion of thermopsis grass 150 ml
Sodium hydrocarbonate 3,0
Ammonia-anise drops 3 ml
Mix. Deliver.
Mark: 1 tablespoon 3 times a day
10. Take: Marshmallow root infusion of 3,0- 100 ml
Sodium hydrocarbonate
Sodium benzoate by 2,0
Sodium bromide 1,0
Ammonia-anise drops
Pectoral elixir by 2,5 ml
Simple syrup 20 ml
Mix. Deliver.
Mark: 1 dessert spoon 4 times a day
11. Take: Spring adonis grass infusion of 6.0-180 ml
Solution of potassium acetate 30 ml
Mix. Deliver.
Mark: 1 tablespoon 3 times a day
12. Take: Oak bark decoction 10,0-200 ml
Boric acid 4,0
Mix. Deliver.
Mark: For throat gargling
13. Take: Amidopyrine 0,8
Infusion of rhizome with valerian roots of 10.0- 200 ml
Magnesium sulfate 1,0
Sodium bromide 3,0
Motherwort tincture 6 ml
Mix. Deliver.
Mark: 1 tablespoon 3 times a day

14. Take: Etakrydine lactate 0,05
 Sugar 0,15
 Mix to form a powder
 Deliver such doses in number of 6 in gelatin capsules
 Mark: 1 capsule 3 times a day
15. Take: Belladonna infusion 5 ml
 Cordiamin
 Motherwort tincture
 Lily tincture by 10 ml
 Potassium bromide 3,0
 Validol 2,0
 Purified water 5 ml
 Mix. Deliver.
 Mark: 25drops 3 times a day
16. Take: Aloe juice 100 ml
 Deliver in a dark bottle
 Mark: 1 teaspoon 3 times a day

5. *Write the prescriptions in short form, translate into English:*

1. Rp.: Sol. Phenylis salicylatis oleos. 2% - 20,0
 Sol. Adrenalini hydrochloridi 0,1% gtt. XX
 M.D.S.:
2. Rp.: Ac. nicotinici 0,05
 Riboflavini
 Thiamini bromidi
 Ac. folici aa 0,03
 Glucosi 0,5
 M., f. pulv.
 D.t.d. № 20
 S.
3. Rp.: Sol. Natrii bromidi 1% - 100 ml
 Coffeini-natrii benzoatis 1,0
 T-ae Valerianae
 Sir. simpl. aa 10,0
 M.D.S.:
4. Rp.: Xeroformii
 Sulfur. praec.
 Ol. Ricini aa 10,0
 Vaselini ad 100,0
 M.; ut f. ung.
 D.S.:

Addition № 3

Lexical minimum:

Glycyrrhiza,ae f	licorice, licorice root
Althaea,ae f	marshmallow
Adonis vernalis, m, f (Adonidis vernalis)	spring adonis
Aloe,es f	aloe
Digitalis,is f	digitalis
Hypericum,i n	St. John's wort
Millefolium,ii n	yarrow
Foeniculum,i n	fennel
pix, picis f	resin
pix liquida	tar
Betula,ae f	birch
Terebinthina, ae f	turpentine

Leonurus, i m motherwort
in charta cerata - in cerated paper

Addition № 4

Control questions:

1. How many letters are there in the abbreviations?
2. How are formed the abbreviations, which have two consonants in composition?
3. Is it possible to reduce the names of medicines and plants?

MEDICAL UNIVERSITY
Department of foreign languages

Methodological guidelines
of the practical lesson for teachers

Subject « Latin language »

Lesson № 28 « **Latin nomenclature of native medical forms. Firm, soft and liquid forms of drugs.** » - 2 hours

(theme of the lesson)

Year of education I Faculty pharmaceutical

Approved at the methodological meeting
of the department of foreign languages

Protocol N 1 27.08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 28 : «Latin nomenclature of native medical forms. Firm, soft and liquid forms of drugs.» - 2 hours

1. The relevance of the topic consists in the opportunity of acquirement of the pharmacist professional language.

2. Aims of the lesson

2.1. Educational aims:

- to know the Latin nomenclature of domestic dosage forms
- students should know to translate the names of dosage forms
- to know to translate prescriptions from English into Latin

2.2. Upbringing (educational) aims are connected with:

-formation basic knowledge of Latin language for the future profession.

3. Interdisciplinary integration.

Discipline	to know	to be able to
English grammar	Grammar categories of noun and adjective	Translate the terms with coordinated and uncoordinated attributes

4. The content of the lesson

Latin nomenclature of domestic dosage forms

All forms of medicines by their aggregate there are divided into solid, soft, liquid and aerosols (formae medicamentorum durae, molles, fluidae, aërosola).

There are some groups for the dosage forms of injections (formae medicamentorum pro injectionibus), dosage forms for eyes (formae medicamentorum pro oculis), dosage forms for infants and children up to three years (formae medicamentorum pro infantibus).

Depending on the roots of introduction in the organism the dosage forms are divided into 2 groups: enteral (enteron, i n — intestine) — are introduced through the digestive tract, parenteral (para — beside, near) — which are outgoing digestive tract.

Solid form drugs (Formae medicamentorum durae)

1. Powders — pulveres (pulvis, eris *m*)
2. Tablettes, pills — tabulettae (tabuletta, ae *f*)
3. Dragee — dragee (dragee, *n*)
4. Granules — granula (granulum, i *n*)
5. Gathers — species (species, ei *f*)
6. Capsules — capsulae (capsula, ae *f*)

1. Powders — *pulveres*

Powders — is a solid dosage form, which is characterized by a friability.

By the number of ingredients the powders are divided into:

simple powders — *pulveres simplices*;

composite powders — *pulveres compositi*.

By the way of use:

powders for external use — *pulveres ad usum externum*;

powders for internal use — *pulveres ad usum internum*.

By the dosage:

powders divided into doses — *pulveres divisi*;

undivided powders — *pulveres indivisi*.

By the way of prescription:

powders for one dose — *pulveres pro dosi*;

powders for a day (a daily dose) — *pulveres pro die*.

Powders are introduced:

orally, by mouth — *per os*,

by powdering — *per aspersionem*,

by insufflation — *per insufflationem*,

by injection — *per injectionem*,

through the rectum, rectally — *per rectum*,

by rinsing — *per gargarisma*.

Powders are delivered *in capsulis operculatis, in capsulis chartaceis, in charta cerata, paraffinata, pergaminata*.

2. Tablets — *tabulettae*

Tablets — is an officinal drug form, prepared at the pharmaceutical companies.

By the way of preparation the tablets are divided into:

tabulettae compressae — pressed tablets;

tabulettae friabiles — friable tablets, received by forming.

By the way of using the tablets are divided into:

1. *Oriblettae seu tabulettae per os, tabulettae perorales* — tablets that are used orally.
 2. *Resoriblettae seu tabulettae sub linguam, tabulettae sublinguales* — tablets, used sublingually, sublingual tablets.
 3. *Injectabulettae seu tabulettae pro injectionibus* — tablets for injection solutions.
 4. *Implantabulettae seu tabulettae pro implantatione, tabulettae implantatae* — tablets aseptically prepared for implantation.
 5. *Solublettae seu tabulettae pro gargarismatis, pro perlotionibus* — tablets, prescribed for solution for mouthwashes, syringings.
 6. *Tabulettae effervescentes (spargentes)* — effervescent tablets.
- any drugs are delivered *in tabulettis obductis* — in tablets, covered by a tegument.

3. Dragee — dragee

Dragee — a form of medicine that is obtained superimposition of drugs on sugar granules.

4. Granules — granula

Granules — form of drugs for internal use, seeds of different forms in weight up to 0,05.

Pharmaceutical industry produces *granula Orazi, granula Plantaglicidi, granula Glycerophosphati, granula Aethazoli_natrii pro infantibus*.

5. Gathers — species

Gather — a mixture of several types of dried and crushed herbs in full form or of their parts (flowers, leaves, grass, fruits, roots, rhizomes, and so on), from which are prepared infusions and decoctions.

There such groupes of gathers:

1. *Species ad infusa et decocta* — gathers for infusions and decoctions.
2. *Species fumales* — gathers for smoking.
3. *Species pro balneis* — gathers for bathing.

6. Capsules — capsulae

Capsules are made from gelatin. They are used for placing into them powdered or liquid drugs that have an unpleasant taste, odor, or adversely affect the mucous membrane of the mouth, teeth.

There are:

capsulae (gelatinosae) durae operculatae — solid (gelatinous) capsules with cap;
capsulae (gelatinosae) molles — soft (gelatinous) capsules;
perlae gelatinosae — gelatinous pearls that can be oval, in the form of small balls;
tubatinae — tubatines — in the form of small bottles;
pelettae — pellets — capsules, prescribed for use under the skin by the surgical way.

The capsules, which are used rectally (per rectum), are named *capsulae rectales*.

Microcapsulae with dimensions from 1 to 500 micromillemetres, *nanocapsulae* (nanus, i m — dwarf) with dimension till 1 micromillemetre.

Liquid dosage forms (Formae medicamentorum fluidae)

1. Solutions — solutiones (solutio, onis *f*)
2. Suspensions — suspensiones (suspensio, onis *f*)
3. Emulsions — emulsa (emulsum, i *n*)
4. Liniments — linimenta (linimentum, i *n*)
5. Infusions and decoctions — infusa et decocta (infusum, i *n*; decoctum, i *n*)
6. Drops — guttae (gutta, ae *f*)
7. Tinctures — tincturae (tinctura, ae *f*)
8. Extracts — extracta (extractum, i *n*)
9. Mucilages — mucilagines (mucilago, inis *f*)
10. Mixtures — mixturae (mixtura, ae *f*)
11. Syrups — sirupi (sirupus, i *m*)
12. Aromatic water (aquae aromaticae)

I. Solutions — solutiones

The solution – is a mixture of one or more drugs in a solvent.

Depending on the solvent the solutions are divided into:

solutiones aquosae — water solutions,

solutiones spirituosae — alcohol solutions,

solutiones oleosae seu olea medicata — oil solutions or medical oils,

solutiones glycerinatae — glycerol solutions.

By appointment solutions are divided into:

1. *Solutio pro injectionibus*.

2. *Solutio ad usum externum*: *gargarismata* — rinsing, *lotiones* — lotions, *collutoria* — rinsing for mouth, *enemata seu clysmata* — enemas, *liturae* — lubrication, *perlotiones* — syringing, *frictiones* — massage.

3. *Solutiones ad usum internum*.

There are also *solutiones pro anaesthesia* — olutions for anesthesia; *solutiones plasmosubstituentes* — plasma substituting solutions.

Solutions are delivered: *in ampullis* — in ampoules, *in spritz_tubulis* — in pre-filled syringes, *in rectiolis* — in rectal pipettes, containing 3.5 ml solution for microclysters.

II. Suspensions — suspensiones

Suspensions are obtained by mixing the insoluble compounds with purified water, oils, glycerol.

They are used *pro injectionibus*, *ad usum externum*, *internum*.

There are *suspensiones siccae*, from which suspensions are prepared *ex tempore*.

Certainly the labels have an additional inscription: "Shake before use".

III. Emulsions — emulsa

Emulsion – is a mixture of water and insoluble substances (essential and fatty oils, resins, balsams). There are *emulsa oleosa* — oily (false) emulsions *et emulsa seminalia seu emulsa seminum* — emulsions of seeds (true).

IV. Liniments — linimenta

Liniment - a liquid ointment or thick liquid for external use, for rubbing into the skin. The basis (remedium constituens) for liniments is *olea vegetabilia* (oleum Helianthi, oleum Amygdalarum, oleum Ricini etc). There are officinal and main liniments; liniments-emulsions, liniments-suspensions.

V. Infusions and decoctions — infusa et decocta

Infusions and decoctions - water extraction of drugs from plant material and aqueous solutions of dry or liquid extracts. Infusions are prepared from more tender plant parts (flowers, herbs, leaves, etc.), decoctions - from hard plant parts (bark, roots, rhizomes, leathery leaves).

They are prescribed only in short form. They are prepared ex tempore.

VI. Drops — guttae

This is a variety of solutions and mixtures, which are dosed in drops. *Oculoguttae* — drops for eyes, *nasoguttae* — drops for nose, *otoguttae* — ear drops. Drops are prescribed in small amounts (20 ml).

VII. Tinctures — tincturae

Tinctures – alcoholic, aqueous-alcoholic or alcoholic-essential extracts from drugs. Tinctures are always painted. Tinctures is an officinal drug form.

VIII. Extracts — extracta

Extracts - a concentrated extract of plant material (often with animal material). Release: *extracta aquosa, spirituosa, oleosa, aetherea* – extracts water, alcohol, oil, essential. For consistency are *extracta fluida, spissa, sicca* – extracts liquid, thick and dry.

IX. Mucilages — mucilagines

Mucilage – is a rare form of drugs, which are obtained by processing by water the vegetable raw containing mucous substances (gummi arabicum — Arabian gum, gummi Armeniacae — Apricot gum, amyllum — starch, semina Lini

— linseed, radices Althaeae — Althea roots). Sometimes mucilages are prescribed per se, more often — in mixtures.

X. Mixtures — mixturae

The mixture - a rare form of drugs, which includes solid and liquid medicines. Almost all the mixtures are prepared ex tempore.

XI. Syrups — sirupi

Syrups - concentrated solution of sugar in water or berry juices. Some syrups are used as drugs (sirupus Rhei — rhubarb syrup, sirupus Althaeae — marshmallow syrup, sirupus Glycyrrhizae — licorice syrup), others - like flavors (sirupus simplex seu sirupus Sacchari — simple syrup or sugar syrup, sirupus Rubi idaei — raspberry syrup).

XII. Aromatic water — aquae aromaticae

Aromatic water — water-alcohol liquid containing essential oils (aqua Foeniculi — water dill, aqua Menthae piperitae — peppermint water, aqua Coriandri spirituosa — coriander alcohol Water).

Soft drug forms (Formae medicamentorum molles)

1. Unguenta — ointments (unguentum, *i n*)
2. Pastae — pastes (pasta, *ae f*)
3. Suppositoria — suppositories (suppositorium, *ii n*)
4. Globuli — balls (globulus, *i m*)
5. Bacilli — sticks, pencils (bacillus, *i m*; stilus, *i m*; stylus, *i m*)
6. Emplastra — plasters (emplastrum, *i n*)
7. Pilulae — pills (pilula, *ae f*)

I. Ointments — unguenta

Ointment - a soft form of medicine that is applied to the skin, wound, mucosa. The ointment consists of the drug (one or more) and ointment bases (Vaselinum, Lanolinum, adeps suillus depuratus etc. — vaseline, lanolin, refined lard).

Oculenta, unguenta ophthalmica, unguenta pro oculis — ointments for eyes.

II. Pastes — pastae

Pastes - a thick ointment containing more than 25% of powdered substance. This is not a dosated drug.

III. Suppositories — suppositoria.

Suppositories - a soft drug dosage form, solid at room temperature and softened at the body temperature. There are 3 types of suppositories: rectal, vaginal and sticks. The basis for making suppositories and balls are *oleum Cacao, olea vegetabilia, mixturae cum cera, Lanolinum etc.* (cocoa butter, vegetable oils, a mixture of wax, lanolin).

Suppositories which are introduced per rectum, are named *suppositoria rectalia*, which are introduced per vaginam — *suppositoria vaginalia*. The last, depending on form, are divided into *globuli* — globules, *ovula*—ovuls (ovum, i n — egg), *bacilli* — sticks, *pessaria* (pessarium, ii n) — pessaries.

IV. Plasters — emplastra

Plasters — soft form of drugs for external use, which softens at body temperature and sticks to the skin.

By the aggregate state they are divided into *emplastra dura et fluida* — Solid and soft plasters.

Mustard plasters — *chartae Sinapis seu sinapismata* — types of plasters. *Sinapismus_saccinus activatus* — moustard plaster – activated package.

V. Pills — pilulae

Pill — dosage form of the drug for internal use, small ball weighing from 0.1 to 0.5.

Pills weighing more than 0.5 are called poles — *boli*; less than 0.1 are called granules — *granula*.

Aerosols — *aërosola*

Aerosols – a dispersed system in which the dispersed medium is gas or gas mixture, and the dispersed phase consists of solid particles or liquid. There are *aërosola pro inhalationibus seu aërosola interna et aërosola externa* — aerosol for inhalation or aerosol sprays internal and external.

5. The plan and organizational structure of lessons.

№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1.	Preparatory stage Organization of the lesson.	II		Register	5 min.
	Educational aims. Checking of home-task.			Manual	10 min.
2.	Main stage a) Explanations of the theme includes the information about names of dosage forms.	I	Frontal interrogation	Methodological guideline, a table	25 min.
	b) Translation of pharmaceutical expressions, simple Latin sentences and prescriptions.	II-III		Manual, exercises	40 min.
3.	Final stage				

	a) Checking of knowledge and skills according to the theme b) Summarizing of the theme c) Home task	III	Frontal interrogation	Exercises, cards Manual	10 min.
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6. Materials for the methodological provision of the lesson:

6.1. Control materials of the main stage of the lesson:

- Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – p. 169 - 185
- methodological guideline to the practical lesson;
- tables.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, cards,
- tests.

6.3. Materials of methodological equipment for students` self work:

- methodological guideline;
- Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.

7. Literature for the lecturer:

1. Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.

2. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.

8. Literature for the students:

Main:

5. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
6. Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.

Additional:

5. Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPHaU, 2006. - 111p.
6. The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler: G.G. Yeryomkina, T.F. Skuratova, N.S. Ivashuk, Ju.O. Kravtsova. Odessa, 2009.

9. Tasks for educational research of the students:

Textbook: Ex. I – II, p. 177 - 178.

Addition № 1.

10. Theme of the next lesson: «Systematisation of information about prepositions».

Addition №1

Exercises

1. Translate into Latin:

1. Retinol acetate in granules.
2. Aromatic gather for bathing.
3. Dragee and microdragee.
4. Potassium permanganate - a simple powder.
5. Dusting powder for

children - a complex powder. 6. eliver in paper bag. 7. Folic acid is often used with vitamin B12. 8. Powder Synthomycin is issued in gelatin capsules, closed by the cap. 9. Water of peppermint, alcohol water of coriander, dill water – are aromatic water. 10. Syrup of rhubarb, syrup of licorice, syrup of marshmallow – are drugs. 11. Most often the licorice is used in mxtures. 12. The infusion of marshmallow root. 13. Eye drops with propolis. 14. Infusion of corn columns with stigmas 20,0-200 ml. 15. Liquid aloe extract is prepared from canned aloe leaves. 16. Some solutions are prescribed in rectal pipettes. 17. Dense and dry extracts are prescribed in the form of powders, tablets, pills, suppositories. 18. Add aseptically 2 drops of tincture to a strofant solution. 19. Mix ethereal extract of male fern with purified honey. 20. Turpentine with methyl salicylate for rubbing. 21. There are such vaginal suppositories as: balloons, ovuli, pessaries, sticks.

II. Translate the prescriptions into Latin and write them in full and short form:

1. Take: Paracetamol
Acetylsalicylic acid by 0,25
Caffeine-sodium benzoate 0,1
Mix to form a powder
Deliver such doses in number of 10
Mark:
2. Take: Granules of amidopyrine 0,0025
Deliver in number of 5
Mark:
3. Take: The solution of atropine sulfate 0,1% 1,0
Deliver such doses in number of 12 in ampoules
Mark:
4. Take: Male fern thick extract 0,5
Deliver such doses in number of 12 in gelatin capsules
Mark:
5. Take: Riboflavin 0,001
Boric acid 0,2
Water for injection 10 ml
Mix.
Deliver.
Mark:
6. Take: Turpentine
Chloroform by 15 ml

- Methyl salicylate by 10 ml
Mix to form a liniment
Deliver.
Mark:
7. Take: Simple plumbic plaster 50,0
Deliver.
Mark:
8. Take: Suppositories of Synthomycin 0,25 in number 6
Deliver.
Mark:
9. Take: Hlorbutanolhidraty 0,5
Cocoa butter as needed to form a suppository
Deliver such doses in number of 12
Mark:
10. Take: Dikain 0,05
Phenol 1,0
Purified water 3,0
Lead oxide as needed
Mix to form a pasta
Deliver.
Mark:

Methodological guidelines
of the practical lesson for teachers

Subject «__Latin language_____»

Lesson № 29 « **Systematization of information about prepositions** » - 2 hours

(theme of the lesson)

Year of education _I_____ Faculty __pharmaceutical_____

Approved at the methodological meeting
of the department of foreign languages

Protocol N_1 27.08. 2021 _____

Head of the department

Doc. _____ Eryomkina G. G.

Odessa - 2021

Theme of the practical lesson № 29: « Systematization of information about prepositions » - 2 hours

1. The relevance of the topic consists in the opportunity of acquirement of the pharmacist professional language.

2. Aims of the lesson

2.1. Educational aims:

- to form basic knowledge about Latin prepositions
- student should know to translate the expressions with prepositions
- give students an opportunity to get skills, technique of translation the terms and prescriptions with prepositions from English into Latin and vice versa
- forming basic knowledge of Latin language for the future profession.

3. Interdisciplinary integration.

Discipline	to know	to be able to
1. Previous: English grammar	prepositions	Translate the terms with prepositional structures
2. The following: Pharmacology	General pharmaceutical terms, dosage forms, general requirements for the remedies names	To use correctly the pharmaceutical terms, the remedies names with indication of dosage form
3. Interdisciplinary integration. 1. The theme “The noun. Prepositions and conjunctions that are used in pharmaceutical terminology”. 2. The theme “Prescription. Simple and complex prescription. Additional inscriptions in prescription”.	1. grammatical categories of the noun, declensions. 2. Parts of prescription. Grammatical structure of formation of prescription line.	2. to identify the declension of nouns 2. translate prescriptions from Latin into English and vice versa

4. The content of the lesson

As is known, in pharmaceutical terminology prepositions are frequently used: in prescription expressions; in expressions that indicate routes of introduction of drugs; in special expressions, in names of drugs and other.

I. Prepositions in prescription expressions:

Da *in capsulis gelatinosis operculatis* — in gelatin capsules closed by
 Detur a cap;
 (Deliver. Let it *in tabulettis obductis* — in coated tablets;
 be delivered.) *in ampullis* — in ampoules;
in spritz-tubulis — in pre-filled syringes;
in lagena, olla, scatula, tuba (metallica) — in a bottle, in a jar, in
 a box, in a tuba (metal);
in vitro nigro (fusco, flavo),
ad vitrum nigrum (fuscum, flavum) — in a bottle black (dark,
 yellow);
in charta cerata, paraffinata — in waxed, paraffined paper;
in capsulis amylaceis seu in oblatiis — in starch capsules;
in rectiolis — in rectal pipettes.

Da *tales doses numero 6 in scatula.* — Deliver (Let there be given
 Dentur such doses in number of 6 in a box).

Extende supra linteum. — Spread on linen.

Divide in partes aequales numero 12. — Divide into equal parts in number of 12.

Misce, ut fiat massa, e qua formentur pilulae numero 60. — Mix to form a mass
 from which to form the pills in number of 60.

In a part of the prescription *Designatio materialiarum* is used a preposition **ad**
 — to.

Rp.: Ichthyoli 1,25

Zinci oxydi

Amyli Tritici ana 12,5

Vaselini ad 50,0

Misce, fiat pasta

Da.

Signa:

If because of absence of an ingredient in a pharmacy the medicines are
 prepared without it, the preposition «**sine**» (without) is written on a duplicate of the
 prescription opposite to the name of this ingredient. It means that the medicines are
 prepared without this substance. In decoctions and tinctures before the number can
 be used the preposition **ex** — from.

decoctum corticis Quercus (ex) 10,0–200 ml

infusum herbae Leonuri (ex) 15,0–200 ml

II. Prepositions in expressions that indicate ways of introduction the drugs:

per os — orally, by mouth
per rectum — rectally, per rectum
per vaginam — vaginally, through the vagina
intra venam — in a vein, intravenously
intra arteriam — in an artery, intraarterially
intra musculos — in muscle, intramuscularly
sub linguam — under the tongue, sublingually
sub cutem — under the skin
retro buccam — on the cheek
per injectionem — by injection
per frictionem — by grinding
per aspersionem — by sprinkling
per inhalationem — by inhalation
trans derma — through the skin, transdermally.

III. Prepositions special pharmaceutical expressions:

ad usum internum, externum, proprium
(*pro usu interno, externo, proprio*) — for internal, external, own use
pro injectionibus — for injections
pro aspersione — for sprinkling
pro inhalatione — for inhalation
pro frictione — for grinding
pro cataplasmate — for cataplasm, for compress
pro gargarismate — for gargling
pro balneis (balneo) — for bathing
pro narcosi — for anesthesia
pro dosi — for one dose (single dose)
pro die — for a day (daily dose)
pro auctore, pro me — for the author, for me
pro infantibus — for children
pro centum — for 100
pro mille — for 1000
pro roentgeno — for X-rays
in vitro — in vitro
in vivo — in vivo (organism, body)
contra tussim — against cough
contra pertussim — against pertussis

contra febrim — against fever
contra scabiem — against scabies
contra rabiem — against rage
contra odontalgiam — against toothache
per se — pure, chemically pure
ex tempore — if necessary, extemporaneous.

IV. Prepositions used in the nomenclature names:

Suppositoria cum extracto Belladonnae, pulvis Ampicillini pro suspensione, suppositoria cum Dimedrolo pro infantibus, aether pro narcosi, tabulettae contra tussim, infusum rhizomatum cum radicibus Valerianae, pulvis cum Oxytetracyclino pro suspensione, membranulae ophthalmicae cum Florenalo, linimentum Synthomycini 1% cum Novocaino, Trichloroethylenum pro narcosi, elixir pectorale seu elixir cum extracto Glycyrrhizae, membranulae ophthalmicae cum Neomycini sulfate.

V. Prepositions used as word-formative elements:

For example: **pertussis**, **inactivatus**, **insolubilis**, **indivisus**, **depuratus**, **decorticatus**, **decoctum**, **subnitras**, **subcutaneus**, **sublingualis**, **supracutaneus**, **subamarus**, **intravenosus**, **intramuscularis**, **extemporalis**, **peroralis**, **retrobuccalis**, **transdermalis**.

5. The plan and organizational structure of lessons.

№	Main stages of the lesson, their functions and content.	Educational aims at levels of mastering.	Education and control methods	Material of methodological equipment: control, visibility, guidance	Division of time in minutes
1.	Preparatory stage Organization of the lesson. Educational aims.			Register	5
	Checking home-task.	II		Manual	10
2.	Main stage a) Explanations of the theme.	I		Methodological	25

	Organizing students' knowledge. Pharmaceutical expressions with prepositional structures. b) Translation of pharmaceutical expressions, simple Latin sentences and prescriptions.	II-III	Frontal interrogation	guideline, a table Manual, exercises	40
3.	<i>Final stage</i> a) Checking of knowledge and skills according to the theme. b) Summarizing of the theme. c) Home task.	III	Frontal interrogation	Exercises, cards Manual	10

6. Materials for the methodological provision of the lesson:

6.1. Control materials of the main stage of the lesson:

- methodological guideline to the practical lesson;
- tables.
- textbook "Professional Latin for pharmacists". - Odessa: ONMedU, 2020- 210 p.

6.2. Materials of the final stage of the lesson:

- the table of endings,
- exercises for checking of knowledge, cards,
- tests.

6.3. Materials of methodological equipment for students' self work:

- textbook "Professional Latin for pharmacists". - Odessa: ONMedU, 2020.
- 210 p.
- methodological guideline;
- manual.

7. Literature for the lecturer:

1. Svetlichnaya, Ye. I. **Latin for Pharmacy Students** : textbook for students of higher schools / Ye. I. Svetlichnaya, I. A. Tolok, Ye. A. Volobuyeva. — Kharkiv : NUPh : Golden Pages, 2011. — 248 p.
2. Professional Latin for pharmacists. - Odessa: ONMedU, 2020. – 210 p.

8. Literature for the students:

Main:

1. textbook "Professional Latin for pharmacists". - Odessa: ONMedU, 2020. – 210 p.

Additional:

1. textbook "Professional Latin for pharmacists". - Odessa: ONMedU, 2020. – 210 p.
- 2.Y.I. Svetlichnaya, I.A. Tolok, E.A. Volobuyeva. Studemus Latinam. We Learn Latin. Manual for individual student's work. - Kharkov: Publishing house of NPhaU,2006. - 111p.
- 3.The Latin language and bases of medical terminology. Practical course. For foreign students, (the compiler:G.G.Yeryomkina, T.F.Skuratova, N.S.Ivashuk, Ju.O.Kravtsova. Odessa,2009.

9. Tasks for educational research of the students:

Textbook: Ex. 1-5, p. 184 -185.
Addition № 1-2.

10. Theme of the next lesson: «Differential test».

Addition №1

Exercises

1. Write Latin prepositional phrases from which are formed the adverbs; translate them into English:

Sublingually, orally, extemporaneous, rectally, vaginally, transdermally.

2. Add missing prepositions, translate expressions:

... tussim, ... olla, ... me, ... infantibus, ... buccam, ... se, ... cutem,
... injectionibus, ... vivo, ... cataplasmate, ... venam, ... tempore, ... vaginam,
... roentgeno, ... os, ... rabiem, ... rectum, ... dosi, ... die, ... scabiem, ... usum

externum, ... usu interno, ... balneis, ... centum, ...odontalgiam, ... frictionem, ... vitrum fuscum, ... vitro nigro, ... scatula, ... tabulettis obductis, ... pertussim, ... linguam, ... gargarismate, ... frictione, ... balneo...

3. Translate the expressions into English:

a) Pro injectionibus, per se, pro usu interno, ad 200,0, contra tussim, pro dosi, pro auctore, pro die, ex tempore, per rectum, sub linguam, pro aspersione, intra musculos, per frictionem, trans derma, sub cutem, pro me.

b) Dentur tales doses numero 12. Divide in partes aequales. Misce, ut fiat pulvis subtilissimus. Sterilisetur! Da in tabulettis obductis. Misce, fiant species. Signetur. Misce, ut fiat suppositorium rectale. Misceatur. Detur in charta cerata. Solutio Camphorae oleosa ad usum externum. Membranulae ophthalmicae cum Pilocarpini hydrochlorido. Detur in vitro nigro. Solutio Acidi borici in Glycerino 10%. Barii sulfas pro roentgeno. Vaccinum contra rabiem. Remedium pro dosi et pro die.

4. Translate the expressions into Latin:

1. Deliver choleric gather in paper bags. 2. Let there be given such doses in number of 6 in ampoules. 3. Chamomile infusion to rinse. 4. The forms of medicines for children. 5. Prepare epy solution for injection. 6. Let be delivered the liniment in a jar. 7. Divide into equal parts in number of 10. 8. Nitroglycerin sublingual tablet. 9. Ocular pellicle of neomycin sulfate. 10. Aerosols are used for external use, for inhalation. 11. Suspension - a form of medicine that is prepared by mixing the insoluble substances with water, oil, glycerin. 12. Suppositories are introduced rectally, vaginally.

5. Translate the sentences into Latin:

1. Take glucose till 50,0. 2. Divide a pill mass into equal parts in number of 30. 3. Deliver such doses in number of 12 in paper bags. 4. Spread the plaster on linen. 5. Mix to form a mass to form the pills in number of 60. 6. Deliver the powders in wax paper.

Addition №2

Control questions:

1. What prepositions are used in the standard prescription expressions?
2. Name the expressions where is used the preposition ad.

3. Name the expression where is used the preposition «e qua».
4. What preposition is used in designatio materialiarum?
5. When is used the preposition «sine» on the duplicates of prescription?
6. What prepositions are used in expressions that indicate the ways of introduction of drugs?
7. What prepositions are used in special pharmaceutical expressions?
8. What prepositions are used in the names of drugs?
9. Name the prepositions which are used as the word-formative elements.