SAMARQAND DAVLAT CHET TILLAR INSTATUTI
TARJIMA NAZARIYASI VA AMALIYOTI FAKULTETI

TARJIMA NAZARIYASI VA AMALIYOTI KAFEDRASI

ASOSIY O'RGANILAYOTGAN TIL
(2 bosqich)
fanidan

O'QUV USLUBIY MAJMUA

2015-2016

1. Annotatsiya

“Asosiy o’rganilayotgan til” fani majmuasi 2 bosqich talabalari uchun mo’ljallangan bo’lib, maxsus CEFR dasturi yordamida yaratilgan. “Asosiy o’rganilayotgan til” fani ingliz tili o’qitishining Listening, Reading, Writing, Speaking, Grammar in context, Vocabulary kabi ko’nikmalarini o’z ichiga qamrab olgan. Talabalar shu ko’nikmalarini turli hil mavzular orqali rivojlantirishadi va ushbu mavzular bo’yicha yetarli bilim va ko’nikmalarga ega bo’lishadi.

Bulardan art, music, entertainment, religions, Mass Media, University Education, World travel, love and marriage, health, holiday traditions around the World, community associations in Uzbekistan and America, supplementary reading kabi mavzular tashkil topgan. Mavzular xar bir talabaning turli til o’rganish ko’nikmalarini jivojlantirishga yo’naltirilgan. Undan tashqari ingliz tili grammatikasi va fanetikasi haqida ham ko’plab ma’lumot berilgan.

Majmuaning asosiy maqsadi qilib o’quv yili oxirida talabalarni CEFR dasturi bo’yicha 2 “B” darajasini qo’lga kiritishlari mo’ljallangan.

2. KIRISH

Fan, texnika va texnologiyalar yutuqlari asosida ta'lim tizimini isloh qilishda davr sinovlaridan o'tgan ilg'or tajribalarni o'rganish hamda milliy va umuminsoniy qadriyatlarni e'tiborga olgan holda ularning joriy etilishini ta'minlash raqobatbardosh kadrlar tayyorlashning muhim omili sanaladi. Amaldagi Davlat ta'lim standartlari, o'quv reja va fan dasturlarini takomillashtirish ehtiyoji ham ana shu islohotlar natijasida yuzaga keldi. Xususan, O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-son qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida "Oliy ta'lim muassasalarida chet tillarni o'qitish tizimini yanada takomillashtirish chora-tadbirlar dasturi" ishlab chiqilgan bo'lib, unda chet tillar bo'yicha Davlat ta'lim standartlari, o'quv rejalari va dasturlarini takomillashtirish va bosqichma-bosqich o'quv jarayoniga tatbiq etish ustuvor vazifalardan biri sifatida belgilangan. Yevropa Kengashining "Chet tilini egallash umum Yevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi hujjatida til egallashga qo'yiladigan talablar va mezonlar e'tiborga olingan holda O'zbekiston uzluksiz ta'lim tizimida chet tillarini o'rganishning yagona maqsad va vazifalari belgilanib, chet tillari bo'yicha ta'limning barcha bosqichlari bitiruvchilari tayyorgarlik darajasiga qo'yiladigan Davlat ta'lim standarti talablari ishlab chiqildi. Chet tilini egallash darajalarini o'zida aks ettirgan mazkur standart O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi "Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar" to'g'risidagi 124-sonli qarori bilan tasdiqlandi.

Mazkur dasturni ishlab chiqishda Yevropa Kengashining "Chet tilini egallash umum Yevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umum e'tirof etilgan xalqaro me'yorlari (CEFR – Common European Framework of Referencye) va O'zbekiston Respublikasining uzluksiz ta'lim tizimida chet tillarni o'rganishga qo'yiladigan talablar e'tiborga olindi. Unda chet tilini o'qitishga ixtisoslashgan ta'lim yo'nalishlari bitiruvchilari oliy ta'lim muassasasidagi to'rt yillik tahsillari nihoyasida o'rgangan chet tili bo'yicha C1 darajani egallashlari minimum sifatida belgilab qo'yilgan. Shuningdek, takomillashtirilgan Davlat ta'lim standartlarida talabalarning tayyorgarlik darajasi, bilim, malaka va ko'nikmalariga qo'yiladigan talablar hamda turdosh oliy ta'lim muassasalari mutaxassislari tomonidan bildirilgan takliflar inobatga olindi.

4. FANNING NAMUNAVIY O'QUV DASTURI

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№БД-51201/02-3.01
2014 йил "13" ноябрь

Олий ва ўрта махсус таълим вазирлигининг 2014 йил "13" ноябрдаги "430" – сонли буйруғи билан тасдиқланган

АСОСИЙ ЎРГАНИЛАЁТГАН ТИЛ

ФАНИНИНГ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100 000 - Гуманитар соҳа
Таълим соҳаси:	120 000 - Гуманитар фанлар
Таълим йўналишлари:	5120100 - Филология ва тилларни ўқитиш (роман-герман филологияси) 5120200- Таржима назарияси ва амалиёти (роман-герман тиллари)

Тошкент – 2014

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-ҳунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашининг 2014 йил 10 ноябрдаги 5- сонли баённомаси билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

Исамухамедова Н.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси доценти, ф.ф.н.;
Иргашева С.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Носирова Г.	– АнДУ, катта ўқитувчи;
Алимова К.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Мухаммедова Н.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Ким О.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси катта ўқитувчиси;
Ниязова З.	– "Инглиз тилини интеграллашган ҳолда ўқитиш" кафедраси ўқитувчиси;
Эшонқулова Н.	– "Иккинчи чет тилини интенсив ўқитиш" кафедраси ўқитувчиси

Бош маслаҳатчи:

Род Болайто	– Буюк Британия, Норич тил ўқитиш институти

Тақризчилар:

Вест Р.	– Буюк Британия, мустақил эксперт
Ирисқулов М.	– ЎзДЖТУ профессори, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (2014 йил 26 июндаги 11-сонли баённома).

КИРИШ

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Амалдаги Давлат таълим стандартлари, ўқув режа ва фан дастурларини такомиллаштириш эҳтиёжи ҳам ана шу ислоҳотлар натижасида юзага келди. Хусусан, Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида "Олий таълим муассасаларида чет тилларни ўқитиш тизимини янада такомиллаштириш чора-тадбирлар дастури" ишлаб чиқилган бўлиб, унда чет тиллар бўйича Давлат таълим стандартлари, ўқув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўқув жараёнига татбиқ этиш устувор вазифалардан бири сифатида белгиланган.

Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги ҳужжатида тил эгаллашга қўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари бўйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги "Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар" тўғрисидаги 124-сонли қарори билан тасдиқланди.

Мазкур дастурни ишлаб чиқишда Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда **чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари** олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича C1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, такомиллаштирилган Давлат таълим стандартларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатга олинди.

Фаннинг мақсад ва вазифалари

Мазкур фаннинг мақсади талабаларга касбий йўналиш доирасида тилнинг оғзаки ва ёзма шаклларини ўргатиш, уларнинг ижтимоий-маданий мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тилининг

функционал шакллари ва услубларини, тил тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир. Фаннинг **асосий вазифаси** умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини С1 даражада эгаллашлари учун зарурий билимларни интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.

Фан бўйича талабаларнинг билим, кўникма ва малакаларига қўйиладиган талаблар

Мазкур дастур бўйича таълим олган талабанинг:

- Чет тилини Умум Европа стандартларига кўра С1 даражада ўзлаштириши;
- ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларини эгаллаши;
- ўрганилаётган чет тилининг халқаро мулоқотдаги роли;
- тил ўрганиш жараёнлари ҳамда уларнинг тил ўрганишдаги роли ва аҳамияти;
- ўқув материалларини танқидий таҳлил қилиш, баҳолаш, муайян шароитга мослаштириш ва янгиларини ярата олиш;
- дарсни режалаштиришда изчилликни таъминлаш ҳамда режа асосида машғулот олиб бориш;
- чет тилини ўқитишнинг турли услублари ва тил ўқитишдаги турли ёндашувлар;
- тил ўқитилаётган гуруҳ ва шароитга мос равишда ўқитиш услубларини танлаш ва тўғри қўллай олиш;
- таълим олувчилар билимини баҳолашнинг турли шакл ва методлари;
- ўзининг ўқув ва педагогик фаолиятини баҳолай олиш ва рефлексия кўникмаларини қўллай олиш;
- ўз фаолияти бўйича илмий тадқиқот олиб бориш;
- тилни англаш ва тил таҳлили соҳаларидан педагогик мақсадларда фойдалана олиш;
- маданиятлараро компетенция ва унинг чет тилини ўқитишдаги роли бўйича билим, малака ва кўникмаларга, компетенцияларга эга бўлиши талаб этилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

Асосий ўрганилаётган тил (инглиз, немис, француз, испан тиллари) фани мазкур таълим йўналиши ўқув режасидаги бошқа ихтисослик фанлари билан ўзаро боғлиқ бўлиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-8 семестрлар давомида ўқитилади. Мазкур фан умумкасбий фан ҳисобланади ва тўрт йил давомида модулларга ажратилган ҳолда ўргатилади. Ўқув режанинг адабиётшунослик, методика, мамлакатшуносликка оид

курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг ишлаб чиқаришдаги ўрни

Асосий ўрганилаётган тил (инглиз, немис, француз, испан тиллари) фани ишлаб чиқариш жараёни билан бевосита боғланмаган. Ушбу фан филология ва тилларни ўқитиш таълим йўналишининг асосий ихтисослик фани ҳисобланади. Олий таълим муассасасини ушбу таълим йўналиши бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланадилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюроларида касбий фаолият олиб борадилар.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий ҳужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Фан бўйича талабалар билимини баҳолаш

Асосий ўрганилаётган тил (инглиз, немис, француз, испан тиллари) фани бўйича талабалар билими рейтинг тизими асосида баҳоланади. Дастурда модуллар бўйича ўзлаштирилган билимларни баҳолаш турлари ва шакллари келтирилган. Улар ўқув материаллари тўлиқ ва самарали ўзлаштирилганлигини назорат қилишда ягоналик ва тизимлиликни таъминлайди.

АСОСИЙ ҚИСМ

Фаннинг амалий машғулотлари мазмуни

Асосий ўрганилаётган тил (инглиз, немис, француз, испан тиллари) фани икки асосий – лингвистик ва методик курсга бўлинади.

Лингвистик курс қуйидаги модулларни ўз ичига олади:

- тил кўникмалари интеграцияси;
- оғзаки нутқ амалиёти (тинглаш ва гапириш);
- ўқиш;
- ёзма нутқ амалиёти;
- коммуникатив грамматика;
- коммуникатив лексика (сўз бойлигини ошириш);
- дискурс (матн) таҳлили;

- ўрганилаётган чет тили халқаро мулоқот тили сифатида;
- мустақил таълим кўникмалари;
- аудиторияда ўқитувчи нутқи.

Методик курс қуйидаги модуллардан таркиб топади:

- ☑ чет тилини ўрганиш жараёнлари;
- ☑ чет тилини ўқитиш тамойиллари ва ёндашувлар;
- ☑ тил кўникмаларини интеграллашган ҳолда ўқитиш;
- ☑ тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув;
- ☑ тил бўйича билимларни баҳолаш турлари ва мезонлари;
- ☑ ўқув материалларини танлаш ва янгиларини яратиш;
- ☑ махсус йўналиш (соҳа) ларда чет тилини ўқитиш;
- ☑ дарсни режалаштириш;
- ☑ аудиторияни ўрганиш (тадқиқ) этиш;
- ☑ маданиятлараро мулоқот компетенциясини ривожлантириш;
- ☑ турли ёшдагиларга чет тилини ўқитиш.

◆ Лингвистик курс: тил кўникмалари интеграцияси – 1 – курс

Тил кўникмалари интеграцияси курси 1-4 семестрлар давомида ўқитилади. Мазкур курс тўрт кўникма: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни баравар ривожлантиришга хизмат қилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини B1 даражада амалда қўллай олишлари назарда тутилади.

Тил кўникмалари интеграцияси модули бўйича талаба биринчи курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:

- ➢ тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини ахборот қабул қилиш ва етказиш учун амалда қўллай олиш;
- ➢ белгиланган мавзулар бўйича суҳбат олиб бориш, кичик ролларни ўйнаш, муҳокамалар уюштириш, шерикликда ёки кичик гуруҳларга бўлинган ҳолда ишлаш;
- ➢ мавзуси қисман таниш ва тилнинг мураккаблик даражасига кўра танланган матнларни, шунингдек аутентик материалларни ўқиш, тинглаб тушуниш, улардан амалда фойдаланиш;
- ➢ презентациялар орқали ўз фикрларини аниқ баён қилиш;
- ➢ тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини қиёслаш ва таққослаш малакасини ошириш;
- ➢ ўзга маданиятга нисбатан бағрикенглик хислатларини намоён қилиш;
- ➢ тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлаштирган ҳолда турли мавзуларга доир лойиҳа ишларини бажариш орқали ривожлантириш.

Модул мазмуни

Мазкур модулни ўқитишда асосий эътибор талабалар нутқини ривожлантиришга – равон ва эркин мулоқотга кириша олишларини таъминлашга қаратилади. 1- курс давомида машғулотларда ойма-ой қуйидаги мавзулар ўрганилиши тавсия этилади:

- Шахс ва шахсият
- Миллий рамзлар ва ўрганилаётган чет тилида сўзлашувчи мамлакатлар
- Озиқ-овқат
- Сиҳат-саломатлик
- Оилавий қадриятлар
- Таълим ва тарбия
- Шаҳар ва қишлоқ ҳаёти
- Дам олиш ва спорт билан шуғулланиш
- Алоқа воситалари ва технологиялар

Модулнинг информацион-методик таъминоти

- амалий топшириқ;
- жараён давомида ўрганиш;
- муҳокама;
- лойиҳа иши;
- мустақил иш;
- презентация;
- потрфолио қайдлари;
- сўровнома ўтказиш;
- кичик ролларни ўйнаш;
- интернет ва бошқа манбалардан мавзуларга оид маълумотлар тўплаш;
- бошқа соҳаларда ҳам қўллаш мумкин бўлган кўникмалар устида ишлаш, мисол учун,
  - муаммолар ечими устида ишлаш (турли топшириқлар воситасида);
  - жамоа билан ишлаш (икки талаба биргаликда ёки кичик гуруҳларда);
  - тадқиқотчилик кўникмаларини қўллаш (лойиҳалар устида ишлаш орқали);
  - презентациялар қилиш (дарсда машқ қилиш орқали);
  - танқидий фикрлаш (матнлар, Интернет ва бошқа маълумотлар воситасида);
  - интеллектуал салоҳиятни ривожлантириш (ўқув дастурида берилган мавзулар доирасида турли мушоҳадаларни ривожлантириш орқали);
  - таҳлил қилиш (фикрларни мувофиқлаштириш ва баён қилиш воситасида);
- маданиятлараро мулоқотни шакллантиришга йўналтирилган кўникмалар устида ишлаш. Масалан,

- кузатиш ва аниқлаш;
- қиёслаш ва таққослаш;
- мазмунни таҳлил қилиш;
- ноаниқликни бартараф этиш ва ижобий ёндашиш;
- маълумотларни тўғри талқин этиш;
- тушунмовчиликларнинг олдини олиш;
- ўз нуқтаи назарини бошқаларнинг фикрларини ҳам ҳурмат қилган ҳолда илгари суриш;
- маданиятлараро тафовутларга эътибор қаратиш.

Кутилаётган натижалар

Биринчи курс якунига келиб талабаларнинг қуйидаги натижаларга эришишлари назарда тутилади:

- барча тил кўникмалари уйғунлашган ҳолда, ҳаётий вазиятларда қўллаш мақсадида ривожлантирилади;
- фикрларни оғзаки ва ёзма баён қилиш маҳорати амалий топшириқларга асосланган машғулотлар ва лойиҳа ишига оид вазифалар ёрдамида такомиллаштирилади;
- бошқа соҳаларда ҳам қўллаш мумкин бўлган кўникмалар ривожлантирилади;
- маданиятлараро мулоқотнинг асослари шакллантирилади ва мунтазам равишда такомиллаштирилиб борилади.

Баҳолаш турлари ва шакллари

<u>1-семестр:</u>

Жорий назорат:

Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади (10%).

Оралиқ назорат: Лойиҳа иши - 1- семестрда 4 та лойиҳа иши (75%).

Талабалар 4 та лойиҳа ишидан 3 тасини баҳо олиш учун танлашлари мумкин.

Лойиҳа иши 1

Лойиҳа иши 2

Лойиҳа иши 3

Якуний назорат: Таҳлилий ёзма сарҳисоб. Семестр якунида талабалар томонидан бажарилади (15%).

<u>2-семестр:</u>

Жорий назорат:

Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади (10%).

Оралиқ назорат: Лойиҳа иши - 2- семестрда 5 та лойиҳа иши (75%).

Талабалар 5 та лойиҳа ишидан 3 тасини баҳо олиш учун танлашлари мумкин.

Лойиҳа иши 1

Лойиҳа иши 2

Лойиҳа иши 3

Якуний назорат: Таҳлилий ёзма сарҳисоб. Семестр якунида талабалар томонидан бажарилади (15%).

Лингвистик курс: тил кўникмалари интеграцияси – 2 – курс

Тил кўникмалари интеграцияси модули бўйича талаба иккинчи курс якунида чет тилини В2 даражада ўзлаштириши, маданиятлараро мулоқот ҳақидаги ўз тушунчаларини мустаҳкамлаши, маданиятлараро компетентлигини намоён этиши назарда тутилади.

Иккинчи курс якунида талабалар қуйидаги билим, кўникма ва малакаларга:

- тил кўникмаларини қўллаш борасида маҳоратларини ошириб, ўз камчиликларини аниқлаш ва уларни коммуникатив топшириқлар воситасида тузатиш;
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини мавзуларга доир лойиҳа ишлари ва маданиятлараро муносабатни шакллантиришга йўналтирилган вазифаларни бажариш орқали ривожлантириш;
- оғзаки ва ёзма нутқларини босқичма-босқич яхшилаб бориш;
- турли ҳажмдаги ва таркибдаги гуруҳларда самарали ишлаш;
- чет тилидаги турли манбалардан (масалан, китоб, журнал, газета, брошюра, ҳужжат, фильм, аудио тасма, маъруза ва бошқалардан) маълумотлар тўплаш ва улардан ўринли фойдаланиш;
- маданиятлараро мулоқотга тааллуқли масалаларга танқидий нуқтаи назар билан ёндашиш, уларни тўғри талқин қилиш;
- турли маданиятларга хос тушунчалар ва қадриятлар ҳақида кенг тасаввурга эга бўладилар.

Модул мазмуни

Машғулотларда қуйидаги мавзулар ўрганилиши тавсия этилади:

- Ўзбекистон ва дунё
- Касб-кор ва ишбилармонлик
- Атроф-муҳит муҳофазаси
- Муносабатлар
- Турли маданиятлараро мулоқот
- Оммавий ахборот
- Тиббиёт, илм-фан, замонавий технологиялар соҳасидаги этика масалалари
- Таълим
- Ижтимоий масалалар

Модулнинг информацион-методик таъминоти

- кичик гуруҳларда бажариладиган амалий топшириқ;
- муҳокама;
- лойиҳа иши;
- мустақил иш;
- презентация;

- потрфолио қайдлари;
- сўровнома ўтказиш;
- кичик ролларни ижро этиш;
- интернет ва бошқа манбалардан мавзуларга оид маълумотлар тўплаш;
- бошқа соҳаларда ҳам қўллаш мумкин бўлган кўникмалар устида ишлаш. Масалан,
  - муаммолар ечими устида ишлаш (турли топшириқлар воситасида);
  - жамоа билан ишлаш (икки талаба биргаликда ёки кичик гуруҳларда);
  - тадқиқотчилик кўникмаларини эгаллаш (лойиҳалар устида ишлаш орқали);
  - презентациялар қилиш (дарсда машқ қилиш орқали);
  - танқидий фикрлаш (матнлар, Интернет ва бошқа маълумотлар воситасида.);
  - интеллектуал салоҳиятни ривожлантириш (ўқув дастурида берилган мавзулар доирасида турли мушоҳадаларни ривожлантириш орқали);
  - таҳлил қилиш (фикрларни мувофиқлаштириш ва баён қилиш воситасида).
- Маданиятлараро мулоқотни шакллантиришга йўналтирилган кўникмалар устида ишлаш. Масалан,
  - кузатиш ва аниқлаш;
  - қиёслаш ва таққослаш;
  - мазмунни таҳлил қилиш;
  - ноаниқликни бартараф этиш ва ижобий ёндашиш;
  - маълумотларни тўғри талқин этиш;
  - англашилмовчиликларнинг олдини олиш;
  - ўз нуқтаи назарини бошқаларнинг фикрларини ҳам ҳурмат қилган ҳолда илгари суриш;
  - маданиятлар ўртасидаги тафовутларга эътибор қаратиш.

Кутилаётган натижалар

Иккинчи курс якунига келиб талабаларнинг қуйидаги натижаларга эришишлари назарда тутилади:

- маълумотларни оғзаки ва ёзма таҳлил қилиш ва уларни талқин қилишдаги малакалари ривожлантирилади;
- расмий ва нисбатан норасмий вазиятларда фикрларни оғзаки ва ёзма баён қилиш маҳоратлари оширилади;
- мавзуга оид лойиҳа иши, газета ва журнал мақолалари, радио ва теледастурлар, танланган ҳикоялар, қўшиқлар, суратлар ҳақида ўз фикрларини оғзаки ва ёзма шаклда В2 даражада баён этишларига эришилади;

- бошқа соҳаларда ҳам қўллаш мумкин бўлган ва маданиятлараро мулоқотни шакллантиришга йўналтирилган кўникмалар такомиллаштирилади.

Баҳолаш турлари ва шакллари

3-семестр:

Жорий назорат:

Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади (10%).

Оралиқ назорат: Лойиҳа иши - 2- семестрда 4 та лойиҳа иши (75%).

Талабалар 4 та лойиҳа ишидан 3 тасини баҳо олиш учун танлашлари мумкин.

Лойиҳа иши 1

Лойиҳа иши 2

Лойиҳа иши 3

Якуний назорат: Таҳлилий ёзма сарҳисоб. Семестр якунида талабалар томонидан бажарилади (15%).

4-семестр:

Жорий назорат:

Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади (10%).

Оралиқ назорат: Лойиҳа иши - 4- семестрда 5 та лойиҳа иши (75%).

Талабалар 5 та лойиҳа ишидан 3 тасини баҳо олиш учун танлашлари мумкин.

Лойиҳа иши 1

Лойиҳа иши 2

Лойиҳа иши 3

Якуний назорат: Таҳлилий ёзма сарҳисоб. Семестр якунида талабалар томонидан бажарилади (15%).

Лингвистик курс: оғзаки нутқ амалиёти (тинглаш ва гапириш) – 1 – курс

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули 1-4 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра қарийб B1 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади.

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули бўйича талаба **биринчи курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

- турли жанрдаги (теле янгиликлар, ҳикоялар, телерекламалар, эълонлар ва шу каби) матнларни тушуниш ва муҳокама қилиш учун тинглаши;
- тинглаб тушунишни осонлаштириш учун талаба турли стратегияларни қўллай олиши, жумладан, матннинг асосий ғоясини тушуниш, контекстдаги таянч сўзларни англай олиши;

- радио янгиликлар, теле дастурлар ва адабий (стандарт) чет тилида таниш мавзудаги фильмларнинг асосий мазмунини тушуниши;
- сўзлашувчининг кайфияти, оҳанги ва муносабатини англай олиши;
- таниш ёки ўзини қизиқтирган мавзуларда соддароқ гаплар воситасида юзма-юз мулоқотга эркин кириша олиши, мулоқотни самарали давом эттириши ва тугаллаши;
- норасмий муҳокамаларда ўз нуқтаи назарини ва фикрини бемалол баён эта олиши ва бошқаларнинг фикрини сўраши;
- ҳиссиётлари ва муносабатини тасвирлаган ҳолда кўрган-кечирганларини батафсил баён қила олиши;
- ўрганилаётган чет тилида тўғри ва аниқ талаффузда гапира олиши.

Модул мазмуни

Тинглаб тушуниш бўйича:

Тинглаш учун мўлжалланган матн турлари:

- диалоглар, суҳбатлар;
- телефон орқали мулоқот;
- жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);
- кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);
- теле ва радио хабарлар, об-ҳаво маълумотлари;
- монологлар (масалан, презентациялар, нутқлар);
- теле ва радио ҳужжатли фильмлар;
- бадиий фильмлар;
- қўшиқлар
- аудио китоблар ва ҳ.к.

Стратегиялар

- матнни тинглаб унинг асосий ғоясини англай олиш;
- матнни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш;
- сўзлашувчининг кайфияти, ҳиссиётлари ва муносабатини аниқлай олиши;

Оғзаки мулоқот (диалог) бўйича:

- турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;
- ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;
- ўзи ҳақида шахсий маълумотларни бера олиши;
- сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаши (масалан, сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш ва ҳ.);
- мулоқотни давом эттира олиш;

- интервью олиш ва саволларга жавоб қайтариш;
- таниш мавзуларда муҳокамаларда қатнашиши;
- навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириши;
- мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаши;
- жумлаларни перифраза қилиш ва қайтадан таъкидлаши;
- оғзаки мулоқотда тегишли миллий-маданий меъёрларни (масалан, *илтимос* ва *раҳмат* сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиши ва уларни тўғри қўллаши;
- мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғаши) ўринли фойдаланиши;

Талаффуз

- интонация (интонациянинг грамматик ва муносабат билдирувчи функцияларини фарқлаш)
- урғу (сўз урғуси, гап урғуси)
- товушларни транскрипциялар орқали ўқий олиши;
- она тили интерференцияси

Модулнинг информацион-методик таъминоти

- муҳокама;
- ролли ўйинлар;
- турли ситуациялар;
- видео ва аудио воситаларга ёзилган тинглаш учун мўлжалланган матн, топшириқ ва вазифалар;
- ўқиш кундалигини юритиши
- мустақил ўқиш (масалан, дарсдан ташқарида ўзи хоҳлаган матнни тинглаши, талаффузи устида ишлаши).

Кутилаётган натижалар:

Биринчи курс якунига келиб:

- курс давомида ўтилган мавзулар бўйича талабаларда турли матнларни тинглаб тушуна олиш стратегиялари шаклланади;
- ўтилган мавзулар бўйича норасмий вазиятларда мулоқотга кириша оладилар ва уни давом эттира оладилар.

Баҳолаш турлари ва шакллари

Биринчи семестр:

Жорий назорат – давомат ва талабанинг дарсдаги фаоллиги, тинглаш кундалиги, ролли ўйинлар, муҳокама

Оралиқ назорат – муҳокама (фильм ёки аудио матнга асосланган), тинглаш кўникмаси шаклланганлигини назорат қилиш бўйича тест (тинглаш стратегияларини ривожлантиришга қаратилган)

Якуний назорат – тинглаш кўникмаси шаклланганлигини назорат қилиш бўйича тест (тинглашнинг самарали стратегияларидан фойдаланиш кўникмасига қаратилган), ролли ўйинлар

Иккинчи семестр:
Жорий назорат – давомат ва талабанинг дарсдаги фаоллиги, тинглаш кундалиги, интервью, турли ситуациялар
Оралиқ назорат – ўзини ўзи баҳолаш машқи (дўсти билан чет тилидаги суҳбатни ёзиб олиш (аудио ёки видео тасмага) + ўз нутқини таҳлил қилиш + рефлексия, тинглаш кўникмаси шаклланганлигини назорат қилиш бўйича тест
Якуний назорат – жуфт бўлиб муайян мавзуни муҳокама қилиш, тинглаш кўникмаси шаклланганлигини назорат қилиш бўйича тест

Лингвистик курс: оғзаки нутқ амалиёти (тинглаш ва гапириш) – 2 – курс

Иккинчи курс курс якунида талабалар Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра қарийб В2 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади.

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули бўйича талаба иккинчи **курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

- ўқиш ва касбга оид мавзулардаги аниқ ва батафсил оғзаки тавсифларни тушуна олиши ва матн туза олиши;
- адабий (стандарт) оғзаки тилни шовқин ёки нутқ яхши эшитилишига тўсқинлик қилаётган бошқа ташқи омиллар шароитида ҳам тўлиқ тушуна олиши;
- таниш мавзулардаги, жумладан касбга оид мавзулардаги аниқ ва равон тузилган маъруза ёки нутқни тушуна олиши ва унга доир саволларга жавоб бера олиши;
- адабий (сандарт) тилда олиб бориладиган радио ва ТВ дастурларни (ҳужжатли фильмлар, жонли интервьюлар, ток-шоу, спектакль ва аксарият бадиий фильмлар) тушуна олиши ва мазмунини қисқача оғзаки баён эта олиши;
- турли вариантлар, сабаб, натижа, турли ситуацияларнинг ютуқ ва камчиликларини эътироф этган ҳолда ўз нуқтаи назарини ифода этиши;
- турли ижтимоий контекстларда тегишли тил воситаларидан ўринли фойдалана олиши.

Модул мазмуни
Тинглаб тушуниш бўйича:
Тинглашга мўлжалланган матн турлари

- суҳбат, диалоглар;
- телефонда суҳбат
- жамоат жойларидаги эълонлар (масалан, вокзал/аэропорт эълонлари)
- телевидение ва радио орқали бериладиган янгиликлар;

- теле ва радио дастурлар (ток-шоу, ҳужжатли фильмлар);
- ўқиш ва касбга оид мавзуларда презентациялар, нутқлар, маърузалар;
- бадиий фильмлар
- интервьюлар
- қўшиқлар
- аудио китоблар

Стратегиялар ва кўникмалар

- асосий ғояни тушуниш учун тинглаш;
- муайян маълумотни тушуниш учун тинглаш
- тинглаб конспект қилиш;
- тинглаб қисқача мазмунини ўрганилаётган чет тили ва она тилларида баён қилиш

Диалог

- ўқиш ва касбга оид мавзулардаги диалогларда иштирок этиб, маълумот алмашиш;
- тегишли интонация ва урғудан фойдаланиб ҳиссиётларини ифода эта олиш;
- турли мавзуларда давомий диалогга киришиш;
- аввалдан тайёрланган ҳолда интервью олиб бориш, маълумотларни текшириш ва тасдиқлаш, қизиқарли жавобларга эътибор қаратиш;
- муҳокамаларда тегишли изоҳлар, аргументлар ва шарҳлар берган ҳолда ўз фикрини баён қилиш ва уни ҳимоя қилиш;

Монолог

- ўз қизиқишларига оид мавзуларда батафсил ҳисоботлар;
- янгиликлар, интервью ёки ҳужжатли фильмлардан парчалар мазмунини қисқача баён этиш;
- расмий вазиятларда долзарб мавзулар бўйича ўз нуқтаи назарини ифода этиш;
- дебатларда асосий маърузачи сифатида иштирок этиш;
- иккинчи курс мавзулари бўйича презентациялар қилиш;

Модулнинг информацион-методик таъминоти

- амалий вазифа (масалан, презентацияни таҳлил қилиш ва унинг ютуқ ва камчиликларини аниқлаш);
- муҳокамалар;
- ўқув кундалигини юритиш;
- ролли саҳна кўринишлари;
- турли ситуациялар;
- презентациялар (гуруҳ ёки якка тартибда);
- дебатлар;
- видео ва аудио воситаларга ёзилган тинглаш учун мўлжалланган матн, топшириқ ва вазифалар;
- мустақил ўқиш (масалан, дарсдан ташқари пайтда ўзи истаган мантларни тинглаши, талаффузи устида ишлаши);

Кутилаётган натижалар

Иккинчи курс сўнггига келиб, талабалар қуйидаги натижаларга эришишлари кутилади:

- иккинчи курс мавзулари доирасида турли матнларни тушуна олишлари ва тегишли саволларга жавоб қайтара олишлари ;
- иккинчи курс мавзулари бўйича расмий ва норасмий контекстларда мулоқотга кириша олишлари;
- иккинчи курс мавзуларида батафсил тавсифлар ва нуқтаи назарларни ифода этган ҳолда ҳисоботлар, қисқа баён ва презентациялар қила олишлари.

Баҳолаш турлари

Учинчи семестр:

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, тинглаш учун вазифалар (масалан, тинглаб, конспект олиш, тинглаб мазмунини қисқа баён қилиш), интервьюлар, давра суҳбатлари

Оралиқ назорат - тинглаш кўникмасининг ривожланганлигини назорат қилиш бўйича тест (тинглаш ва қисқа баён қилиш, тинглаш ва конспект қилиш), турли ситуациялар

Якуний назорат - дебатлар

Тўртинчи семестр :

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, тинглаш учун вазифалар (масалан, тинглаб, конспект олиш, тинглаб мазмунини қисқа баён қилиш), мини-презентациялар

Оралиқ назорат - бир-бирига тақриз бериш, тинглаш бўйича тест (маъруза + конспект қилиш)

Якуний назорат - шахсий ва профессионал қизиқишларига мос мавзуларда презентация, ўзини-ўзи баҳолаш, тинглаш ва гапириш кўникмаларини мунтазам равишда такомиллаштириш бўйича режа тузиш ва унга амал қилиш.

Лингвистик курс: ўқиш модули – 1- курс

Ўқиш модули талабаларга 1-5 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B1 даражасига мос келадиган мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўқиш модули бўйича талаба **биринчи курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

- тушуниш ва муҳокама қилиш учун турли матн турлари (кичик ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари ва ҳоказолар) билан ишлаш усулларини ўзлаштиришлари;

- матнни тушуниш мақсадида турли стратегияларни (асосий фикрларни англаш учун ўқиш, ғояни билиш учун ўқиш, махсус маълумотни олиш учун ўқиш) эгаллаши;
- бадиий адабиётларни ўқиш кўникмасига эга бўлиши ва ўқиган адабиётларидан олган таассуротлари билан ўртоқлаша олиши;
- ўқиш жараёнида учраши мумкин бўлган муаммоларни фарқлай олиши ва улар ечимини топа олиши

Ўқиш модули бўйича биринчи курсда ўтиладиган тахминий мавзулар мазмуни

Матн турлари (оригинал матнлар)

- таомномалар, рецептлар;
- жадваллар;
- кичик ҳикоялар;
- гороскоплар;
- шахсий хатлар;
- кундаликлар;
- информацион буклетлар, брошюралар (фильмлар, кўргазма ва ҳоказолар ҳакида), сайёҳлик йўриқномалари;
- журнал мақолалари (машҳур шахслар билан суҳбатлар, гороскоплар);
- янгиликлар баёни;
- таниш мавзуларга оид қисқа газета мақолалари;
- шеърлар;
- интернет матнлари (блоглар);
- эълонлар (грантлар, саёҳат манзиллари ҳақида);
- қўлланмалар/инструкциялар (техник воситалар, асбоблар учун);
- қомусий мақолалар;

Ўқиш мақсадлари

- экстенсив ўқиш (бадиий ўқиш)
- интенсив ўқиш (маълумот учун ўқиш)

Ўқиш стратегиялари

- асосий фикрларни англаш\билиш учун ўқиш;
- ғояни билиш учун ўқиш;
- махсус маълумотни олиш учун ўқиш;
- сўзларнинг контекстдаги маъносини топиш;
- диққат билан ўқиш;
- кўз югуртириб ўқиш;
- тез ўқиш

Ўқиш жараёнида учрайдиган муаммоларни аниқлаш ва уларни тузатиб бориш

- паст овозда ёки овоз чиқариб ўқиш;
- ҳижжалаб ўқиш;
- такроран ўқиш;
- юзаки ўқиш;
- луғатларга тез –тез мурожаат қилиш

Модулнинг информацион-методик таъминоти

Талабалар ўрганилаётган чет тилида мослаштирилмаган (соддалаштирилмаган) аутентик матнлари билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, баъзида унда учрайдиган янги сўзлар маъносини ўргатиш, ўқиладиган матн мазмунига тааллуқли топшириқлар берилиши мақсадга мувофиқ.

Матнни ўқиш жараёнида бериладиган вазифа ва топшириқлар асосий ғояни топишга, маълум деталларни излашга ундайди. Масалан, матнни ўқиб саволларга жавоб бериш, ёки матндан келиб чикиб берилган жадвални тўлдириш, берилган гапларнинг тўғри/нотўғри эканлигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидан.

Матн ўқилгандан кейин бериладиган вазифалар талабаларни матнни ҳар томонлама муҳокама қилишга ундаши керак. Бундан ташқари талабалар ўз фикр мулоҳазаларини, ҳис- туйғуларини бир-бирларига билдира олишлари ва кўпчилик олдида эркин ифодалай олишлари лозим.

Шунингдек, талабалар ўқиган бадиий асарларини биргаликда муҳокама қилишлари ва қайси бадиий асарларни ўқишни хоҳлашлари ва нима учун айнан шу асарни танлаганларини муҳокама қилишлари мумкин.

Бадиий ўқиш талабаларнинг зарурий ўқиш кўникмаларини ривожлантириб, уларнинг самарали ўқиш стратегияларига эга бўлган китобхонга айланишларига имкон яратади.

Эришиладиган натижалар

Биринчи курс охирига келиб талабалар

- биринчи курс мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;
- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхон малакаларига эга бўладилар.

Баҳолаш мезонлари

Жорий баҳолаш – давомат ва талабанинг дарсда фаолллиги, ўқилган материалларни ўз ичига олган матнлар портфели/порфолио (таҳминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдими ёки ёқмадими, нима учун), баҳоланган топшириқлар рўйхати;

Оралиқ баҳолаш – турли матнларга асосланган тест (дарс жараёнида фойдаланилмаган матнлар)

Якуний баҳолаш – янги матнларга асосланган ўқиш кўникмасининг шаклланганлигини назорат қилиш бўйича тест.

◈ Лингвистик курс: ўқиш модули – 2- курс

Иккинчи курсни тамомлагач талабаларнинг тил билишнинг умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B1 даражасига мос келадиган

мавзуларга оид турли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўқиш модули бўйича талаба иккинчи курс **якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

- ўз соҳаларига оид турли матн турларини (кичик ҳикоялар, журнал ва газета мақолалари, янгиликлар баёни, интернет матнлари) ўқиб, матн юзасидан хулоса чиқара олишлари;
- матнлардаги фикрларни, муаллиф ғоясини ва муболағани аниқлашлари;
- ўз соҳасига ва қизиқишига оид матнларни ўқиб тушунишлари;
- ўз соҳасига оид бўлмаган мақолаларни луғатсиз ўқиб тушунишлари;
- маданият ва санъатга оид мавзулардаги (фильм, театр, бадиий адабиёт) мақола ва тақризларни ўқиб, ундаги асосий фикрларни айта олиши;
- ўқиш жараёнида дуч келинадиган муаммоларни аниқлаб, уларни тўла бартараф этишлари;
- йўриқномаларни ўқиб керакли кўрсатмаларни тушунишлари;
- бадиий матнларини (ҳикоя, драма) ўқиб, улар ғоясини, воқеалар ривожи ва оқибатини тушунишлари.

Ўқиш модули бўйича иккинчи курсда ўтиладиган тахминий мавзулар мазмуни. Мавзулар биринчи курс мавзуларига айнан ўхшаш бўлсада иккинчи курсда асосий эътибор ушбу мавзуларнинг чуқур ва батафсил ўрганилишига қаратилади.

Матн турлари (оригинал матнлар)

- таомномалар, рецептлар;
- жадваллар, шакллар;
- кичик ҳикоялар;
- гороскоплар;
- шахсий хатлар;
- кундаликлар;
- информацион буклетлар, брошюралар, (фильмлар, кўргазма ва ҳоказолар.), сайёҳлик йўриқномалари;
- журнал мақолалари (машҳур шахслар билан суҳбатлар, гороскоплар);
- янгиликлар баёни;
- таниш мавзуларга оид қисқа газета мақолалари;
- шеърлар;
- интернет матнлари (блоглар);
- эълонлар (грантлар, саёҳат манзиллари ҳакида);
- йўриқномалар (техник воситалар, асбоблар учун);
- энциклопедик мақолалар.

Ўқиш мақсадлари

- экстенсив ўқиш (бадиий ўқиш)
- интенсив ўқиш (маълумот учун ўқиш)

Ўқиш стратегиялари

- асосий фикрларни англаш\билиш учун ўқиш;
- ғояни билиш учун ўқиш;

- махсус маълумотни олиш учун ўқиш;
- сўзларнинг контекстдаги маъносини топиш;
- диққат билан ўқиш;
- кўз югуртириб ўқиш;
- тез ўқиш.

Ўқиш жараёнида учрайдиган муаммоларни аниқлаш ва уларни тузатиб бориш

- паст овозда ёки овоз чиқариб ўқиш;
- ҳижжалаб ўқиш;
- такроран ўқиш;
- юзаки ўқиш;
- луғатларга тез –тез мурожаат қилиш.

Модулнинг информацион-методик таъминоти

Талабалар ўрганилаётган чет тилида мослаштирилмаган (соддалаштирилмаган) оригинал матнлар билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, баъзида унда учрайдиган янги сўзлар маъносини ўргатиш, ўқиладиган матн мазмунига тааллуқли топшириқлар берилиши мақсадга мувофиқ.

Матнни ўқиш жараёнида бериладиган вазифа ва топшириқлар асосий ғояни топишга, маълум деталларни излашга ундайди. Масалан, матнни ўқиб саволларга жавоб бериш, ёки матн асосида берилган жадвални тўлдириш, фикрларнинг тўғри/нотўғрилигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидан.

Матн ўқилгандан кейин бериладиган вазифалар талабаларни матнни ҳар томонлама муҳокама қилишга ундаши керак. Бундан ташқари талабалар ўз фикр мулоҳазаларини, ҳис- туйғуларини бир-бирларига билдира олишлари ва кўпчилик олдида эркин ифодалай олишлари лозим.

Шунингдек, талабалар ўқиган бадиий асарларини биргаликда муҳокама қилишлари ва қайси бадиий асарларни ўқишни хоҳлашлари ва нима учун айнан шу асарни танлаганларини муҳокама қилишлари мумкин.

Бадиий ўқиш талабаларнинг зарурий ўқиш кўникмаларини ривожлантириб, уларнинг самарали ўқиш стратегияларига эга бўлган китобхонга айланишларига имкон яратади.

Эришиладиган натижалар

Биринчи курс охирига келиб талабалар

- биринчи курс мавзуларга оид турли матнлардаги асосий ғояларни тушуна оладилар;
- самарали ўқиш стратегияларини эгаллаган ҳақиқий китобхон малакаларига эга бўладилар.

Баҳолаш мезонлари

Жорий баҳолаш – ўқилган материалларни ўз ичига олган матнлар портфели/порфолио, (таҳминий саволлар: нимани ўқидингиз, ўқиганларингиз ёқдими ёки ёқмадими, нима учун), баҳоланган топшириқлар рўйхати;
Оралиқ баҳолаш – турли матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест (дарс жараёнида фойдаланилмаган матнлар)
Якуний баҳолаш – янги матнларга асосланган ўқиш кўникмасининг ривожланганлигини назорат қилиш бўйича тест.

Лингвистик курс: ўқиш модули – 3- курс

Учинчи курс якунида талабаларнинг тил билишнинг умумэътироф этилган халқаро меъёрлари (CEFR) га кўра B2, C1 даражасига мос келадиган мавзуларга оид турли жанрга тааллуқли матн турларини ўқиб, мазмунини тушунишлари назарда тутилади.

Ўқиш модули бўйича талаба учинчи курс **якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

- ўқиш, тушуниш ва муҳокама қилиш учун берилган катта ҳажмдаги матн билан ишлай олиши ва тегишли хулоса чиқара олиши;
- ўқиш жараёнида ёзма баёнот, ҳисобот, маърузаларда келтириб ўтилган фикр- мулоҳазаларга ҳамда ўз фикрларига таяниб таҳлил ва муҳокама қилиш;
- берилган махсус матнлардаги маълумотлар, ғоялар ва фикрларга таяниб мустақил тарзда илмий маруза тайёрлай олиши;
- замонавий бадиий матнларни қийналмасдан ўқий олиши;
- берилган ҳикоя, повест ёки романнинг аниқ сюжетини ва улардаги абстракт маъноларни ва бир-бирига боғланган фикрларни тушуниши;
- бадиий адабиётда тасвирланган сиёсий, ижтимоий, маънавий, тарихий жараёнларни тушуниб, таҳлил қилиши;
- айрим ўринларда луғатлар билан ишлаган ҳолда турли жанр ва соҳаларга оид мураккаб матнларни ўқиб, тушуниб, таҳлил ва муҳокама қила олиши.

Ўқиш модули бўйича учинчи курсда ўтиладиган тахминий мавзулар мазмуни

Матн турлари (имкон даражасида аутентик, оригинал матнлар)

- газета ва журналлардаги мақолалар (янгиликлар, маърузалар, катта ҳажмдаги мақолалар, халқаро илмий журналларда ўрганилаётган чет тилида чоп этилган мақолалар);
- таҳлил баён этилган қисқа маълумотлар;
- шеърлар
- асарлардан келтирилган парчалар;
- интернет матнлари (блоглар, вебсайтлар);
- қўлланмалар, инструкциялар (техник восита ва асбоблар учун);
- энциклопедик мақолалар;

- професионал мавзулардаги мақолалар (чет тили ўқитиш, ўқитиш муаммолари, методлари, ўқитиш тизимидаги янгиликлар ёритиладиган журналларда берилган мақолалар);
- маърузаларда келтириб ўтилган ғояга нисбатан билдирилган фикрлар ва муҳокама қилинган ҳисоботлар

Ўқиш мақсадлари

- экстенсив ўқиш (бадиий ўқиш)
- интенсив ўқиш (маълумот учун ўқиш, тушуниш учун ўқиш)

- тайёрланган дарс режаларининг муайян контекстга мувофиқлигини баҳолаш;
- маълум контекст учун дарс режасини тузиш

Ўқиш стратегиялари

- хулоса ясаш, "қаторлар ораси" маънони англаш
- тез ўқиш
- хулоса қилиш ва ёзма баён этиш
- муаллиф фикрини ёқлаш ёки инкор қилиш ва уни асослаш;
- таҳлил қилиш;
- синтез қилиш;
- ўқиш сифатини аниқлаш

Ўқитиш методикаси

- амалий вазифалар;
- долзарб мақолалар муҳокамаси;
- турли жанрдаги матнларни таҳлил қилиш;
- интернет матнлари билан ишлаш;
- ўқиш кўникмасини баҳоловчи тестлар;
- мустақил ўқиш

Ўқитиш ва ўқиш жараёнида учрайдиган муаммоларни фарқлаш ва уларни бартараф этиш

Талабалар ўрганилаётган чет тилида аутентик, оригинал матнлар билан кўпроқ ишлашлари лозим. Бироқ ўқиш вазифалари талабаларнинг тил билиш даражасига кўра мослаштирилиши мумкин. Ўқишга ёрдам бериш мақсадида матн бўйича қизиқарли, ҳаётий саволлар бериш, баъзида унда учрайдиган янги сўзлар маъносини ўргатиш, ўқиладиган матн мазмунига тааллуқли топшириқлар берилиши мақсадга мувофиқ.

Матнни ўқиш жараёнида бериладиган вазифа ва топшириқлар асосий ғояни топишга, маълум деталларни излашга ундайди. Масалан, матн бўйича саволларга жавоб бериш, берилган жадвални тўлдириш, берилган гапларнинг тўғри/нотўғри эканлигини баҳолаш, гапларни керакли сўзлар билан тўлдириш каби вазифалар шулар жумласидан.

Матн ўқилгандан кейин бериладиган вазифалар талабаларни матнни ҳар томонлама муҳокама қилишга ундаши керак. Бундан ташқари талабалар ўз фикр мулоҳазаларини, ҳис- туйғуларини бир-бирларига билдира олишлари ва кўпчилик олдида эркин ифодалай олишлари лозим.

Шунингдек, талабалар ўқиган бадиий асарларини биргаликда муҳокама қилишлари ва қайси бадиий асарларни ўқишни хоҳлашлари ва нима учун айнан шу асарни танлаганларини муҳокама қилишлари мумкин.

Бадиий ўқиш талабаларнинг зарурий ўқиш кўникмаларини ривожлантириб, уларнинг самарали ўқиш стратегияларига эга бўлган китобхонга айланишларига имкон яратади.

Баҳолаш турлари ва шакллари

5 – семестр

- жорий баҳолаш – давомат ва талабаларнинг дарслардаги фаоллиги, тақдимот ва келгусида ўқиш малакасини ривожлантириши бўйича ишлаб чиқилган режа;
- оралиқ баҳолаш – тақриз (бадиий асар (роман)нинг ижтимоий, маданий ва тарихий негизини таҳлил қилиш ва ёритиб бериш);
- якуний баҳолаш – янги матнларга асосланган ўқиш кўникмаларининг ривожланганлигини назорат қилиш бўйича тест

Лингвистик курс: ёзма нутқ амалиёти модули – 1- курс

Ёзма нутқ амалиёти модули 1-8 семестрлар давомида ўқитилади. Тўртинчи курсда ҳам ушбу модул ўқитилишининг асосий сабаби талабаларга илмий матн ёзишни ўргатиш ва шу орқали уларнинг битирув малакавий ишларини илмий тилда эркин ёза олишларини таъминлашдир.

Биринчи курс ниҳоясида талабалар:

- турли жанрдаги ёзма матнларни, жумладан таклифнома, таржимаи ҳол, шахсий хатларни тўғри ёзишни ўрганадилар ва ушбу матнларнинг ўзига хос хусусиятларини аниқлашлари;
- эшитган, кўрган ва ўқиган мавзуси асосида қисқа иншолар (абзацлар) ёза олиш кўникмасини босқичма-босқич ривожлантириб боришлари;
- гапларни грамматик жиҳатдан тўғри тузишлари;
- жумлаларни бир-бирига боғлаш учун ишлатиладиган боғловчилар, кириш сўзларидан тўғри фойдаланишлари;
- иншонинг тузилиши (кириш, асосий қисм ва хулоса), унинг мантиқий узвийлиги ва яхлитлигини таъминлай олишлари;
- ёзма нутқда матн жанрига ҳамда мақсадига мувофиқ расмий ёки норасмий услубни танлаб, ёза олишлари лозим.

Ёзма нутқ амалиёти учун тавсия этиладиган матн турлари

- табрикномалар ва таклифномалар;
- шахсий маълумотномалар, анкета саволлари;
- содда хатлар, эслатмалар, қайдлар;
- воқеа-ҳодиса, одамлар ва предметлар тасвирига бағишланган хатлар, матнлар;
- e-mail, интернет форумларига хатлар;
- резюме ва таржимаи ҳол;
- кичик ҳикоялар;
- таом рецептлари;

- шахсий кундалик

Ёзма нутқни ривожлантиришнинг асосий омиллари

- ёзма ишни режалаштириш (кластер усулида, ақлий ҳужум ва ҳ.);
- ёзма ишнинг мақсади ва кимга йўналтирилганлигини аниқлаш ва шунга қараб тегишли услубни танлаш маҳорати.

Грамматик тамойиллар

- гап тузиш (гапда сўз тартиби);
- гапда эга ва кесимнинг ўрни, мослашуви;
- гап турлари (оддий, қўшма гаплар);
- боғловчилар ва кириш сўзлари;
- сўз танлаш (расмий ва норасмий услубдаги сўзлар ва ҳ.)
- пунктуация

Қисқа иншо (параграф) ёзиш босқичлари

- мос сарлавҳани танлаш;
- кириш қисмини ёзиш;
- иншонинг асосий ғоясини ифодалаш;
- далил ва исботларни баён этиш;
- ёзма ишда плагиатга (кўчирмакашликка) йўл қўймаслик

Модулнинг информацион-методик таъминоти

Ишлаш тартиби: якка ҳолда, жуфтликда ва кичик гуруҳларда

Вазифалар:

- турли интерактив методларга асосланган вазифалар;
- турли ёзма матнлар намуналарини таҳлил қилишга қаратилган машқлар;
- ёзиш жараёнида эътиборга олиниши керак жиҳатлар:

ёзма иш режасини тузиш, дастлабки (хомаки) вариантини ёзиш, таҳрир қилиш, қайта ёзиш.

Эришиладиган натижалар

Биринчи курс якунида талаба:

- ёзиш жараёнини тўғри ташкил этиш, жумладан режа тузиш (режалаштириш), ишларни таҳрир қилиши, тузатишлар киритиши;
- ўтилган мавзулар бўйича матнларни ёзиши ва энг яхши ёзма иш намуналарини тўплаши;
- яхши ёзма иш хусусиятлари ҳақида тасаввурга эга бўлиши;
- ёзма нуткда ўз фикрини бемалол ифодалай олиши;
- қисқа иншолар, баёнлар, кундалик ёзиш орқали мантиқий фикрлаш ва мустақил мушоҳада юритиш кўникмаларини эгаллаши лозим.

Лингвистик курс: ёзма нутқ амалиёти модули – 2- курс

Тил билишнинг умумэътироф этилган меъёрларига кўра 2- курс якунида талабаларнинг B2 даража талабларига мос равишдаги турли матнларни ёза олиш қобилиятига эга бўлишлари назарда тутилади.

Иккинчи курс якунига келиб талабалар:

- ўз фикр ва мулоҳазаларини 2 курс га мўлжалланган иншо мавзулари бўйича ёзма баён этишлари;
- қиёсий, таҳлилий ва танқидий турдаги баёнларда ўз фикрларини асосланган тарза ёзиш усуллари билан танишиб, амалда қўллашлари;
- умумий ва ўзларига яқин мавзудаги мақолаларнинг қисқачи мазмунини ёзиш;
- фикр- мулоҳаза ва ҳис-туйғуларини ифодалаган ҳолда хатлар ва аризалар ёзишлари;
- китоб ёки фильмларнинг мазмунини ёзма баён эта олишлари ва уларга қисқа тақриз ёзишлари;
- ўрганилаётган чет тилида ҳикоя ва шеърлар ёза олишлари лозим.

Ёзма нутқ амалиёти учун тавсия этиладиган матн турлари

Фактлар асосида ёзиш:

- баённомалар (масалан, ижтимоий тадқиқотлар, жамоа муаммолари, таълим жараёнига оид муаммолар ва б.)

Иншолар:

- тасвирий;
- ҳикоя тарзидаги;
- қиёсий;
- таҳлилий (сабаб ва натижаларни таҳлил қилиш);
- китоб ёки фильмларнинг қисқа тақризи;
- университет газетаси учун мақола

Хатлар ва бошка мулоқот ҳужжатлари:

- турли мақсадлардаги хатлар;
- расмий ва норасмий хатлар;
- ёзма танқидий, рад жавоби (масалан, бизнесдаги ҳамкорига)
- норасмий электрон хатлар

Эришиладиган натижалар

Иккинчи курс якунига келиб талаба:

- турли жанрдаги матнларни, жумладан эсселар, хатлар, тадқиқотлар, баёнлар ва таҳлилларни ёзиши;
- аъло даражада ёзилган матн хусусиятларини фарқлаши ва уларни амалда қўллаши;
- турли мақсадларга йўналтирилган матнларда ўз фикрини ифода эта олиши лозим.

Баҳолаш турлари ва шакллари

<u>3 – семестр :</u>

Жорий баҳолаш - аудиторияда ва уйда бажариладиган вазифалар семестр давомида 2 та иншо қораламаси

Оралик баҳолаш - тушунтириш хати, газета муҳарририга хат
Якуний баҳолаш - 2 та иншо (ҳикоя, шеър)дан иборат портфолио
4 – семестр:
Жорий баҳолаш - аудиторияда ва уйда бажариладиган вазифалар семестр давомида 2 та иншо қораламаси
Оралиқ баҳолаш - фильм ёки асар таҳлили, ижтимоий муаммо таҳлили ҳисоботи
Якуний баҳолаш - 2 та иншо (ҳикоя, шеър)дан иборат портфолио

- **Лингвистик курс: ёзма нутқ амалиёти модули – 3- курс**

3-курс якунида талабалар CEFR B2-C1 даражаси талабига жавоб берувчи турли матнларни ёза олиш маҳоратига эга бўладилар.
Учинчи курс якунига келиб талаба:

- 500-1500 сўздан иборат мураккаб матн ёзиб, унда фикрини аниқ ва мантиқий баён қила олиши;
- мақсадга кўра матн қатор турларини танлаши ва ёза олиши;
- иншо турларини, жумладан ҳал қилувчи жиҳатларни тасдиқловчи ва исботловчи далилларни ўз ичига олган баҳс -мунозарали ва ўз фикрини ифодаловчи иншолар ёзиш;
- ёзма нутқдаги турли услублардан маҳорат билан фойдаланиш;
- танқидий фикрларини чет тилида баён қилиш малакаларини ривожлантириш;
- ўз ёзма нутқини таҳрир қилиш ва текшириш орқали она тили интерференцияси муаммоларини анқилаш ва бартараф этиш;
- режалаштириш, баҳолаш, таҳрир қилиш ва қайта кўриб чиқиш малакасига эга бўлиши шарт.

Эришиладиган натижалар
Учинчи курс якунига келиб талаба қуйидаги билим, кўникма ва малакаларни эгаллаши кутилади:
Фактларга асосланган ёзма нутқ:

- ҳисоботлар (учрашув ҳисоботлари, ташриф ҳисоботлари);
- тадқиқот ҳисоботлари;
- яхши ва ёмон томонларини баҳолаш ва таҳлилий ҳисобот

Иншолар:

- фикр билдирувчи иншо;
- “қарши ёки қарши эмаслик фикрини баён этувчи” иншо
- баҳс мунозарали иншо тури
- танқидий баёнлар 2-курсдагига қараганда батафсил ва кенг бўлиши лозим;
- воқеа-ҳодисалар шарҳи;
- мақола шарҳи

Хатлар ва расмий ҳужжатлар:

- расмий хатлар;

- ариза;
- илова хати;
- тавсиянома;
- тушунтириш хати ва б.

Ўқиш ва ўқитишга ёндашув

- топшириқларга асосланган амалий иш;
- турли матнлар таҳлили (газета, журнал мақолалари)
- матнларни ўрганилаётган чет тили ва она тилида параллел, қиёслаган ҳолда таҳлил қилиш;
- дарсдан ташқари ёзма вазифалар;

Ёзма нутқ жараёни:

- ёзма нутқ учун тайёргарлик машқлари;
- дастлабки (хомаки);
- ўзаро қайта кўриб чиқиш;
- ўз-ўзини баҳолаш

5 – семестр

Жорий баҳолаш - проект ишлари ёки ижтимоий муаммоларга асосланган тадқиқот, расмий хатлар

Оралиқ баҳолаш - фикр билдирувчи иншо

Якуний баҳолаш - воқеа-ҳодисалар тўғрисида ҳисобот

6 – семестр

Жорий баҳолаш - баҳс- мунозарали эссе (иншо)нинг кенгайтирилган якуний варианти, газета мақоласини танқидий таҳлил қилиш

Оралиқ баҳолаш - маълумотларга асосланган танқидий баён

Якуний баҳолаш - ўзаро тақриз ёзиш, фикрини эркин баён қилиш

Лингвистик курс: ёзма нутқ амалиёти модули – 4- курс

Модулнинг асосий мақсади 4 курс талабаларига битирув малакавий ишларини ёзиш, илмий ишни бошлаш босқичлари, ёзиш услубларини туғри қўллаш ва илмий матнни таҳрирлашни ўргатишдир. Битирув малакавий иш мавзулари илмий раҳбар томонидан талаба қизиқиши ва йўналишидан келиб чиқиб белгиланади.

Тўртинчи курсда ушбу модулни ўзлаштирган талаба:

- илмий иш режасини пухта туза олиши;
- ўз илмий иши мавзусига оид адабиётлар билан танишиб, уларни таҳлил қилиши;
- ўз устида ва гуруҳдаги дўсти билан илмий иш мавзуси ва ёзиш услуби устида ишлашни билиши;
- маълумотларни турли график ва жадвал шаклида тақдим этишни;
- илмий иш учун аннотация ёзишни билиши;
- плагиат (кўчирмакашлик) нинг олдини олиш ҳамда унинг салбий оқибатлари ҳақида билиши;
- ўрганилаётган чет тили бўйича якуний давлат аттестациясига тайёргарлик кўриши лозим.

Модул мазмуни:

Илмий иш ёзиш

Муваффақиятли илмий иш таҳлили

- илмий ишнинг мақсади;
- кириш;
- адабиётлар таҳлили;
- плагиат, кўчирмакашлик
- тадқиқот натижалари;
- илмий хулосалар

Якуний давлат аттестациясига тайёргарлик

- ёзма нутқ амалиёти модули бўйича 3 - курс дастурини такрорлаши;
- якуний имтиҳон репетицияси

Талабалардан модулни ўзлаштириш жараёнида

- муваффақиятли илмий иш ёзиш кўникмасини намоён қилишлари;
- маълумотлар базасидан унумли фойдаланишлари ва танқидий ёндашишлари талаб этилади.

Модул бўйича талабалар билимини баҳолаш якуний имтиҳон натижаларига кўра белгиланади.

Лингвистик курс: коммуникатив грамматика модули

Коммуникатив грамматика модули талабаларга 1- курсда ўқитилади.

Фаннинг асосий мақсади**:**

- ўрганилаётган тил грамматикасини мулоқотда тўғри қўллашни ўргатиш;
- мулоқот жараёнида грамматик формаларни тўғри қўллай олиш кўникмаларини шакллантириш;
- талабаларнинг тил моделлари ва структуралари хақидаги билимларини ошириш.

Коммуникатив грамматика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

Талабалар 1 курс якунига келиб:

- грамматик структуралар (содда, мураккаб ва қўшма гаплар ва ҳ.к.) ни мулоқотда қўллаш;
- структураларни фарқлай олиш, уларни оғзаки ва ёзма нутқда тўғри ишлатиш;
- ўрганилаётган тил грамматикаси модел ва структураларининг ўзига хос хусусиятларини ажрата олиш ва уларни ўзлаштириш учун ўз она тили тизими билан таққослаш;
- мулоқотда грамматик хатоларга йўл қўймаслик;
- мустақил равишда ўрганилаётган тил грамматикасига оид ўқув адабиётларидан унумли фойдалана олишлари лозим.

Коммуникатив грамматика модули мазмуни

- артикллар ва аниқловчилар;
- от (қўшма отлар, саноқли/саноқсиз отлар);
- олмошлар;

- феъл (м.н.: феъл замонлари, феъл майллари, нисбатлари, модал феъллар, феълли бирикмалар, феълнинг ноаниқ шакллари: инфинитив, ҳозирги/ўтган замон равишдошлари, ҳ.к.);
- сифат (қиёсий даража, орттирма даража);
- равиш (равиш ясалиши);
- боғловчилар;
- синтаксис: содда, мураккаб ва қўшма гаплар: эргашган қўшма гаплар;
- грамматик категориялар: ўзлаштирма гаплар, фараз маъносини ифодалаш
- грамматик формалар/функциялар;
- сўроқ сўзлар, савол\жавоб ва инкор
- сон

Модулнинг информацион-методик таъминоти

Грамматик билимлар фақат назарияга асосланган маълум қолипдаги қоидалардан иборат бўлмай, балки грамматик ҳодисанинг коммуникатив нутқда айнан қандай ва қайси ўринларда қўлланилиши орқали тушунтирилади. Бунда асосан қуйидагиларга:

- тил ўрганишга қаратилган машқларда ижтимоий-маданий мулоқот эътиборга олиниши;
- вазифаларга асосланган машқларда грамматика ва тил функциялари табиийроқ қўлланилган ва талабалар уларни ўз кундалик нутқларида ҳам қўллай олишлари;
- матнга асосланган машқлар ҳам ўқиш ҳам тинглаб тушунишни ўз ичига олиши, шу орқали талабага грамматикани ва функцияларни қўллай олишни ўргатиш;
- ўрганилаётган чет тили грамматикаси моделларини ажрата олиш ва уларни ўз она тили грамматик тизими билан таққослашга эътибор қаратилади. Бу мақсадларга эса тинглаб тушуниш ва ўқишга мўлжалланган каттароқ ҳажмдаги матнлар устида ишлаш орқали эришиш мумкин

Кутилаётган натижалар

Талабалар:

- мулоқот мазмунли ва жарангдор чиқиши учун грамматик шаклларни тўғри қўллай олишлари;
- грамматика бўйича мустақил тил ўрганиш стратегияларини эгаллайдилар.

Талабалар билимини баҳолаш турлари ва мезонлари

- баҳолаш предмети: ўтилган грамматик моделлар ва мавзулар.
- баҳолаш усуллари ва методлари: турли тест методларидан ташкил топган тестлар (матнларга асосланган машқлар: матнни тўлдириш, хатоларни аниқлаш ва ҳ.к.)

- жорий назорат (аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, лойиҳалар, интервью ва ролли ўйинлар);
- оралиқ назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва ролли ўйинлар);
- якуний назорат (матнга асосланган вазифалардан иборат турли тест методларидан фойдаланиб тузилган тестлар, интервью ва ролли ўйинлар);

Коммуникатив грамматика модули давомида эгалланган билим ва кўникмалар сўзлашиш ва ёзувни баҳолаш мезонларида ҳам ўз аксини топиши мумкин.

Лингвистик курс: коммуникатив лексика (сўз бойлигини ошириш) модули 1 – курс

Коммуникатив лексика 1-4 семестрлар давомида ўқитилади.

Фаннинг мақсади**:**

- луғат бойлигини ошириш;
- ўрганилаётган чет тили лексикасининг мулоқотдаги хусусиятларини фарқлаш ва ишлата билиш кўникмаларини ривожлантириш;
- луғат бойлигини бойитиб боришнинг мақбул усулларидан фойдаланишни ўргатиш

Коммуникатив лексика модули бўйича билим, малака ва кўникмаларга қўйиладиган талаблар

1- курс сўнггида талабалар қуйидаги:

- ўзларига таниш бўлган мавзу контекстида сўз маъносини англаш (воқеалар баёни, ҳис-ҳаяжон, мақсад, истак, хоҳиш ва ҳ.к.);
- таниш, иш ва кундалик ҳаётга тааллуқли бўлган мавзуларда (оила, севимли машғулот, иш, саёҳат ва ҳ.к.) сўз ва ибораларни тўғри қўллай олиш;
- ўрганилаётган чет тилидаги сўзлар талаффузи хусусиятларини (интонация, урғу ва ҳ.к.) фарқлаш;
- шахсий хусусият ва имкониятларидан келиб чиқиб луғат бойлигини оширишнинг мутаносиб усулларини танлаш;
- луғат бойлигини ошириш учун манбалар (луғатлар, регистрлар, сўз кўрсаткичлари ва бошқалар) дан фойдаланиш кўникма ва малакаларга эга бўладилар.

Коммуникатив лексика модули мазмуни

1- курсда ўрганиладиган мавзулар доирасида:

- синонимлар, антонимлар, омонимлар;
- сўз оилалари (мас., ҳайвонот оламига оид сўзлар);
- турғун бирикмалар;
- идиомалар;
- адабий тил ва шева (диалект) ўртасидаги фарқлар;

- фразеологик иборалар;
- лексик тизим;
- сўз ясалиши хусусиятлари;
- қисқартмалар;
- предлоглар

Модулнинг информацион-методик таъминоти

- **кенг қамровли луғат бирликлари билан таништириш мақсадида манбалар (материаллар)ни тўплаш ва талабаларни таъминлаш.** (талабалар ўқиб ёки тинглаб янги сўзларни ўрганиш орқали сўз бойликларини оширишлари учун). Бундай машқларда асосий эътибор янги сўзлар ва лексик бирликларга қаратилади. Шу сабабли материаллар ёзма ва оғзаки матн кўринишида бўлиши мумкин.
- **сўз маъносини контекстда тушуниш учун матнга асосланган вазифалар.** Бу турдаги машқ ва топшириқлар сўзларни алоҳида сўз рўйхати сифатида эмас, балки тил системасининг уйғун қисми сифатида ўрганишга имкон беради.
- **луғат бирликларидан контекстда фойдаланишга мўлжалланган машқлар.** Бу турдаги машқлар талабаларнинг ўз шахсий хусусиятларини (ҳаёт тарзи, шахсий қизиқишлари, ва ҳ.к.) эътиборга олиб тил ўрганишларини таъминлайди.
- **билимни шакллантирувчи машқлар.** Бундай машқлар талабаларнинг ижтимоий-маданий мулоқотда луғат бирликларини ишлатиш нормаларидан хабардор бўлишлари ва бу нормалардан ўринли фойдаланишларини таъминлаши лозим.

Кутилаётган натижалар

Талабалар:

- 1-курсда муҳокама этилган мавзуларга тегишли актив ва пассив лексикани ўзлаштирадилар;
- маълум мавзулар бўйича мулоқот олиб бориш учун етарли даражада луғат бойлигига эга бўладилар.

Талабалар билимини баҳолаш турлари ва мезонлари

- баҳолаш предмети:

курс мазмунида келтирилган луғат бирликлари

- баҳолаш усуллари ва методлари:

турли методлардан фойдаланиб тузилган тестлар (матнга асосланган вазифалар (мас., матнни тўлдириш, хатони топиш ва ҳ.к.) интервью, ролли ўйинлар, портфолио ва ҳ.к.); талабаларнинг ўз-ўзини баҳолаш жараёни (сўровномалар, портфолио, кундалик тутиш ва ҳ.к.);

- баҳолаш турлари:

Жорий назорат - аудиторияда бажариладиган машқ ва топшириқлар, уй вазифалари, портфолио, кундалик, проектлар, интервью ва ролли ўйинлар);

Оралиқ назорат - матнга асосланган вазифалардан иборат турли методлардан фойдаланиб тузилган тестлар, интервью ва ролли ўйинлар;
Якуний назорат - матнга асосланган вазифалардан ташкил топган тестлар.

◈ Лингвистик курс: коммуникатив лексика (сўз бойлигини ошириш) модули. 2 – курс

Фаннинг мақсад ва вазифалари:

- луғат бойлигини ошириш;
- талабаларнинг сўзларни ўрганиш ва мулоқотда қўллай олиш қобилиятларини ривожлантириш;
- янги сўзларни ўрганиш ва ёдда сақлашнинг мос усуллардан фойдаланишга ўргатиш.

Кутилаётган натижалар:

Иккинчи курс якунига келиб талаба:

- шахсий қизиқишлари, касбий йўналиши ва ижтимоий-маданий мавзулардаги сўзларнинг маъносини билиши;
- сўз ва ибораларни шахсий қизиқишлари, мутахасислиги ва ижтимоий-маданий мавзуларда тўғри қўллай олиши;
- шахсий қизиқишлари, мутахасислиги ва ижтимоий-маданий мавзуларда қўлланиладиган сўзларнинг талаффуз қоидаларини ўзлаштириши ва мулоқот жараёнида ишлатиши;
- турли контекстларда сўз ва ибораларнинг қўлланилишини ўрганишда манбалардан (луғатлар, сўзлар мослашуви) унумли фойдалана олиши;
- ибора ҳамда оғзаки нутқ да қўлланиладиган сўзларнинг кўчма ва тўғри маносини билиши ва тўғри қўллаши;
- сўзларни контекстга мос услубда танлай олиш ҳамда улардан оғзаки ва ёзма мулоқотда эркин фойдаланиш малакасини эгаллайди.

Коммуникатив лексика модули мазмуни

2 курсда ўтиладиган мавзулар доирасида:

- услубларни бир-биридан фарқлашга йўналтирилган қатор идиоматик ифодалар ва оғзаки сўзлашувдаги сўзлар;
- жаргон ва идиомаларни қўллаш;
- ибора ва ифодаларни мулоқотнинг турли вазиятларида ишлата олиш (мулоқотга киришиш учун сўз навбати олиш, вақтдан ютиш мақсадида муқаддима ва хулоса ибораларини ишлатиш каби);
- тингловчини чалғитмаган ҳолда сўзларга эквивалент бўлган терминларни қўллаш;
- лексик боғлиқлик - синоним, антоним, омонимларни ўринли қўллай олиш;
- лексик бирликлар;
- маълум мавзуга доир сўзлар йиғиндиси (*атроф-муҳит, инсон характери ва б.*);
- ўзгармас иборалар ва лексик бирликлар;

- маълум бир сўзнинг диалектларда турлича қўлланилиши;
- фразеологик бирликлар, феъллар;
- сўз ясалишининг ўзига хос хусусиятлари;
- қисқартма сўзлар;
- сўз бирикмалари;
- қариндош ва бир оилага мансуб сўзлар;
- профессионал ва академик терминология
- контекстга мос бўлган ҳамда корпус-анализ базасидаги сўзларни тўғри ишлатиш;
- луғат билан ишлай олиш (бир ва икки тилли, китоб/электрон/онлайн луғатлар);
- нотаниш сўз маносини контекстдаги маъносига кўра тахминан аниқлай олиши;
- ўрганишнинг турли усуллари (ёдлаш, кунлик режа, ассосиация орқали ўрганиш ва ҳоказо) дан тўғри фойдалана олиши лозим.

Модулнинг информацион-методик таъминоти

- сўзларнинг маъносини контекстдан топиш учун ёзма машқлар;
- сўзларни контексда ишлатиш учун матнга асосланган вазифалар;
- ўзлаштирилган билимларни мустаҳкамлаш ва такомиллаштиришга мўлжалланган топшириқлар;
- луғатдан тўғри фойдаланишга асосланган машқлар;
- сўзларни турли матнда ишлатиш усуллари.

Талабалар билимини баҳолаш турлари ва мезонлари

Жорий баҳолаш

- давомат ва талабанинг дарсдаги фаоллиги;
- сўзларни контекстда ишлатиш учун машқлар (матн/жадвал тўлдириш, муайян феъларни қўллаш учун саҳна кўринишлари);
- нотаниш матндан сўзларнинг маъносини топишга йўналтирилган машқлар (сўз ясалиши, мослаштириш, сўзларнинг контекстда қўлланилган маъносини фарқлай олиш учун манбалардан фойдаланиш (луғатлар)

Оралиқ баҳолаш

- лексик билим ва кўникмаларнинг ривожланганлигини назорат қилиш бўйича тест 1 (билим ҳам стратегияга асосланган)
- тест 2

Якуний баҳолаш

- якуний тест(билим ҳам стратегияга асосланган)

◈ Дискурс (матн) таҳлил модули

Модулнинг мақсад ва вазифалари

- ўрганилаётган чет тилидаги матнларни таҳлил қилиш йўллари ва усулларини;

- матнларни таҳлил қилиш борасидаги турли нуқтаи назарларни ва матн таҳлилида эътиборга олиниши лозим жиҳатларни ўргатишдан иборат.

Талаба фанни ўзлаштирганидан сўнг;

- ўрганилаётган чет тили тилидаги ёзма ва оғзаки матнларни қиёслай олиши;
- турли матнларнинг фонологик, лексик, грамматик хусусиятларини билиши;
- ёзма матнларнинг ўзига хос хусусиятларини ажрата олиши;
- оғзаки нутқ ва ёзма матнларга хос хусусиятларни фарқлай олиши ва мулоқотда тўғри қўллаши;
- матндаги социолингвистик аспектларни ажрата олиши лозим

Модул мазмуни

Модулни ўқитишда ўрганилаётган чет тили ёзма матнларининг турли кўриниш ва турларидан, шунингдек, оғзаки мулоқот жараёнида қўлланиладиган усуллардан кенг фойдаланилади.

Ёзма дискурс (матн):

- турли жанрларнинг ўзига хос хусусиятлари (масалан, илмий-оммабоп асарлар, газета мақолалари, бадиий адабиёт ва б.)
- ўзаро лексик муносабат (лингвистик омилларнинг қўлланилиши);
- матнда сўзлар мутаносиблиги;
- расмий, норасмий, махсус матнлар;
- грамматика ва дискурс; (матнда грамматик категорияларнинг қўлланилиши)
- ёзма нуткда грамматика ва лексикани қўллаш (матн тузишда сўз ва грамматик категорияларни танлашга таъсир курсатувчи асосий омиллар (масалан: аудиенция, матннинг қандай аудитория ва ким учун мўлжалланганлиги, ёзма матннинг мақсади ва ҳ.к.);

Оғзаки дискурс (матн):

- нутқ ва унинг функциялари ҳамда уларнинг ўзига хос хусусиятлари:
- *оғзаки мулоқот* - телефон суҳбатлари (бизнес ёки шахсий масалаларда), хизмат кўрсатиш шаҳобчалари (дўконлар, кассалар ва ҳ.к.), интервьюлар (ишга жойлашишда, журналист сифатида, расмий вазиятларда), кундалик мулоқотлар (нотаниш кишилар, дўстлар, қариндошлар билан), кишиларга йўл кўрсатиш, маслаҳат бериш (ишда, уйда, кўчада);
- *оғзаки нутқ - монологлар (нутқлар, ҳикоялар, ҳазил-мутойибалар)*, иш-ҳаракатни ифодаловчи тил бирликлари (иш- ҳаракат бажарилаётгандаги нутқ: бирон нарсани тузатиш жараёнида, овқат тайёрлаётганда, бирон нарса ясаётганда ҳ.к), аудиорияда (мактаб синфхонасида) қўлланадиган нутқ (дарсда, семинар машғулотларида, маърузаларда, қўшимча дарсларда);
- грамматика ва оғзаки дискурс (олдиндан тайёрланмаган нуткда грамматиканинг ўрни);

- оғзаки нутқнинг фонологик хусусиятлари: урғу, интонация, пауза ва б.
- мулоқотнинг ўзига хос хусусиятлари: мулойим сўзлашиш, сўзларда боғлиқликни таъминлаш: иккиланиш ва прагматик стратегиялар (гапни тўлдириш ёки изоҳ бериш);

Социолингвистик омиллар

- мулоқот таҳлили: мулоқот жараёнида бошқа мавзуга йўналтириш стратегиялари (усуллари);
- тил ва жинс: хотин қизлар нутқи ва эркак киши нутқи ўртасидаги фарқ ва уларнинг ўзига хосликлари;
- новербал мулоқот: мимика ва жестлар тили, кўз орқали мулоқот, имо-ишоралар.

Модулнинг информацион-методик таъминоти

Ушбу курсни ўқитишда асосий эътибор тилнинг турли ўринларда турлича қўлланилишига қаратилади. Фанни ўқитишда қуйидаги усул ва воситалардан фойдаланиш тавсия этилади:

- топшириқларга асосланган машклар;
- матнларга асосланган вазифалар;
- талаба фаоллигини оширишга йўналтирилган топшириқлар;
- мини – маърузалар;
- дискуссиялар;
- ўрганилган билимларни мустаҳкамлаш ва такомиллаштиришга қаратилган вазифалар;
- мустақил таълим

Кутилаётган натижалар

Фанни ўзлаштирганидан сўнг талаба:

- оғзаки ва ёзма матнларнинг ўзига хос хусусиятларини фарқлаб, таҳлил қилиши ҳамда мазмунли мулоқот учун матн тузишда қўллаши;
- турли ёзма матн ва жанрларни услуб ва хусусиятларига кўра ажрата олиши;
- матнларда грамматик ва лексик тамойилларга амал қилиши ҳамда оғзаки нутқда сўзларни (фонетика) тўғри талаффуз қилиши шарт.

Баҳолаш турлари ва шакллари

<u>3 - семестр</u>

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, матн таҳлили бўйича вазифалар;

Оралиқ назорат - ёзма ва оғзаки матн таҳлили

Якуний назорат - матн таҳлилига асосланган якуний ёзма иш

<u>4 - семестр</u>

Жорий назорат - талабанинг дарсдаги иштироки, матн таҳлили бўйича вазифалар;

Оралиқ назорат - ёзма ва оғзаки матн таҳлили (талабанинг шахсий мулоҳазалари асосида);
Якуний назорат - портфолио (ёзма ва оғзаки материаллар)

- **Ўрганилаётган чет тили халқаро мулоқот тили сифатида модули**

Курснинг мақсад ва вазифалари

- ўрганилаётган чет тилининг халқаро тил сифатида мулоқотда қўлланилиш даражаси ва тилнинг ривожланиш босқичлари;
- ўрганилаётган чет тилида сўзлашувчи мамлакатларда тил вариантларининг ўзига хос қўлланилиш усуллари ҳақида маълумот бериш.

Курсни ўзлаштирганидан сўнг талаба:

- ўрганилаётган чет тилининг халкаро тил сифатида шаклланишига таъсир кўрсатган лингвистик, тарихий, ижтимоий ва маданий омиллар ҳақида билимларга эга бўлади;
- ўрганилаётган чет тилидан давлат тили (она тили) сифатида, иккинчи расмий тил (вариантлар) ёки ундан хорижий тил сифатида ўрганиб, фойдаланиш ўртасидаги фарқ ва ўхшашликларни ажрата олиши лозим.

Модул мазмуни

Фанни ўқитишда қуйидаги мавзуларга эътибор қаратиш тавсия этилади:

- глобаллашув ва ҳозирги кунда ўрганилаётган чет тилининг мулоқотда халқаро тил сифатида ишлатилиши ;
- ўрганилаётган чет тилининг халқаро жамиятда эътироф этилган тил сифатида қўлланилиш даражаси (ижтимоий ва сиёсий омиллар - бунда ўрганилаётган чет тилининг узоқ тарихига эмас, балки ҳозирги мақомига кўпроқ эътибор қаратилади);
- тилдаги ўзгаришлар ва унга таъсир этувчи омиллар (масалан, интернет, бизнес, дипломатия ва ҳ.к.);
- ўрганилаётган чет тилининг келажаги;
- тил вариациялари
    - ўрганилаётган чет тили она тили сифатида, расмий иккинчи тил сифатида ва хорижий тил сифатида;
    - тил вариантларини тенг қабул қилиш (масалан, фикрни стандарт (адабий) тилда ёки ўз варианти (диалекти) да баён қилишга мажбурламаслик);
    - ўрганилаётган чет тилини ўргатишда муқаррар вариантни танлаш.

Модулнинг информацион-методик таъминоти

- топшириқларга асосланган ўрганиш (масалан, тил вариантлари таҳлили);
- дискуссиялар;
- тадқиқотлар;
- мустақил ўқиш;

- тақдимотлар

Кутилаётган натижалар

Талаба:

- ўрганилаётган чет тилининг халқаро мулоқот тили сифатида шаклланишига сабаб бўлган тарихий, ижтимоий ва сиёсий сабаблар ҳақида зарурий билимларга;
- ўрганилаётган чет тили вариантларини бир-биридан ажрата олиш;
- тилни ўқитиш ва ўрганишдаги мақсадларига қараб ўрганилаётган чет тили вариантларидан мосини танлаш малакасига эга бўлади.

Баҳолаш турлари ва шакллари

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, тил вариантлари (диалект) борасида ўзи ўтказган тадқиқот тўғрисида ҳисобот;
Оралиқ назорат - тақдимот
Якуний назорат - таҳлил

Мустақил таълим кўникмалари модули

Фаннинг мақсад ва вазифалари

Талаба:

- олий таълим муассасасида таълим олишнинг ўзига хос жиҳатлари;
- ўз шахсий хусусиятларидан келиб чиқиб, ўқиш ва ўрганиш усулларини танлаш мустақил танлаш;
- таълим олишда рефлексиянинг аҳамиятини тушуниш;
- ўз-ўзини баҳолаш, билимларини такомиллаштириш учун мақсад ва келгуси режаларни туза олиш;
- олий таълим тизимидаги ўқув жараёнига ўз вақтини тўғри режалаштириш, стресс билан курашиш, вазифаларни ўз вақтида бажариш ва имтиҳонларга тайёргарлик кўриш;
- таълим олиш, шунингдек, келгуси касбий фаолияти билан боғлиқ малака ва кўникмаларини мунтазам такомиллаштириб бориш йўлларини ўрганади.

Фан мазмуни

Мустақил таълим кўникмалари модули талабаларни олий таълим тизимида ўқиш жараёни ҳамда фанлараро боғлиқлик масалалари билан таништиради. Жумладан, ўқиш билан боғлиқ рефлексия, мустақил қарор қабул қилиш, ўзини англаш, билимларини мустақил равишда мустаҳкамлаш, университет ҳаёти ва ўқиш жараёни, вақтни тўғри режалаштириш каби масалаларни ўз ичига олади. Мустақил таълим кўникмалари модули ўқув режадаги бошқа фанларнинг таркибий қисми саналади. Мазкур фанни ўқитишда фанлараро боғлиқликка жиддий эътиборга қаратилади. Фанни ўқитишда

- Мустақил бўлишга ҳаракат қилиш
    - умумий ўрта ва ўрта махсус (мактаб, лицей, коллеж) ҳамда олий таълим тизимларида ўқув жараёни ва уларнинг фарқли жиҳатлари;

- ўқитувчига тобелик тамойилидан талаба мустақиллигига томон трансформация;
- мустақил бўлиш (билимларни мустақил ўзлаштириш) аҳамияти.

- Таълим олиш услублари ва мойилликлари
  - сенсор таълим услублари (визуал, аудио, кинестет, тактил);
  - таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлектор, прагматик);
  - интроверт ва экстроверт;
  - яхши билим олиш учун таълимнинг самарали услубларидан оқилона фойдаланиш.
- Ўзини- ўзи баҳолаш
  - ўзининг тил билиш даражасини умумэътироф этилган халқаро меъёрлар (CEFR) га мувофиқ баҳолаш;
- Мақсадларни тўғри қўйиш
  - СМАРТ мақсадлар;
  - чет тилини ўрганишдан мақсадни тўғри белгилаш

Рефлексия:

- таълим муассасаси ва ундан ташқарида вақтдан унумли фойдаланиш;
- стресс (руҳий зўриқиш) га қарши курашиш.

Вазифалар устида ишлаш

- вазифаларни аниқлаш ва персонализация қилиш;
- кутубхоналардан унумли фойдаланиш;
- интернетдан мақсадли ва самарали фойдаланиш;
- плагиат (кўчирмакашлик) га йўл қўймаслик.

- хотирани яхшилаш;
- имтиҳон ва тестга тайёргарлик кўриш;
- келгуси ишларни режалаштириш;
- таълим кўникмаларини босқичма-босқич эгаллаб бориш;
- мустақил бўлишга ҳаракат қилиш.

Модулнинг информацион-методик таъминоти

- амалий вазифалар;
- мустақил ўқиш;
- долзарб мавзулар муҳокамаси;
- матнлар /мақолалар/видео материалларни биргаликда танқидий муҳокама қилиш;
- таълим олиш жараёнига одатланиш;
- талаба портфолиоси

Кутилаётган натижалар

Курс якунига келиб талаба:

- мустақил таълим олиш тушунчаси ҳақида тасаввурга эга бўлади;
- таълим олиш жараёнида мустақил таълимнинг турли стратегияларидан фойдаланади ва уларни татбиқ эта олади.

Баҳолаш турлари ва шакллари

Жорий назорат

- давомат ва талабанинг дарсдаги фаоллиги;
- талаба портфолиоси:
  - вазифа 1
  - вазифа 2
  - вазифа 3

Оралиқ назорат

Кутубхонадан фойдаланишнинг самарали йўл ва усулларини ёритиб бериш.

Якуний назорат

- талаба портфолиоси:
- вазифа 4
- кейс стади

Аудиторияда ўқитувчи нутқи модули

Фаннинг мақсади талабаларни аудиторияда ўргатилаётган чет тилидан асосий алоқа воситаси сифатида самарали фойдаланишга эришишларини таъминлашдир.

Курсни ўзлаштирганидан сўнг талаба:

- чет тили ўқитувчисига хос тил кўникмаларини амалий тарзда қўллаш;
- чет тилида кўрсатмалар бериш, маълумот олиш ва дарсни бошқариш;
- дарс жараёнида она тилидан фойдаланиш ўринлари;
- чет тилида дарс олиб боришнинг зарур ижтимоий, шахсий ва ташкилий масалалари;
- аудиторияда ҳаракатланиш, мос овоз ва оҳангда гаплашиш;
- чет тилида дарс олиб бориш намуналарини танқидий нуқтаи назар билан таҳлил қилиш малака ва кўникмаларини эгаллайди.

Модул мазмуни:

Ўқитувчининг аудиторияга мос жисмоний ҳолати

- хатти-ҳаракатлар;
- овоз;
- оҳанг

Аудиторияда чет тилини қўллаш

- чет тили муҳитини яратиш;
- аудиторияда қўлланиладиган тил;
- саволлар бериш;
- кўрсатмалар бериш;
- оғзаки изоҳ бериш;
- она тилидан фойдаланиш

Модулнинг информацион-методик таъминоти

- амалий топшириқ;
- мавзу юзасидан муҳокама;
- берилган мавзуларга оид адабиётларни ўқиш;
- мустақил иш;

- чет тилини ўрганаётган талаба ва бўлғуси ўқитувчи сифатида ўтилганлар юзасидан таҳлилий ҳисобот тайёрлаш;
- муаммоли вазиятга ечим топиш;
- дарсларни кузатиш;
- дарс ўтиш машқи

Талабалар билимини баҳолаш турлари ва шакллари

Жорий назорат - дарс кузатувига асосланган ҳисобот

Оралиқ назорат - дарс ўтиш (тайёргарлик, аудиториядаги нутқи, ўзини тутиши ва б.)

Якуний назорат - дарс ўтиш машқи юзасидан таҳлилий ҳисобот

Методик курс: тил ўрганиш жараёнлари

Фаннинг мақсади талабаларни чет тили ўрганиш назариялари ва ўқитиш методлари билан таништириш ҳамда улардан амалда фойдалана олишларини таъминлашдир.

Курснинг якунига келиб талабалар:

- чет тилини ўрганиш борасидаги муҳим масалалар ва илмий изланишларнинг натижалари ҳақида зарурий маълумотларни;
- соҳага оид адабиётларни ўқиш, муҳокамалар ва ёзма вазифалар ёрдамида тўплаган билимларини ўз тил ўрганиш ва келгуси ўқитиш жараёнларида амалий қўллашни;
- чет тилини ўрганиш назарияларини амалий тажрибалари билан боғлаган ҳолда ўз тил ўрганиш жараёнларини таҳлил қилишни ўрганадилар.

Модул мазмуни

Мазкур курс чет тилини ўрганиш ва ўқитиш усуллари, чет тили ўрганиш жараёнининг ижтимоий, психологик ва лингвистик ҳодиса эканлиги ҳақида умумий маълумотларни беради. Фанни ўқитишда чет тили ўқитиш методикаси назариялари ва уларнинг амалий қўлланилишига алоҳида эътибор қаратилади.

Кириш

- чет тили, уни ўрганиш ва ўқитиш;
- тил ўрганувчининг хусусиятлари

Тил ўрганишдаги когнитив омиллар

- трансфер, интерференция ва умумлаштириш ҳодисалари;
- индуктив ва дедуктив тил ўрганиш;
- қобилият ва интеллект;
- тизимли ёддан чиқариш ҳодисаси.

Чет тилини ўрганиш услублари ва стратегиялари

- чет тилини ўрганиш услублари;
- чет тилини ўрганиш стратегиялари;
- мулоқот стратегиялари.

Тил ўрганишда психологик омиллар

- ўзини ҳурмат қилиш;

- тортинчоқлик;
- таваккалчилик;
- ҳаяжон;
- муносабат ва мотивация

Тил ўрганишдаги хатолар

- хато турлари;
- хатоларни аниқлаш ва тасвирлаш;
- хатолик сабаблари;
- турғун хатолар.

Чет тилини ўрганишда ёш хусусиятлари

- қиёслаш ва таққослаш турлари;
- ёш гипотезаси;
- билингвизм.

Модулнинг информацион-методик таъминоти

- амалий топшириқ;
- мавзу юзасидан муҳокама;
- берилган мавзуларга оид адабиётларни ўқиш;
- чет тили ўрганувчиси кундалигини юритиш;
- мавзуга доир кичик маъруза;
- дебат;
- мақола муҳокамаси;
- мустақил иш;
- чет тилини ўрганаётган талаба ва бўлғуси ўқитувчи сифатида ўтилганлар юзасидан таҳлилий ҳисобот;
- муаммоли вазиятга ечим топиш.

Кутилаётган натижалар:

Курс якунида талаба:

- чет тилини ўрганиш борасидаги назарияларини амалда қўллай олади;
- тил ўрганиш ва ўқитиш методлари, ёндашувлар ва усуллар ҳақида зарурий билимларни ўзлаштиради;
- чет тили ўрганувчиси кундалигини юритиш орқали тил ўрганиш жараёнлари тўғрисида қатор ҳисоботлар тайёрлайди;
- чет тилини ўрганиш ҳақидаги тушунчалар, методлар ва моделларни ўз амалий тажрибаларида, яъни муҳокама, топшириқ ва муаммоли вазиятларда қўллашни ўрганади.

Талабалар билимини баҳолаш турлари ва шакллари

Жорий назорат – давомат ва талабанинг дарсдаги фаоллиги; дебатлар;
Оралиқ назорат - чет тили ўрганувчиси кундалигини юритиш;
Якуний назорат - чет тили ўрганувчиси ҳақида батафсил ёзма ҳисобот.

Методик курс: чет тилини ўқитиш тамойиллари ва ёндашувлар

Фаннинг мақсади

- талабарни чет тилларни ўқитиш усул ва методларининг тарихий босқичлари билан таништириш;

- чет тилини ўқитишдаги турли усул ва методлардан кўзланган мақсадлар, уларнинг ижобий ва салбий томонларини фарқлаш ва амалда улардан ўринли фойдалана олишга ўргатиш;
- тил ўқитишнинг замонавий, илғор ва самарали методлари ҳақида батафсил маълумот бериш ҳамда талабаларнинг ушбу методлардан дарс жараёнида фойдаланишларини таъминлаш.

Фаннни ўзлаштирганидан сўнг талаба:

- чет тили ўқитиш методлари ва уларнинг тарихий ривожланиш босқичлари ҳақида батафсил маълумотга эга бўлиб, танқидий ёндашувлар асосида таҳлил эта олади;
- чет тили ўқитиш методларини мантиқан баҳолаб, тил ўқитилаётган гуруҳ учун мос усулни танлай олади;
- чет тилларни ўқитиш жараёнида турли метод ва услублардан кенг фойдаланиш малакасини эгаллайди;

Модул мазмуни

- чет тилларни ўқитиш услублари ўртасидаги фарқлар;
- тил ўқитиш замонавий усулларининг амалиётда қўлланилиши;
- чет тилини ўргатишда хорижий тажрибалар:
  - грамматик-таржима услуби;
  - дарсни тўлиқ чет тилида ўтиш услуби;
  - аудио-лингвистик услуб (эшитиб гапириш);
  - коммуникатив услуб.
- маҳаллий муҳитда қўлланилаётган услублар ва уларнинг таҳлили:
  - грамматикани дедуктив ва индуктив тарзда ўқитиш;
  - таржима орқали тил ўқитиш;
  - қайта гапириб бериш;
  - фонемалар ва фонетик усуллар;
  - матнларни ёдлаш;
  - ўқитувчидан сўнг такрорлаш;
  - коммуникатив машқлар ёрдамида тил ўрганиш;
- турли услубларнинг ижобий ва салбий жиҳатлари муҳокамаси;
- тил ва маданият;
- ўқитиш/ўрганиш жараёнлари;
- чет тилини ўрганишда она тилининг ўрни;
- чет тили ўқитишнинг психологик асослари.

Модулнинг информацион-методик таъминоти

- топшириқларга асосланган амалий машғулотлар;
- баҳс ва мунозарага асосланган вазифалар;
- белгиланган мавзу юзасидан адабиётларни ўқиш;
- мақолалар муҳокамаси;
- чет тили ўқитиш методлари таҳлили.

Баҳолаш турлари ва шакллари

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, аудитория ва уйда бажариладиган вазифалар, баҳс-мунозара ва тақдимотлар.

Оралиқ назорат - 2 та ёзма топшириқ ва 1 та оғзаки тақдимот.
Якуний назорат - чет тили ўқитиш методларига бағишланган танқидий, таҳлилий иншо.

- **Методик курс: тил кўникмаларини интеграллашган ҳолда ўқитиш**

Мазкур модулда тил кўникмаларини интеграллашган ва коммуникатив тарзда ўқитиш назарияси ва амалиётини бирлаштирган ҳолда дарсни ташкил этиш масалаларига асосий эътибор қаратилади.

Фаннинг мақсади:

- талабаларни тўртта тил тил кўникмаларини уйғунлаштирган ҳолда амалда қўллашга ўргатиш;
- тил кўникмаларини интеграллашган ҳолда ўқитиш услубларининг афзалликлари ҳақида маълумот бериш ва келгуси касбий фаолиятларида дарсни шу усулда ташкил этишларини таъминлаш.

Курсни ўзлаштирганидан сўнг талабалар:

- мулоқотда ишлатиладиган тил кўникмалари ва усуллари;
- интеграллашган тил кўникмаларини амалда қўллаш (маъно-мазмун асосида ўрганиш,топшириқлар асосида ўрганиш, лойиҳалар билан ишлаш);
- мулоқотга йўналтирилган услуб орқали ўқиш, тинглаш, ёзиш ва гапириш кўникмаларини ривожлантириш;
- ўқиш, тинглаш, ёзиш ва гапириш кўникмаларини интеграллашган тарзда ўқитиш услуб ва предметлари бўйича кўникма ва малакаларга эга бўладилар.

Модул мазмуни

- кўникмалар интеграциясининг ривожланиш босқичлари;
- тил кўникмалари интеграцияси таҳлили.

Тинглаш кўникмаси

- тинглаш малакасини ошириш;
- ҳаётий мавзуларга оид тинглаш машқлари билан ишлаш
- тинглаш жараёнидаги қийинчиликларни аниқлаш ва бартараф этиш;
- тинглашдан олдин, тинглаш жараёнида ва тинглашдан сўнг бажариладиган топшириқ ва вазифаларни ишлаб чиқиш;
- дарс режасига фонетик элементларини киритиш.

Гапириш кўникмаси

- муваффақиятли оғзаки мулоқот амалиёти;
- баҳс-мунозара учун материаллар тайёрлаш;
- равон ва хатосиз сўзлашиш амалиёти;
- ўзаро мулоқот, мулоқот турларини фарқлаш

Ўқиш кўникмаси

- ўқишдан олдин, ўқиш жараёни ва ундан сўнгги жараён учун вазифалар тайёрлаш;
- мос келувчи ўқув матариалларини танлаш;

- газета ва журналлардан олинган материаллардан фойдаланиш ва уларнинг аҳамияти;
- талабаларни мақсадга йўналтирилган тарзда ўқишга ўргатиш

Ёзиш кўникмаси

- чет тилини ўрганишда ёзма нутқнинг аҳамияти ва унга таъсир этувчи омиллар;
- ёзма нутқ стратегиялари билан таништириш;
- ёзма нутқ мақсадлари билан таништириш;
- ёзма нутқда оригиналликни сақлаш;

фикр-мулоҳазаларни жамлаш услублари.

Кўникмалар интеграцияси

- тилнинг тўрт кўникмаси интеграцияси;
- мазмун интеграцияси;
- топшириққа асосланган интеграция;
- лойиҳаларга асосланган интеграция.

Модулнинг информацион-методик таъминоти

- топшириқларга асосланган амалий машғулотлар;
- баҳс ва мунозарага йўналтирилган вазифалар;
- белгиланган мавзу юзасидан адабиётларни ўқиш;
- мақолалар муҳокамаси.

Баҳолаш турлари ва шакллари

Жорий баҳолаш – давомат ва талабанинг дарсдаги фаоллиги, машқлар тузиш, вазифалар ишлаб чиқиш ва лойиҳа;

Оралиқ баҳолаш – дарсни барча тил кўникмаларини қўллаган ҳолда ташкил этиш бўйича презентация;

Якуний назорат - барча тил кўникмаларини қўллаган ҳолда микро дарс ўтиш.

- **Методик курс: тил сатҳ (ярус) ларини ўқитишга коммуникатив ёндашув**

Фаннинг мақсади

- тил тизимлари - грамматика, фонетика ва лексикани коммуникатив ёндашув асосида ўқитишга ўргатиш;
- тилни ўқитишда контекстга мувофиқ равишда талабаларнинг турли ёндашувлардан мосини танлаб, татбиқ эта олишларини таъминлаш.

Курсни ўзлаштирганидан сўнг талаба

- грамматика, фонетика ва лексикани коммуникатив ёндашув асосида ўқитишнинг афзалликлари ҳақида батафсил маълумотга эга бўлади;
- грамматика, фонетика ва лексикани самарали ўқитиш ва ўрганишга мўлжалланган материалларни таҳлил қила олади;
- тил тизимларини коммуникатив ёндашув асосида ўқитиш ва ўрганишга мўлжалланган материалларни тўплай олади;
- корпус таҳлили дастурлари асосида лексик ва грамматик бирликларнинг маъноси, ишлатилиши ва услубий бўёқдорлиги

масалаларини илмий нуқтаи назардан таҳлил этиб, педагогик амалиётда ундан фойдалана олади;

- тил тизимини ўқитишда коммуникатив ёндашувдан фойдаланган ҳолда хатоларсиз, изчил ва равон дарс ўтиш кўникмаларини эгаллайди;
- тил ўрганаётган ўқувчи ва талабаларнинг хатоларини тузата олади.
- грамматика, фонетика ва лексикани ўқитишга мўлжалланган коммуникатив ўқув материалини ярата олади.

Модул мазмуни

- **Грамматикани ўқитиш**
  - грамматикани ўқитиш (грамматика ва маъно; грамматика ва функция);
  - грамматикани ўқитишга дедуктив ва индуктив ёндашув;
  - грамматикани контекст орқали ўргатиш;
  - лингвистик интуиция; тил ҳодисалари;
  - грамматик луғатлардан фойдаланиш;
  - грамматик вазифаларни таҳлил қилиш;
  - грамматик машқ, топшириқ, вазифа, тестларни тузиш.
- **Лексикани ўқитиш**
  - сўз нима? сўзни ўрганиш нима дегани?
  - лексикани контекстда ўқитиш;
  - лексик бирликлар /иборалар/бирикмаларни ўқитиш;
  - янги лексикани ўргатиш (расм, реалия, қўшиқ, мультимедиа ва ҳ.к.дан фойдаланган ҳолда);
  - педагогик мақсадларда корпус маълумотларидан фойдаланиш;
  - талабаларнинг лексикани ўрганиш стратегияларини ривожлантириш;
  - лексик вазифаларни баҳолаш;
  - лексик вазифа, топшириқ ва тестлар тузиш.
- **Фонетикани ўқитиш**
  - муваффақиятли мулоқот учун талаффузнинг муҳимлиги;
  - урғуни (сўз урғуси, гап урғуси) ўргатиш;
  - интонация, интонациянинг муносабатни билдириш ва грамматик функцияларини ўқитиш;
  - товушларни изоляцияда ва контекстда ўқитиш фарқлари;
  - фонологик вазифаларни таҳлил қилиш;
  - фонетикага оид машқ, топшириқ, вазифа, тестларни тузиш.
- **Хатони тўғрилаш**
  - тил тизимларини бехато ва равон ўқитиш;
  - хатони тўғрилаш усуллари.

Модулнинг информацион-методик таъминоти

- “Эмпирик цикл” методи;
- амалий вазифалар;

- долзарб масалалар бўйича мини-маърузалар;
- модулнинг муҳим масалалари бўйича мунозаралар;
- мустақил ўқиш;
- талаба ва ўқитувчи сифатида рефлексия;
- ўқитиш ва ўрганиш материалларини таҳлил қилиш;
- ўқитиш ва ўрганиш материалларини тўплаш, яратиш.

Баҳолаш турлари ва шакллари

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги; рефлектив иншо (грамматика/лексика/ фонологияни ўрганиш жараёнлари ҳақида рефлексияга асосланган ҳолда), иншо грамматика/лексика/фонетикани ўқитишга мўлжалланган ўқув материалини таҳлил қилиш асосида).

Оралиқ назорат - лексикани ўқитиш учун мўлжалланган коммуникатив вазифа, грамматикани ўқитиш учун мўлжалланган коммуникатив вазифа, фонологияни ўқитишга мўлжалланган коммуникатив вазифа.

Якуний назорат - касбга ва курс мавзусига оид мақола таҳлили, ўзи яратган вазифани педагогик амалиётда синаш + рефлексия.

Методик курс: тил бўйича билимларни баҳолаш турлари ва мезонлари

Курснинг мақсади

- талабаларни тил бўйича эгалланган билимларни баҳолаш назарияси ва амалиёти билан таништириш;
- баҳолаш мезонларининг мақсад ва вазифаларини аниқлаш кўникмаларини шакллантириш.

Курс якунида талабалар:

- билимни ва кўникмаларни баҳолашнинг асосий тамойиллари;
- тест турлари (диагностик, ривожлантирувчи, назорат тестлари);
- турли таълим йўналишлари хусусиятларига мос муқобил баҳолаш турларини таҳлил қилиш;
- назорат турлари ва шаклларининг миллий ва халқаро тизимлари;
- билимни баҳолаш учун мезон белгилай олиш ва баҳолаш жараёнини тўғри режалаштириш бўйича билимларни ўзлаштирадилар. Шунингдек, баҳолаш мезонларини танқидий таҳлил қилиш ва баҳолаш мезонларини яратиш малакаларини эгаллайдилар.

Курс мазмуни

- баҳолаш турлари:
  - якуний (summative); шакллантирувчи (formative);
- тест:
  - тестнинг валидлиги (validity)– тест шакли ва мазмунининг уни тузувчилар фикри бўйича тест баҳолаши ёки аниқлаши зарур бўлган нарсага мувофиқ келиши, ишончлилиги (reliability), амалийлиги (practicality);
  - мезонлар мутаносиблиги (Criterion referencing); меъёр мутаносиблиги (norm referencing)

- таснифлаш;
- тест турлари: маҳорат (proficiency), назорат (achievement), ривожланиш (progress), etc.)

- Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (Common European Framework of Reference)
- тест методлари (берилган вариантлар ичидан тўғрисини танлаш, савол ва жавобларни бир-бирига мослаш; тест тузишнинг илк босқичлари (йўриқлар, жавоб вариантларини тузиш ва ҳоказо)
- Тил аспектларини баҳолаш усуллари ва мезонлари
  - ёзма нутқ;
  - ўқиш;
  - тинглаб тушуниш;
  - гапириш
  - тил кўникмаларини интеграллаштириш;
  - сўз бойлиги;
  - грамматика
- баҳолашнинг муқобил турлари (портфолиони баҳолаш, ўзини-ўзи баҳолаш, лойиҳа ишлари, кундаликлар, рефлектив қайдлар ва ҳоказолар)
- баҳолашни режалаштириш;
- танқидий таҳлил (баҳолашнинг таълим жараёнига таъсири).

Тест топшириқларини тузиш тамойиллари:

- илмийлик;
- изчиллик;
- ихчамлилик ва аниқлик;
- формал эмаслилиги;
- мантиқий кетма-кетлик;
- тизимлилик:
- умумийлик ва хусусийлик;
- оддийлик ёки мураккаблик;
- кўргазмалилик;
- нзария билан амалиётнинг боғлиқлиги;
- тафаккурни ривожлантириш;
- ижодийлик;
- мустақиллик ва онглилик;
- тил ўрганувчиларнинг индивидуал хусусиятларини ҳисобга олиш;
- тарбиявийлик;
- ўқув дастурига мослик;
- вақт жиҳатдан холисоналик;
- қўллаш имконияти.

Модулнинг информацион-методик таъминоти

- мини маърузалар;
- ўқув-амалий семинарлар;
- мустақил таълим;
- кейс-стади;
- баҳолаш мезонларини таҳлил қилиш.

Баҳолаш турлари ва шакллари

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, таҳлил қилинган тест ёки баҳолашнинг бошқа шакллари юзасидан таҳлилий ҳисобот;

Оралиқ назорат - баҳолаш шакллари ва мезонларини ишлаб чиқиш;

Якуний назорат - лойиҳа иши.

Методик курс: ўқув материалларини танлаш ва янгиларини яратиш

Модулнинг мақсади

- ўқув материалларини танқидий таҳлил қилиш ва уларни баҳолашни;
- хорижий ўқув материалларини маҳаллий шароит ва миллий тизимга мослаштириш ҳамда янгиларини яратишга ўргатиш.

Фанни ўзлаштирганидан сўнг талаба:

- ўқув адабиётларни танқидий таҳлил қилиш ва уларни тил ўрганаётганлар эҳтиёжига кўра (билим даражаси ва ёши ва ҳоказо) танлаш;
- ўқув материалларини яратиш учун мақсад, вазифа ва кутилаётган натижаларини тўғри белгилай олиш;
- таълим мақсадларига кўра интернет таълим сайтларидан унумли фойдалана билиш;
- турли аутентик материалларни (газета, журналлар, телевидение ва радио материалларидан ва ҳ.к.) танлаш ва улар асосида тегишли вазифалар ишлаб чиқа олиш;
- ўқув адабиётлари жумладан, дарсликларга эҳтиёж сезилган вақтда турли ёрдамчи ўқув материаллари ва ресурслардан унумли фойдалана билиш;
- ёрдамчи материаллар жумладан, кўргазмали, тарқатма материаллар, аудио ва видео материаллар ярата олиш малака ва кўникмаларини эгаллайди.

Фан мазмуни

- ўқув материаллари таълим стандартлари, шунингдек миллий қадриятларни татбиқ ва тарғиб қилишнинг муҳим воситаси сифатида;
- ўқув адабиётлари ва ўқув дастурлари ўртасидаги мутаносиблик;
- ўқув адабиётлари турлари жумладан, талабалар учун дарслик, ўқитувчилар учун қўлланма, CDлар, мустақил таълим учун китобларни танлаш;

- чет тили машғулотларида фойдаланиш учун дарсликларни таҳлил қилиш ва танқидий бахолаш;
- интернет таълим сайтлари, тил кўникмаларини баҳоловчи манбалар, кичик ёшдаги тил ўрганувчилар учун манбалар;
- аутентик материалларни (газета, журналлар, телевидение, радио материалларидан ва ҳ.к.) танлаш ва уларга мос вазифалар тузиш;
- тил ўрганувчилар хусусиятларига мос келадиган кўргазмали материаллар ва тарқатма материалларни яратиш;
- ривожлантирувчи вазифаларни яратишда эътиборга олиниши керак бўлган ахлоқий ва маънавий масалалар (масалан, инсон хақ-хуқуқлари, миллий қадриятлар ва ҳ.к.);

Модулнинг информацион-методик таъминоти

- талабанинг ўқитувчи сифатида рефлексияси;
- амалий вазифа;
- лойиҳавий иш (ўқув материаллари яратиш ва интернетга жойлаштириш);
- долзарб мавзулар муҳокамаси;
- мавзуга оид мақола муҳокамаси;
- таълим жараёнига оид меъёрий ҳужжатларни (масалан, ўқув дастури) таҳлил қилиш;
- интернет манбаларини таҳлил қилиш;
- мустақил ўқиш

Баҳолаш турлари ва шакллари

Жорий назорат - мавжуд ўқув адабиётларни танқидий таҳлил қилиш ва уларга тақриз ёзиш;

Оралиқ назорат - дарсликнинг бир бўлимини тузиш (ўқитувчи қўлланмаси ва талаба иш китоби);

Якуний назорат - семестр сўнггида ўтказиладиган микро дарс учун кўргазмали материаллар тайёрлаш, тарқатма материаллар яратиш.

Методик курс: махсус йўналиш (соҳа) ларда чет тилини ўқитиш

Курснинг асосий мақсади таълим йўналиши ва касбий ихтисослашув хусусиятларини эътиборга олган ҳолда ҳар хил гуруҳларда чет тили самарали ўқитилишини ташкил этишга ўргатиш.

Курсни ўзлаштирганидан сўнг талаба:

- тил ўрганаётганлар касбий йўналиши ва эҳтиёжларига қараб чет тилини ўқитиш методлари ва ёндашувларини танлаш;
- йўналиш хусусиятларидан келиб чиқиб чет тили дастурларини тузиш;
- ўқув материаллларини соҳа ёки йўналиш хусусиятига кўра танлаш ва мослаштириш;
- турли соҳа вакилларига чет тилини ўқитиш малака ва кўникмаларини эгаллайди.

Курс мазмуни

- махсус йўналишларда чет тили (касбий йўналишда чет тили, ўқишга йўналтирилган чет тили);
- эҳтиёжларни ўрганиш ва таҳлил қилиш (вазият тақозосига кўра эҳтиёж, ўрганиш эҳтиёжлари);
- маълум бир соҳа ёки касбий йўналишда чет тилини ўқитиш учун мақсадларни белгилаш;
- дастур тузишда ўқитиш ёндашувларини белгилаш (мавзу асосида, кўникма асосида);
- Ўзбекистон республикаси таълим тизими босқичларида (коллеж ва лицейларда) чет тили ўқитишнинг мақсад ва мазмунини белгилаш;
- мустақил ўқиш кўникмаларининг ўрни: ўқишга йўналтирилган чет тили, ўқиш ва тадқиқ этиш кўникмалари;
- ўқув материалларини баҳолай олиш;
- ўқув материалларини мослаштира олиш;
- ўқув материалларини ярата олиш;
- махсус йўналишларда чет тили ўқитувчисининг роли

Модулнинг информацион-методик таъминоти

Дарс жараёнида талабаларнинг мавзуни тушунишга ёрдам бера оладиган вазифаларни бажаришлари, муҳокамалар, муаммоли ситуацияларни таҳлил қилиш, берилган мақолаларни, адабиётларни ўқиш, баъзи мавзуларни ўзлари мустақил ўқиб ўрганишлари ва мавжуд ўқув материалларини (ўқув дастури, қўлланмалар) таҳлил қилишларига асосий эътибор қаратилади ва ўқитишда шунга мос методлардан фойдаланилади.

Баҳолаш турлари ва шакллари

Жорий назорат - давомат ва талабанинг дарсдаги фаоллиги, махсус йўналишларда чет тилини ўқитиш учун материалларни саралаш ва уларни баҳолаш;

Оралиқ назорат – махсус йўналишларда чет тили ўқитиш учун материалларни мослаштириш;

Якуний назорат - маълум бир соҳа ёки касбий йўналиш учун дарс ишланмаси тайёрлаш.

◈ Методик курс: дарсни режалаштириш

Курснинг мақсади талабаларга чет тили дарсларини тўғри режалаштириш ва дарс режаларини баҳолашни ўргатиш.

Курсни ўзлаштирганидан сўнг талаба:

- ўқув дастурини ўрганиб, таҳлил қилиш ва дарсни режалаштиришда унга асосланиш;
- дарсни режалаштиришга таъсир кўрсатувчи омиллар (ўқувчилар билим даражаси ва ёши, эҳтиёжлари, вақт, ўқувчилар сони ва ҳ.к.);
- дарслар кетма-кетлиги, мақсад, вазифалари ва кутилаётган натижаларини тўғри белгилаш;
- таълим мақсадларига биноан дарснинг тегишли тузулмасини танлай олиш;

- дарснинг турли босқичлари (дарс бошланиши, асосий ва якуний қисми) учун тегишли вазифаларни танлай олиш ва уларни бир -бирига боғлаш, изчилликни таъминлаш;
- турли ёрдамчи ўқув материаллари ва ресурсларни (масалан, техник воситалар, кўргазмали қуроллар) танлаш;
- интернетдаги тайёр дарс режаларини танқидий таҳлил қилиш;
- дарс режасидан четга чиқиш ёки чиқмаслик қарорини қабул қила олиш ва уларнинг сабабини кўрсата олиш малакаларини эгаллайди.

Курс мазмуни

- мактаб, лицей ва коллежлари учун мўлжалланган ўқув дастурларни ўрганиш, таҳлил қилиш ва улар билан ишлаш;
- дарсни режалаштириш ва дарс режаси таркиби;
- дарслар кетма- кетлиги, мақсад, вазифалари ва кутилаётган натижаларни белгилаш;
- дарсни режалаштириш учун дарс тузилмасини танлаш (масалан, ППП (презентация, практика, продукция), ППП муқобиллари, TBL (вазифаларга асосланган ўқиш), рецептив кўникмаларни ўқитишга матн олди, матн устида ва матндан кейинги машқлар);
- дарснинг турли босқичлари учун вазифалар:
  дарс бошланиши (муз ёрар машқлар, кириш машқлари);
  якунлаш (дарсни хулосалаш, интроспекция, қолган сўнгги дақиқаларни тўлдириш).
- дарсда вазифаларни бир- бирига боғлаш;
- дарс давомидаги вазифаларга тўғри вақт ажратиш;
- уй вазифасини бериш;
- мавжуд ўқув материаллари ва ресурсларидан (масалан, расмлар, қўшиқлар, видео, синф тахтаси, синфдаги жиҳозлардан) фойдаланиш;
- муаммоларни олдиндан кўра билиш (тўполончи ўқувчилар билан ишлаш усуллари);
- режалаштириш ва ўқитишда вазиятга қараб мосланувчанлик;
- интернет саҳифаларидаги тайёр дарс режаларини танқидий баҳолаш;
- турли қобилиятга эга ўқувчилар гуруҳларида дарсни режалаштириш;
- ўтказилган дарс рефлексияси

Модулнинг информацион-методик таъминоти

- талабанинг ўқитувчи сифатида рефлексияси;
- амалий вазифа;
- долзарб мавзулар муҳокамаси;
- мавзуга оид мақолалар муҳокамаси;
- меъёрий ҳужжатларни (масалан, ўқув дастури) таҳлил қилиш;
- интернетдаги дарс режаларини таҳлил қилиш;
- дарс режасини тузиш;

- мустақил ўқиш

Баҳолаш турлари ва шакллари

Жорий назорат - дарсда қатнашиш, тайёр дарс режасини баҳолаш.

Оралиқ назорат - дарс режасини тузиш.

Якуний назорат - микро дарс ўтказиш, ўтказган микро дарс рефлексияси

◈ Методик курс: аудиторияни ўрганиш (тадқиқ этиш) 1

Курснинг мақсади талабанинг касбий ихтисослашувини ривожлантириш мақсадида аудиторияни ўрганиш (тадқиқи этиш) усулларини ўргатиш.

Курсни якунлаганидан сўнг талаба :

- синфни тадқиқ этиш босқичлари ва унинг муҳимлиги;
- касбий кўникмаларни ривожлантиришда дарс кузатувининг аҳамияти;
- тадқиқот учун мос келадиган инструментларни яратиш;
- касбий маҳоратларини ривожлантириш мақсадида махсус йўналтирилган синф кузатувини олиб бориш;
- илмий мақсадларда синфни ўрганиш;
- маълумотларни тўплаш учун керак бўладиган материалларни (саволномалар, суҳбат саволлари) тузиб, ишлата олишни ўзлаштиради.

Курс мазмуни

Синфни тадқиқ этиш кичик ҳажмдаги илмий ишнинг систематик тури бўлиб, йиғиладиган маълумотларга асосланган тизимли ва мазмунли таҳлилни ўз ичига олади.

- синф тадқиқоти босқичлари (ўқитувчи муаммосини аниқлаш ва тадқиқот қилинадиган саволни тузиш, тадқиқотни режалаштириш (тўғри маълумотни йиғиш услуби), маълумотларни йиғиш, уни таҳлил қилиш ва режалаштириш);
- маълумотларни йиғиш учун керак бўладиган материалларни яратиш/тузиш, унинг салбий ва яхши тарафларини фарқлаш;
  - дарс кузатуви (дарсни видео тасмага тушириш ёки ҳамкасби томонидан кузатилиши)
  - суҳбат ўтказиш (структурали, ярим структурали, структурали бўлмаган);
  - ўқитувчи ва талабаларга бериладиган саволномалар;
  - кундалик юритиш;
  - муаммоли вазиятлар/ҳодисалар;
  - қайдлар
  - талаба бажарган ишнинг далили.
- маълумот манбаларини тўплаш эҳтиёжи;
- дарс кузатуви жараёни:
  - дарс кузатуви босқичи (кузатувдан олдинги, кузатув пайти, кузатувдан кейинги);
  - кузатув натижаларини оғзаки ва ёзма равишда баён қилиш

Модулнинг информацион-методик таъминоти

Дарс жараёнида талабаларнинг мавзуни тушунишга ёрдам бера оладиган вазифаларни бажаришлари, муҳокамалар, муаммоли ситуацияларни таҳлил қилиш, берилган мақолаларни, адабиётларни ўқиш, баъзи мавзуларни ўзлари мустақил ўқиб ўрганишлари, дарс кузатувига асосланган вазифаларни бажаришлари, синф тадқиқоти натижасида йиғилган маълумотларни биргаликда таҳлил қилиш ва тадқиқот инструментларини яратишларига асосий эътибор қаратилади ва ўқитишда шунга мос методлардан фойдаланилади.

Баҳолаш турлари ва шакллари

Жорий назорат – давомат ва дарсдаги фаоллик, аудиторияни ўрганиш бўйича саволлар тузиш.

Оралиқ назорат – аудиторияни тадқиқ этиш учун саволнома шаклини яратиш.

Якуний назорат - дарс кузатуви бўйича таҳлилий ҳисобот.

Методик курс: аудиторияни ўрганиш (тадқиқ этиш) 2

Модулнинг мақсади талабаларга малакали мутахассис сифатида ўз синфларини тадқиқ этишни ўргатиш.

Модулни ўзлаштиргач талаба**:**

- педагогик амалиёт жараёнида маълумотлар йиғиш учун тадқиқот услубларидан (кузатиш, саволномалар, суҳбатлар) фойдаланиш;
- маълумотларни таҳлил қилиш ва натижаларини тақдим баён этиш;
- ўз педагогик амалиётини ўтказиш учун аудиторияни тадқиқ этиш;
- синфни тадқиқ этиш жараёнига суянган ҳолда ўз педагогик амалиётини таҳлил қилиш малакасига эга бўлади.

Курс мазмуни

Синфни тадбиқ этиш кичик ҳажмдаги илмий ишнинг систематик тури бўлиб, йиғиладиган маълумотларга асосланган тизимли ва мазмунли таҳлилни ўз ичига олади.

- тадқиқот учун саволарни тўғри туза олиш;
- таҳлил услублари, маълумотларни тушунтира олиш ва тақдим эта олиш;
- йиғилган маълумотлар таҳлили (мавжуд фарқлар ва ўхшашликлар (масалан: талабаларнинг тест натижалари);
- йиғилган маълумотларг таҳлили (саволномаларнинг тўлдирилиши, дарс кузатувчи фикри, интервью ва ҳоказо);
- тадқиқ натижаларининг таҳлили;
- тадқиқотни режалаштириш.

Модулнинг информацион-методик таъминоти

Дарс жараёнида талабаларнинг мавзуни тушунишга ёрдам бера оладиган вазифаларни бажаришлари, муҳокамалар, муаммоли вазиятларни таҳлил қилиш, берилган мақолаларни, адабиётларни ўқиш, баъзи мавзуларни ўзлари мустақил ўқиб ўрганишлари, дарс кузатувига асосланган вазифаларни бажаришлари, синф тадқиқоти натижасида йиғилган маълумотларни

биргаликда таҳлил қилиш ва тадқиқот инструментларини яратишларига асосий эътибор қаратилади ва ўқитишда шунга мос методлардан фойдаланилади.

Баҳолаш турлари ва шакллари

Жорий назорат – давомат ва дарсда фаоллик, аудиторияни тадқиқ этиш усулларини ўрганиш ва таҳлил қилиш;

Оралиқ назорат – амалда аудиторияни тадқиқ этиш;

Якуний назорат - аудиторияни ўрганиш (тадқиқ этиш) бўйича таҳлилий ҳисобот.

Методик курс: маданиятлараро мулоқот компетенциясини ривожлантириш

Курснинг мақсади талабаларнинг маданиятлараро мулоқот компетенциясини ривожлантиришдан иборат.

Курсни ўзлаштиргач талаба:

- маданиятлараро мулоқот, халкаро маданий компетентлик, маданиятлар ўртасидаги тафовутнинг тил ўрганиш ва ўқитишдаги аҳамияти;
- маданиятлараро мулоқотнинг экстралингвистик жиҳатлари (дунёқараш, маросимлар, урф-одатлар, инсон аъзолари тили , табулар, стереотиплар, кўпмиллатли маданиятларда жамиятнинг ўрни, имиж, рамзлар);
- маданиятлараро мулоқотда маданиятга хос хусусиятларни (саломлашув, мулозаматни акс эттириш йўллари, мурожаат қилиш йўллари, идиомалар ва ҳоказо) ўринли ишлатиш;
- ўзга тил маданиятига хос жиҳатларни ўқитиш учун ўқув материаллари яратиш, мавжудларини таҳлил қилиш, мослаштириш малакаларини эгаллайди.

Курс мазмуни

- маданиятлараро мулоқот, халкаро маданий компетентлик атамалари;
- маданиятлараро мулокотда экстралингвистик масалалар (дунёқараш, маросимлар, урф-одатлар, инсон аъзолари тили, табулар, стериотиплар, турли маданиятларда жамиятнинг ўрни;
- чет тили дарсларида тил ва маданият (саломлашувлар, мулозаматни акс эттириш, мурожаат қилиш йуллари, идиомалар ва ҳ.к.);
- маданиятлараро зиддият, тўқнашувларга сабаб бўлувчи омиллар, маданий шок, маданий ўзига хослик, халқаро маданиятда ўзлигини асраш.
- маданиятлараро мулоқотга ўқитиш учун ўқув материаллари (адабиёт, газеталар, ТВ, интернет, расмлар, реалиялар, фильмлар, рамзлар ва ҳ.к.) дан фойдаланиш;
- ўзга маданиятга тегишли мавзуларни ўқитиш ва материалларни яратишда ўта ҳушёр бўлиш, материалларни таҳлил қилиш (дарсликлар, дарс ишланмалари/конспект, топшириқлар/вазифалар)
- ўзга маданият мавзулари учун ўқув материалларини яратиш (3 та мақсад: тил, педагогика, маданият)

Модулнинг информацион-методик таъминоти

- амалий вазифалар;
- маданиятлараро мулоқотда юзага келадиган муаммо ёки можарони бартараф этиш;
- муҳокама;
- кейс стади;
- ролли ўйинлар;
- кузатувлар/ маълумотлар йиғиш бўйича топшириқлар;
- мустақил таълим.

Баҳолаш турлари ва шакллари

Жорий назорат - талабанинг дарсдаги иштироки, кейс таҳлили, қиёсий тадқиқот бўйича ҳисобот

Оралиқ назорат – маданиятлараро масалалар нуқтаи назаридан ўқув материаллар таҳлили

Якуний назорат – талабалар томонидан ишлаб чиқилган маданиятлараро мулоқотда компетентликни ривожлантиришга қаратилган ўқув материаллар тақдимоти

Методик курс: турли ёшдагиларга чет тилини ўқитиш

Курснинг мақсади чет тилини турли ёш гуруҳларида ўқитиш усуллари ва методларини ҳамда ўқитиш жараёнида юзага келиши мумкин бўлган ёш билан боғлиқ муаммоларни бартараф этишни ўргатишдан иборат.

Курсни ўзлаштиргач талаба:

- турли ёш гуруҳларининг ўзига хос хусусиятларини аниқлаш;
- турли ёш гуруҳларида қўлланиладиган ўқитиш методлари, ўқув материаллари, дарсни олиб бориш ва баҳолашдаги ўхшашлик ва тафовутларни таҳлил қилиш;
- ёш гуруҳига мос равишда дарсларни режалаштириш ва олиб бориш;
- ўқув материалларини ёш тафовутларини эътиборга олган ҳолда ўзгартириш, мослаштириш ва янгиларини яратиш малакаларини эгаллайди.

Курс мазмуни

- чет тилини ўрганувчиларининг психо-физиологик хусусиятлари ва турли ёшдагиларга чет тилини ўргатиш жараёни
- турли ёшдагиларга чет тилини ўргатишда ўқитувчининг роли ва аудиторияга мос равишда мослашуви.
- турли ёш гуруҳларини ўқитиш тамойиллари;
- турли ёшдагиларга чет тилини ўргатиш учун дарсларни режалаштириш ва унда ёш хусусиятларини эътиборга олиш;
- ёш хусусиятидан келиб чиқиб, мувофиқ методларни танлаш;
- катта ёшдагиларга чет тилини ўргатишнинг ўзига хос хусусиятлари;

- кичик ва ўсмир ёшдагиларга чет тили ўргатишда ўйин, қўшиқ, мусиқа ва ҳикоялардан самарали фойдаланиш;
- турли ёш гуруҳларида чет тили бўйича ўзлаштирилган билимларни баҳолаш;
- ёш хусусиятларига кўра ўқув материалларини мослаштириш ва янгиларини яратиш.

Модулнинг информацион-методик таъминоти

- амалий топшириқлар;
- мавзуларга оид адабиётларни ўқиш;
- муҳокама;
- мустақил иш;
- интернет ва бошқа манбалардан мавзуларга оид маълумотлар тўплаш;
- мавжуд ўқув материалларини ёш хусусиятларига мос тарзда ўзгартириш;
- дарсларни кузатиш.

Баҳолаш турлари ва шакллари

Жорий назорат – давомат ва талабанинг дарсдаги фаоллиги, дарс кузатуви асосидаги ёзма баёноти.

Оралиқ назорат - ўқув материалларини ёш хусусиятларига мос тарзда ўзгартиришга асосланган муаммоли топшириқ;

Якуний назорат - турли ёшдагилар учун мўлжалланган дарс режаси.

Лаборатория ишларини ташкил этиш бўйича кўрсатмалар

Фан бўйича лаборатория ишлари намунавий ўқув режада кўзда тутилмаган

Курс ишини ташкил этиш бўйича услубий кўрсатмалар

Фан бўйича курс иши намунавий ўқув режада режалаштирилмаган

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

“Асосий ўрганилаётган тил” фани таркибидан талабаларни мустақил таълим олишга ўргатувчи махсус модул (мустақил таълим кўникмалари) ўрин олган бўлиб, талабалар биринчи курсдан бошлаб мазкур фанни ўрганадилар. Шунингдек, ҳар бир ишчи ўқув дастурида талабанинг мустақил ўқиб ўрганишига вазифа ва топшириқлар кўрсатиб ўтилади ва уларни бажариш учун аниқ кўрсатмалар мисоллар ёрдамида берилади. Тилни ўрганиш жараёнида талаба интерфаол усуллар воситасида мустақил таълим олишга рағбатлантирилади ва мустақил фикрлаш талаб қилинади. Бунда ўқитувчи билим берувчи ва баҳоловчи сифатида эмас, балки фасилитатор (инглизча facilitate сўзидан олинган бўлиб, бирор бир жараённинг боришига

яхши таъсир этувчи ва унга мос шарт-шароитлар яратиб берувчи) сифатида намоён бўлади. Талабадан фан бўйича мустақил ўрганган билимларини аудиторияда турли хил интерактив услублар орқали намойиш қила олиши ва бошқаларга ўргата олиши талаб этилади.

Тавсия этилаётган мустақил ишларнинг мавзулари

Мустақил иш мавзулари фан ўқитувчиси ва талабалар томонидан ишлаб чиқилади. Мавзулар талабани мустақил билим олишга онгли равишда йўналтириши лозим. Бунда:

- сенсор таълим услублари (визуал, аудио, кинестет, тактил);
- таълим услубларининг Хани ва Мамфорд таснифи (назариётчи, фаол иштирокчи, рефлектор, прагматик);
- интроверт ва экстроверт;
- яхши билим олиш учун таълимнинг самарали услубларидан оқилона фойдаланишга асосий эътибор қаратилади.

Ўз- ўзини баҳолашда:

✓ ўзининг тил билиш даражасини умумэътироф этилган халқаро меъёрлар (CEFR) га мувофиқ баҳолаш;

Мақсадларни тўғри қўйишда:

✓ СМАРТ мақсадлар;
✓ чет тилини ўрганишдан мақсадни тўғри белгилаш

Рефлексия:

✓ таълим муассасаси ва ундан ташқарида вақтдан унумли фойдаланиш;
✓ стресс (руҳий зўриқиш) га қарши курашиш;

Вазифалар устида ишлаш жараёнида:

✓ вазифаларни аниқлаш ва персонализация қилиш;
✓ кутубхоналардан унумли фойдаланиш;
✓ интернетдан мақсадли ва самарали фойдаланиш;
✓ плагиат (кўчирмакашлик) га йўл қўймаслик;
✓ хотирани яхшилаш;
✓ имтиҳон ва тестга тайёргарлик кўриш;
✓ таълим кўникмаларини босқичма-босқич эгаллаб бориш;
✓ амалий вазифаларни бажариш;
✓ мустақил ўқиш;
✓ долзарб мавзулар муҳокамаси;
✓ матнлар /мақолалар/видео материалларни танқидий муҳокама қилиш;
✓ талаба портфолиосига алоҳида аҳамият берилади.

Дастурнинг информацион – методик таъминоти

Мазкур дастурда ҳар бир модул мазмунидан сўнг машғулотларни самарали ташкил этиш ва мавзуларни ўқитиш технологиялари келтирилган. Амалий машғулотларда ақлий ҳужум, кластер, блиц-сўров, кичик гуруҳларда ишлаш, инсерт, презентация, кейс стади каби усуллардан кенг фойдаланилади.

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар

Инглиз тили

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD:Level 2
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2
3. Cambridge English Skills Real Reading 2 with answers: Level 2
4. The writer's workplace with readings (6th ed.). Student edition
5. Diana L. Fried-Booth. Project work.
6. Exploring Grammar in Context. CUP 2000
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs
9. English Vocabulary in Use – Cambridge University Press
10. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004
11. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - T.: Филолог, 2004
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13. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. Т.: Филолог, 2005.
14. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics)

Немис тили

1. Дадаходжаева М.С. ва б. Deutsch I. Taschkent. 2005.
2. Дадаходжаева М.С Deutschkurs II. Taschkent. 2011
3. Маматов М. Исмоилов Ю. ва б. Deutsch für Hochschulen. Ташкент. 2003.
4. Hakimova F. Sodikova R. Abduganieva Sch. Beier. A. Praktische Phonetik PERFEKT PRINT. Taschkent 2012.
5. Saidov S.Deutsche Grammatik in Übungen. „O´zbekiston“ Toschkent 2003.
6. Toschev. Z. B. Nemis tili fonetikasi. Buxoro, 2009.
7. Eurolingua Deutsch 3, neue Ausgabe, Kurs und Arbeitsbuch, Cornelsenverlag, Berlin 2007
8. Em neu Brückenkurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2010
9. Em neu Hauptkurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2009
10. Em neu Abschlusskurs, Arbeits und Kursbuch, Max Hueberverlag, Ismaning 2011
11. Lagune 3, Hartmund Aufdrstrasse, Max Hueberverlag, Ismaning 2012
12. DaF Kompakt, Deutsch für Erwachsene, Ernst Klettverlag, Stuttgart 2011

Француз тили

1. Абдушукурова З., М.Нишонов ва б. Manuel de Francais “The ou café” Module I. Тошкент, 2010.
2. Абдушукурова З., М.Нишонов ва б. Manuel de Francais “The ou café” Module II. Тошкент, 2010.
3. Абдушукурова Л.А., Каримова И.А. “Français 3-ème”. Тошкент, 2009.
4. Абдушукурова Л.А., Каримова И.А. “Presse française”. Тошкент, 2011.
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6. Попова И. Н., Казакова Ж. А., “Cours pratique de grammaire française”. М., 1979.
7. Попова И.Н., Казакова Ж.А., Manuel de français, часть 1., М., 2007.
8. Потушанская Л.Л., Шкунаева Л.Д., Юдина И.А. Практический курс французского языка. М., 1990.

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1. G.Botirov, M.To`ychiyeva. Español en textos T., 2010
2. Тошхонов М., Т.Умбарова, К.Абдуллаев, М.Абдуллаев, Ш.Холматова, «Manual de la lengua española». Тошкент, 2007.
3. Холматова М., Умбарова Т. Фонетикага кириш курси. Тошкент. 1991.
4. M. Abdullayev. Español en textos. T. 2011
5. T. Oltiyev. Gramática práctica del español. Tashkent, 2007

Қўшимча адабиётлар

Инглиз тили

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2. Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge, CUP
3. Tanner, R & C.Green (1998). *Tasks for Teacher Education: a Reflective Approach*. Longman

4. Cottrell, S. (1999) *The Study Skills Handbook*. Hampshire: Palgrave
5. ELA Guide (2009) Tashkent: British Council
6. Thornbury, S. (1999) *How to teach grammar*. Longman Pearson
7. Thornbury, S. (2002) *How to teach vocabulary*. Longman Pearson.
8. Ur, P. (1996) *A Course in Language Teaching: Practice and Theory.* Cambridge: CUP

Немис тили

1. Мирсоатов Т.З. Немис тили грамматикаси. Морфология. Тошкент. 1987
2. Нурматов Т.А., Б. М.Ҳусанхўжаев, Э.Х.Жўраев, Т.Очилов. Немис тили фонетикаси. 2002.
3 Karimov Sh., Ismoilov Yu. Usbekisch-deutsches Wörterbuch. “Nihol”. T. 2011.
4. Praktische Phonetik. Elektronisches Lehrbuch. Taschkent. 2012.
5.Sattarov M u.a. Grammatische Kategorien des Substantivs und Gebrauch der Präpositionen. Taschkent, 2003.
6. Tangram, Kurs- und Arbeitsbuch, Max Hueberverlag, Ismaning 2010
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8.Optimal, Kurs- und Arbeitsbuch, Langenscheidet KG, Berlin München 2004
9.Schritte international, Kurs- und Arbeitsbuch, Max Hueberverlag, Ismaning 2010

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1. Коршунов Г. Les deux frères.. – М.,1978.
2. Малина Л. Е. ва бошқалар. Француз тили грамматикаси. Т., 1978.
3. Мошенская Л.О., Арутюнян О.С. “Аналитическое чтение. Пособие по французскому языку: Учебное пособие”. – М., ВШ. 1986.
4. Попова И.Н., Казакова Ж.А. Le français parlé М., 1971.
5. Перро Ш. Сказки. – М., 1968.
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7. Le nouveau sans frontières. Méthode de français. 1-4 қисмлар. Paris. 1990.
8. Verne J. Les enfants du capitaine Grant. – М.,1987.

Испан тили

1. I. Bosque, V.Demonte. Gramática Descriptiva de Real Academia Española. Madrid Espasa. 1999
2. Чичин А.В. Испанский язык (основной курс). «Московский лицей» М., 2003
3. Кармен Марин Эстремера, Палома Мартин Лора-Тамайо, Георгий Нуждин. España en vivo. Курс современного испанского языка. Айрес – пресс. М., 2009.

Интернет сайтлари

Инглиз тили

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org
6. www.tefl.com
7. www.teachertrainingvideos.com
8. www.learnenglish.org.uk
9. www.educationuk.org
10. www.bbc.co.uk\worldservice\learningenglish/
11. www.channel4.com\learning\
12. www.better-english.com\exerciselist.html
13. www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. www.englishclub.com\index.htm
15.education.leeds.ac.uk\edu-mwe/eltwww.htm
16. www.Grammarly.com/Grammar
17. www.macmillanenglish.com/readers

Немис тили

1. www.zum.de
2. www.lehrer-online.de

3. www.leixilotte.de
4. www.lexikon.freenet.de/Literaturdidaktik
5. www.literaturcafe.de
6. www.fachdidaktik-einecke.de/4_Literaturdidaktik/textarbeit_im_literaturunterricht.htm
7. www.paperball.de
8. www.teachsam.de
9. www.deutsch-als-fremdsprache.de/daf-links/php_dateien/ressourcen_institute.php3
10. www.daf-netzwerk.org

Француз тили

1. www.granddictionnaire.com
2. www.francophonnie.hacherre-livre.com
3. www.portail.lettres.net
4. www.citationsdumonde.com
5. www.français-affaires.com
6. www.pedagog.uz
7. www.Ziyonet.uz
8. www.edu.uz
9. www.nutq.intal.uz

Испан тили

1. http://es.altavista.com
2. http: //www. lycos.es
3. http:// www. sobre espana.ru
4. http: //www.quiben.org/semantica-y-lexicologiyia-de-la-lengua-española
5. http: //www.catalunyaonline.com
6. http: //www.rae.es.

Изоҳ: Асосий ўрганилаётган тил модулларини ўқитишда ҳар бир тил хусусияти ва ахборот олиш имкониятларидан келиб чиқиб, асосий ва қўшимча ўқув адабиётлари рўйхатига ўзгартиришлар киритилиши мумкин. Ишчи ўқув дастурларини тузишда ҳар бир ўқитувчи ягона дарсликка таяниб қолмасдан интернет метариаллари – электрон таълим ресурслари базасидан фойдаланиб модуллар бўйича ўқув материалларини янгилаб бориши кўзда тутилади.

5. FANNING ISHCHI DASTURI

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

"Tasdiqlayman"
Ro'yxatga olindi

№ _____

2015 yil"___" _____

O'quv ishlari bo'yicha prorektor

_____A.R. Ismailov

2015 yil "___" _____

ASOSIY O'RGANILAYOTGAN TIL
FANINING
ISHCHI O'QUV DASTURI
(2-kurs)

Bilim sohasi:	100 000 – Gumanitar soha
Ta'lim sohasi:	120 000 – Gumanitar fanlar
Ta'lim yo'nalishi:	5120200 –Tarjima nazariyasi va amaliyoti (ingliz tili)

Kurs:	**II**
Semestr:	**III-IV**
Umumiy soat:	**338**
Amaliy:	**204**
Mustaqil ish:	**134**

Samarqand - 2015

Ushbu ishchi o'quv dastur O'zbekiston Respublikasi Oliy va o'rta maxsus ta'lim vazirligining 319-sonli buyrug'i bilan № BD-3.01 2013 yil 28 avgustda tasdiqlangan namunaviy dasturga muvofiq ishlab chiqildi

Tuzuvchilar:

Halimova F.
SamDCHTI "Tarjima nazariyasi va amaliyoti"
kafedrasi o'qituvchisi

Djurayeva M.
SamDCHTI "Tarjima nazariyasi va amaliyoti"
kafedrasi o'qituvchisi

Abduraximova F.
SamDCHTI "Tarjima nazariyasi va amaliyoti"
kafedrasi o'qituvchisi

Taqrizchilar:
f.f.n.Turdiyeva N.Yo.
Tarjima nazariyasi va amaliyoti kafedrasi
katta o'qituvchisi

f.f.n.Raximov G.X.
Tarjima nazariyasi va amaliyoti kafedrasi
dotsenti

Fanning ishchi o'quv dasturi Samarqand Davlat Chet Tillar Instituti "Tarjima nazariyasi va amaliyoti" kafedrasining 2015 yil «__» avgust 1-son majlisida muhokama etildi va fakultet Ilmiy kengashida muhokama uchun tavsiya etildi.

Kafedra mudiri: **Turdieva N.Yo.**

Fanning ishchi o'quv dasturi Tarjima nazariyasi va amaliyoti fakul'teti Ilmiy kengashida muhokama qilindi va foydalanishga tavsiya etildi (2015 yil «__» avgustdagi 1- sonli bayonnoma).

Fakultet Ilmiy kengash raisi **Bo'riyev H.Q.**

Kelishildi:

O'quv uslubiy bo'lim boshlig'i **Xoliqov M.B.**

KIRISH

Fan, texnika va texnologiyalar yutuqlari asosida ta'lim tizimini isloh qilishda davr sinovlaridan o'tgan ilg'or tajribalarni o'rganish hamda milliy va umuminsoniy qadriyatlarni e'tiborga olgan holda ularning joriy etilishini ta'minlash raqobatbardosh kadrlar tayyorlashning muhim omili sanaladi. Amaldagi Davlat ta'lim standartlari, o'quv reja va fan dasturlarini takomillashtirish ehtiyoji ham ana shu islohotlar natijasida yuzaga keldi. Xususan, O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-son qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida "Oliy ta'lim muassasalarida chet tillarni o'qitish tizimini yanada takomillashtirish chora-tadbirlar dasturi" ishlab chiqilgan bo'lib, unda chet tillar bo'yicha Davlat ta'lim standartlari, o'quv rejalari va dasturlarini takomillashtirish va bosqichma-bosqich o'quv jarayoniga tatbiq etish ustuvor vazifalardan biri sifatida belgilangan. Yevropa Kengashining "Chet tilini egallash umum Yevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi hujjatida til egallashga qo'yiladigan talablar va mezonlar e'tiborga olingan holda O'zbekiston uzluksiz ta'lim tizimida chet tillarini o'rganishning yagona maqsad va vazifalari belgilanib, chet tillari bo'yicha ta'limning barcha bosqichlari bitiruvchilari tayyorgarlik darajasiga qo'yiladigan Davlat ta'lim standarti talablari ishlab chiqildi. Chet tilini egallash darajalarini o'zida aks ettirgan mazkur standart O'zbekiston Respublikasi Vazirlar Mahkamasining 2013 yil 8 maydagi "Chet tillar bo'yicha ta'limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo'yiladigan talablar" to'g'risidagi 124-sonli qarori bilan tasdiqlandi.

Mazkur dasturni ishlab chiqishda Yevropa Kengashining "Chet tilini egallash umum Yevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umum e'tirof etilgan xalqaro me'yorlari (CEFR – Common European Framework of Referencye) va O'zbekiston Respublikasining uzluksiz ta'lim tizimida chet tillarni o'rganishga qo'yiladigan talablar e'tiborga olindi. Unda chet tilini o'qitishga ixtisoslashgan ta'lim yo'nalishlari bitiruvchilari oliy ta'lim muassasasidagi to'rt yillik tahsillari nihoyasida o'rgangan chet tili bo'yicha S1 darajani egallashlari minimum sifatida belgilab qo'yilgan. Shuningdek, takomillashtirilgan Davlat ta'lim standartlarida talabalarning tayyorgarlik darajasi, bilim, malaka va ko'nikmalariga qo'yiladigan talablar hamda turdosh oliy ta'lim muassasalari mutaxassislari tomonidan bildirilgan takliflar inobatga olindi.

Fanning maqsad va vazifalari

Mazkur fanning maqsadi talabalarga kasbiy yo'nalish doirasida tilning og'zaki va yozma shakllarini o'rgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan o'rganilayotgan chet tilining 4 funksional shakllari va uslublarini, til to'g'risidagi amaliy va nazariy bilimlarini takomillashtirish hamda egallangan bilim, ko'nikma, malakalarini kasbiy va ilmiy faoliyatda erkin qo'llay olishlarini ta'minlashdir. Fanning asosiy vazifasi umum e'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'rganilayotgan chet tilini birinchi kurs oxirida B1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.

Fanni o'qitish jarayonini tashkil etish va o'tkazish bo'yicha tavsiyalar.

"Asosiy o'rganilayotgan chet tili" o'quv fanini o'zlashtirish jarayonida o'rganilayotgan tilning morfologik tuzilishi va tovush tizimi; o'rganilayotgan tildan o'qitish olib borilayotgan tilga tarjima amaliyoti spesifikasi va stilistik xususiyatlari, me'yoriy grammatika asoslari;o'rganilayotgan tilning rivoji va til doirasidagi asosiy ekstralingvistik shakllanishning asosiy faktorlari hamda tarixiy manbalari, uning dialektik xilma-xilligi;muloqotning og'zaki va yozma turlari; xorijiy tillarda fikrni lisoniy ifoda qilish usullari va ularning nutq og'zaki va yozma shakllarida qo'llanilishi qonuniyatlari; nutqning dialogik va monologik shakllari haqida tasavvurga ega bo'lishi; har xil mavzu va matnlarni o'qitish olib borilayotgan tilga suhbat, nutq va ma'ruzalarni og'zaki izchil va sinxron tarjima qila olish.

Fan bo'yicha talabalarning bilim, ko'nikma va malakalariga qo'yiladigan talablar

Mazkur dastur bo'yicha ta'lim olgan talabaning:

-chet tilini egallash Umum Yevropa standartlariga ko'ra B1 darajasida (darajalar tavsifi ilovada keltirilgan) o'rganilayotgan chet tilida o'qish, tinglab tushunish, gapirish va yozish ko'nikmalariga ega bo'lishi;

-o’rganilayotgan chet tilining xalqaro muloqotdagi roli;

- til o’rganish jarayonlari hamda ularning til o’rganishdagi roli va ahamiyati;

- o’quv materiallarini tanqidiy tahlil qilish, baholash, mahalliy sharoitga moslashtirish va yangilarini yarata olish;

-darsni rejalashtirishda izchillikni ta’minlash hamda mashg’ulot olib borish;

-chet tilini o’qitishning turli uslublari va til o’qitishdagi turli yondashuvlar;

- til o’qitilayotgan guruh va sharoitga mos ravishda o’qitish uslublarini tanlash va to’g’ri qo’llay olish;

-ta’lim oluvchilar bilimini baholashning turli shakl va metodlari;

-egallagan bilimlardan kasbiy va ilmiy faoliyatda unumli foydalanish bo’yicha bilim, malaka va ko’nikmalarga ega bo’lishi talab etiladi.

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Fanning o’quv rejadagi boshqa fanlar bilan o’zaro bog’liqligi va uslubiy jihatdan uzviyligi

Asosiy o’rganilayotgan chet (ingliz) tili fani ayniqsa, amaliy fonetika va amaliy grammatika, chet yel adabiyoti fanlari bilan bevosita bog’liq bo’lib, ushbu darslarda talabalar olgan bilimlarini umumiy tilshunoslik, til tarixi, nazariy fonetika, grammatika, leksikologiya, stilistika, tarjima, qiyosiy tipologiya, shuningdek, psixologiya, pedagogika, metodika fanlari bo’yicha nazariy kurslarni o’rganish jarayonida foydalana bilishlari shart. Mazkur fan ushbu fanlar bilan aloqadorligini va mazmuniy uzviyligini ta’minlaydi.

Fanni o’qitishda zamonaviy axborot va pedagogik texnologiyalar

Fanni o’qitishda shaxsga yo’naltirilgan ta’lim metodi va chet tilini o’qitishga kommunikativ yondashuvdan maksimal darajada foydalanish talab etiladi. Mashg’ulotlarda darslik va o’quv qo’llanmalardan tashqari autentik materiallar: audio, video, gazeta va jurnallar, internet manbalaridan, interaktiv usullarni qo’llagan holda aqliy hujum, keys-stadi, loyihalar tayyorlash, rolli o’yin, debatlar, prezentatsiya metodlaridan keng foydalaniladi.

Fanning amaliyotdagi o’rni

Tarjima nazariyasi va amaliyoti ta’lim yo’nalishi bo’yicha bakalavr tayyorlash bosqichining ajralmas bo’g’ini sifatida asosiy o’rganilayotgan chet tillari umumkasbiy fan hisoblanib, talaba-bakalavrlarning turli xorijiy qo’shma korxonalarda, aeroportlarda, bojxonalarda yoki radio, televideniye hamda xorijiy davlatlar bilan bog’liq davlat va nodavlat tashkilotlarda, xalqaro fond va shu kabilarda faoliyat ko’rsatishga yordam beradi.

Bu esa talabalarning kasbiy faoliyatida chet tillarini amaliy qo’llash malakasini hosil qiladi.

Fan bo’yicha talabalar bilimini baholash

Asosiy o’rganilayotgan til (ingliz, nemis, fransuz, ispan tillari) fani bo’yicha talabalar bilimi reyting tizimi asosida baholanadi. Dasturda modullar bo’yicha o’zlashtirilgan bilimlarni baholash turlari va shakllari keltirilgan. Ular o’quv materiallari to’liq va samarali o’zlashtirilganligini nazorat qilishda yagonalik va tizimlilikni ta’minlaydi.

Fan bo’yicha soatlar taqsimoti

Asosiy o’rganilayotgan til

Semester	Hours	Practical	Self Study
III	**170**	**102**	**68**
IV	**168**	**102**	**66**

Asosiy o’rganilayotgan til fanining amaliy soatlar mazmuniva texnologik xaritasi

№	Themes		hours	Time	Annotation	Ped. Technologies
		III semester				
1	**Art**	***Reading, speaking:***	2	Septemb	The students read a	Group Work

		A Europian Masterpiece		er 1 week	text “Leonardo Da Vinchi”; check comprehension and vocabulary practice. A task given for speaking practice.	Chain Drill Cluster Individual Work Asking Questions Role Play Presentation Communicative exercises
		Grammar, lexics, writing: Prepositions. Phrasal verbs.	2	Septemb er 1 week	Vocabulary notes; grammar practice-prepositions and its types; phrasal verbs	
		Reading, speaking, grammar: An Uzbek Masterpiece	2	Septemb er 1 week	The students read a text “Kamoliddin Behzod”; check comprehension,phrasal verbs with “*take*” and “*put*” vocabulary practice A task given for speaking practice	
		Listening, speaking: Jane Eyre - I chapter (by Charlotte Bronte)	2	Septemb er 1 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
		Reading, speaking: Art in Literature	2	Septemb er 2 week	Pre-text discussion, text “The sand castle”, discussion, speaking practice.	
		Grammar, lexics, writing: Participal construction. *Enough* with adjectives, adverbs and nouns.	2	Septemb er 2 week	grammar notes, vocabulary practice	
		Writing, speaking: Writing about Art	2	Septemb er 2 week	Writing exercise, a scheme for describing a picture.	
		Listening, speaking: Jane Eyre - II chapter (by Charlotte Bronte)	2	Septemb er 2 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
		Supplementary reading: Antonys Van Dyck, Peter Paul Rubens,	2	October 3 week	Supplementary reading can be used as home reading assignments or additional classroom material	
2	**Music**	***Reading, speaking:*** Classical	2	October 3 week	The students read a text “Classical Chamber Music”; check comprehension. A task given for speaking practice.	Group Work Chain Drill Cluster IndividualWork Asking Questions

		Grammar, lexics, writing: Passive voice	2	October 4 week	Rules, grammar practice - exercises and vocabulary practice	Role Play Presentation Communicati ve exercises
		Reading, speaking: Folk and Jazz	2	October 4 week	The students read short texts “Jazz”, “”Folk Music”, “Boysun”, “Ragtime”; check comprehension and vocabulary practice. A task given for speaking practice.	
		Listening, speaking: Jane Eyre - III chapter (by Charlotte Bronte)	2	October 4 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
		Speaking, reading, grammar: Stars of Rock’n Roll and Uzbek Variety Music	2	October 4 week	Vocabulary notes, topic “American 1950s: the birth of Rock’n Roll”, check comprehension; texts “Yalla”, “The road of music and passion”; grammar practice, and vocabulary practice. A task given for speaking practice.	
		Grammar, lexics, writing: Speech patterns Verbals Finite and nonfinite verbs	2	November 1 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Art	2	November 1 week	Writing a 250 word essay on each of the given topics	
		Listening, speaking: Jane Eyre - IV chapter (by Charlotte Bronte)	2	November 1 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
		Supplementary reading: Rembrant Van Rijn John Constable	2	November 1 week	Supplementary reading can be used as home reading assignments or additional classroom material	
3	**Entertai nment**	***Speaking, reading, grammar:*** Radio.	2	November 2 week	Vocabulary notes, topic “Changes in Radio industry” reaction questions, detail questions,	Group Work Chain Drill Classter Individual Work

					grammar practice, and vocabulary practice. A task given for speaking practice.	Asking Questions Role Play Presentation Communicative Lexics
		Grammar, lexics, writing: Nouns Countable and uncountable nouns	2	November 2 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: TV.	2	November 2 week	Pre-text discussion, topic "TV" reaction questions, detail questions, grammar practice, and vocabulary practice. A task given for speaking practice.	
		Listening, speaking: Jane Eyre - V chapter (by Charlotte Bronte)	2	November 2 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
		Speaking, reading, grammar: Film	2	November 3 week	Vocabulary notes, topic "Impact of film across cultures" reaction questions, detail questions, grammar practice, and vocabulary practice. A task given for speaking practice.	
		Grammar, lexics, writing: Noun	2	November 3 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about entertainment	2	November 3 week	Writing a 250 word essay on each of the given topics	
		Listening, speaking: Jane Eyre -VI chapter (by Charlotte Bronte)	2	November 3 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
		Supplementary reading: Thomas Gainsborough Ural Tansykbayev	2	November 4 week	Supplementary reading can be used as home reading assignments or additional classroom material	
4	**Religions**	***Speaking, reading, grammar:*** Polytheistic Religions	2	November 4 week	Vocabulary notes, topic "Polytheistic religions of the world" culture notes, grammar practice,	Group Work Chain Drill Classter Individual Work

					and vocabulary practice. A task given for speaking practice.	Asking Questions Role Play Presentation Communicati ve Lexics
		Speaking, reading, grammar: Monotheistic Religions	2	November 4 week	Vocabulary notes, topic “Monotheistic religions” culture notes,vocabulary practice. A task given for speaking practice.	
		Grammar, lexics, writing: Modal verbs Infinitive	2	November 4 week	Rules, grammar practice - exercises and vocabulary practice	
		Listening, speaking: Jane Eyre -VII chapter (by Charlotte Bronte)	2	December 1 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
		Speaking, reading, grammar: Islam in Uzbekistan	2	December 1 week	Vocabulary notes, topic “Imam Bukhari” reaction questions, detail questions. A task given for speaking practice.	
		Grammar, lexics, writing: Gerund	2	December 1 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Religion	2	December 1 week	Writing a 250 word essay on each of the given topics	
		Listening, speaking: Jane Eyre -VIII chapter (by Charlotte Bronte)	2	December 2 week	The students listen extract from “Jane Eyre” and then retell the meaning, discuss	
5	**Mass Media**	***Speaking, reading, grammar:*** Print Communications	2	December 2 week	Vocabulary notes, topic “A changing world at your fingertips” check comprehension. A task given for speaking practice.	Group Work Classter Individual Work Asking Questions Role Play Presentation Communicati ve Lexics
		Grammar, lexics, writing: Definite determiners. Quantifiers.	2	December 2 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: Broadcasting Communications (Radio and TV)	2	December 2 week	Vocabulary notes, topics “The British Broadcasting Corporation”, “Television in	

					Uzbekistan" culture notes. A task given for speaking practice.	
		Listening, speaking: Jane Eyre - IX chapter (by Charlotte Bronte)	2	December 3 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
		Speaking, reading, grammar: Internet communications	2	December 3 week	Pre-text discussion, topic - "Clinton Urges broad internet access",check comprehension. A task given for speaking practice.	
		Grammar, lexics, writing: Phrasal verbs with to close. expressions	2	December 3 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Mass Media	2	December 3 week	Writing an essay on each of the given topics	
		Listening, speaking: Jane Eyre - X chapter (by Charlotte Bronte)	2	January 2 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
6	**University education**	***Speaking, reading, grammar:*** University studies	2	January 2 week	Vocabulary notes, topic "The Finals", check comprehension, grammar notes, exercises. A task given for speaking practice.	Group Work Classter Individual Work Asking Questions Role Play Presentation Communicative Lexics
		Grammar, lexics, writing: Expressions and phrases	2	January 3 week	Vocabulary; grammar notes; exercises; grammar practice.	
		Speaking, reading: Campus Life	2	January 3 week	Vocabulary, topic "Brideshead Revisited", check comprehension, culture notes. A task given for speaking practice	
		Listening, speaking: Jane Eyre -XI chapter (by Charlotte Bronte)	2	January 3 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
		Speaking, reading: Problems in Education	2	January 3 week	Topic "Problems in Higher Educations in the UK", check comprehension. A	

					task given for speaking practice	
		Grammar, lexics, writing: Problems in Education. Modal verbs	2	February 1 week	Vocabulary, grammar practice. A task given for speaking practice	
		Writing, speaking: Writing about aducation	2	February 1 week	Writing a 250 word essay on each of the given topics	
		Listening, speaking: Jane Eyre (by Charlotte Bronte)	2	February 1 week	The students listen extract from "Jane Eyre" and then retell the meaning, discuss	
		Hours	**102**			
		IV semester				
7	**World Travel**	***Speaking, reading, grammar:*** Traveler's Tales	2	March 1 week	Vocabulary notes, topic "Family travel" check comprehension. A task given for speaking practice.	Group Work Chain Drill Classter Individual Work Asking Questions Role Play Presentation Communicati ve Lexics
		Grammar, lexics, writing: Past Perfect, Past Perfect Continious	2	March 1 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: Traveler's Destinations	2	March 1 week	Vocabulary notes, topics "Visit the Queen at Windsor", "Travelling the Silk Road" check comprehensions. A task given for speaking practice.	
		Supplementary reading: Abdulhak Abdullayev	2	March 1 week	Supplementary reading can be used as home reading assignments or additional classroom material	
		Listening, speaking: The Elephant Man - I chapter (by Tim Vicary)	2	March 2 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
		Speaking, reading, grammar: Traveler's Needs	2	March 2 week	Pre-text discussion, topic - "Traveler's Checks and Insurance", check comprehension. A task given for speaking practice.	
		Grammar, lexics, writing:	2	March 2 week	Rules, grammar practice - exercises	

		Prepositions			and vocabulary practice	
		Writing, speaking: Writing about Travel	2	March 2 week	Choosing three of the given tasks and complete them as directed	
		Listening, speaking: The Elephant Man – II chapter (by Tim Vicary)	2	March 3 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
		Listening, speaking: English in 30 days	2	March 3 week	The students listen a dialogue and then retell the meaning, discuss	
		Supplementary reading: A Canary for one by Ernest Hemingway	2	March 3 week	Supplementary reading can be used as home reading assignments or additional classroom material	
8	**Love and Marriage**	***Speaking, reading, grammar:*** Love, True Love	2	March 3 week	Vocabulary notes, topic "Falling in Love" check comprehension. A task given for speaking practice.	Group Work Chain Drill Classter Individual Work Asking Questions Role Play Presentation Communicati ve Lexics
		Grammar, lexics, writing: Phrasal verbs with "to get"	2	April 1 week	Grammar practice, exercises and vocabulary practice	
		Speaking, reading, grammar: How do I love Thee	2	April 1 week	Vocabulary notes, texts "A Love Story", "How do I Love Thee" check comprehensions. A task given for speaking practice.	
		Supplementary reading: Convivality by Carol Zapata-Whelan	2	April 1 week	Supplementary reading can be used as home reading assignments or additional classroom material	
		Listening, speaking: The Elephant Man – III chapter (by Tim Vicary)	2	April 1 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
		Speaking, reading, grammar: Will You Marry Me?	2	April 2 week	Vocabulary, topic - "American marriage traditions", check comprehension. A	

					task given for speaking practice.	
		Grammar, lexics, writing: Gerunds	2	April 2 week	Rules, grammar practice - exercises and vocabulary practice	
		Listening, speaking: English in 30 days	2	April 2 week	The students listen a dialogue and then retell the meaning, discuss	
		Writing, speaking: Writing about Love and Marriage	2	April 2 week	Choosing one of the given tasks and complete them as directed	
		Supplementary reading: Hope and Comfort by A.J.McKenna	2	April 3 week	Supplementary reading can be used as home reading assignments or additional classroom material	
		Supplementary reading: Hope and Comfort by A.J.McKenna (continious)	2	April 3 week	Supplementary reading can be used as home reading assignments or additional classroom material	
		Listening, speaking: The Elephant Man – IVchapter (by Tim Vicary)	2	April 3 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
9	**Health**	***Speaking, reading, grammar:*** In the Hospital	2	April 3 week	Vocabulary notes, an extract from "Evening in Byzantium", culture notes, check comprehension. A task given for speaking practice.	Group Work Chain Drill Classter Individual Work Asking Questions Role Play Presentation Communicati ve Lexics
		Grammar, lexics, writing: Direct-indirect speeches	2	April 4 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: Tips for Healthy Living	2	April 4 week	Vocabulary notes, topics "Tips for Healthy Living", check comprehensions, grammar practice. A task given for speaking practice.	
		Supplementary reading: The Moon and Sixpence	2	April 4 week	Supplementary reading can be used	

		by Somerset Maugham			as home reading assignments or additional classroom material	
		Listening, speaking: The Elephant Man -V chapter (by Tim Vicary)	2	April 4 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
		Speaking, reading, grammar: Diseases	2	May 1 week	Pre-text discussion, topic - "That is HIV/AIDS", check comprehension. A task given for speaking practice.	
		Listening, speaking: English in 30 days	2	May 1 week	The students listen a dialogue and then retell the meaning, discuss	
		Grammar, lexics, writing: Modal Verbs	2	May 1 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Health	2	May 1 week	Choosing one of the given tasks and complete them as directed	
		Listening, speaking: The Elephant Man –VI chapter (by Tim Vicary)	2	May 2 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
10	**Holiday Traditions around the World**	***Speaking, reading, grammar:*** American Holidays	2	May 2 week	Vocabulary notes, text "Thankgiving in the USA", grammar practice, check comprehension. A task given for speaking practice.	Group Work Chain Drill Classter Individual Work Asking Questions Communicati ve Lexics Role Play Presentation
		Grammar, lexics, writing: An appositive	2	May 2 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: Uzbek Holidays	2	May 2 week	Vocabulary notes, text "History of celebrating Navruz", check comprehensions, grammar practice. A task given for speaking practice.	
		Supplementary reading: The adventure of	2	May 3 week	Supplementary reading can be used	

		Christmas Pudding by Agatha Cristy			as home reading assignments or additional classroom material	
		Listening, speaking: The Elephant Man-VII chapter (by Tim Vicary)	2	May 3 week	The students listen extract from "The Elephant man" and then retell the meaning, discuss	
		Speaking, reading, grammar: Holidays around the World	2	May 3 week	Pre-text discussion, topic - "Christmas around the world", check comprehension, grammar practice. A task given for speaking practice.	
		Grammar, lexics, writing: Infinitive	2	May 3 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Holiday Traditions	2	May 4 week	Choosing one of the given tasks and complete them as directed	
		Listening, speaking: English in 30 days	2	May 4 week	The students listen a dialogue and then retell the meaning, discuss	
		Listening, speaking: English in 30 days (additional information)	2	May 4 week	The students listen a dialogue and then retell the meaning, discuss	
11	**Community assosiations in Uzb and the USA**	***Speaking, reading, grammar:*** Residental Community assosiations	2	May 4 week	Vocabulary notes, text "Residental community assosiations of Uzbekistan", culture notes, check comprehension. A task given for speaking practice.	Group Work Chain Drill Classter Individual Work Asking Questions Communicative Lexics Role Play Presentation
		Grammar, lexics, writing: Phrasal verbs	2	June 1 week	Rules, grammar practice - exercises and vocabulary practice	
		Speaking, reading, grammar: Rodeo of American West	2	June 1 week	Vocabulary notes, text "Rodeo in American West", check comprehensions, grammar practice. A task given for	

					speaking practice.	
		Listening, speaking: English in 30 days	2	June 1 week	The students listen a dialogue and then retell the meaning, discuss	
		Speaking, reading, grammar: Turkistan American Assosiations	2	June 1 week	Pre-text discussion, text, check comprehension, grammar practice. A task given for speaking practice.	
		Grammar, lexics, writing: Subjunctive mood	2	June 2 week	Rules, grammar practice - exercises and vocabulary practice	
		Writing, speaking: Writing about Community Assosiations	2	June 2 week	Choosing one of the given tasks and complete them as directed	
		Listening, speaking: English in 30 days	2	June 2 week	The students listen a dialogue and then retell the meaning, discuss	
			Hours	**102**		
			Total	**204**		

Mustaqil ta'limni tashkil etishning shakli va mazmuni

"Asosiy o'rganilayotgan til" fani tarkibidan talabalarni mustaqil ta'lim olishga o'rgatuvchi maxsus modul (mustaqil ta'lim ko'nikmalari) o'rin olgan bo'lib, talabalar birinchi kursdan boshlab mazkur fanni o'rganadilar. Shuningdek, har bir ishchi o'quv dasturida talabaning mustaqil o'qib o'rganishiga vazifa va topshiriqlar ko'rsatib o'tiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi. Bunda o'qituvchi bilim beruvchi va baholovchi sifatida emas, balki fasilitator (inglizcha facilitate so'zidan olingan bo'lib, biror bir jarayonning borishiga yaxshi ta'sir etuvchi va unga mos shart-sharoitlar yaratib beruvchi) sifatida namoyon bo'ladi. Talabadan fan bo'yicha mustaqil o'rgangan bilimlarini auditoriyada turli xil interaktiv uslublar orqali namoyish qila olishi va boshqalarga o'rgata olishi talab etiladi.

Tavsiya etilayotgan mustaqil ishlarning mavzulari

Mustaqil ish mavzulari fan o'qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo'naltirishi lozim. Bunda:

- sensor ta'lim uslublari (vizual, audio, kinestet, taktil);
- yaxshi bilim olish uchun ta'limning samarali uslublaridan oqilona foydalanishga asosiy e'tibor qaratiladi.

O'z- o'zini baholashda:

- o'zining til bilish darajasini umum e'tirof etilgan xalqaro me'yorlar (CEFR) ga muvofiq baholash;

Maqsadlarni to'g'ri qo'yishda:

- SMART maqsadlar;
- chet tilini o'rganishdan maqsadni to'g'ri belgilash

Refleksiya:

- ta'lim muassasasi va undan tashqarida vaqtdan unumli foydalanish;
- stress (ruhiy zo'riqish) ga qarshi kurashish;

Vazifalar ustida ishlash jarayonida:

- vazifalarni aniqlash va personalizasiya qilish;
- kutubxonalardan unumli foydalanish;
- internetdan maqsadli va samarali foydalanish;

- plagiat (ko'chirmakashlik) ga yo'l qo'ymaslik;
- ta'lim ko'nikmalarini bosqichma-bosqich egallab borish;
- amaliy vazifalarni bajarish;
- matnlar /maqolalar/video materiallarni tanqidiy muhokama qilish;
- talaba portfoliosiga alohida ahamiyat beriladi.

Amaliy mashg'ulotlarda aqliy hujum, klaster, blits-so'rov, kichik guruhlarda ishlash, insert, prezentatsiya, keys stadi kabi usullardan keng foydalaniladi.

Asosiy o'rganilayotgan til fanining mustaqil ta'lim mavzulari

N	Themes for Self-Study		Hours	Time
		III semester		
1	Write a review of the artists work.	Presentation on moodle platform	16 hours	October
2	Writing an essay on the theme: Music in our life	Presentation on moodle platform	18 hours	November
3	Writing about entertainment (essay)	Presentation on moodle platform	16 hours	December
4	Mass Media in Uzbekistan (presentation)	Presentation on moodle platform	18 hours	January
		Total	**68**	
		IV semester		
1	Writing about education (essay or article on the newspaper)	Presentation on moodle platform	16 hours	March
2	Writing about love and Marriage (essay)	Presentation on moodle platform	16 hours	April
3	Healthcare in Uzbekistan (presentation)	Presentation on moodle platform	16 hours	May
4	Community associations in Uzbekistan and the other international countries.	Presentation on moodle platform	18 hours	June
			66	
		Total	**134**	

TALABALARBILIMINI REYTING TIZIMIASOSIDA
BAHOLASh MEZONI

Fan bo'yicha reyting jadvallari, nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal ball, shuningdek joriy va yakuniy nazoratlarining saralash ballari haqidagi ma'lumotlar fan bo'yicha birinchi mashg'ulotda talabalarga e'lon qilinadi.

Fan bo'yicha talabalarning bilim saviyasi va o'zlashtirish darajasining Davlat ta'lim standartlariga muvofiqligini ta'minlash uchun quyidagi nazorat turlari o'tkaziladi:

- **joriy nazorat (JN)** - talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollekvium, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;
- **oraliq nazorat** – semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Oraliq nazoratning soni (bir semestrda ikki martadan ko'p o'tkazilmasligi lozim) va shakli (yozma, og'zaki, test va hokazo) o'quv faniga ajratilgan umumiy soatlar hajmidan kelib chiqqan holda belgilanadi;
- **yakuniy nazorat (YaN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi.

Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida **YaN** ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni

o'tkazish tartiblari buzilgan hollarda, **YaN** natijalari bekor qilinishi mumkin. Bunday hollarda **YaN** qayta o'tkaziladi.

Talabaning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabaning fan bo'yicha o'zlashtirish darajasi ballar orqali ifodalanadi.

Talabalarning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi. Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:

Ya.N.-3O ball, qolgan 70 ball esa - JNga 40 ball, ONga 30 ball qilib taqsimlanadi.

Ball	**Baho**	**Talabalarning bilim darajasi**
86-100	A'lo	*Xulosa va qaror qabul qilish, ijodiy fikrlay olish, mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
71-85	Yaxshi	*mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
55-70	Qoniqarli	*mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
0-54	Qonqarsiz	*Aniq tasavvurga ega bo'lmaslik, bilmaslik.*

(Izoh: Talabaning o'quv fani bo'yicha mustaqil ishiga umumiy ballning 20 balini ajratish tavsiya etiladi. Bu 20 ball JNga kiritiladi.)

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball, maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashkil etadi

Asosiy o'rganilayotgan til fanidan talabalarning joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lagan ballarni to'playdi. Darslar davomida talabalar eshitish, talaffuz, to'gri yozish va to'g'ri o'qish qo'biliyatlariga ko'ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o'zlashtish orqali ball oladi.

Talabalar mustaqil ta'lim mavzulari soniga ko'ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to'plashadi.

TALABALAR **ORALIQ / YAKUNIY NAZORAT**DAN TO'PLAYDIGAN BALLARI

№	**N a z o r a t k o' r s a t k i c h l a r i**	**ON/YaN ballari**	
		Maks.ball	**ON-1**
	Talabaning o'z fikr va mulohazalarini insho mavzularibo'yicha yozma bayon etishlarinuqtai nazardan bilim saviyasi	8 ball	8 ball
	Talabaning qiyosiy, tahliliy va tanqidiy turdagi bayonlarda o'z fikrlarini asoslangan tarza amalda qo'llashlarinuqtai nazardan bilim saviyasi	7 ball	7 ball
	Talabaning tinglash va gapirishnuqtai nazardan bilim saviyasi	15 ball	15 ball
	Jami ON /YaN ballari :	**30 ball**	**30 ball**

ORALIQ / YAKUNIY NAZORATNI BAHOLASH TEXNOLOGIYASI:

№	**Baholash shakli**	**Mak.ball**	**100-86%**	**85-71%**	**70-55%**	**54-0%**
1.	Talabaning o'z fikr va mulohazalarini insho mavzulari bo'yicha yozma bayon etishlari nuqtai nazardan bilim saviyasi	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
2.	Talabaning qiyosiy, tahliliy va tanqidiy turdagi bayonlarda o'z fikrlarini asoslangan tarza amalda qo'llashlarinuqtai nazardan bilim saviyasi	10ball	10-9ball	8-7 ball	6 ball	5-0ball
3.	Talabaning tinglash va gapirishnuqtai nazardan bilim	10 ball	10-9ball	8-7 ball	6 ball	5-0 ball

	saviyasi					
	Jami:	**30 ball**	**30-26 ball**	**25-22ball**	**21-17ball**	**16-1ball**

Asosiy o'rganilayotgan til fanidan reytingli baholash mezoni

Ta'lim yo'nalishi: 5120200 – Tarjima nazariyasi va amaliyoti

Nazorat turlari	*Ajratilgan maksimal ball*	*"a'lo "*	*"yaxshi"*	*"qoniqarli"*	*"qoniqarsiz"*
Joriy nazorat -1	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Joriy nazorat -2	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Oraliq nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball
Yakuniy nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball

O'quv shakli: kunduzgi, Kurs: 2 Semestr: 3-4

3 - s e m e s t r : 1 J O R I Y								
Ajratilgan amaliy va M/T soat :	Darslar soni:	Ajratilgan ball :	Kunlik belgi-langan ball :	Darsga kelmagan talaba uchun:	0-55 % uchun: 0-5 b	56-70% uchun: 5,5-7	71-85 % uchun: 7,5-8,5	86-100 % uchun 9- 10b
50 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
2 - J O R I Y								
52 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
4 - s e m e s t r : 1 - J O R I Y								
50 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 32 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
2 - J O R I Y								
52 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball,maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Talaba ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashqil etadi

Asosiy o'rganilayotgan til fanidan talabalarning joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lagan ballarni to'playdi. Darslar davomida talabalar tarjima badiiy bo'yoqdorligiga doir ma'lumotlarni olish va seminarlarda

javob berishiga ko’ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o’zlashtish orqali ball oladi.

Talabalar mustaqil ta’lim mavzulari soniga ko’ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to’plashadi.

ASOSIY O’RGANILAYOTGAN TILFANIDAN TALABALAR BILIMINI BAHOLASHNING TEXNOLOGIK XARITASI

III semester														
№	Mashg’ulotlar-ning tartib	O’quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat-larining muddati
		Ma’ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta’lim	Amal. + must.			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil	
	1-25	-	50	34	84	JB1+MB	Og’zaki	20	10	10	11	6	5	November 3rd week
	26-51	-	52	34	84	JB2+MB	Og’zaki	20	10	10	11	6	5	Fevral 1st week
	1-25	-	50	-	50	OB	Yozma	30			17			November 3rd week
	1-51	-	102	**-**	**170**	**YaB**	Yozma	30			17			Fevral 2nd week
IV semester														
№	Mashg’ulotlar-ning tartib raqami	O’quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat-larining muddati
		Ma’ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta’lim	Amal. + must. jami			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil	
	52-76	-	50	32	82	JB1+MB	Og’zaki	20	10	10	11	6	5	April 4th week
	77-102	-	52	34	84	JB2+MB	Og’zaki	20	10	10	11	6	5	June 2nd week
	52-76	-	50	-	50	OB	Yozma	30			17			April 4th week
	52-102	-	204	**-**	**168**	**YaB**	Yozma	30			17			June 3rd week

Tuzuvchilar: Halimova F.
Djuraeva M.
Abduraximova F.

Ushbu texnologik xarita SamDChTI “Tarjima nazariyasi va amaliyoti” kafedrasida 2015 yil «26» avgust (Bayonnoma № 1) muhokama qilingan va tasdiqlangan.

Kafedra mudiri: Turdieva N.Yo.

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6. AMALIY/SEMINAR MASHG'ULOTLARI UCHUN MASHQ/MASALA/ TOPSHIRIQLAR TO'PLAMI (*DARS ISHLANMALARI SIFATIDA MAJMUAGA KIRITILGAN*)

Organizing technology of practical lesson.

Topic № 1	**A European Masterpiece**

Model of educational technology

Time **80 min.**	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about a "Leonardo Da Vinchi"; check comprehension and vocabulary practice. the use of new words connecting with topic, phrasal verbs , vocabulary practice, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define European art • To present new vocabulary and phrasal verbs on the topic • To do grammar practice • Speak on traditions of the both countries • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations, • Masterpiece, renecanes, and etc. • To have a translation practice of the sentences from english into uzbek • Making up and answering questions on the topic • Dilling with the excersises on the topic • Introduce new words and word combination on the theme "European masterpiece" • Revision of grammatical structures. • Make up presentation on the topic. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

«A Europian Masterpiece". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Attendance
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-**	2.1.Explain and show essential vocabulary and word combinations on the topic "A European Masterpiece"; using new methods of teaching.	They listen and take notes. Do exercises.

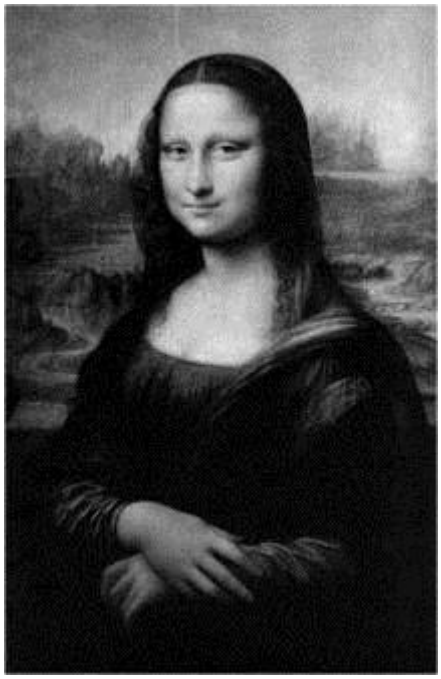
stage **(35min)**	2.2. Make up sentences using new words and word combinations doing exercises . 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Claster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and phrases on the topic; 2) To make up sentence using phrases. 4.3. To answer to the students questions.	They listen.

UNIT ONE
ART SECTION ONE
A European Masterpiece
Pre-Text Discussion

1. Name the various kinds of the fine arts.
2. What does a painter need to create a painting?
3. What is the difference between a drawing and a painting?
4. What famous art galleries of the world do you know?

Vocabulary

Represented	an image, likeness or reproduction of someone or something in a painting
Bodice	the part of a woman's dress above the waist (not including the sleeves)
Pleats	a fold or crease, especially a flattened fold in cloth doubled upon itself
Patterns	a repeated decorative design on paper, cloth, carpet, etc.
Devoid	lacking; free from; without any
Languorous	without energy; soft or tender mood
Russet	reddish-brown color
Labyrinthine coils	complicated, irregular network or pattern of turns and curves
Fretted	a design or pattern of continuous straight lines joined at right angles



Do you recognize this picture?
Do you know what museum this masterpiece is in?
Who is the painter?
What is unusual about this picture?

Text

Leonardo da Vinci. Mona Lisa (Gioconda)

She is ***represented*** sitting in front of a marble balcony. The left arm rests on the arm of the seat, and the fingers fold over the end of it. The right hand, perhaps the most perfect hand ever painted, lies lightly over the left hand and wrist. On the sleeves and ***bodice*** the ***pleats*** of a satin dress take the light, and worked along the braid, as if it were the signature of the artist, is one of the interlacing ***patterns.*** The curling auburn hair escaping at either side from the veil, and just brushing the bosom as it falls, has perhaps the most resemblance to earlier works. The eyes look out at you, gray, ***devoid*** alike of eyelash or eyebrow, heavy-lidded, ***languorous*** yet strangely intent. The face is full and of a southern type, and the lips are smiling. She was listening to music while he painted, so Vasari tells us. Beyond the balcony a strip of herbage has a warm russet glow, and road and river wind away on either side in ***labyrinthine coils*** amidst the ***fretted*** rocks to where, in the far distance, shadows are deep and still water lies among the hills.

Check Comprehension

1. We don't know who the sitter is, but we know the name of someone who did. Who is it?
2. What is striking about the portrait?
3. What is in the background of the portrait, beyond the balcony?
4. How did the painter harmonize the nature with the portrait? Is there anything in the painting that is similar to da Vinci's earlier works?

Vocabulary Practice

Exercise: Rewrite the following sentences using the active words from the text.

1. There were flattened folds in her dress and on the sleeves.
2. Though her eyes lack eyelashes and eyebrows, they impress the viewers by their tender and strangely intent state.
3. A warm reddish-brown glow of a strip of herbage was seen beyond the balcony.
4. In the background of the picture we can see a road and a river wind away on either side in complicated, irregular turns and curves.

Speaking Practice

Task: Defend or refute the following statements giving reasons for your position.

1. Leonardo da Vinci's ***Mona Lisa*** is the greatest masterpiece in the world.
2. Mona Lisa's smiling lips are striking to everyone who views the painting.
3. Mona Lisa's eyes don't impress any viewers since there are no long black eyelashes or eyebrows.

Organising technology of practical lesson.

Topic № 2	**Prepositions. Phrasal verbs.**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind Vocabulary notes; grammar Practice, prepositions and its types; phrasal verbs.	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of passage • To present new vocabulary and word combination on the topic • Making up questions to the topic • Speak on the meaning to audio text • Make up sentences related to the topic • To pay attention to the pronunsiation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations, • To have a translation practice of the sentences from English into uzbek, • To make up sentences on the topic • Making up and answering questions on the topic • Dilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Prepositions. Phrasal verbs.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(30min)**	2.1.Explain and show essential vocabulary and word combinations *Prepositions. Phrasal verbs.* 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(35 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	

Grammar Notes
Prepositions

A preposition expresses the relationship that its object (a noun, pronoun, or noun clause) has to the rest of the sentence. Most English prepositions have several different functions. At the same time, different prepositions can have very similar uses.

Prepositions of place (location) often give a logical 'picture' of the relationship between two objects. In order to check your own use of prepositions of place, visualize the two objects in the relationship the preposition indicates.

Grammar Practice

Insert the following prepositions/prepositional phrases to make logical sentences. Some sentences have more than one possible answer.

on top of; in front of; over; next to; behind

1. She laid the clothes on the chair ____ him.
2. He stood_____ the portrait admiring its beautiful detail.
3. _____ the house you could see the distant mountain range.
4. He laid his hand ____ the letter and remembered her kind words.
5. She held the teapot _____ his cup and asked if he wanted more.
6. Mr. Mor paused_____ the door, deciding whether or not to tell his wife about their outing.
7. He went upstairs to his bedroom, collected plenty of papers and put them himself to draft the epistle.
8. _____ They stood each other in front of the mantelpiece
9. Demoyte left the room again, closing the door____ himself with a bang.
10. Mr. Mor looked ____ Miss Carter's head to see that Demoyte was standing at the open door and had witnessed the scene.

Prepositions after verbs, adjectives, and before nouns

verb + preposition

Many verbs are followed by a particular preposition, or by different prepositions for different meanings eg laugh at I laugh with. Always check in a dictionary for meaning and usage.

verb + preposition + noun Everyone laughed at the cartoon.

I can't deal with this problem.

I suffer from panic attacks.

You can depend on us.

They were protesting against the war We laughed about the problem the next day.

I'll pay for your ticket.

I find it hard to cope with stress.

How do they differ from one another? You can't rely on Tom to arrive on time They're talking / arguing about history. What does the word 'input' refer to?

verb + preposition + noun / -ing We apologize for the delay.

He can't concentrate on his work.

I'm not used to studying late at night. They succeeded in making matters worse.

Dr Sims specializes in back problems.

Let me congratulate you on your success. I Insist on seeing the manager.

verb + noun + preposition + noun

I always confuse 'lie' with 'lay' They blamed everything on me

I'll have to discuss this with your parents I prefer tea to coffee

verb + person + preposition + noun / •ing

They accused her of cheating. Can you provide us with a copy ?
You remind me of someone I once knew
adjective + preposition
An adjective can be followed by different prepositions for different meanings eg he angry with someone / be angry about something.
You're right / wrong about that.
I'm not sure about the answer.
I'm sorry for being late.
Are you afraid of spiders?
Are you angry with me?
I'm bored with the same old routine.
Kate isn't keen on animals.
We were shocked! annoyed by the news.
I'm sorry / upset / angry about that. Our town is famous for its cakes. Who is responsible for this mess?
Speech is different from writing I'm annoyed with you!
I wish I was good at maths.
Is your sister married to him?
Are you interested in jazz?
preposition + noun phrases
Is this boat for sale?
We found the answer in the end.
In practice it doesn't work.
Are we in danger (of + ing)?
It happens an average once a year.
They received the letter by mistake The bus was out of control.
Sorry. I'm out of practice Everything is under control
Are you on holiday here?
That sounds good in theory.
My little brother is in trouble.
In fact, this is true I think he did it on purpose After running. I was out of breath Don't worry, he is out of danger.
I was under the Impression you knew There's no school tomorrow after all.

Exercise 2.
a Most people would expect a work environment to differ -Cnatu an educational environment.
b When you start your first job, you may find that you are not used the way tha your colleagues behave.
c You may not understand what people arc talking
d You may have to ask a lot of questions, and worry that other people can’t rely you.
e Or you may find it difficult at first to cope the demands your job places on you
f But there is no reason to suffer feelings of anxiety.
g You have to concentrate learning the job, and understanding the people around you.
h Don't worry that people are laughing you, or making fun of you because you are new to the job.
i You'll soon learn to deal everyday problems, and gain in confidence.
j Don't be afraid to ask for advice, and you'll soon be congratulating yourself your success.

Exercise 3.
All impression average practice control purpose end theory fact trouble
In a **theory** people are either morning people, who get up very early, or afternoon people, who don’t, but things may not be quite as simple as this. People who sleep until late may not do this on .They may just be under the c that they are afternoon people, so they simply couldn't get up early even if they tried. Or they think that they could get up early, but they arc out of d , It’s just a question of getting used to ItThen one day they realize that morning people are more successful.They decide

they have to change, but then their problems start. For example, you may really want to get up at 5.00 am, but when the alarm clock goes off. you decide that perhaps you are an afternoon person afrer e And so you fall asleep again.What can you do? Some research suggests that people who want to get up early often go to bed too early, and this is what lands them in f when the alarm clock rings.Their sleep patterns are out of g and cither they can't get to sleep or they wake up too early, or they can't wake up until late. In h , we may not need the same number of hours sleep every night. As long as we sleep roughly the same amount on i over a period of time, we probably get enough sleep. So in the j we may be better off going to sleep only when we really feel tired, provided we always get up at a fixed time each day.

Answers to the exercises

Ex 1

a from b to c about d on e with f from g on h at i with j on

Ex 2

a Sometimes I'm really annoyed with you. b We were all shocked by the things we saw on the news. c I'm sorry for losing your magazine. d Who was responsible for the accident? e I'm not keen on horror films. f Football is different from rugby. g Is Madonna married to Guy Ritchie? h Are you interested in playing computer games? i I'm bored by doing the same things every day. j Some people are afraid / frightened of going to the top of high buildings.

Ex 3

a theory b purpose c impression d practice e all f trouble g control h fact i average j end **Ex4** a In the end I succeeded in finding the answer. b Martin's teacher accused him of cheating. c Our school provides us with a free lunch. d I insist on having my money back! e They blamed the fire on Anna. / Anna was blamed for the fire. f You remind me of my sister. g I'm not used to getting up early in the moming. h *DonJt worrYJ* you can depend on Chris. i What were you two talking about? j I prefer jazz to rap.

Organising technology of practical lesson.

Topic № 3	**An Uzbek Masterpiece**

Model of educational technology

Time **80 min.**	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about an Uzbek Masterpiece; the use of new words connecting with topic,check comprehension, phrasal verbs with "take" and "put" vocabulary practice, making and answering questions on the topic , knowing the difference between European and Uzbek masterpiece.	
Pedagogical aims: • To give the infrmation and handouts on the topic • To deal with new words • To define uzbek art • To present new vocabulary and phrasal verbs on the topic • To do grammar practice • Speak on traditions of the both countries • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations, • Masterpiece, renecanes, and etc. • To have a translation practice of the sentences from english into uzbek • Making up and answering questions on the topic • Dilling with the excersises on the topic • Introduce new words and word combination on the theme "an Uzbek Masterpiece;" • Revision of grammatical structures. • Make up presentation on the topic. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.

Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

«An Uzbek Masterpiece”.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic “an Uzbek Masterpiece”; using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises . 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Claster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and phrases on the topic; 2) To make up sentence using phrases “take” and “put”. 4.3. To answer to the students questions.	They listen.

SECTION TWO
An Uzbek Master
Vocabulary

Handicraftsman	artist who combines manual and artistic skill
Renaissance	the revival of art and literature influenced by classical models in the 14th -16th centuries
Painting	the process or art of using paints
Miniatures	a style of painting represented on a very small scale
Prominent	distinguished; important
Brushwork	a painter’s own style of using the paintbrush
Amuse	interest; please

Execute	to carry out or do something planned or desired
Composition	an artistic arrangement
Palette	the range of colors used by an artist
Portraiture	the art of painting the representation of a person
Genre	a kind, style, type
Convey	to communicate an idea, meaning, emotion, etc.

Pre-Text Discussion

1. Can you name three famous classic Uzbek painters?
2. Do you know any unique features of Uzbek paintings?
3. In your opinion, what makes a painting interesting?
4. Why do you think painters are important to the cultural identity of a nation?

Text

KAMOLIDDIN BEHZOD AN ARTIST OF SENSE AND SOUL.

Bom in Herat in 1455 into the family of a ***handicraftsman,*** Behzod is a brilliant representative of Oriental ***Renaissance.*** Muran Naqqosh, his tutor, had notable impact in Behzod becoming a mature artist. It is interesting to note the existence of "Nigaristan" - the academy of ***painting*** at that time in Herat. The academy was an immense discovery for Behzod and from that time on, his regular studies of the secrets of painters of ***miniatures*** in that school was a great contribution to the development of his activity in miniatures.

It is worth noting Alisher Navoi's support in his becoming a ***prominent*** painter and owing to him, Behzod's activity reached its peak. Cooperating with Alisher Navoi, Behzod created miniatures to his poems. He also executed miniatures to "Laili and Majnun" by Hisrav Dekhlavi, to "Buston" by the poet Saadi, and to "Hamsa" by Nizomi Ganjavi.

Appointed as the leader of Sultan Husain Baikaro's library in 1487, Behzod created his miniatures, which amused the people of the world at that time and continue to ***amuse*** people today.

The word miniature means "tiny, small in size" and Kamoliddin Behzod created a great school from this small art. So, as it was said in Sultan Husain Mirzo's farmon (order), Behzod was the diamond of the century, the leader of painters not only in Herat, but also in all of Huroson. He was the leading painter and miniaturist. He had every opportunity to ***execute*** his miniature works. Every detail of his miniatures was created with great mastery and they impress viewers with the beautiful ***brushwork,*** dynamic ***composition,*** and powerful imagery. Behzod's color scheme was superb. He was called the Raphael of the East, a name he truly deserved.

Behzod also tried his ***palette*** in ***portraiture genre,*** for example, his portraits of Muhammad Shaibonikhan, the poet Abdulloh Hotifi, and King Takhmosib. In his portraits Behzod was able to profoundly and forcefully convey, as no one before him did, the world of human emotions and inner beauty, the innermost feelings of his characters.

The people of the world celebrated the 545th anniversary of Behzod's birth in the year 2000 in cooperation with UNESCO. The Institute of National Arts and Design established a state award named after Kamoliddin Behzod. There is also a memorial museum garden named in his honor.

It is not surprising that following our independence, gained in 1991 on the 31st of August, we managed to learn much about K. Behzod.

Honored artist of Uzbekistan - Ortiqali Qozoqov

Check Comprehension

1. What influence did Alisher Navoi have on Behzod's work?
2. What event in recent history made it possible to learn much about Behzod's life and works?
3. How would you describe the effect of Behzod's time spent in Herat?
4. Is there any connection between poetry and painting?

Grammar Notes

Coming to grips with Phrasal Verbs

A phrasal Verb is usually a two - word verb;

e.g.: Get on, go behind, fall off, turn up, run off...
The most common kind of phrasal verb is a verb followed by an adverb. When it is part of a phrasal verb, this adverb is called a particle. Sometimes it simply adds to the meaning of a verb.
e.g.: When I turned round, I saw Ann behind me.
Or it can completely change the meaning of a verb; e.g.: A car pulled up behind.

Phrasal verbs with "take" and "put"

to take after - resemble in features or character
to take (away) from - lessen, weaken, diminish
to take something back- retreat or withdraw
to take something down - write down
to take off - make a start, leave the ground
to take something out- extract, remove
to take upon oneself- assume responsibility
to put an end to- to end or abolish something
to put on- to clothe oneself with
to put off- to postpone
to put out - to cause to stop burning
to put up with- to endure without protest
to put together- to construct by combining parts
to put away - to put in the usual place; to save
to put down - to write down; to make a note of
to put somebody up - to give lodging and food
e.g.: Your daughter does not take after you in any way.
e.g.: His foolishness took away from his public image.
e.g.: I take back what I said.
e.g.: The reporters took down the speech.
e.g.: The big plane took off easily.
e.g.: How can I take these ink stains out of my blouse?
e.g.: You must take upon yourself the right to decide.
e.g. All peace loving people must put an end to war.
e.g. She put on her coat and gloves as it began to snow.
e.g. The meeting was put off till next week.
e.g. The fireman soon put the fire out.
e.g. Jane had to put up with her aunt's complaints.
e.g. It is easier to take a machine apart than to put it together.
e.g. Put some money away for old age.
e.g. Don't rely on your memory, please put it down in writing.
e.g. We can put you up for the whole month.

Grammar Practice

Complete the sentences with the correct phrasal verb form with "take"

1. The plane____ at 3:30 p.m. today.
2. The secretary_____ the information her boss was dictating.
3. Jonathan ____ his father, you know. They are both very intelligent.
4. I'm sorry. I offended you. I____ what I said.
5. How many library books can I ___ at one time?
6. The deadline was approaching, so I _____ to lead the group work.
7. Her appearance ____ the effectiveness of her speech.

Complete the sentences with the correct phrasal verb form with "put"

1. A new theatre company is _____ Hamlet this week at the Civic Center.
2. I'd like_____ my flight until next week.
3. Please _____ all cigarettes and fasten your seat belts.

4. They _____ the tent until the following summer.
5. I'm afraid there isn't a quieter room. You'll just have this one.
6. I _____the purchase of a new stereo till next year, because the prices are so high now.
7. Ann has _____ so much weight recently that she'll have to go on a diet.
8. Last month William ___ Tim____ for a few nights.
9. The firemen only just managed_____ the fire ____.
10. Please_____ your home assignment.

Vocabulary Practice

Complete the following sentences using the new words from the text.

1. Abdulhaq Abdullayev, a famous painter of Uzbekistan, studied the secrets of painting in the of painting. Behzod was a _____ painter of miniatures of the Oriental Renaissance.
2. "A tiny, small in size" piece of art can be spoken of as in art.
3. The famous English painter T. Gainsborough tried his in portraiture genre, too.
4. The human emotions and the inner beauty and feelings of the characters were in the famous Uzbek artist Ruzi Choriev's works.

Speaking Practice

Task: Defend or refute the following statements giving reasons for your position.

1. Behzod's color schemes are superb. That is why he is known as the Raphael of the East.
2. Due to the influence and support of Muran, Naqqosh, and Naoi, Behzod became a prominent painter and his activity reached its peak.
5. Behzod couldn't manage to convey human emotions in his miniatures.

Organising technology of practical lesson.

Lesson № 4	**Jane Eyre - I chapter (by Charlotte Bronte). "My story begins"**

Model of educational technology

Time 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – XI chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek (Russian) • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – I chapter "My story begins" (by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” Jane Eyre - I chapter
My story begins”.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage (35min)	Explain and show essential vocabulary and word combinations on the topic “Jane Eyre (by Charlotte Bronte)” using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Read about author Charlotte Bronte and her story Jane Eyre.
A Note About the Author

Charlotte Bronte was born on 21st April 1816. She lived in the village of Haworth, in West Yorkshire, in the north of England. Her father was a clergyman. He worked in the church at Haworth. Charlotte had four sisters. They were Maria, Elizabeth, Emily and Anne. Charlotte had one brother - Branwell. Charlotte was not pretty and her eyes were weak. But Charlotte was clever and she had a strong character.

In 1824, Maria, Elizabeth, Charlotte and Emily were pupils at a school called Cowan Bridge. The school was fifty miles from Haworth. It was a bad school and many of the children became sick. In 1825, Maria and Elizabeth died. Charlotte and Emily went home. From 1825 to 1831, Charlotte’s father taught his children at home.

In 1831, Charlotte was fifteen years old. She was a pupil at a school called Roe Head. Later, she was a teacher at this school.

In 1842, Charlotte and Emily studied in Brussels in Belgium. Charlotte was a clever student.

But she was unhappy. She fell in love with a married man. And she returned to England.

Charlotte, Emily, Anne and Branwell wrote stories and they drew pictures. They also wrote poetry. Branwell was going to be an artist. But he became ill. He drank alcohol and he took drugs.

The Bronte sisters sent their stories to a publisher. In the 1850s, women's stories were not often pub¬lished. So Charlotte wrote her books with the name, Currer Bell. Emily wrote Wuthering Heights with the name, Ellis Bell. And Anne wrote Agnes Grey with the name, Acton Bell. Their books were very popular. Soon people wanted to meet these authors. Then they were surprised. These good writers were women!

Charlotte Bronte's novels are: The Professor, Jane Eyre (1847), Shirley (1849) and Villette (1853). Jane Eyre is one of the most popular stories in English. In 1847, people read Jane Eyre and they were surprised. Women did not often speak about their hopes and their thoughts. Women did not talk to men in this way!

In 1848, Emily and Branwell died. Anne died the next year. Charlotte lived with her old father. She was now a famous author. People wanted to meet her. Charlotte travelled to London and she met poets, artists and writers. She visited theatres, museums and art galleries. In 1854, Charlotte married a clergyman, Arthur Nicholls. On 31st March 1855, Charlotte Bronte died. She was 38 years old.

A Note about this story

Time: The 1830s. ***Place:*** The north of England.

Early in the nineteenth century, there were no cars or trains. People rode horses. People travelled in coaches or in carriages pulled by horses. Journeys were long and difficult. Most people lived in the countryside. Rich people had large houses and many servants.

Rich children learnt their lessons in their homes. A teacher lived in their house. Some poor children lived at their schools. Some of these schools were very bad. The buildings were cold and uncomfortable. These children did not have enough food. Their teachers often beat them.

The Brontes were poor. The three sisters worked as governesses. Governesses lived in the homes of rich families. They taught the children of these families.

In the story, *Jane Eyre,* Charlotte Bronte wrote about her own life. Jane was unhappy in a bad school. Charlotte was unhappy too. Jane Eyre was not pretty. But she was clever and she was good. Charlotte was not pretty. But she was intelligent and she worked hard. In the story, Jane Eyre becomes a governess. Charlotte was a governess in the homes of two rich families. She hated the work.

In 1851, there were about 25000 governesses in England. Many poor women from good families worked as governesses. They were not married. Governesses were not paid well

Listen to the 1st chapter and retell it.

My Story Begins

In 1825, I was ten years old. My father and mother were dead. I lived with my aunt and uncle, Mr and Mrs Reed. Their house was called Gateshead Hall. The house was in Yorkshire, in the north of England. My Aunt and Uncle Reed had two children - a boy, John, and a girl, Eliza.

I liked my Uncle Reed and he liked me. But in 1825, my uncle died. After that, I was very unhappy. My Aunt Reed did not like me. And John and Eliza were unkind to me.

It was a cold, rainy day in December. All of us were in the house. I wanted to be alone. I wanted to read. I opened a book. Then I heard my Cousin John's voice.

'Jane! Jane Eyre! Where are you?' John shouted. He came into the room and he saw me.

'Why are you reading my book?' he asked. 'Give it to me!'

John took the book. He hit my head with it. I screamed. John hit me again. I pulled his hair and I kicked him.

'Help! Help, Mamma!' John shouted. 'Jane Eyre is hurting me!'

Aunt Reed ran into the room. She pulled me away from John.

‘John hit me with a book,’ I said. ‘I hate him. And I hate you too!’

‘You are a bad girl, Jane,’ my aunt said. ‘Why do you hate me?’

‘You don’t like me,’ I replied. ‘John and Eliza are unkind to me. I want to leave Gateshead Hall.’

‘You want to leave!’ Aunt Reed said. ‘Where will you go? Your parents are dead. You cannot live alone.’

Aunt Reed thought for a moment.

‘My friend, Mr Brocklehurst, is the owner of a school,’ she said. ‘I will send you to Mr Brocklehurst’s school.’

A few days later, Mr Brocklehurst came to Gateshead Hall. He was a very tall man. His eyes were dark and his face was cruel.

‘Jane Eyre,’ he said to me. ‘God does not like bad children. God punishes bad children, Jane Eyre.’

‘God will punish John Reed,’ I replied. ‘John Reed hits me and he shouts at me.’

‘That is not true. You are a liar, Jane Eyre,’ Mr Brocklehurst said. ‘You must not tell lies. And you must not live here with your cousins. You will come to Lowood School. You will become a good girl.’

‘I want to come to your school, sir,’ I said. ‘I want to leave this house.’

‘Bad girls are punished at my school, Jane Eyre,’ Mr Brocklehurst said. ‘The girls work very hard at Lowood.’

‘I will work hard. 1 will be a good pupil, Mr Brocklehurst,’ I said. Two weeks later, I left Gateshead Hall. I went to Lowood School

Listen again ang fill the gaps.

1. In ……, I was ten years old. My father and mother were dead. I lived with my …….. and uncle, Mr and Mrs Reed. Their house was called …….
2. My Aunt …….. did not like me. And John and ……. were unkind to me.
3. It was a cold, rainy day in ……... All of us were in the house. I wanted to be alone.
4. A few days later, Mr ……. came to Gateshead Hall. He was a very tall man. His eyes were dark and his face was ……..
5. Two weeks later, I left Gateshead Hall. I went to …… School.

Organising technology of practical lesson.

Topic № 5	**Art in Literature**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “The sand castle”; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the education and schooling	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek

system in Great Britain • To present new vocabulary and word combination on the topic • Making up dialogues comparing state and public schools • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "The Sand castle", • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Art in Literature". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage (35min)	2.1.Explain and show essential vocabulary and word combinations on the topic "the sand castle" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

SECTION THREE
Art in Literature

Match the words with their deffenitions.

Contemporary	living or occurring at the same time; approximately equal in age
Portrayal	a likeness of someone or something; a graphic description
Absorbed	intensely interested in something
Easel	a standing frame, usually of wood, for supporting an artist's work
Canvas	a cloth tightly stretched across a frame as a surface for oil painting
Irritable	easily annoyed or angered
Alter	to make or become different; to change
Abstractedly	not giving attention to the matter in hand
Segment	a part or portion of a whole
Straying	wandering from the right place or normal way
Faintly	very slightly or little
Rheumatism	any disease with swelling and pain in the joints or muscles
Lumbered	moved slowly and heavily
Solemnly	seriously, with dignity
Sitter	a person who sits (poses) for a portrait
Reproduce	to be painted to make a copy or representation

Pre-Text Discussion

1. What is your general impression or opinion of artists' character?
2. Imagine yourself sitting before a great artist waiting for your portrait to be painted. How difficult do you imagine it will be to sit for a portrait?
3. In your opinion, do all of one artist's works have similar features or is each unique?
4. How important is light to a painter's work?
5. What do you think of the expression, "Art for art's sake?"

Text
The Sand Castle by Iris Murdock (an extract)

Iris Murdock (born in 1919), one of England's best-known contemporary novelists, has written many successful novels, which are distinguished by their portrayal of romantic and psychological complications, usually among the educated middle classes. ("Under the Net", The Sandcastle, The Bell, The Unicorn, Bruno's Dream, The Black Prince).

Chapter Seven

Already the light was leaving the earth and taking refuge in the sky. The big windows of Demoyte's drawing room stood open upon the garden. In the last light of the evening Rain Carter was painting. She was completely ***absorbed*** in what she was doing. Early that morning Rain had found herself able to make a number of important decisions about the picture, and once her plan had become clear she started at once to put it into execution. A white sheet was laid down in the drawing-room on which the ***easel*** was placed together with a kitchen table and a chair. Paints and brushes stood upon the table, and the large ***canvas*** had been screwed on the easel. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs, which hung behind him upon the wall. Through the window was visible a small piece of the garden, some trees, and above the trees in the far distance the tower of the school. In front of Demoyte stood a table spread with books and papers.

Demoyte had been sitting there at Rain's request for a large part of the afternoon and was by this time rather ***irritable.*** During much of this period Rain had not been painting but simply walking up and down and looking at him, asking him to ***alter*** his position slightly, and bringing various objects and laying them upon the table.

Rain surveying now at leisure the object placed before her, could hear her father's voice saying, 'Don't forget that a portrait must have depth, mass, and decorative qualities. Don't be so fascinated by the head, or by the space, that you forget that a canvas is also a flat surface with edges, which touch the frame. Part of your task is to cover that surface with a pattern! '

Rain had chosen as part of the background one of the rugs, which, as it seemed to her, spoke the theme again. In some obscure way this patterned surface continued too to be expressive of the character of the sitter, with his passionate interest in all-over decoration. Rain selected a noble Shiraz, of a more intense golden shade, not unlike the color in which she proposed to paint the old man's face, and wherein the curve occurred again, formalized into a recurrent flower. This rug, which was the same one Rain had been studying when William Mor first beheld her, she had persuaded Demoyte to move, exchanging its position with another one so as to have it in the picture. He had done this with many complaints.

'It's time you stopped that now, missy,' said Demoyte. 'There isn't anything like enough light to paint by.' He shifted restlessly about in his chair. He particularly resented being kept there when Rain was not painting him but painting a piece of the rug. Rain had told him when he complained that 'all the colors belong to each other, so the rug looks different when you are there.'

'I know,' said Rain ***abstractedly***. She was wearing her black trousers and a loose red overall on top, the sleeves well rolled up. 'It is too dark. My father would be cross seeing me painting now. I just want to finish this tiny square.'

Rain hoped that the following day she would be able to construct, from the small and finely worked ***segment*** of rug, a great deal more of the rest of her picture.

She laid the brush down. It was too dark now. Demoyte began to get up. 'Please wait a moment,' said Rain, 'just a moment more, please.' He subsided.

Rain came forward and studied him, leaning thoughtfully across the table. The hands. Much depended on that. The hands must be another mark of strength in the picture, shown solid and square, somehow. But how exactly? 'I don't know what to do with your hands,' said Rain. She reached across and took one of Demoyte's hands and laid it across the top of one of the books. No, that wouldn't do.

'I know what to do with your hands,' said Demoyte. He captured the one that was still ***straying*** about on the table and lifted it to his lips.

Rain smiled***faintly.*** She looked down at Demoyte, not studying him this time. Now it was quite dark in the room, although the garden was glowing still.

'Have I given you a bad day?' she said. She did not try to free her hand. Demoyte clasped it in both of his, stroking it gently and conveying it frequently to his lips.

'You've kept me sitting here in one position and an agony of ***rheumatism*** for the whole afternoon, that's all,' said Demoyte. 'Let me see how much you've done by now.' He ***lumbered*** over to the easel. Rain followed him and sat down on a chair to look at the canvas. She felt exhausted.

'Good God! said Demoyte. 'Is that all you've done, child, in the last two hours? You're still on that square inch of carpet. At this rate you'll be with us for years. But perhaps that's what you want - like Penelope*, never finishing her work? I wouldn't complain.'

'The picture will be finished,' said Rain, 'and I shall go. I shall be sorry.' She spoke ***solemnly.***

'When you go,' said Demoyte, 'you will leave behind a picture of me, whereas what I shall be wanting is a picture of you.'

'Every portrait is a self-portrait,' said Rain. 'In portraying you I portray myself.'

'Spiritual nonsense,' said Demoyte. 'I want to see your flesh, not your soul.'

'Artists do paint themselves in their ***sitters',*** said Rain, 'often in quite material ways. Burne-Jones * made all his people look thin and gloomy like himself. Romney * always ***reproduced*** his own nose, Van Dyck * his own hands.' She reached out and drew her hand in the half darkness along the rough cord of Demoyte's coat, seeking his wrist. She sighed.

Culture Notes

Penelope - in Greek mythology, the faithful wife of Odysseus; when her husband did not return after the would be fall of Troy, she told her suitors that she would marry one of them when she had finished the piece of weaving on which she was engaged. Every night she undid all she had done during the day and so she made the work last until Odysseus came home.

Burne - Jones, Sir Edward Coley, Bt (1833 - 1898) - an English painter of legendary mythological and Biblical scenes.

Romney, George (1734 - 1802) - one of the notable English portrait painters.

Van Dyck, Sir Anthony (1599 - 1641) - a famous Flemish painter.

Check Comprehension

Identify the following statements as true or false according to the text.

1. Rain knew well enough what to do with Demoyte's hands.
2. Demoyte resented being kept there when she was not painting him but painting a piece of the rug.
3. In front of Demoyte stood a table spread with drawings, paints and brushes.
4. There wasn't enough light for the artist to paint.
5. Rain took her paints, brushes, and easel and went to Demoyte's yard to paint.
6. "Every portrait is a self-portrait" said Demoyte.

Organising technology of practical lesson.

Topic № 6	**Participal construction.** ***Enough* with adjectives, adverbs and nouns.**

Model of educational technology

Time **80 min.**	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about Participle construction. *Enough* with adjectives, adverbs and nouns . Make up sentence with enough adjectives, adverbs and nouns.	
Pedagogical aims: • To give the information and handouts on the grammar rules • To deal with new words • To present new vocabulary and word combination on the topic • Making up dialogues comparing state and public schools • Speak on exceptions in rules • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Participal construction.*Enough* with adjectives, adverbs and nouns.". Technical map on the practical lesson

Time and stages of the	**Steps of activity**	
	Teacher	**Students**

lesson		
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage (35min)	2.1.Explain and show essential vocabulary and grammar rules using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

Grammar Notes

Language Focus - Grammar Practice and Speech Patterns

Pattern 1 - participial construction

The participle may have different syntactic functions as an attribute, predicative, adverbial modifier, object and part of an absolute construction.

Examples:

1. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs.
2. He sat down close to her, his hands stroking hers.
3. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.

Pattern 2 - Enough with adjectives, adverbs and nouns

1. ***Enough*** changes positions depending on whether it is modifying a noun, an adjective or an adverb. When modifying an adjective or an adverb, enough follows.

Examples:

1. This film was interesting enough.
2. Ann speaks English well enough to be an interpreter.
3. He sat down close to her, his hands stroking hers
4. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.
2. When modifying a noun, 'enough' precedes the noun.

Examples:

1. There isn't anything like enough light to paint by.
2. She had enough money to buy a new dress.
3. Do you have enough sugar in your tea?

Grammar Practice

Exercise 1 - Rewrite the given sentences using the Speech Patterns.

1. She lay awake all night and thought of what had happened.
2. "These are pretty", she exclaimed as she picked up a bouquet of violets and pinned them on.
3. He plunged into the heap of letters, which had waited a long time for him to answer.
4. The sidewalks were crowded with people who came to watch the demonstrations.
5. He was not happy. The thought worried him.
6. He was tall. He could reach upper bookshelf.
7. It is difficult to get this book.

Exercise 2 - Complete the following sentences using the Speech Patterns. More than one answer is possible.

1. He received a letter.... of their new address.
2. The water came .... the valley.
3. Stephanie walked slowly across the campus .... the Saturday afternoon.
4. He became aware of the figure ... noiselessly beside him.
5. .....The company left the cafe gaily.
6. The boys on the fence looked like swallows ... on a telegraph wire.

Exercise 3 - Define the function of the Participle in the following sentences. The Participle may have different syntactic functions as an attribute, predicative, adverbial modifier, object, and part of an absolute construction.

1. Enthroned opposite, beside one of the windows, sat Demoyte, his shoulder touching one of the rugs.
2. In front of Demoyte stood a table spread with books papers.
3. She persuaded Demoyte to move, exchanging the position of the rug so as to have it in the picture.
4. Rain came forward and studied him, leaning thoughtfully across the table.
5. She looked down at Demoyte, not studying him this time.
6. He fetched another chair and placed it very close to her and sat down, his knee brushing hers.
7. Demoyte j erked awkwardly backwards, j arring his chair along the floor.
8. He spoke in a factual voice, as if requiring no reply.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [ ], then write a sentence using each word in its new form. The new sentences should be related to the subject of art/painting.

1. portrayal - [v]
2. irritable - [n]
3. alter - [n]
4. segment - [adj]
5. solemnly - [adj]
6. sitter - [v]
7. reproduce - [n]

Speaking Practice

Task 1. Defend or refute the following statements.

1. Every portrait is a self-portrait of the painter. Artists paint themselves in their sitters.
2. Art is long, life is short.
3. A thing of beauty is a joy forever.

Task 2. Role play:

1. Demoyte - Rain.
2. Rain painting Demoyte and speaking

a) Just speaking, not to Demoyte
b) Speaking to Demoyte.
3. Rain preparing for painting Demoyte.

Organising technology of practical lesson.

Topic № 7	**Writing about Art**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Art the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define Writing Art types • To present new vocabulary and word combination on the topic • Making up dialogues comparing kinds of art • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Writing about Art", • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Writing about Art".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Art" using new	They listen and take notes. Do exercises.

While-stage **(35min)**	methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To do exercises.. 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Art

Writing Exercise: Using the 8 points in the scheme given below, choose 2 of the paintings shown on these pages and write a review of the artists' work.

A SCHEME FOR DESCRIBING A PICTURE

1 Name the author of the picture and state what school (trend) in painting he belongs to:

Pastoral - portrays an idealized and peaceful view of rural life.

Abstract - nonrealistic designs and forms that may be definite and geometric or fluid and formless.

Impressionism - captures a momentary glimpse of a subject , especially to reproduce the changing effects of light by applying paint to the canvas in short strokes of pure color.

Realism or Naturalism - portrays subjects as it is thought they really are without idealizing.

#2 Define the picture's genre:

Oil paintings are painted in oils. This painting was highly developed in the epoch of Renaissance. Paintings of this epoch are excellently preserved up to the present.

Watercolor began to be widely used in the 17th century. Watercolor paintings are painted in colors, diluted with water. It is better to look at the watercolor paintings from a distance.

Gouache is paint, diluted with water. Paintings of this sort are not preserved very long. That's why it is used mainly in applied art and in painting placards.

Fresco is one of the wall monumental paintings. Fresco paintings are painted on the plaster of buildings.

Landscape painting reproduces nature. While depicting nature the painter reveals some human feelings. Paintings of this genre help us to know ourselves, to get to know our life and feeling, bring up the love for our motherland. Especially popular landscape painters are: U. Tansikbaev, R. Choriev, Thomas Gainsborough, John Constable, Shishkin, Levitan.

Portraiture is one of the oldest genres in painting. The main problem of this genre is to depict the characteristic peculiarities of the individual human personality. Some famous portrait painters are Rembrandt, Raphael, and Thomas Gainsborough, A. Abdullaev, Saidov.

Religious genre paintings depict religious faiths of people during this or that period.

Miniature genre

#3 State whether it is a subj ect (story) picture or a view picture.

#4 Explain the message of the picture. The following expressions are used in describing a picture. The painting is a point of view taken from contemporary life. The artist is depicting a scene from the Bible.

The subject is an episode taken from Greek Mythology.

He portrays people from different walks of life.

He conveys the idea of....

He treats the subject broadly.

5# Composition of the picture

The artist has an excellent sense of arranging objects, people, tree, etc.

... he achieves complete unity of composition.

... he balances the figures with taste.

6# Technique:

The picture is painted with firm brushstrokes.

The painter has a delicate sense of artistic form.

... conveys the sense of space.

... gives an open air feeling.

7# Color

... colors are rich.

... he achieves wonderful natural effect, sunshine effects, moonlight effects.

... light seems to shine from the canvas.

8# Evaluation of the picture

The picture is executed with great mastery. It's masterpiece

There is convincing truth in the painting ...

The picture appeals to the heart and to mind of the people.

... the picture is detached from life. It's hard to tear oneself away from the picture.

He transferred human emotions and feeling to canvas with marvelous success.

Organising technology of practical lesson.

Lesson №8	**Jane Eyre - II chapter (by Charlotte Bronte).**

Model of educational technology

Time 80 min.	Number of students - 10-17
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – II chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek (Russian) • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – II chapter (by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

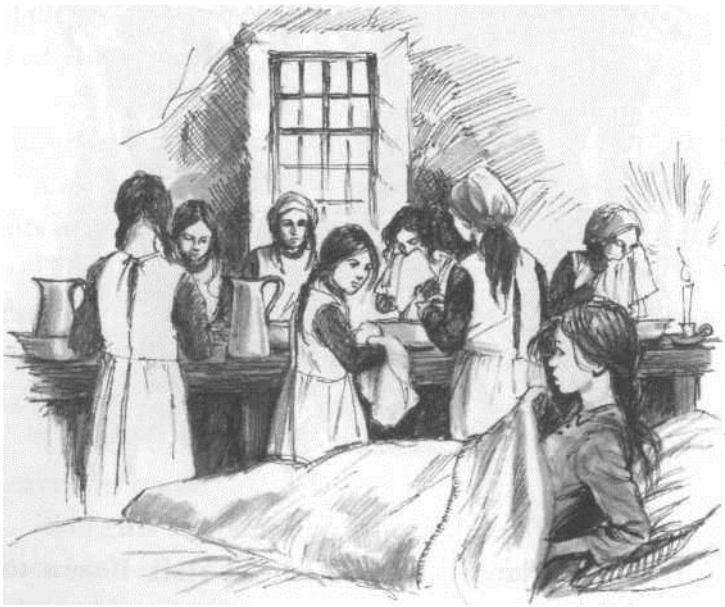
" Jane Eyre - II chapter
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. . Prepare pictures on the topic. . To check students knowledge . . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - II chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word	They listen and take notes. Do exercises. They write. They listen

	combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Listening:

Chapter II
Lowood School



It was the month of January. I arrived at Lowood School at night. A servant took me up some stairs and into a big bedroom. There were many beds in the room. The girls in the beds were asleep. The servant took me to an empty bed. I put on my nightclothes and I got into bed. Soon, I was asleep too.

I woke up very early. A loud bell was ringing. The bed-room was dark and cold. I watched the other girls. They washed in cold water and they dressed quickly.

There was a plain brown dress next to my bed. And there was a pair of ugly, heavy shoes. I washed quickly. Then I put on my new clothes.

I was very hungry. I followed the other girls down the stairs. We sat down at long tables in a large diningroom. Our food was terrible.

‘The food is bad again,’ one of the girls said.

‘Stand up!’ a teacher shouted. ‘Don’t talk!’

We stood up. We did not speak. We walked into a big schoolroom and we sat down.

There were about eighty girls in the schoolroom. And there were four classes. The oldest girls were in the fourth class. I was in the first class.

Four teachers came into the room and we began our lessons. The lessons were not interesting. First, we read some pages in a book. Then our teacher asked us questions about those pages.

After four hours, we went outside. It was very cold. Very soon, a bell rang. Lessons started again. Three weeks passed. One afternoon, the head teacher came into the schoolroom. The head teacher’s name was Miss Temple. Mr Brocklehurst was with her. We all stood up. I stood behind an older girl. I did not want Mr Brocklehurst to see me.

Mr Brocklehurst walked slowly round the room. Everybody was very quiet. And then I dropped my book!

Mr Brocklehurst stopped walking. Fie looked at me.

‘Ah! The new girl,’ he said. ‘Come here, Jane Eyre!1 Then he pointed at two of the older girls. ‘You two girls - put Jane Eyre on that high chair!1 he said.

‘Look at Jane Eyre, every¬body!1 Mr Brocklehurst said.

‘This child is bad. She is a liar. She will be punished!

Miss Temple! Teachers! Girls!

Do not talk to this child.1 Then he spoke to me again.

‘Jane Eyre, you must stand on that chair for two hours,1 he said. ‘You are a bad girl!1

That evening, I cried and cried. But Miss Temple was kind to me.

‘You are a good pupil, Jane,1 she said. ‘And you are not a bad girl. I am your friend, Jane.1 ‘Thank you, Miss Temple,1 I said.

Lowood School was in an unhealthy place. The build¬ings were wet and cold. Mr Brocklehurst owned the school. He was a rich man. But he did not buy warm clothes for us. And he did not buy good food for us. Everybody hated him.

In the spring, many of the girls became sick. Some of them left the school. They never came back. Many of the girls died.

That spring was a terrible time. We had no lessons. Miss Temple and the other teachers took care of the sick pupils. Mr Brocklehurst had to buy better food for us. And he had to buy warm clothes for us. Mr Brocklehurst never came to the school.

The next year, Lowood School moved to a better place. It was a healthier place. There were new school¬rooms, new bedrooms and a new dining-room. The new buildings were bright and clean. The teachers were happy. After that, I was happy at Lowood School too.

I was a pupil at Lowood School for six years. Then I became a teacher. I was a teacher at the school for two years. But I never returned to Gateshead Hall. And the Reeds never wrote to me.

Organising technology of practical lesson.

Topic № 9	**Antonis Van Dyck** **Peter Paul Rubens**

Model of educational technology

Time – 80+80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Music. classical”; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To listen six types of music • To define types of classical music • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of other countries • Make up sentences to passive voice • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations(opera, chamber, blues, orchestra and etc.) • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme “Chamber music”, • Revision of grammatical structures.”Passive voice” • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Technical map on the practical lesson
“Antonis Van Dyck
Peter Paul Rubens”

Time and stages of the	**Steps of activity**	
	Teacher	**Students**

lesson		
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage (35min)	2.1.Explain and show essential vocabulary and word combinations on the topic ""Antonis Van Dyck Peter Paul Rubens"" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues to passive voice. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1 Make up texts according the distributed pictures without preparation in Cluster method. 3.2 Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

Reading skills

Read the texts and do true/false sentences.

Antonis Van Dyck (1599 - 1641)

The evolution of Van Dyck's art can be exceptionally well traced in the 26 canvases. In his portraits of his Flemish period he followed the traditions of the 16th century Netherlander portraits with their careful rendering of the sitter's face, executed in an elevated style and representing a range of varied psychological characteristics. These are "A Family Group", "Portrait of a Young Woman and Child". More imposing and more markedly generalized is Van Dyck's "Portrait of a Man".
The English period of his activity includes portraits of English royal family and the nobility.

Peter Paul Rubens (1577-1640)

Peter Paul Rubens was a skillful diplomat, who at times was entrusted with delicate peace missions between the Southern and Northern Netherlands, between Spain and England.
He was a humanist, a designer of religious, historical and allegorical canvases and a supreme master in landscape. He was greatly influenced by station art. Rubens was a great painter because of the charm of his colors, the softness and the luminosity of his flesh - tints. His works strike us by the strength of their color.

The sweet rounded forms of the blond babies, to which Rubens seems to have been drawn again and again, bring us close to the world of happy childhood.

His most distinguished paintings, displaying the vitality of his richness of his palette are "The Descent from the Cross", "The Union of Earth and Water", "Peruses and Andromeda" rank among the

finest works of the painter. The “Danae”, another masterpiece of the collection, was started two years later than “Flora”.

A still greater variety of subjects and manner of treatment can be traced in the paintings of the 1640“s and 1650“s. These are portraits, supremely economical in technique and striking in their psychological depth.

One of his last pictures is “The Return of the Prodigal Son”. Created by the artist in his old age, it is one of his masterpieces and testifies to the fact that his creative activity did not cease during the last tragic years of his life.

Match sentences: true or false.

1. Van Dyck followed the traditions of the Netherlander portraits with their careful rendering of the sitter’s face.

True **False**

2. “A Family Group”, “Portrait of a Young Woman and Child” are more markedly generalized is Van Dyck's works

True **False**

3. Peter Paul Ruben’s works impress us by the strength of their color.

True **False**

4. Peter Paul Rubens was a skillful diplomat, who at times was commited with delicate peace missions between the Southern and Northern Netherlands, between Spain and England.

True **False**

5. His last pictures is “The Return of the Prodigal Son”. Created by the artist in his young age, it is one of his masterpieces.

True **False**

Organising technology of practical lesson.

Topic № 10-11	**Music. Classical** **Passive voice**

Model of educational technology

Time – 80+80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Music. classical”; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To listen six types of music • To define types of classical music • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of other countries • Make up sentences to passive voice • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations (opera, chamber, blues, orchestra and etc.) • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme “Chamber music”, • Revision of grammatical structures.”Passive voice” • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

”Music. Classical ”. Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic “Chamber music.” using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues to passive voice. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

UNIT TWO
SECTION ONE
Classical Music
Vocabulaty

burst of applause
chamber music
concerto
dead silence fascinated
music stands
orchestral music
solo
trait
tuning
virtuoso

clapping of hands that begins suddenly and loudly classical music played by a group of two to nine instrument a musical composition for a solo instrument completely quiet attracted to someone or something with great interest a rest or frame on which sheet music is supported classical music played with two to eighteen of each instrument performed by one person; one instrument characteristic
bringing an instrument to the proper pitch
a person highly skilled in the clapping of hands that begins suddenly and loudly classical music played by a group of two to nine instrument a musical composition for a solo instrument completely quiet attracted to someone or something with great interest a rest or frame on which sheet music is supported classical music played with two to eighteen of each instrument performed by one person; one instrument characteristic
bringing an instrument to the proper pitch
a person highly skilled in the

Pre-Text Discussion

1. What types of music are there?
2. In what mood would you like to listen to classical music?
3. Have you ever heard the term chamber music? How can you characterize it?
4. What varieties in modern music do you know?
5. What is the role of music in society?
6. What is it like to hear an orchestra perform live?

Texts

Classical Chamber Music

By ***chamber music*** is meant ensemble music for from two to about eight or nine instruments with one player to the part, as distinct from ***orchestral music,*** in which a single instrumental part is presented by anywhere from two to eighteen players. The essential ***trait*** of chamber music is its intimacy and refinement. There is neither the surge and thunder of the symphony nor the grand gesture of the operatic stage. The drama is of an inward kind. Each instrument is expected to assert itself to the full, but the style of playing differs from that of the ***solo virtuoso.*** Where the virtuoso is encouraged to exalt his own personality, the chamber-music player functions as part of a team.

The Classical era saw the golden age of chamber music. Haydn and Mozart, Beethoven, and Schubert established the true chamber-music style, which is in the nature of a friendly conversation among equals taken from “She Shall Have Music” by K. Barne

They were shown in. Their seats were in the second row. The orchestra was just beginning to come in.

Karen had heard an orchestra once or twice on the radio. But she had never seen one. The violinists were ***tuning*** their instruments. “Where are the flutes and clarinets?” Karen asked.

“They can’t be seen,” Rosalba answered, “because they are hidden behind their ***music stands***”.

A ***burst of applause*** was heard and the first violin came in. “He always comes in alone” Rosalba explained.

Suddenly there was loud applause. The orchestra sprang to their feet. The conductor walked in with a quick step and bowed from the conductor’s platform right and left several times. All the eyes were turned to him. Then the orchestra sat down again and the conductor spread his arms. ***Dead silence*** fell in the room. The concert began. The first piece that was performed was unknown to Karen. Karen watched the conductor, ***fascinated.*** With his whole body he seemed to be drawing the music out of his players. A wave of the arm and the harp joined in. A shake of the fist and the drums were heard.

Sometimes he turned to the violins, and a thread of sound as soft as silk was drawn out of them.

Then came the Schumann ***concerto.*** It was well known to Karen. It was wonderful and Karen wished it would never end.

Cultural Note

Schumann, William (1910-1992) was an American composer and educator. His music features energetic melodies, lively rhythms and brilliant orchestrations. Schumann wrote mainly for band,

chorus or orchestra. He received the first Pulitzer Prize for his composition, “A Free Song” written for chorus and orchestra.

Check Comprehension

1. What is the essential trait of chamber music?
2. What was Karen’s experience with orchestra music before attending the performance described in the text?
3. Describe the result of the conductor’s simple action of raising his arms.
4. What fascinated Karen most?
5. Do we know if Karen enjoyed the performance? How do we know?

Grammar Notes

The Passive Voice

The Passive Voice is formed by means of the auxiliary verb ***to be*** in the required form and Participle II of the notional verb without the doer of the action being mentioned when it is unknown or unimportant to be + Participle II

e.g. Fish was brought and in silence it was handed to the master.

or with the doer of action when it is to some extent emphasized.

e.g. The room was lighted by a single electric lamp.

Grammar Practice

Exercise 1. Put the following verbs in correct tense and voice.

1. The three friends _____ by the sweet sounds they heard when they attended their first symphony. (to fascinate)
2. As the conductor stepped up onto the platform all eyes to him. (to turn)
3. As the first violin came in, a burst of applause____.(to hear)
4. As soon as the conductor _____his arms, dead silence fell in the room.(to spread)
5. The orchestra sat back down, the conductor took his place, and the first piece . (to perform)
6. As the conductor turned to the violins, a thread of sound as soft as silk out of them. (to draw)

Exercise 2. Supply the appropriate prepositions, if necessary, and verb form.

1. The crying baby prevented him (complete) the symphony.
2. Mrs. Grant insisted _____(hear) the finalnconcerto before leaving.
3. Who is responsible _____(clean) and _____(tune) the instruments before beginning?
4. Fred isn’t used_____(wear) a tuxedo to work every day.
5. Where should we go for dinner after the concert is over? Would you object (go) to an Italian restaurant?
6. I’m going to visit my family when my music studies have ended. I am looking forward (eat) my mother’s cooking and (sleep) in my own bed.
7. Keep _____ (play) your guitar; I’m all ears!
8. Jack avoided _____(look) for me in the audience while he was performing his solo.
9. Give up _____(practice) violin, and you will never (increase) your musical talent.
10. I have a lot of homework tonight, but I’d still like_____ (go) with you to the concert. I’ll call you when I get_____ (do) it.

Vocabulary Practice

Exercise 1: Complete the following sentences using the verb ***to ignore*** or ***to neglect*** in the correct form..

1. The easiest way is to just ... the letter and act as if I never got it.
2. She ... him, and left him standing with an outstretched hand.
3. The children were suffering from....
4. The house was in a ... state.
5. ... the law, he committed the crime.

Exercise 2. Match the words on the left to the correct definition on the right.

1. tune (noun) a. complete quietness
___ 2. applause b. band of persons (playing musical instruments)
___ 3. bow c. charm
___ 4. dead silence d. bend
5. orchestra e. a person leading an orchestra
___ 6. conductor f. to jump to a standing position
7. fascinate g. melody
8. tune (verb) h. approval
9. platform i. adjust
10. spring to one's feet j. flat structure

Exercise 3. Complete the following sentences using the active words from the text.

1. Before beginning the concert the violinists were their instruments.
2. Karen had never seen an _____ before. Only once or twice she had heard it on the radio.
3. Karen was watching the _____ movement and she was fascinated by the wave of his arms.
4. The appearance of the conductor on the ____ with his arms raised brought the audience to a _____ .
5. The flutes and clarinets were not seen as they were hidden behind their _____ .
6. The orchestra_____ as the conductor entered the stage.

Speaking Practice

Task 1. Defend or refute the following statement giving reasons for your choice.

1. Every person can understand music.
2. The success of a concert depends on the conductor's ability.
3. Good music lifts a person's mood and helps to increase the productivity of his activity.

Task 2: Group discussion of 3-4 students

a) Discuss your impressions of the last orchestra concert you attended.
b) Discuss the difference between audiences at a jazz concert and at a symphony concert.
c) Discuss the modern youth's attitude toward classical music.

Organising technology of practical lesson.

Topic №12	**Folk and Jazz**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Folk and Jazz"; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of Folk and Jazz around the world • To present new vocabulary and word combination on the topic • Making up dialogues comparing state and public schools	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Folk and Jazz",

• Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Folk and Jazz". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Folk and Jazz" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

SECTION TWO
Folk and Jazz

Vocabulary

amusement	something that causes you to laugh or smile
ballad	a song that tells a story, usually based on actual events
chord	a group of music notes sounded together
delineated	represented by drawing; shown; described

ensemble	a group of musicians performing together
fancy	ornamental; not plain or simple
fervently	strongly, with passion
forbidden	not allowed; not permitted
heathen	having no religion; unenlightened
heritage	history; inherited culture, etc.
improvisation	performance of music without written notes
intricate	detailed; complex
irritate	to annoy; bother
nonsense	without meaning
octaves	each of two notes at either end of an eight note interval
preserved	kept safe
robust	strong and with energy
rouse	to make active or excited
syncopation	when even and regular music patterns are broken up, making them uneven, and accents are put in unexpected places
thumping	a beat of music being played with a heavy touch

Pre-Text Discussion

1. How would you describe jazz music?
2. Can you describe the differences between jazz and folk music styles?
3. Both jazz and folk music have close connections to their culture. Why do you think this is true?
4. How can music affect or change your mood?

Texts

Jazz

Jazz is a kind of music that has often been called the only art form to originate in the United States. The history of jazz began in the late 1800s. The music grew from a combination ofinfluences, including black American music, African rhythms, American band traditions and instruments, and European harmonies and forms. Much of the best jazz is still written and performed in the United States. But musicians from many other countries are making maj or contributions to j azz.

One of the key elements in jazz is ***improvisation*** - the ability to create new music spontaneously. Improvisation gives jazz a fresh excitement at each performance. Another important element of jazz is ***syncopation.*** To syncopate their music, jazz musicians take patterns that are even and regular and break them up, make them uneven, and put accents in unexpected places. Jazz may be performed by a single musician, by a small group of musicians called a ***combo,*** or by a ***big band*** of 10 or more pieces. **Jazz has inspired several related forms including** *swing, ragtime, boogie-woogie,* **and** *bebop.* **In the 1970's** *fusion jazz* **formed by combining the melodic and improvisational aspects of jazz with the rhythms and instruments of rock music.** Folk Music

Folk music consists of a people's traditional songs and melodies. Folk songs deal with almost every kind of human activity. Many of these songs express the political or religious beliefs of a people or describe their history. Other folk songs simply provide ***amusement.***

The ***ballad*** is one of the main types of western European and American folk songs. A ballad tells a story, usually based on actual events. Laborers create ***work songs*** to help their long days pass more quickly or to sing after work. Some ***union songs*** call for better conditions for workers. However, some folk songs, such as ***dance songs, nonsense songs*** are meant only to entertain.

American folk music is noted for its energy, humor, and emotional impact. The major influences on American folk music came from the United Kingdom, other European countries, and from Africa. However, the songs of the American Indians also made a significant contribution to the heritage of American folk music. *

"Boysun"

In May 2001 the UNESCO declared the cultural place of Boysun a "masterpiece of oral and non-material ***heritage*** of mankind"

Do you wish to travel into time; to be transferred to a***forbidden*** territory that keeps the memory of

the cultures of Greek, Baktrian and Kushan kingdoms that fell into oblivion; of heathen ceremonies of fire-worshippers and shaman cults?

Just two hours drive from Termez (center of Surkhandarya Region of Uzbekistan) in the direction of Boysuntogh mountains, and you can find yourself in a totally different world where centuries old way of life and relationship between people are ***preserved*** almost in primitive condition.

Names of villages such as Rabat, Derbend, Padang, and Kofirun sound like a magical music that promises travel into a

'The World Book Encyclopedia, World Book, Inc., volume F pages 321322, volume J pages 68-73. Chicago. 1997.

fairy tale. Each family keeps ceremonies and hands them down from generation to generation.

The most remarkable thing is that Boysun is neither a myth nor a theatrical performance of the past days. Nor it is fantasy. This is a reality. A small land with people living in the past, does exist. Here, each holiday, each event in one's life (birth, marriage, death) is accompanied with certain ritual ceremonies that are filled with specific meaning and keep the echoes of ***heathen*** creeds. Alpamysh, a heroic epic poem was composed in this very place, during the time of the Uzbek king Kungrat, on whose life the folk song was based.

The world community recognizes the truly unique folk traditions of Boysun. The tradition is filled with distinctive folk songs, dances, legends, and costumes decorated with ***fancy*** ornamental embroidery. The natural life-style of the population is expressed in its ceremonies, customs and handicrafts. People, nature and the space merged together to create a beautiful harmony of being.

At the end of May 2002 the First Open Folk Festival "Boysun Bahori" was held in the ancient land of Boysun. Popular performers from around Uzbekistan, Tajikistan, and Kygyzistan participated and audiences saw and listened to the ceremonial songs and dances, and enjoyed the charming mastery of akyns- narrators, keepers of legends and tales.

Guests from Japan, South Korea, France, Turkey, and Great Britain participated in the festival. They had a unique opportunity to see for themselves in Surkhan oasis the people's caring and respectful attitude toward the cultural and spiritual wealth of the Uzbek nation.

Ragtime

By E.L.Doctorow

About the Author

Edgar Lawrence Doctorow, born in 1931 in New York, became a novelist in America. "The Book of Daniel" (1971) is the novel which first brought him wide acclaim. "Ragtime " (1975) in which lives of three fictional families are entwined with figures such as Henry Ford, Emma Goldman and Harry Houdini.

He was a professional pianist and was now more or less permanently located in New York, having secured a job with the Jim Europe Clef Club Orchestra, a well-known ***ensemble*** that gave regular concerts at the Manhattan Casino on 155th Street and Eighth Avenue. It was important, he said, for a musician to find a place that was permanent, a job that required no traveling. "I am through going on the road." He spoke so ***fervently*** that father realized the message was intended for the woman upstairs. This ***irritated*** him. "What can you play?" he said abruptly. "Why don't you play something for us."

The black man placed his tea on the tray. He rose, patted his lips with the napkin, placed the napkin beside his cup and went to the piano. He sat on the piano stool and immediately rose and ***twirled*** it till the height was to his satisfaction. He sat down again, played a ***chord*** and turned to them. "This piano is badly in need of a tuning", he said. Father's face reddened. "Oh yes," Mother said, "We are terrible about that." The musician turned again to the keyboard. "Wall Street Rag" he said, "composed by the great Scott Joplin." He began to play. Ill tuned or not, the Aeolian had never made such sounds. Small clear chords hung in the air like flowers. The melodies were like bouquets. There seemed to be no other possibilities for life than those ***delineated*** by the music. When the piece was over, Coalhouse Walker turned on the stool and found in his audience the entire family, Mother, Father, and the boy. Mother's younger brother had come down from his room in shirt and suspenders to see who was playing. Of all of them he was the only one who knew ragtime. He had heard it in his nightlife period in New York, but he had never expected to hear it in his sister's house.

Coalhouse Walker turned back to the piano and said "The Maple Leaf." The most famous rag of all rang in the air. The pianist sat stiffly at the keyboard, his long dark hands with their pink nails

seemingly with no effort producing the clusters of syncopating
chords and the ***thumping octaves.*** This was a most ***robust*** composition, a ***vigorous*** music that ***roused*** the senses and never stood still a moment. The boy perceived it as light touching various places in space, accumulating in ***intricate*** patterns until the entire room was made to glow with its own being. The music filled the stairwell to the third floor where the mute and unforgiving Sarah sat with her hands folded and listened with the door opened.

Culture Notes

Ragtime - the form of music, song and dance of black US origin, popular in 1920's in which the strong note of the tune comes just before the main beat of the music played with it (syncopation). The title "Ragtime" is supposed to be the symbolic representation of the atmosphere that characterizes the scene of the novel. Here the rhythm and the intonation of the story imitate those of the ragtime.

Scott Joplin (1868-1917) - American composer of ragtime music, known as the "King of Ragtime."

Aeolian (harp) - The God of the Winds in Greek mythology. Also a stringed instrument that produces sound when the wind passes through it (here it is used to describe the piano producing sounds that seem as light as air)

Check Comprehension (Ragtime)

Comprehension Check

1. What was first mentioned about Coalhouse Walker?
2. Who was the message Coalhouse Walker gave intended for?
3. How did Father regard Coalhouse Walker?
4. What music did Coalhouse Walker play?
5. What state was the piano in their house?
6. Who was the only one in the family who knew ragtime music?

Comment on the characters

1. Who said, "I am through going on the road?" And what does it mean?
2. What does the narrator mean by the following sentence: "There seemed to be no other possibilities for life than those delineated by the music."
3. Who is the following sentence describing: "He had heard it in his nightlife period in New York."
4. Describe the meaning of nightlife. What insight does it give you into the difference between the brother and the rest of his family?

Grammar Notes

Speech Patterns

1. ... **tuned or not** the Aeolian had never made such sounds.

2. Unforgiving Sara sat with her hands folded and listened to the music.

Verbals

Verbals, unlike the finite forms of the verb, don't express **person, number or mood**. They can't be used as the predicate of a sentence.

1. Verbals have *a double nature* - nominal and verbal.
2. Verbals have **tense and voice** distinctions (but it is relative).

There are three verbals in English:

the participle	the gerund	the infinitive
She went away smiling	Reading is useful	To decide is to act

Grammar Practice

Exercise 1: Speech Patterns - Define the meaning of the underlined part of the sentence below.

1. He was a professional pianist and was now more or less permanently located in New York, having secured a job with the Jim Europe Clef Club Orchestra.
2. He began to play. Ill tuned or not, the Aeolian had never made such sounds.

3. The boy perceived the music as light touching various places in space, accumulating in intricate patterns until the entire room was made to glow with its own being.
4. Unforgiving, Sarah sat with her hands folded and listened with the door opened.
5. He had never expected to hear it in his sister's house.
6. It was important for a musician to find a place that was permanent, a job that required no traveling.
7. I'm through traveling.
8. I'm through going on the road.

Exercise 2. Rewrite the following sentences using verbals.

1. I don't think those people were very intelligent.
2. I didn't know what to say, so I said the first thing that came to my mind.
3. I thought of how to solve this problem in another way than you did.
4. I insist I should be treated with a certain consideration.
5. I can't help but think that it hasn't been to my advantage.
6. A new catalogue, which contains all the new requirements, is available for free.
7. If a plant is put in a dark place it will loose its green color.

Vocabulary Practice

Exercise 1. Discuss the following words and write their meaning and part of speech.

1. to compose
2. to ignore
3. permanent
4. stiff
5. effort
6. to irritate

Exercise 2 Complete the sentences using the active words from the text (Ragtime).

Though Coalhouse Walker sat at the keyboard his long fingers allowed him to play the piano with no effort. He was playing a most composition. This music, which roused the senses, didn't allow the hearer to stand still. Coalhouse Walker spoke about himself so that it father. The black pianist had a job with the Jim Europe Clef Club Orchestra, a well-know in New York. The piano stool is to the height of a player's satisfaction. The made such sounds that the were like flowers filling the room Coalhouse Walker produced the cluster of chords and the octaves with no effort. The brother who came from New York understood_____ , the music he had heard in his period.

Exercise 4. Use the following word combinations in a sentence.

1. to be through doing something
2. to do something to one's satisfaction
3. to sit with one's hands folded
4. to compose music
5. to sit at the keyboard.
6. robust composition
7. vigorous music

Exercise 5. Give the synonyms to the following:

__1. vigorous	a. complex
__2. accumulating	b. strong
__3. stiffly	c. hearty
__4. fervently	d. gathering
__5. intricate	e. passionately
__6. robust	f. tensely

Task 1. Speak on...

1. Your arguments for and against light music
2. Ragtime
3. My favorite music, conductor, composer
4. Influences on the musical life in our country

Task 2. Role-play

1. Coalhouse Walker - Mother
2. Mother and Sara
3. Coalhouse Walker – Father Coalhouse Walker - the boy (mother's brother)

Organising technology of practical lesson.

Lesson № 13	**Jane Eyre - III chapter (by Charlotte Bronte).**

Model of educational technology

Time 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – III chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek (Russian) • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – III chapter (by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - III chapter
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
	Preparation for the lesson.	

Warm up **(5min)**	Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - III chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Listen carefully and write short summary to the chapter.

Chapter III

Thornfield Hall

In 1833, I was eighteen years old. In the summer, Miss Temple left Lowood School. She got married. I wanted to leave Lowood too. I wanted a new life.

'I will be a governess,' I thought.

I put an advertisement in a newspaper.

OCTOBER, 1833. LOWOOD.
A young woman wants to teach one or
two children in their home. She teaches
English, Arithmetic, Geography,
Religion, French, Drawing and Music.
J.E.

I had a reply to my advertisement. The reply was from Mrs Fairfax of Thornfield Hall, near Millcote. Millcote was about seventy miles from Lowood School. Mrs Fairfax wanted a governess for a little girl.

I wrote to Mrs Fairfax immediately. I was going to be a governess at Thornfield Hall!

I travelled to Millcote in a coach. At Millcote, a servant met me. He took me to Thornfield Hall. At Thornfield Hall, another servant opened the door. She was smiling. She took me into a small, warm room. A lady was in the room. She was sitting by the fire. I had a reply to my advertisement. The reply was from Mrs Fairfax of Thornfield Hall, near Millcote. Millcote was about seventy miles from Lowood School. Mrs Fairfax wanted a governess for a little girl.

I wrote to Mrs Fairfax immediately. I was going to be a governess at Thornfield Hall!

I travelled to Millcote in a coach. At Millcote, a servant met me. He took me to Thornfield Hall. At Thornfield Hall, another servant opened the door. She was smiling. She took me into a small, warm room. A lady was in the room. She was sitting by the fire.
‘Are you Mrs Fairfax?’ I asked her.
‘Yes, my dear,’ she said. ‘And you are Miss Eyre. Are you cold? Sit by the fire, Miss Eyre. A servant will bring you some food.’
‘Mrs Fairfax is very kind,’ I said to myself. ‘I will be happy here.’
‘Will I see Miss Fairfax tonight?’ I asked.
Mrs Fairfax looked at me. She smiled.
‘Miss Fairfax? No, no,’ she said. ‘Your pupil’s name is not Miss Fairfax. Your pupil is Adele Varens. Adele’s mother was a Frenchwoman. Adele is Mr Rochester’s ward. He takes care of her.’
‘Mr Rochester? Who is Mr Rochester?’ I asked.
‘Mr Edward Rochester is the owner of Thornfield Hall,’ Mrs Fairfax said. ‘I am his housekeeper. I take care of Thornfield Hall. Mr Rochester is not here now. He does not like this house. He is often away from home.’
I was very tired. Mrs Fairfax took me up the wide stairs. She took me to my room. I went to bed immedi-ately. And I slept well.
The next morning, I woke early. The sun was shining. I put on a plain black dress. I opened my bedroom door. I walked along a corridor and down the wide stairs. I walked out into the sunny garden.
I turned and I looked up at my new home. Thornfield Hall was a beautiful house with many large windows. The garden was beautiful too.

After a few minutes, Mrs Fairfax came into the gar-den. She spoke to me.
‘Good morning, Miss Eyre,’ she said. ‘You have woken early. Miss Adele is here. After breakfast, you must take her to the schoolroom. She must begin her lessons.’

A pretty little girl walked towards me. She was about eight years old. She spoke to me in French and I replied in French. After breakfast, I took Adele to the schoolroom. We worked all morning. Adele enjoyed her lessons and I was happy. In the afternoon, Mrs Fairfax took me into all the rooms of Thornfield Hall. We looked at the paintings and at the beautiful furniture. We walked along the corridors.

‘Come up onto the roof, Miss Eyre,’ Mrs Fairfax said. ‘You will see the beautiful countryside around Thornfield Hall.’

We walked up many stairs. At last, we were at the top of the house. We walked along the top corridor. Mrs Fairfax opened a small door and we walked onto the roof.

‘Look, Miss Eyre,’ Mrs Fairfax said. ‘You can see for many miles.’

We stood on the roof for a few minutes. Then we went back into the house. We walked carefully towards the stairs. The top corridor was narrow and dark.

Suddenly, I heard a strange laugh.

‘Who is that, Mrs Fairfax?’ I asked.

Mrs Fairfax did not reply. She knocked on a door.

‘Grace!’ she said. The door opened. Behind the door was a small room. A servant was standing at the door.

‘Be quiet, Grace, please,’ Mrs Fairfax said.

The woman looked at Mrs Fairfax. Then she closed the door.

‘That was Grace Poole,’ Mrs Fairfax said. ‘She works up here. Sometimes she laughs and talks with the other servants. Don’t worry about Grace. Please come down' stairs now, Miss Eyre.’

Write an essay on Chapter I-III.

Organising technology of practical lesson.

Topic № 14-15	**Stars of Rock’ n Roll and Uzbek Variety Music** **Speech paternce** **Verbals. Finite and non finite verbs**

Model of educational technology

Time	**Number of students - 10-17**

80 min.	
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Stars of Rock 'n Roll and Uzbek Variety Music"; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of musics.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of Stars of Rock'n Roll and Uzbek Variety Music • To present new vocabulary and word combination on the topic • Making up dialogues comparing Jazz and rock'n roll • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Stars of Rock'n Roll and Uzbek Variety Music", • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Stars of Rock'n Roll"
Speech paternce
Verbals. Finite and non finite verbs
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Stars of Rock'n Roll" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues.	They listen and take notes. Do exercises.

(35min)	2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

SECTION THREE
Stars of Rock ‘n Roll and Uzbek Variety Music

Vocabulary

ambiguous	not clear, vague, having two or more meanings
back beat	a strong accent on a beat normally unaccented
blend	beat of music mix of one or more items or
enormous	styles very large; huge
extensive	covering a large area in space or time a person
founder	who establishes or begins an institution
nickname	a familiar or humorous name given to a person
pelvis	instead of his real name the curved bone
promoter	structure at the lower end of the torso (body) a
refrain	person who publicizes a performer and advises
rhythm and blues	on contracts a recurring phrase or number of
select group	lines in a song or poem
smothered	a type of jazz with a slow, strong beat elite,
sparkled	special
striking	to be covered; overwhelmed with something
	to shine like starlight remarkable, notable,
suggestive	unusual, outstanding
teenagers	indecent, improper; giving an idea youth from
	age 13 to 19

Pre-Text Discussion

What kind of music is Rock’n Roll? What is your opinion of Rock ‘n Roll?
Is Rock ‘n Roll music still popular today?
How would you describe Uzbek Variety Music?
What names do you think of first when you see the words Uzbek Variety Ensemble?
How has Rock ‘n Roll music changed in your lifetime?
What music do you prefer and why ?

Texts
American 1950s: the birth of Rock‘n Roll

American Cultural History 1950-1959, Becky Bradley and Peggy Whitley. Kingwood College Library. Kingwood, Texas 1998 http://kclibrary.nhmccd.edu.decade50.html. updated May 18, 2004.

When the 1950”s are mentioned, the first type of music to come to most people’s minds is rock-n-roll. Developed from a ***blend*** of Southern blues and gospel music with an added strong ***back beat,*** this type of music was popular with teenagers who were trying to break out of the mainstream conservative American middle class mold. Popular artists such as Bill Haley, Elvis Presley, and Jerry Lee Lewis were promoted on radio by just as popular disc-jockeys (DJ’s) like Alan Freed and the Big Bopper. The influence of these early rockers has been felt in popular music worldwide.

Elvis Presley

Elvis Presley was a rock and roll singer whose ***enormous*** success changed popular culture throughout the world. His parents raised Presley in Memphis, where he sang at church service. As a teenager, he taught himself to play the guitar. Sam Phillips was a ***rhythm and blues*** producer, and Presley recorded songs for him in July 1954.

Presley had an energetic and charismatic style on stage and earned the ***nickname*** "Elvis the ***Pelvis***" because of the movement he made with his hips. Viewers saw him only from the waist up when he frequently appeared on television because people considered his dancing too sexually ***suggestive.***

In1956 Presley released "Heartbreak Hotel", the first of 45 records that sold more than a million copies each. About that time Presley met Colonel Tom Parker, a ***promoter*** who managed the rest of his career.

Before Presley, there were no ***teenagers,*** just young people without a voice. He was one of the ***founders*** of youth culture.

Although popular and successful, Presley's personal life suffered desperately, and he fought battles with weight gain and drug dependence.

Cultural Notes

1. Elvis Aaron Presley (1935 -1977) -was the most popular American singer in the history of rock music.
2. Rock and Roll -highly rhythmic popular music for dancing , played on electric guitars.
1. blues -dances, dance tunes for haunting jazz melodies originally of Negroes in the Southern U. S.

Check Comprehension (Elvis Presley)

1. Why is the first thought of American music in the 1950s, Rock 'n Roll?
2. How did Rock 'n Roll develop?
3. What negative reaction did Elvis Presley's style create?
4. What segment of society and American culture was labeled during Elvis Presley's most popular period?
5. Elvis Aaron Presley was a rock and roll singer. Why is it said that his enormous success changed the popular culture throughout the world?
6. What made Elvis Presley famous all over the world?
7. Why did he become famous among young people but not among grown ups?
8. What is the role of the promoter in the singer's activity?
9. Elvis Presley was the founder of youth culture. Do you agree with this statement? Why or why not?

YALLA

The ensemble Yalla was formed in 1971 by Botir Zokirov, a famous, talented actor and the founder of a national variety band in Uzbekistan. The group is made up of a ***select group*** of musicians, the followers of B. Zokirov, who were students of Tashkent Theatrical and Artist's Institute.

One member of the group sang the song "Qiz bola" and the rest of the group repeated the ***refrain,*** which was "Yal-la , Yalla" and this word determined the name of the group. They became a professional variety band of Uzbekistan.

With the appearance and leadership of Farruh Zokirov after his brother Botir Zokirov's death, this ensemble has continued to grace the stage of art for more than 30 years. Eastern tradition can be noted in their music, dances, dress and in the devotion of their songs.

Independence allowed Yalla to travel to many countries. The stages of Euro-Asian countries were looking forward to seeing Yalla the first vocal- instrumental ensemble, the variety rock group of Uzbekistan. Farruh Zokirov is the leading soloist. With their songs and music they won the hearts of a variety of music lovers around the world.

Yalla released three truly outstanding CD_s "Uchquduk, the Face of the Beloved, and The Musical Tearoom ". The group's variety tunes can be heard from America to Australia.

The road of music and passion

As we remember Botir Zokirov, the founder of Uzbek variety band Yalla, we can still imagine him on stage - it is impossible to forget his face. His ***striking*** eyes were like large dark plums as they ***sparkled,*** surprisingly magnetic. He stood in front of the microphone with his hand over his heart - a gesture of humility and gratitude. It seemed Botir's songs kept us frozen in the moment.

Botir Zokirov was always in the public eye -open, simple, yet ***ambiguous.*** He could speak about the Uzbek stage, both composers and performers, for ages - animated and inspired. But it was rare that he spoke of his being on the stage and when he did, it was very modestly. He achieved recognition and triumph that not everyone succeeds to achieve in art. His first solo concert was held in Moscow. The hall was crowed with thousands of fans. Moscow and Budapest, Kiev and Sofia, St. Petersburg and Prague; Odessa and Berlin; Warsaw and Paris applauded this Uzbek singer. He was known as one of the brightest stage performers. "The singer of the song." He was called the "Uzbek Aznavur", "prima-chansomer" in France. After one of the concerts in Odessa when Botir was literally ***smothered*** with flowers, Leonid Utesov said: "Now you may appear in any city because the inhabitants of Odessa do not give flowers for just any reason".

He and his musician friends formed the "Youth Ensemble" and Botir was a soloist. This group won a prize in the Sixth International Youth Festival in Moscow. This inspired Botir to form a national variety band in Uzbekistan, an idea that soon became a reality. The repertoire was compiled by Botir Zokirov , and the group was successful from the very beginning. The unique sound of his voice, as he sang from his heart, possessed a magical power that fascinated his audiences. It was as if it elevated them above the cares of life, its misfortunes and sorrows. His performance of "Arabic Tango" literally stunned the world. Zokirov's songs such as "Habiba", "Rano", "Charmed By You", "Escaping Girl" and others became famous all over the world.

Botir's talents did not stop at singing. He was on the road to being a great actor, a theatre producer, a film actor and a writer. He became a great teacher because of his ***extensive*** knowledge of history and philosophy. He also wrote the libretto to the opera "The Leopard from Sogdiana" which was performed on the stage of the Navoi Opera and Ballet Theatre. It was Zokirov who established the Uzbek Music Hall.

Grammar Notes

Finite and Nonfinite verbs

Finite verbs are normally required for the main clause of a sentence, that is, every sentence normally has a finite verb.

e.g.: (-s form) likes, takes; (present tense form) like, take; (past tense form) liked, took Nonfinite verbs

e.g: (-ing form) liking, taking; (used for the infinitive) [to] like, [to] take; (past participle form) like, taken

Examples of finite and nonfinite verb phrases:

Finite	Nonfinite
John smokes heavily.	Mary is working hard.
Mary is working hard.	I found her working hard.
When he had left the	Having left the office
he went home by taxi.	went home by taxi

The message which they (had) sent from Berlin never reached me. The message sent from Berlin never reached me.

Grammar Practice

Rewrite the text about Elvis Presley using nonfinite verb forms where finite verb forms are found.

Vocabulary Practice

Exercise 1. Match the following words and expressions to their synonym in the right column:

1. ambiguous	a. initiator
2. blend	b. chorus
3. extensive	c. combine

4. founder d. covered
5. nickname e. vague
6. refrain f. remarkable
7. select group g. youth
8. smothered h. elite
9. striking i. broad
10. teenagers j. pet name

Exercise 2. Complete the following sentences using the active words of the text about Elvis Presley.

1. Presley's style of dance was considered by the older audience.
2. Presley remains the most respected figure in the history of music.
3. Colonel Tom Parker, a successful of country and western singers, became Presley's manager.
4. On the stage, he adopted a tough, rebellious manner and the movement made with his hips excited teen-agers, so he earned the «Elvis the Pelvis».
5. Elvis Presley gained success as a Rock 'n Roll singer.

Speaking Practice

Exercise 1. Speak on:

1. The musical life in Uzbekistan (in the UK and the USA).
2. Speak about the latest musical contest for Maqoms ("Nihol", Festival of Boysun Folklore Group).
3. Your favorite musician (singer, dancer).
4. Your favorite composer (Classical and Modern).

Organising technology of practical lesson.

Topic № 16	**Writing about Music**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Art the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define Writing Art types • To present new vocabulary and word combination on the topic • Making up dialogues comparing kinds of art • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Writing about Art", • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Writing about Music".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Art" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To do exercises.. 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Music

Task: Write a 250 word essay on each of the following topics.

1. Write about your impressions of any concert you have attended.
2. Write about any musician you know well.
3. Write some facts about music in Uzbekistan.

Pay attention to the key words and word combinations.

Organising technology of practical lesson.

Lesson № 17	**Jane Eyre - IV chapter (by Charlotte Bronte).**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**

Type of lesson:	Practical
Objectives of the lesson: to lead students to remind the information about "Jane Eyre IV chapter"; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre - IV chapter(by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - IV chapter (by Charlotte Bronte)".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up (5min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. To check students knowledge .	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - IV chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage.	3.1Make up texts according the distributed pictures without preparation in Cluster method.	They listen and make up sentences.

(30 min)	3.2Retell the text using new words.	They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Listen to the chapter four. Write some notes to this chapter.

Mr Rochester

Three months passed. I had not met the owner of Thornfield Hall. Mr Rochester had not come home.

One January afternoon, I went out and I walked towards the road. I was going to the village of Hay. 1 was going to post a letter in the village. Hay was two miles from Thornfield Hall. The day was fine but it was very cold. I walked quickly and soon I was near the village.

Suddenly, a big black-and-white dog ran past me. A moment later, a man on a black horse followed the dog.

Then, I heard an angry shout. The dog ran past me again. It was barking loudly. I turned round. The horse had fallen on the icy ground and the man had fallen from the horse. I walked towards them.

‘Can I help you, sir?’ I asked.

‘My horse fell. I’ve hurt my foot,’ the man said.

The horse stood up. The man tried to stand up too. But he could not stand. He fell onto the ground again.

The man was about thirty-five years old. He was not handsome but he had a strong face. He had dark eyes and black hair. He was not very tall but his body was powerful.

‘I’ll bring somebody from Thornfield Hall,’ I said.

‘Do you live at Thornfield?’ the man asked. ‘I am the governess,’ I replied.

‘Ah, yes. The governess,’ the man said. ‘Help me, please.’

The man stood up very slowly, and he put his hand on my shoulder. He walked slowly towards his horse. I helped him. He pulled himself onto the horse.

‘Thank you. Now go home quickly,’ the man said. And he rode away.

I walked on to the village and 1 posted my letter. Then I returned to Thornfield Hall. Bright lights were shining in the big house. I went inside.

A big black-and-white dog walked towards me. It came from the dining-room. I had seen the dog before.

‘Whose dog is that?’ I asked a servant.

‘It’s Mr Rochester’s dog,’ the servant replied. ‘Mr Rochester has come home. But he has hurt his foot. His horse fell on some ice.’

I smiled. The owner of Thornfield Hall had returned! But I did not see Mr Rochester again that day. I saw Mr Rochester the next day. He sent for me in the evening. I put on a clean dress. I brushed my hair carefully.

Mr Rochester was in the large sitting-room. He was sitting in a big chair. His right foot was on a small chair. Mrs Fairfax and Adele were sitting with him.

‘This is Miss Eyre, sir,’ Mrs Fairfax said.

Mr Rochester looked at me. He did not smile.

‘Sit by the fire, Miss Eyre,’ he said. ‘Where have you come from/’

‘From Lowood School,’ I replied. ‘I was there for eight years.’

‘Eight years!’ Mr Rochester said. ‘That is a long time! Who are your parents?’

‘I have no parents, sir,’ I answered. ‘They are dead.’

‘But where is your home, Miss Eyre?’ Mr Rochester asked.

‘I have no home, sir. I have no family,’ I said.

‘Why did you come to Thornfield Hall?’ Mr Rochester asked.

‘I wanted to leave Lowood, sir,’ I replied. ‘I put an advertisement in a newspaper. Mrs Fairfax

replied to my advertisement.'

'Yes, I did,' Mrs Fairfax said. 'Miss Eyre is a good teacher, Mr Rochester.'

Mr Rochester smiled for the first time.

'You are very young, Miss Eyre,' he said.

'I am eighteen, sir,' I replied.

Mr Rochester smiled again. He did not ask me more questions.

After that evening, I did not see Mr Rochester for a few days. Then, one night, he sent for me again.

'Sit near me, Miss Eyre,' he said. 'Mrs Fairfax will talk to Adele.'

I sat down quietly, but I did not speak. The fire was very bright. 1 saw Mr Rochester's face clearly. I saw his

large, dark eyes. He was smiling. He was happy.

After a minute, Mr Rochester spoke.

'Miss Eyre,' he said. 'You are looking at me very carefully. Am 1 a handsome man?'

'No, sir,' I said.

'You speak the truth, Miss Eyre!' Mr Rochester said. 'Look at me again. Am I a kind man?'

'No, sir,' I said again. 'You are smiling now. But you are not always kind.'

'That is true,' Mr Rochester replied. '1 have had a difficult life. I have met bad people. I have been a bad person myself. Now Thornfield Hall is my home. But 1 hate this house. You are very young, Miss Eyre. You cannot understand me.'

'You are right. I don't understand you, sir,' I said. I stood up.

'Where are you going?' Mr Rochester asked.

'It is late. Adele must go to bed,' I said.

'Are you frightened of me, Miss Eyre?' Mr Rochester asked.

'No, sir,' I replied. 'But you say strange things, sir.' Mr Rochester smiled.

'Take Adele to her bedroom now, Miss Eyre,' he said. 'We will talk again tomorrow.'

After that night, we talked together many times. Mr Rochester was an interesting man. But he was a strange man too. I often thought about him 'Why does Mr Rochester hate Thornfield?' I asked myself. 'Thornfield Hall is a beautiful place. But Mr Rochester is not happy.'

Organising technology of practical lesson.

Lesson № 18	**Rembrant Van Rijn . John Constable.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Rembrant Van Rijn . John Constable"; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of artist.	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words To define the types of painters Rembrant, Van Rijn, John Constable • To present new vocabulary and word combination on the topic • Speak on traditions of the styles of art • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Rembrant , Van Rijn, John Constable • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Rembrant, Van Rijn, John Constable". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Rembrant Van Rijn, John Constable" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and	They listen.

	word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

Supplementary reading

Rembrandt Van Rijn (1606 - 1669)

A towering, versatile genius and one of the giant painters and draftsmen of the centuries were born in Zeyden in the family of a miller. After receiving a humanist education at the University of
Zeyden he studied art in Jacob Van Swanenburg“s studio. His early works include portraits. Though lacking the psychological depth inherent in the later works of Rembrandt, they still reveal his power of characterization. Such as the “Old Warrior” (1630) is said to be his father’s portrait; the Portrait of a scientist (1631); the “Portrait of a Young man”.
His work “Flora” (1634), apparently the portrait of Rembrandt’s wife Saskia, richly dressed, her head heavily garlanded with flowers, belongs to the early, happy period of his life. Saskia`s face, though not beautiful, is rendered with great care as if viewed by the lyres of love. It is a joy-giving picture, fully revealing Rembrandt’s optimistic outlook of this period.

John Constable (1776-1837)

The first English landscape painter was born at East Bunghole on the Suffolk side of the river Stoup. The beauty of the surrounding scenery, the luxuriant meadows, its woods and rivers became the subject matter of the painting. It was his desire not merely to paint “portraits of places” but to give a true and full impression of nature, to paint light, dews, breezes, bloom and freshness.
Constable saw the lovely greens in nature and painted them as he saw them.
His famous picture “The Hay Wan” was first exhibited in 1824 at the Louvre and had an immediate and lasting effect on French art.

Thomas Gainsborough (1727 – 1788)

Thomas Gainsborough was born in Sudbury in 1727. As he was inclined to drawing he went to London in 1740 to study art. He studied art for 8 years and become familiar with the Flemish tradition of painting.
In 1750 he moved to Ipswich where his professional career began. He executed many small sized portraits. Gainsborough moved to Bath 1789 and became a fashionable artist and men of

Write a report about your favorite painter. Use new vocabulary from the previous lesson. Write no less than 100 words

Organising technology of practical lesson.

Lesson № 19-20	**Radio. Nouns. Countable and uncountable nouns**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Changes in Radio industry”; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the changes in Radio industry • To present new vocabulary and word combination on the topic • Making up dialogues "Radio" • Speak on traditions of the radio stations • Make up sentences related to the topic • To pay attention to the pronunciation of the words and grammatical structure of sentence	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Changes in Radio industry" To explain grammar rules of Nouns. Countable and uncountable nouns. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Radio. Nouns. Countable and uncountable nouns".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Changes in Radio industry" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

UNIT THREE
ENTERTAINMENT
SECTION ONE
Radio

Adapt to change something to make it fit or work
Audience people who are watching or listening to entertainment
Commercials advertisement for a product in between the program
disc jockey the presenter of music in a radio broadcast
household utility medium useful or helpful in the home the means by which something is communicated
prime time the time of day when most people are listening to the radio in radio
scheduled program the order for what the listeners will hear
vision to see something in the imagination

Pre-Text Discussion

1. What can you hear on the radio?
2. When do you use radio in your life?
3. Where do you think the idea for radio as entertainment first came from?
4. How do you think the radio has changed over the years?

Text
Changes in Radio Industry

Today, radio is a bigger business than it was in the beginning in terms of stations, programs, listeners, and dollars, but it has become a ***supplemental*** medium with the introduction of the television. It wasn't always this way. In the 1930s and 1940s, before there was television, radio was the world's primary medium of entertainment.

The history of radio as a ***medium*** of entertainment and information began with a Russian immigrant to America named David Sarnoff. In 1912 while working for American Marconi Company in New York City as a wireless telegraph operator at the age of 21, he heard the faint signal that read "S.S. Titanic ran into an iceberg. Sinking fast." For the next 72 hours he was the only ***link*** between the Titanic disaster and the rest of the world. Three years later David wrote a memo to the vice-president of his company that read: "I have in mind a plan of development which would make radio a ***'household utility '*** in the same sense as the piano or ***phonograph.*** The idea is to bring music into the home by wireless." David Sarnoff's ***vision*** was incredibly ***accurate*** and within a ***decade*** the radio had become exactly what he had envisioned.

During the Great Depression of the 1930s, radio quickly became America's ***centerpiece*** for entertainment and news. In a time of poverty and ***gloom,*** the nation sat with the whole family around the radio and listened to President Franklin D. Roosevelt give his fireside chats in their living rooms. Besides being used as a political instrument, radio developed into the country's most popular medium for entertainment in the 1930s, from comedy shows and drama serials to big band ***live*** performances. Comedy ***stars*** of the era like Jack Benny and Fred Allen were very popular. Game shows like the "64 Dollar Question," along with children's drama serials like "Little Orphan Annie," and western drama serials such as "The Lone Ranger" were popular programming for evening entertainment. People would wait till their favorite radio
program was finished before going out to the theater on the weekends.

By the end of World War II radio had set the entertainment stage for the television industry. ***Advertising,*** entertainment programs, and news reporting all gained their ***momentum*** in television

because oftheir beginnings in radio. It didn't take long for television to ***catch up to*** and ***pass*** the radio industry. Television and radio soon began ***competing*** for ***prime-time*** hours, the hours after dinner when most Americans wanted to be entertained. Radio had to ***reformat*** to fit other needs of its ***audience.***

After the television industry ***took off,*** radio quickly ***adapted*** into what it is still today. Music began to dominate the ***radio waves*** once television's picture captivated most drama programs. ***Disc jockey's*** became popular for their opinions on everything from movies and music, to local news. Radio ***talk-show*** hosts became popular in the 1960s and70s as a political ***avenue*** for expressing ***frustration.*** Radio and television talk show host Larry King retired in 1994 with a successful career with millions of listeners tuning in to his show each week to hear him interview various political ***celebrities*** to ask the "tough questions" Americans were wanting to ask.

For the last 30 years, radio disc jockeys would take the top 40 songs from ***Billboard Magazine's*** Hot 100 ***singles chart*** to determine what songs they would play on their stations. These music stations where you could listen to the most popular songs of the day were called ***"Top 40 stations."*** A new trend began in the 1990s as the popular songs became more diverse; listeners were not willing to listen to a variety of ***genres*** on one station. Rather than listen to a rap song by Eminem after hearing Norah Jones sing her new rhythm and blues styles, radio stations began to ***distinguish*** themselves not as "Top 40 stations" but according to genres of music. Since 1991 radio stations have adapted their formats to appeal to specific audiences. In most major cities there is usually one Top 40 station, one Rap station, one Country station and one Oldies station.

Today radio is used for ***transmitting*** music, religious information, political information, psychology and self-help advice ranging from gardening tips to health advice. During the early morning hours while most Americans are getting ready for work and ***commuting*** to their offices, they turn on their radios at home and in the car in order to hear news ***updates*** and ***traffic*** information. With the increased speed of ***broadband cable*** Internet users, it is possible to listen to just about any radio station around the world on the Internet. Since its ***proposal*** by David Sarnoff as a ***means*** of bringing entertainment into the home, radio has survived and ***adapted*** to fit the needs of a changing society. It will no doubt continue to change as the ***age*** of digital technology ***transforms*** how we bring entertainment into our lives.

Check Comprehension

General Questions

1. What is a bigger industry today, radio or television?
2. Who had the first idea to use radio as entertainment? When?
3. How has radio changed over the years?

Detail Questions

1. Why did radio become popular entertainment during the Great Depression?
2. When radio first began to be used as entertainment in the 1930s, which was more popular music or drama serials?
3. In the 1970s, 80s, and 90s, what did disc jockeys use Billboard magazine for?
4. How has prime time for radio changed from the 1930s to today? Explain the prime time for the 1930s and prime time for radio in America today and describe the reason for the difference.

Reaction Questions

1. If you could make changes to radio in Uzbekistan what would you do?
2. How has entertainment changed over the years in Uzbekistan?

Grammar Notes Common uncountable nouns

1. The following common nouns are uncountable. They cannot take the plural form and cannot be used with the indefinite article.

information	trouble	equipment
progress	cash	weather
advice	money	news

2. Some nouns can be either countable or uncountable, such as:

fruit fish age hair
time language life nature
speech food

Grammar Practice

Exercise 1. Determine whether the nouns in the following sentences are correct or incorrect. Correct the sentences that have mistakes.

1. Forbidden fruit is sweet.
2. Information rules the world.
3. Good advices can be given; a good name cannot be given.
4. We are expecting good news.
5. Bad money always comes back.
6. We are looking forward to warm weather.
7. To recover completely, he must come back to hard works.
8. Never marry for money, but marry where money is.
9. It may prove you've made good progress.
10. Don't trouble troubles until trouble troubles you.
11. His office is full of digital equipments.
12. You may pay in cash or use your credit card.
13. To split hairs means to make overly fine distinctions.
14. Where do you have your hairs cut?
15. It became second natures with him.
16. The masterpiece came from the Middle Ages.
17. Hamburger is one of our favorite snack food.
18. Languages is a means of interacting and communicating.

Vocabulary Practice

Exercise: Match the vocabulary word with the correct definition

medium 1. list of top 100 most popular songs
household utility 2. advertisement for a product in between the program
vision 3. the time of day most people are listening to the radio
scheduled program 4. program where people can call in and talk about an issue
commercials 5. useful or helpful in the home
prime time 6. to see something in the imagination
audience 7. the presenter of music in a radio broadcast
disc jockey 8. people who are watching or listening to entertainment
talk show 9. in radio, the order for what the listeners will hear
Billboard Magazine 10. to change something to make it fit or work
singles chart 11. radio station that plays only popular songs
Top 40 Station 12. American j ournal that lists most popular music and artists adapt 13. the means by which something is communicated

Speaking Practice

Plan Your Own Radio Program
Organize your own five-minute radio program that includes:
news update
weather and traffic information
main program should be either music, drama story or talk show
commercial
How to Plan Your Radio Program

1. As a whole class, decide what kind of program you would like to have.
2. Give each classmate a part in the program.

3. Each individual prepares a part in the program.
4. Practice the order.
5. Perform the radio program for the teacher.
6. If possible, record the program on cassette so that the class can review it afterwards.

Organising technology of practical lesson.

Lesson № 21	**TV.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "TV" the use of new words connecting with topic, making and answering questions on the topic , knowing new style of TV programms.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of TV programms. • To present new vocabulary and word combination on the topic • Making up dialogues comparing TV advertisements • Speak on traditions of the styles of programms • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "TV". • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" TV". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge .	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "TV." using new methods of	They listen and take notes.

While-stage **(35min)**	teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	 Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

SECTION TWO
T.V.
Vocabulary

broadcasts to transmit by television or by radio
commercialize
from "commerce" meaning
creation financial transactions something made by someone
dominance power over something
exploiting to use someone in a way that
invent takes advantage of them to make or cause an original
luxury idea or product something not needed but
necessity extra; usually for comfort something needed or required
opiate of the masses drug to numb you from feeling
pacifying reality
to comfort and keep quiet
soap operas drama in serial form (weekly
sitcoms continuous) situation comedy
transnational across (trans) nations

Pre-Text Discussion

1. Who do you think invented the TV?
2. How has TV influenced your life?
3. Do you think TV is a powerful medium of entertainment?
4. Do you think there are any problems from TV?

Text
The Power of the Television

Like most ***inventions,*** television was the combination of earlier technological developments and not the ***creation*** of a single 'creative ***genius***Its history can be ***traced*** in the developments of radio, motion pictures, photography, and the electronic camera. Although much of this technology had existed for some time, the first experimental ***broadcasts*** did not take place until the mid- 1920s. These broadcasts took place more or less ***simultaneously*** in Hungary, the Soviet Union, the USA and Germany.

Regular television transmissions began in 1936 in Britain, and in 1939 in the USA. Television was forced to close down completely in Britain throughout the Second World War and it was not until after the war that television was able to grow as a medium, in part thanks to military technology and ***expertise.*** It was during the 1950s that television ***overtook*** cinema as the most popular medium of

entertainment for the maj ority of the population in Europe and North America. This ***phenomenon*** of television becoming the most powerful medium of communication around the world has occurred ***alongside*** industrialization and the resulting changes in living standards throughout the world. Today Television is even considered by most people around the world to be a ***necessity*** and not a ***luxury*** item in the home. Television's worldwide power and ***influence*** can be seen in the ***priority*** television stations give to reporting and showing war pictures on camera. The picture of war and its ***aftermath*** can now be brought into the home through the television. Likewise, television's power is ***evident*** in the billions of dollars advertisers pay to television stations to advertise their products to a watching world. The obvious power television has over its audience has caused many people to develop opinions or positions on whether or not the television is a go

The two positions most commonly occupied in arguments about television and the mass media can be summarized as being 'pessimistic' and 'optimistic'. The pessimists who are often associated with so-called 'mass culture theory' tend to stress the ***uniformity*** of media production and the role it plays in ***pacifying*** and ***exploiting*** audiences. According to this view television is a kind of ***opiate of the masses,*** the phrase Karl Marx used to describe religion. Cultural pessimists are concerned about the ***dominance*** and ***corrosive*** influence of US and ***transnational*** entertainment industries; about ***stereotypical*** representations of a variety of social groups; the negative effects of television on audiences, particularly in relation to violent and sexual content; the ***commercialization*** of television; and the ideological role of television in 'controlling' the way we view the world.

The 'optimists', on the other hand, celebrate the diversity, complexity and equality, which they see as a product of television. Television is considered to be as rich and ***subtle*** in its potential as Elizabethan theater was for England in the 16th century. Like Elizabethan theater, television is thought as a familiar and popular experience for all sections of society. The optimists often accuse the pessimists of 'elitism', of ***denigrating*** popular culture. Optimists, like the pessimists, come in many varieties. There are those who celebrate ***soap operas*** and ***sitcoms,*** respectfully stressing the diverse ***preferences*** of audiences; those who reject the view that television has harmful effects; those who welcome new technology and ***deregulation*** - the removal of the state's influence over broadcasting; and who argue that if television promotes any ideology, that ideology represents all of the ideas in a society and is not dominated by a single ideological view.1

Check Comprehension

General Questions

How are most inventions usually developed?

The popularity of the TV increased at the same time as what?

What are the two things that prove TV's power and influence?

Detail Questions

What do the pessimists say TV does to its audiences?

Why are pessimists concerned about TV's cultural influence?

Pessimists argue three main negative effects of TV on audiences. What are they and explain how you have seen these effects in your experience with TV and its influence on society?

The optimists argue that TV has no harmful effects. How do they differ from the pessimists in their opinion about controlling ideology expressed through TV?

Reaction Questions

Do you believe that TV is a necessity and no longer just a luxury item in the home?

What do you think about TV's transnational power?

Is what you see on TV an accurate picture of life in other countries?

Organising technology of practical lesson.

Lesson № 22	**Jane Eyre - V chapter (by Charlotte Bronte).**

Model of educational technology

Time – 80 min.	Number of students - 10-17
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – v chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre - V chapter(by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - V chapter (by Charlotte Bronte)".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.

2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - V chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Listen to the chapter V and retell it.

Chapter V

Fire!

It was March. One night, I was in bed. But I was not asleep. The house was quiet. Suddenly, I heard a sound in the corridor outside my room.

'Who's there?' I said. Nobody answered. Then I heard a strange laugh.

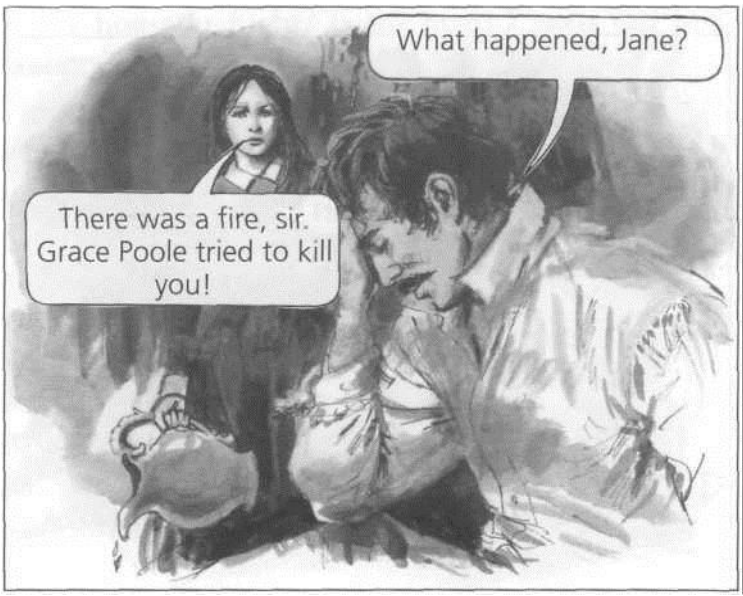
I got out of my bed and I went quietly to the door. I listened. I heard another sound. Somebody was walk¬ing up the stairs to the top corridor. Then I heard somebody close a door.

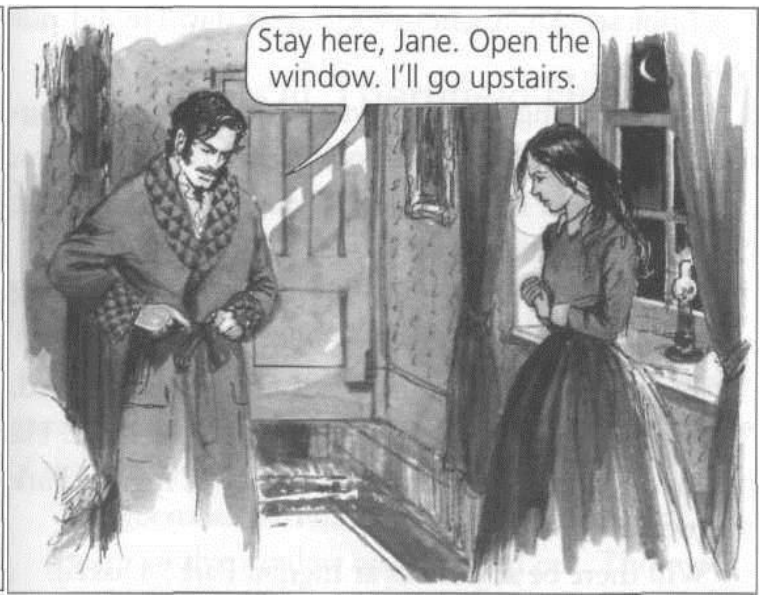
'Was that Grace Poole?' I said to myself. 'Yes, it was Grace. Why was she laughing? And why is she walking in the house at night? Is she mad? I must tell Mrs Fairfax about this. I will speak to her now.'

I put on some clothes and I opened the door. There was a candle on the floor outside my room. The candle was burning.

There was thick smoke in the corridor. I went into the corridor. I looked around me. The door of Mr Rochester's bedroom was open. And the smoke was coming from Mr Rochester's room!

I ran into the room.





I sat in a chair by the window. Time passed. At last, Mr Rochester returned.

‘Please don’t worry, Jane,’ he said. ‘Grace Poole is a strange woman. But she won’t hurt anybody tonight.’

I stood up. ‘Goodnight, sir,’ I said.

Mr Rochester held my hand. He looked at me and he smiled.

‘Thank you, my dear friend,’ he said. ‘You saved my life tonight, Jane.’

‘Goodnight, sir,’ I said again.

I went back to my bed. I was very tired. But at first, I could not sleep. Suddenly, I understood something. I loved Mr Rochester! He had smiled at me. He had held my hand. Did he love me? I did not know. But I thought about Mr Rochester for a long time.

I did not see Mr Rochester the next day. He did not send for me.

In the evening, I went down to Mrs Fairfax’s sitting- room. The housekeeper was looking out of the window.

‘The weather has been good today,’ Mrs Fairfax said. ‘Mr Rochester had a good day for his journey.’

‘His journey? Where has he gone?’ I asked. I was surprised.

‘He has gone to Ingram Park,’ Mrs Fairfax replied. ‘Mr Rochester will stay there for a week or more. He has many friends. All his friends will be at Ingram Park this week.’

‘Will there be any ladies at Ingram Park?’ I asked.

‘Yes,’ Mrs Fairfax said. ‘There will be many ladies there. Miss Blanche Ingram will be there. Mr Rochester has known her for many years.’

‘Is Miss Ingram beautiful?’ I asked.

‘She is very beautiful,’ Mrs Fairfax said.

‘Will Mr Rochester marry her?’ I asked.

Mrs Fairfax smiled. ‘I don’t know, Miss Eyre,’ she replied. ‘I don’t know.’

I was very unhappy. I went up to my bedroom. I looked in my mirror.

‘Jane Eyre,’ I said to myself. ‘You are not pretty. And you are poor. Mr Rochester will never marry you. He will marry Miss Blanche Ingram. She is a rich lady. You are a poor governess. Forget Mr Rochester, Jane Eyre! Forget him!’

Organising technology of practical lesson.

Lesson № 23-24	**Film. Noun.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Impact of film across cultures” the use of new words connecting with topic, making and answering questions on the topic , knowing new style of movie or film.	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of Stars of films • To present new vocabulary and word combination on the topic • Making up dialogues comparing different types of films • Speak on traditions of the styles of movie • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Impact of film across cultures", • Revision of grammatical structures" Noun" • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"FILM. Noun". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Impact of film across cultures" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.

4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

SECTION THREE
Film

Match words with their definition.

barrier
box office
carrier
cinematic
epic
fantasy
feature-length
impact
incentive
inevitably
influence
materialistic
reality
spread
viewers
worldview

a block, wall, or difficulty stopping something from happening
office where tickets to a movie theater are sold
something that delivers or carries from one place to another
having the quality of a movie-going
experience in the theater
grand in size or length
dream or hope in the imagination
a movie that is at least 120 minutes long
force something has on something else (impact in a car accident)
motivation or reason for doing something
something that happens as you might expect
power to persuade or control
focused on money and the things you can buy, greedy, selfish
truth or real in life
multiply or increase
people listening and watching in the audience
the way you look at the world

Pre-Text Discussion

1. Why do you go to the movies?
2. What do you think about the film experience?
3. Do films influence you? If so how?

Text

Impact of Film Across Cultures

When Thomas Edison filmed his assistant Fred Ott "sneezing" in front of the camera, the world of 1889 had no idea the ***impact*** Edison's ***kinetoscope*** would have on culture around the world. Within a few years his new method to project a motion picture that could be viewed by large audiences had ***spread*** to Europe and beyond. Soon the first story was told on film, and by 1915 a ***feature-length*** historical ***epic, Birth of a Nation,*** was produced in America. The version of American history that producer David Wark Griffith chose to present about America's Civil War caused many political demonstrations from the public. President Woodrow Wilson himself referred to the film as a "history written with lightning." This first feature-length film did not only prove to be first in its length but also proved the emotional and persuasive ***influence*** film has had on its audiences since the very beginning.

By 1927, when the ***Vitaphone*** process was invented to ***synchronize*** film's picture with sound, there were around 15,000 movie houses in America. The next invention addition that came to film was color. The film ***Wizard of Oz*** is famous for being the first feature-length film to ***debut Technicolor's*** three-color technology in 1932. Movie magic became the words to describe the ***cinematic*** experience in the 1930s. The magic was right before your eyes like never before with sound and color. For those who could afford it during the Depression of the 1930s, movie magic was the best way to forget your troubles.

Once television came and put the public back in the homes for their entertainment, movie palaces were the first to die. In only one decade the number of tickets sold at the ***box office*** were reduced from 90 million to less than half that by the late 1950s. The film industry had to adjust to find new ***incentives*** for coming back to the movies.

From the beginning of filmmaking, the United States has dominated the industry. ***Inevitably,*** American films have traveled all over the world and proven that film is also a powerful ***carrier*** of culture. Today men in the most remote parts of Afghanistan could tell you about the love story between Jack and Rose from the American Film ***Titanic.*** Those same men would also have no trouble explaining the latest movie from India's film industry even though Afghan culture is still very different from India's. Film is an easy transmitter of culture because the language ***barrier*** in a film is minimal. Newspapers and even TV news requires a better understanding of the language it is given in, but films are universal in the transmission of stories. Because film has become America's communication export to the world, many countries have developed opinions about America based on what they see in movies. American's have been visible to the world like no other country simply because of their films. But American presence on film has always been mostly ***fantasy*** and dreams not the ***reality*** of American life. Nations have been watching American movies and ***drawing the conclusion*** that Americans love violence, have low morals, are extremely wealthy, and have unbelievably advanced technology. Unable to see the reality of American life, other nations usually accept fantasy as fact, but the whole purpose of film is to provide entertainment and escape from reality. This is the major problem with mass communications. What began in Hollywood as harmless entertainment has translated across the ocean to Europe, Asia and Latin America to produce awe, ***envy,*** and ***resentment.***

Films will continue to be a transmitter of culture to the world ***regardless*** of what country it comes from. As films show new things and a better life to more and more cultures around the world, their ***worldviews*** will become more ***materialistic***. As a common entertainment shared among billions around the world, film will conform the ***viewers*** that watch it and bring many different cultures together because of the amount of people around the world who experience the same movie magic together and from that decide their world view.

Check Comprehension

General Questions

1. What public reaction did the first feature-length film cause?
2. What did film prove about itself from the very beginning?
3. What is film a carrier of?

Detail Questions

1. What did Woodrow Wilson mean when he said the ***Birth of a Nation*** film was a "history written with lightening?"

2. Why did ticket sales suddenly drop at the box office?
3. Why is film an easier carrier of culture than newspaper or TV?
4. What conclusion do most people make about America because of their films?

Reaction Questions

1. What is your reaction to movies from America?
2. Do you think Uzbekistan has become more materialistic because of influence from seeing other countries' films?
3. Look at the younger generations. Do they have more in common across cultures because they have grown up with film?

Grammar Notes

Grammar Practice

Exercise 1. Choose the correct form of the noun.

1. They're trying to save money / the money so that they can spend a holiday in Spain.
2. They provided a good information / good information about the hotel services.
3. What is / are the news?
4. He had no job so there was / were no money coming in.
5. Government inspectors will monitor the progress / progresses of the scheme.
6. We were able to get the needed information / informations from the Internet.
7. He denied all knowledge / knowledges of the events.
8. I don't need his advice / advices.
9. Mathematics is / are my favorite subject.
10. Have you heard the news? They are / It is very

Exercise 2. Choose the correct form as in the exercise above.

1. You should eat a lot more fruit /fruits than you used to.
2. The fruits / fruit of nature belong to all mankind.
3. Is tomato fruit / a fruit?
4. Most ocean fish / fishes live in shallow waters.
5. How do fish / fishes breathe?
6. A group of fishes /fish is called a school.
7. She has long black hair / hairs.
8. He could be proud of a few gray hair / hairs.
9. He is putting lives / life at risk with his careless answer.
10. Do it for old times' / time's sake.

Speaking Practice

Be a Movie Critic

1. Decide on one film you want to criticize. Prepare what you want to say about your film. Tell the class the following things, but do not tell the name of the movie:

What is the story?
Why do you like it (not like) about it?
What has it taught you about life?

2. Classmates will guess which movie you are talking about when you are finished.

Then you will give the movie a rating. Two Thumbs up for great, One Thumb up for good, or Two Thumbs down for really bad. If they have never seen the movie, tell them why they should go see this film or why they shouldn't go see this film.

Organising technology of practical lesson.

Lesson № 25	**Writing about entertainment**

Model of educational technology

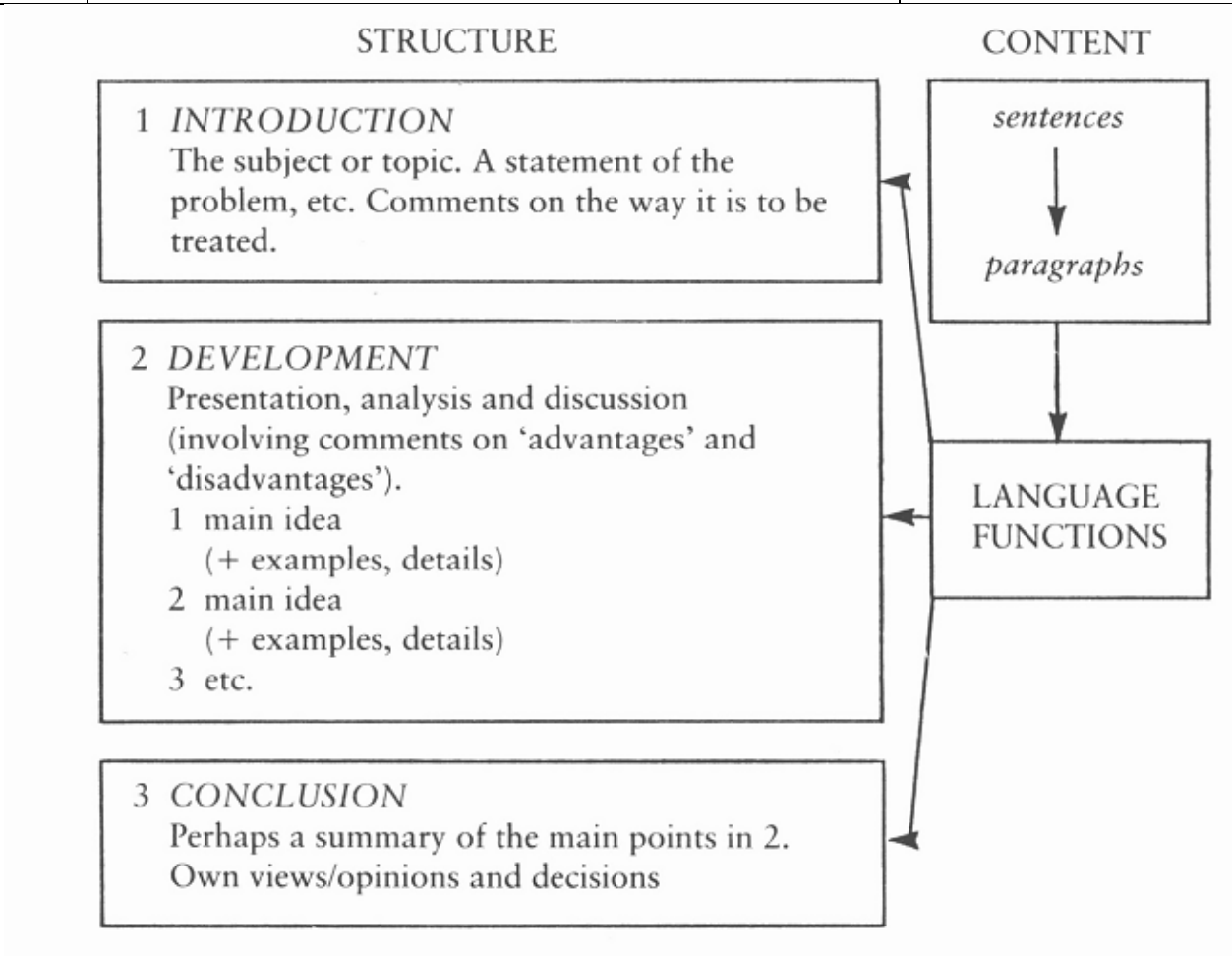
Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**

Objectives of the lesson: to lead students to remind the information about "Writing about entertainment " the use of new words connecting with topic, making and answering questions on the topic , knowing types of entertainment.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words To define the types of entertainment • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of the styles • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about entertainment" • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Writing about entertainment". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about entertainment" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.

4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.



SECTION FOUR

Writing About Entertainment

In this unit, we have discussed entertainment through the mediums of radio, TV, and film. Using the vocabulary you have learned from this unit, write a clear and well-organized paper of 250 words. Choose one of the three topics below for your paper.

1. Using what you learned from the section about radio, write how radio has adapted and changed to become a household utility and compare it with another invention that is becoming a household utility. Connect the two inventions and talk about how they are similar and how they are different. (one possibility is the cell phone)
2. Using what you learned from the section about TV, give examples of how TV communicates a stereotypical view of different cultures. Write about TV stereotypes from three different countries.
3. Using what you learned from the section about film, write how films have influenced your worldview to become more materialistic. Explain how films have changed you in both good ways and bad ways.

Organising technology of practical lesson.

Lesson № 26	**Jane Eyre - VI chapter (by Charlotte Bronte).**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – VI chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre - VI chapter (by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - VI chapter (by Charlotte Bronte)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - VI chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks.	They listen and take notes. Do exercises. They write.

	2.4. Make up questions according to the sentences for learning new words	They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Chapter VI
Guests at Thornfield Hall

Two weeks later, a letter arrived for Mrs Fairfax.

‘Mr Rochester will return on Thursday,’ Mrs Fairfax said. ‘Some of his friends will come here with him. There will be many guests at Thornfield Hall.’

On Thursday evening, Mrs Fairfax, Adele and I were in Adele’s bedroom. Mrs Fairfax was looking out of the window.

‘The guests are arriving now!’ Mrs Fairfax said.

I went to the window and I looked out. There were three carriages. Two people were riding horses. Mr Rochester was riding his big black horse. A beautiful young woman was riding a white horse. Mrs Fairfax pointed to the young woman.

That is Miss Ingram,’ the housekeeper said. Then she went downstairs.

Adele wanted to go downstairs too.

‘No, Adele,’ I said. ‘We cannot go downstairs tonight. Mr Rochester is talking to his guests.’

The next day, Mrs Fairfax came into the schoolroom.

‘Mr Rochester wants you to meet his guests tonight, Miss Eyre,’ she said. ‘Adele must meet them too.’

Later, Adele and I went quietly into the sitting- room. And soon, eight ladies came into the room. One of them was tall, dark and very beautiful. She was Blanche Ingram. Adele ran towards her.

‘Good evening, beautiful lady,’ she said in French.

‘What a pretty little girl!’ Blanche Ingram said. Miss Ingram spoke to the other ladies. And she spoke to Adele. But she did not speak to me.

Half an hour later, the gentlemen came into the room. I looked at Mr Rochester. He saw me, but he did not speak to me.

Miss Ingram pointed at Adele. ‘Why doesn’t this little girl live at a school, Mr Rochester.[7]’ she asked.

‘Adele learns her lessons at home,’ Mr Rochester replied. ‘She has a governess.’

‘Oh, yes. That small woman by the window,’ Miss Ingram said. ‘I had many governesses. I hated all of them. They were all ugly and stupid!’

Later, Miss Ingram and Mr Rochester sang some
songs together. Mr Rochester had a fine voice. I listened to the songs, then I left the room. Mr Rochester followed me.

‘What is wrong, Jane?’ he asked.

‘Nothing is wrong, sir,’ I said. ‘But I am tired. I am going to my room. Goodnight, sir.’

‘You are tired. And you are unhappy too,’ Mr Rochester replied. ‘There are tears in your eyes. Rest now, Jane. But please come and meet my guests tomon row evening. Don’t forget, my —, don’t forget, Jane.’

The guests stayed at Thornfield Hall for two weeks. Every evening, I went to the sitting-room with Adele. Nobody spoke to me. Mr Rochester and Miss Ingram were always together.

One afternoon, Mr Rochester went to Millcote. He returned late in the evening. I met him at the front door.

‘Another guest has arrived, sir,’ I told him. ‘His name is Mr Mason. He has come from the West

Indies.'

Suddenly, Mr Rochester's face was pale. He held my hand tightly.

'Mason. The West Indies. Mason —' he said.

'Are you ill, sir?' I asked.

'Jane, my little friend, I've had a shock,' he said. 'Bring me a glass of wine, please.'

I went quickly to the dining-room. I returned with a glass of wine and I gave it to Mr Rochester.

'What are my guests doing?' he asked.

'They are eating and laughing, sir,' I replied. 'Mr Mason is talking to the other guests.'

'One day, they will all hate me,' Mr Rochester said. 'Now go into the dining-room again. Tell Mason to meet me in the library.'

I gave Mr Mason the message. Then I went to my bedroom. I got into my bed.

Later, I heard Mr Rochester coming up the stairs with Mr Mason. They were laughing and talking. Soon, I was asleep.

Find out true/false sentences according to the chapter VI.

1. 'Mr Rochester will return on Thursday,' Mrs Fairfax said.

True **False**

2. Adele did not want to go downstairs.

True **False**

3. Jane pointed at Adele. 'Why doesn't this little girl live at a school, Mr Rochester?' she asked.

True False

4. Mr Rochester's face was pale after hearing the name of the another guest.

True **False**

5. 'One day, they will all hate me,' Mr Rochester said.

True **False**

Organising technology of practical lesson.

Lesson № 27	**Thomas Gainsborough. Ural Tansykbayev.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Thomas Gainsborough. Ural Tansykbayev"; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words To define the information about "Thomas Gainsborough. UralTansykbayev" • To present new vocabulary and word combination on the topic • Making up dialogues • Speak about celebrities • Make up sentences related to t Adele wanted to go downstairs too he topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Thomas Gainsborough. Ural Tansykbayev • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Thomas Gainsborough. Ural Tansykbayev".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Thomas Gainsborough Ural Tansykbayev" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Read the text and translate it.
Write short summary to the text.

Thomas Gainsborough (1727 – 1788)

Thomas Gainsborough was born in Sudbury in 1727. As he was inclined to drawing he went to London in 1740 to study art. He studied art for 8 years and become familiar with the Flemish tradition of painting. In 1750 he moved to Ipswich where his professional career began. He executed many small sized portraits. Gainsborough moved to Bath 1789 and became a fashionable artist and men of letters. In the manner of Van Dyck Gainsborough produced full length, life-size portraits. The discovery of the painter is that that he fused the sitter man and nature in a single whole through the atmospheric harmony of wood, that's why the landscape is not kept in the background. Gainsborough is famous for his pictures of women for the extreme delicacy, refinement and elegance. He is a superb colorist. His best works have those delicate brush stoles, which are found in Rubens and Renoir. Their pictures are painted in clear and transparent tone, in a color scheme where blue and green predominate,

e.g. in the portrait of “Robert Andrews and Mary. His wife” the beauty of the Green English summer is communicated to the viewer through the sense of well-being and delight which the atmosphere visibly creates in the sitters. He shows the pleasure of resting on a rustic bench in the cold shade of an oak tree, while all around the rape harvest throbs in a hot atmosphere enveloped by a golden light. In this picture blue and green predominate. We can mention his following famous pictures “The Blue Boy”, “Mrs. Sarah Siddons”, “The Market Carl” Ural Tansykbayev is a famous People’s Artist of Uzbekistan. He is a landscape painter. Ural Tansykbayev likes working in the open air depicting the nature of his motherland. And the nature depicted by him, is always closely connected with a man and his working activity. Among his most significant canvases we must mention “My Native Land”, “Evening at the Issyk-kul”, “March in Uzbekistan”. The picture we are going to describe is called “A Mountain Pasture ”. Here we see mountain landscape. We see maintain slopes, covered by fresh green grass and a flourishing valley, stretching for many miles under a clear blue sky. A numerous flock of sheep is grazing on the slopes. Although the shepherd is not seen, we feel the protection of a man. Green and blue tones predominate in his picture. The picture is executed with great skill. It is difficult to tear oneself away from it. The picture is kept in the Museum of Arts in Tashkent.

Organising technology of practical lesson.

Lesson № 28	**Polytheistic Religions.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Polytheistic Religions”the use of new words connecting with topic, making and answering questions on the topic , knowing about types of religious.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the Polytheistic Religions • To present new vocabulary and word combination on the topic • Making up dialogues comparing two types of Religions • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme “Polytheistic Religions”, • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” Polytheistic Religions”. Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**

Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Polytheistic Religions" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

RELIGIONS
SECTION ONE
Polytheistic Religions

Latin for "Anno Domini" meaning "in the year of Christ" (AD years after 0, birth of Christ; for example 2004 AD) years coming before Christ (BC years up to 0, birth of Christ) a person's religion, a firm opinion a religion started by Gautama Buddha in India in the 5th century B.C., which teaches that the highest goal is to release from self and earthly desires. a religion that follows the teaching of Jesus of Nazareth who is believed by Christians to be the coming Messiah spoken about in the holy scriptures of the Jews. a religion based on the saying and teachings of a Chinese philosopher, Confucius (died in the year 479 BC) synonym for god things that you must do for moral, legal, or religious reasons complete trust or confidence in something tradition or custom; inheritance (things passed down) from your family the main religious and social system of India, including belief in reincarnation (life again on earth after you die), and the worship of several gods. the religion of Muslims with a belief in one God and Muhammad as His Prophet. the religion of the Jews with a belief in one God and a basis in the laws of Moses and other Jewish teachers. to be true to a country, person, ruler, or God the belief or worship of one God perfect happiness to be had by forgetting the self deep or overpowering emotion, interest, or excitement the belief or worship of more than one god revolution, to go against someone an organized system of beliefs, ceremonies, practices that center around belief in a God or gods entitled to obedience and worship. The world has eight major religions. The five polytheistic religions are: Buddhism, Confucianism, Hinduism, Shintoism, Taoism. The three monotheistic religions are: Christianity, Islam, Judaism. holy writings from any religion the setting aside of your own wishes, needs or interests order, control, regulate yourself a religion from Japan that worships ancestors (relatives) and spirits from nature. Until 1945 it was Japan's state religion. a Chinese religion based on the writings of Laoze (500 BC); teaches humility (thinking more about

others than yourself) and piety (extreme duty or devotion) worship formal or informal offerings by humanity to God or other things like money, education, romance, power, one's self. What a person thinks about the most is what he worships.

Pre-Text Discussion

1. What is your definition of religion?
2. How many religions are there in the world? Which ones do you know?
3. What are the five things every Muslim should do?
4. What is the role of religion in society?

Text
Polytheistic Religions of the World

The world is full of many different religions. People practice religion for several reasons. Many people throughout the world follow a religion simply because it is part of the ***heritage*** of their culture, tribe, or family. Religion gives many people a feeling of security because they believe that a ***divine*** power watches over them. These people often ask the power for help or protection. Many people follow a religion because it promises them salvation, a hope in life after death, or sense of fulfillment and meaning in life. In addition, religion provides the enjoyment of a sense of connection with fellow believers.

Religion is an organized system of beliefs, ceremonies, and practices that center on belief in one God or gods deserving obedience and worship. The essential qualities of a religion are maintained and passed from generation to generation by sources given by some authority that the followers accept as sacred and are usually ***canonized*** into writings known as ***scriptures.*** There are eight major religions in the world: ***Buddhism, Confucianism, Hinduism, Shinto, Taoism, Judaism, Christianity*** and ***Islam.*** The first five listed are all ***polytheistic*** religions and the last three, Judaism, Christianity, and Islam are all ***monotheistic.*** Each of these major religions of the world bases its ***faith*** on the life or teachings of specific individuals.

Hinduism began around 1500 ***BC.*** The oldest Hindu scriptures were a collection of hymns and texts to the gods and handed down orally in what is known today as the ***Vedas*** or "Knowledge." They were composed during what is called the Vedic Age, between 1,500 and 500 BC. Followers of this early period of Hinduism worshipped a number of ***deities.*** By the 500's BC, Hinduism was splitting into various schools. One of those schools developed into Buddhism from the teachings of a prince named Seddhartha Gautama who came to be known as Buddha, meaning Enlightened One.

Buddhism was partly a ***rebellion*** against certain features of Hinduism. Buddhism opposed the Hindu worship of many deities. Buddha taught that people should devote themselves to finding release from the suffering of life by practicing extreme ***selfdiscipline*** and denying all sorts of pleasure. Through this release people would gain ***nirvana,*** a state of perfect peace and happiness. To achieve nirvana, they had to free themselves from all worldly desires and attachments to worldly things. Buddha taught that nirvana could be gained by following the Middle Way between the extremes of severe ***self-denial*** and uncontrolled ***passion.*** As Buddha preached, he attracted a growing number of followers. By the time of his death, about 483 BC, Buddhism was firmly established in India. It reached its height in India during the third century BC and later saw decline. However nearly 500 years later, Buddhism was introduced to China by the end of 200 AD. Three hundred years after that, Chinese Buddhists spread the religion to Korea and Japan in 500 AD. Early in its history, Buddhism divided into two branches Hinayana and Mahayana. Today Hinayana Buddhism is strongest in Burma, Cambodia, Laos, Sri Lanka and Thailand. Most Mahayana Buddhists live in Japan, Korea, Mongolia, Nepal, Tibet, Vietnam, and scattered parts of India and Russia.

Confucius became the most influential philosopher of the Chinese during his lifetime between 551-479 BC. Because he developed his teaching during a time of political and social unrest, his primary concern was the improvement of society. Rather than look to the gods or spirits for help, he believed that it was more important to know the ***duties*** of man living in society. "We don't yet know how to serve men," he said, " how can we know about serving spirits? We don't yet know about life, how can we know about death?" His writings were collected in what is called the ***Analects,*** "selected sayings." During the same time as Confucius, Taoism began by a second Chinese philosopher named Laotzu.

The goal of Taoism was the "happy life" and at the heart of the faith was the concept of "non action" or retiring from the chaos of political problems to just enjoy the natural world around you. Unlike Confucius, who taught that humanity was responsible to improve society, Laotzu taught that humans should accept life's problems.

Shintoism developed in early Japanese society as a faith in the simple worship of natural forces and family spirits. Around the 4th century BC the Yamato clan emerged as the ruling power in Kyushu and extended its conquests into eastern Japan by the first few centuries AD. The Yamato clan claimed to be directly descended from the Sun Goddess and demanded ***loyalty*** to his family line. After Buddhism and Confucian teachings were introduced into Japanese society, Shintoism became a mixed set of customs in Japan.

Culture Notes

Canon A religious decree or law; a collection of sacred books, scriptures
Canonized Admitted or allowed into the canon of scripture; accepted as a sacred (holy) writing

Check Comprehension

General Questions
1. Why do people practice religion? There are five reasons in the text.
2. How many major religions are there and what are they?
3. What is the difference between polytheism and monotheism?

Detail Questions
1. What are the three countries of origin for each of the five polytheistic religions?
2. What is the goal of "Taoism?"
3. What is Buddhism a branch of?

Reaction Questions
1. Discuss the different points for the five polytheistic religions. What points do you agree with? What do you disagree with? Why?
2. Discuss your reaction to this quote: "Freedom of conscience is guaranteed to all. Everyone shall have the right to profess or not to profess any religion. Any compulsory imposition of religion shall be impermissible" (from the constitution of Uzbekistan Chapter 7 article 31).

Grammar Practice

Exercise 1: Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb "to break."

1. The fire fighters had to break the door to rescue the little girl (into, out, down).
2. The burglar broke the house and stole all their money and jewelry (away, into, forth).
3. I don't know why their marriage is breaking (through, in, up).
4. After two hours of hard work, we decided to break for a little cup of coffee (off, up, into).
5. We have to break all our emotional barriers to feel free. (away, down, into).
6. When he spread the news, panic broke in the city (in, away, out).
7. Scientists will break in their search for new sources of energy. (up, off, through).
8. Miss Handforth broke noisily the room and switched the light on (in, into, out).

Exercise 2: Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb "to go".

1. There wasn't enough cake to go (for, down, through, round).
2. Before going to bed, we watched the fire slowly go (out, off, up, with).
3. The fireworks went at midnight (into, off, on out).
4. My aunt has gone that pop quiz (along, back on, in for, by).
5. The detective carefully went the facts with the witness (away, by back on, over).
6. Ricky came the flu (down with, up, over, away).

Organising technology of practical lesson.

Lesson № 29-30	**Monotheistic Religions** **Modal verbs**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Monotheistic Religions" the use of new words connecting with topic, making and answering questions on the topic , knowing of modal verbs.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the Monotheistic Religions • To present new vocabulary and word combination on the topic • Making up dialogues using modal verbs • Speak about modal verbs • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Monotheistic Religions" • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Monotheistic Religions. Modal verbs".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Monotheistic Religions" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for	They listen and take notes. Do exercises. They write. They listen

	learning new words	
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

SECTION TWO
Monotheistic Religions

Vocabulary

adhere to behave or follow something; stick to something
conscience a moral sense of right and wrong
covenant an agreement or promise
crucifixion put to death by nailing to a cross
deliverance the act of rescuing, the process of being rescued
demand to insist on an action because of a right to ask
empire describe or explain by showing relatives, family line extensive group of states or countries
essence basic element that makes something what it is
persecution favor from God that is not deserved to focus on and think about God to master or conquer something to be treated unfairly because of political or religious beliefs
treacherous to speak the will of God before it happens a command or instruction insisted on rising from the dead guilty of the breaking of good faith
seal to be the closing or ending of something

Pre-Text Discussion

1. Of the three monotheistic religions, which one do think is the parent?
2. What book does all three (Judaism, Christianity, and Islam) share?
3. What does the word covenant mean?

Text
Monotheistic Religions
Judaism, Christianity and Islam

Of the world's three monotheistic religions, Judaism is the oldest and also the parent to both Christianity and Islam. At the heart of Judaism is the belief that there is one God who created and rules over the world. He sees and knows everything and has revealed his teachings to his people in the ***Torah.*** The Torah was written by Moses and follows the story of creation, the meeting Abraham had with God and the exodus of the Jews from slavery in Egypt. According to the Torah, Abraham was told by God to go to the land of Canaan and settle his family there. Today this land is known as Palestine. At that time God made a ***covenant*** with Abraham saying that he would bless Abraham's family and make his ***descendants*** as numerous as the stars in the sky. Under the Abrahamic covenant, Jews followed the practice of ***circumcision*** as a sign of belonging to God.

600 years later this covenant was remembered and extended on Mt. Sinai where Moses heard God recall His ***deliverance*** of the people from slavery in Egypt. This covenant demonstrated both God's ***grace*** and ***demand.*** The Mosaic covenant reminded them of His promise that they were God's special possession even if they failed to obey him, but it also required them to keep the law of the ***Ten Commandments***. The holiest day in the Jewish year is Yom Kippur (Day of Atonement), which is a day of repentance and confession of sins. Traditionally the people would be cleansed of their sins after the high priest sacrificed an animal to make payment for the sins of that year.

After the reign of king David, the promise of a new covenant was ***prophesied*** through the prophet Jeremiah in 586 BC. In the Davidic Covenant, God made the promise that a messiah would come

through David's descendents to replace the old covenant that the people could not keep and establish God's kingdom forever. The ***essence*** of Judaism is best understood in the recitation of three passages of scripture known together as the Shema which says: "Hear, O Israel, the Lord our God, the Lord is one, and you shall love the Lord your God with all your heart, and with all your soul, and with all your might. And these words which I command you shall be upon your heart." Today many Jews do not ***adhere*** to all the laws of the Torah, but Orthodox Jews will observe them with greatest detail. In general it is left to the individual ***conscience*** as to how the commandments of God should be carried out. Jews are still waiting for the last prophecy to be fulfilled and established forever.

Christianity is based on the life and teachings of Jesus of Nazareth and is directly descended from the religion of the Jews. Most Christians believe God sent Jesus to the world as the Messiah prophesied to be the ***seal*** of a new covenant between God and all people. They believe that Jesus is the one spoken about from the line of David who completes and fulfills the old covenant, that God would bless the whole world through the Jews. However the Jews do not recognize Jesus as the Messiah because he did not come to defeat their political enemies as they expected. Jesus did not speak out against the political enemies of the Jews. In fact he never killed anyone. Instead, Jesus ***demonstrated*** that he came to defeat the greatest enemy, the enemy of death. Rather than teach the way of violent revolution, he taught the need of everyone for a changed heart. His death by the Romans on a cross represents the final sacrifice needed to pay for sins and make it possible for humanity to be with a holy God in heaven. The holiest day for Christians is Easter, which is the Sunday morning after the ***crucifixion*** in which they celebrate Jesus' ***resurrection*** from the dead.

After Jesus' Crucifixion in 37 AD, a number of his followers spread his teachings. One of the most important of these followers was Paul. After Paul's death about AD 67, the teaching of Christ continued to grow in spite of ***persecution*** by the Romans, whose ***empire*** ruled most of Europe, the Middle East, and northern Africa. In 312 AD, the Roman emperor Constantine the Great became a Christian. Because of Constantine, Christianity went from being a persecuted minority to becoming a favored majority. As Christianity spread, not all of its followers practiced the teachings of Jesus. As the church's dominance began to influence and spread to all of Europe, the purpose of the church became identified with the government of Rome. Many say that this connection between the religion and government is what led to so many ***treacherous*** acts carried out in the name of the church during the ***Great Crusades*** of the 14th century, where Christians used their religion to go to war against other countries. During the 11th century, the church split between those in Western Europe, and those in Eastern Europe and western Asia. The split of the west is today known as the Roman Catholic Church, and the eastern branch is called the Orthodox Church. An even larger split came in the 16th century with the Protestant Reformation. ***Reform*** of the church began because many people saw the Roman Catholic Church as a false church that had gone so far away from the original teachings of Christ that extreme changes were necessary. The reformers started ***Protestantism*** under the belief that the church must only rely on the Word of God for its teaching and not on the traditions of the church.

Islam is based on the life and teaching of the prophet Muhammad, who lived in Arabia around 600's AD. During Muhammad's life the people of Mecca worshipped a different god for each day of the year. According to Islamic tradition Muhammad had the first of several visions in 610 AD. The vision occurred while Muhammad was ***meditating*** in a cave near his birthplace of Mecca. The vision commanded Muhammad to preach the message of Allah to the people of his country so he began preaching in Mecca that there was only one God. As Muhammad gained a number of followers, a tribe called the Quraysh who controlled Mecca began to oppose Muhammad. To avoid persecution by the Quraysh, Muhammad fled to the city of Medina. Muhammad's journey from Mecca to Medina is called the Hijra and is one of the central events in the founding of Islam. In 622 AD, Muhammad led an army from Medina to Mecca. He offered the people of the city generous peace terms. The people of Mecca were looking for someone to help them ***overcome*** their divisions. As a result, his army was able to take the city with little resistance. He made Mecca the sacred city and center of Islam.

There are four holy books in Islam, the Taurat, Zabur, Injil, and Koran. Muhammad taught that there are five things a person must do to be Muslim. The first is a confession of faith, the shahada. If a person says, "There is no God but Allah, and Muhammad is his prophet" then they become Muslim. The second thing a Muslim participates in is the saying of prayers five times a day, salat. Muslims are required to give alms, zakat to the poor, widows, and orphans. During the month of Ramadan,

Muslims will fast from sunup to sundown to fulfill the fourth ***requirement*** of Islam, the siyam. Finally, every Muslim is called to make a pilgrimage to Mecca, called the hajj**.** The holiest place in the world for Muslims is the Ka'ba, a rock in the center of the Mosque in Mecca. Musilms believe that on the Last Day, God will judge all people according to their good or bad deeds here on earth.

Islam spread throughout the Middle East, across northern Africa, and even into Spain. Muslims carried Islam to India and other parts of Asia. Today it is also the chief religion in Bangladesh, Indonesia, Malaysia, Pakistan, Iran, and Afghanistan. Not only has Islam produced successful army leaders and statesmen, but many poets, musicians, architects, philosophers and naturalists between the 9th and 14th centuries are made up the foundation of modern science and thought today.

There are more than one billion Muslims, but only 5 million live in the United States. Nations with large Muslim populations include Indonesia (180 million), Pakistan (125 million), Bangladesh (109 million), India (84 million), Iran (66 million), Egypt (60 million), Turkey (60 million), Nigeria (52 million), Algeria, Morocco (29 million), Ethiopia (24 million), Sudan (22 million), Afghanistan (22 million), Iraq (20 million) and Saudi Arabia (19 million). Russia also has a huge Muslim population but estimates on its size vary, in addition to Uzbekistan, Kazakhistan, Kirgizstan, Tajikistan, Azarbajan.

Culture Notes

Circumcision to cut off the foreskin as a Jewish or Muslim ritual

Ten Commandments the rules of conduct given by God to Moses on Mt. Sinai

Torah/Taurot five books of law written by Moses and given to the Jews as teaching from God (also known as the Taurot)

Great Crusades the military expeditions by Christian armies from Europe intended to drive Muslims from the Holy Land in Palestine

Reformation movement within the Christian church between the 14th -17th century which separated the Protestant church from the church in Rome. The main issues were authority of the Pope and the ability of all members of the church to be able to read the Word of God for themselves.

Protestantism Christian order based on Reformation principals. It emphasizes the authority of the Church is in the Bible only, justification for sins not from good deeds but only through faith in Jesus, and the priesthood of all believers (the ability to go to God personally and not have to go to Him through a priest)

Check Comprehension

General Questions

1. What did God tell Abraham to do, according to the Torah?
2. What are Jews still waiting for that Christians say has come already?
3. Where did the foundation of much of today's modern science come from?

Detail Questions

1. What is the essence of Judaism found in?
2. Why did the Mosaic covenant demonstrate God's grace and demand?
3. What did the Jews want in a king?
4. What is the significance of Jesus' death?
5. What was the cause of the Great Crusades?
6. What were the people of Mecca looking for?

Reaction Questions

1. What are the similarities and differences between the three monotheistic religions?
2. Do you think it is a bad idea to connect religion with government?

GRAMMAR NOTES

1. to have + Infinitive - is a modal expression. It expresses an *obligation* or *necessity* arising out of

circumstances.

- a) I have to get up at six every day. *(necessity).*
- b) I had imagined we should have to hold a large house party for the occasion. (*obligation*)

The negative and interrogative forms of this modal expression are formed with the help of the auxiliary *do, does, did.*

Do I have to get up at 6 every day?

2. to be + Infinitive - is a modal expression, too.

It expresses a weakened *order,* an *arrangement, possibility,* something thought of as *unavoidable* and it can be used in Present and Past Infinitive.

- a) You are to go straight to your room. *(order)*
- b) We were to meet at the entrance of the theatre. (*arrangement*)
- c) As Nick's suitcase is very heavy he is to take a taxi. (*unavoidable*)

3. Would (should) - was originally the past tense of will (shall). They acquired new shades of meaning. Thus would expresses *volition* and *persistence* referring to the past.

- a) Ann was going away and would not say where she was going. *(volition).*
- b) I asked him not to bang the door, but he would not stop doing it. (*persistence*).

Grammar Practice

Exercise 1: Fill in the blanks with the verbs "to have to," using the appropriate form of the verb in brackets.

1. When asked why he was so late he told me he had missed the train and he_____(to wait) for another one.
2. He _____(to write) a new book in six months but he won't be able to do it.
3. He knows that he_____ (to take pains) with his novel to make it a success.

Exercise 2: Read the situation. Decide what the person spoken about is obliged to do in this situation using the modal verbs "to have to" or "to be to".

1. I had an accident the other day and hurt my leg.
2. Your hat is quite worn out.
3. Peter is to make a report at the meeting, but he is not ready.
4. Your friend's luggage is very heavy.
5. Your doctor prescribed you the medicine.

Exercise 3: Decide whether "would" expresses determination (volition) or persistence in the following sentences.

1. Father didn't let me watch TV to see the film to the end. He said he wouldn't have me sitting up late.
2. Alan wanted to explain things and apologize. But I wouldn't let him. I will never speak to him again.
3. I didn't know how to handle the tape recorder. The stop button wouldn't work.
4. She meant to explain herself, but the words wouldn't come.
5. I tried to pet the little dog, but he wouldn't let me touch him. I was afraid he might bite me.

Organising technology of practical lesson.

Lesson № 31	**Jane Eyre - VII chapter (by Charlotte Bronte).**

Model of educational technology

Time 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**

Objectives of the lesson: to lead students to remind the information about "Jane Eyre – VIIchapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre - VII chapter(by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - VII chapter (by Charlotte Bronte)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge .	
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - VII chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage.	3.1Make up texts according the distributed pictures without preparation in Cluster method.	They listen and make up sentences.

(30 min)	3.2Retell the text using new words.	They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

A Terrible Night

Some hours later, I woke up. A terrible cry had woken me. The moon was bright. Its light was shining through my window. I listened. Then I heard some¬body shouting.

‘Help! Help! Rochester, help me!’

The voice came from the top corridor.

‘Help! Help!’

I got out of bed and I put on a dress and some shoes. I opened my door. All the guests were in the corridor outside the bedrooms. They were all asking questions.

‘What happened?’ they asked. ‘Is there a fire? Who is hurt? Where is Mr Rochester?’

‘I am here!’ Mr Rochester said. He was walking down the stairs from the top corridor.

‘What is wrong, Mr Rochester?’ Miss Ingram asked. ‘What has happened?’

‘Nothing is wrong,’ Mr Rochester replied. ‘One of the servants has had a bad dream. Go back to bed!’

I went back to my room. But something was wrong. I did not get into my bed. I waited. Soon, somebody knocked on my door. I opened the door. Mr Rochester was standing in the corridor.

‘Jane, follow me. Do not make a sound,’ Mr Rochester said.

We went up to the top corridor. Mr Rochester unlocked a door and we went inside a room.

Mr Mason was sitting on a chair in the room. His face was pale. And his shirt was covered with blood! Then I heard a terrible laugh. The sound came from the next room ‘Grace Poole is a madwoman,’ I thought. ‘Why does Mr Rochester have a mad servant?’

Mr Rochester spoke quietly to Mr Mason.

‘I am going to bring a doctor, Richard,’ he said.

Then he spoke to me. ‘Stay here, Jane. Wash Mr Mason’s arm. But do not speak to him.’

Mr Rochester left the room. I washed Mr Mason’s arm. We waited for Mr Rochester and the doctor. Mr Mason did not speak to me and I did not speak to him.

After two hours, Mr Rochester returned. The doctor was with him. The doctor looked at Mr Mason’s arm.

‘She bit me,’ Mr Mason said. ‘I came up here. I wanted to see her. I wanted to help her. But she bit me!’

‘Be quiet now, Richard,’ Mr Rochester said quickly.

The doctor put a bandage on Mr Mason’s arm. Mr Rochester put Mr Mason’s coat round the injured man’s shoulders. Then he spoke to me again.

‘Run downstairs, Jane. Unlock the small door at the side of the house,’ he said. ‘We will follow you.’

I went quickly downstairs and I opened the door. Outside the door, a servant was waiting with a carriage. Mr Mason and the doctor came out of the house. They got into the carriage. Then Mr Rochester came out of the house too. Mr Mason spoke to him through the window of the carriage.

‘Help her. Be kind to her, Rochester,’ he said.

‘Yes, I will, Mason,’ Mr Rochester said.

The servant drove the carriage away.

‘Will you walk in the garden with me, Jane?’ Mr Rochester asked. ‘I do not want to sleep now.’

‘Yes, I will, sir,’ I said.

Soon, it was morning. The birds were beginning to sing. The flowers had a sweet smell.

‘It has been a strange night, Jane,’ Mr Rochester said. ‘Were you frightened?’

‘I am frightened of Grace Poole,’ I said. ‘She will hurt you, one day.’

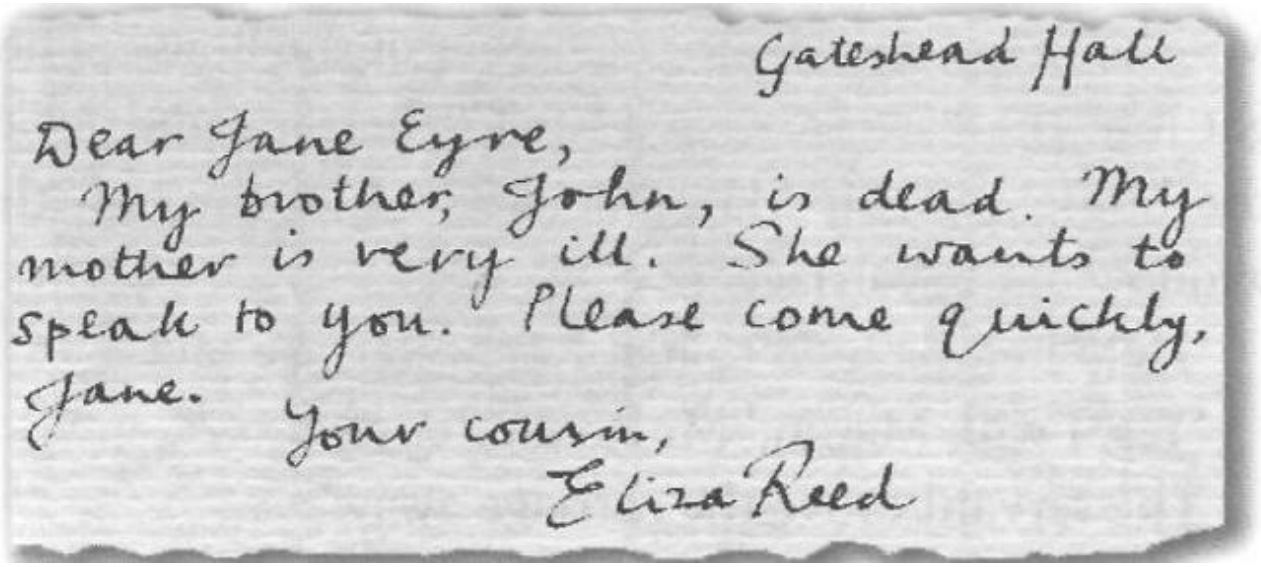
‘I am stronger than she is. She will not hurt me,’ Mr Rochester said. He looked at me for a few moments. ‘Are you my friend, Jane?’ he asked me.

‘Yes, sir. I will be your friend forever!’ I replied.

‘Thank you, my dear,’ Mr Rochester said. ‘I have made mistakes. Now, I want to be happy. That is not wrong, is it, Jane?’

He stopped speaking for a minute. Then he said, ‘Go into the house. I’ll talk to you tomorrow.’

But the next day, I had a letter from Gateshead Hall, my Aunt Reed’s house. The letter was from my Cousin Eliza


Gateshead Hall

Dear Jane Eyre,
My brother, John, is dead. My mother is very ill. She wants to speak to you. Please come quickly, Jane.
Your cousin,
Eliza Reed

I started the journey to my Aunt Reed’s house immediately. I arrived there the next day. My Aunt Reed was very, very ill. She could not move. And she did not speak to me. I wanted to return to Thornfield Hall. I wanted to see Mr Rochester. But Eliza wanted me to stay at Gateshead Hall.

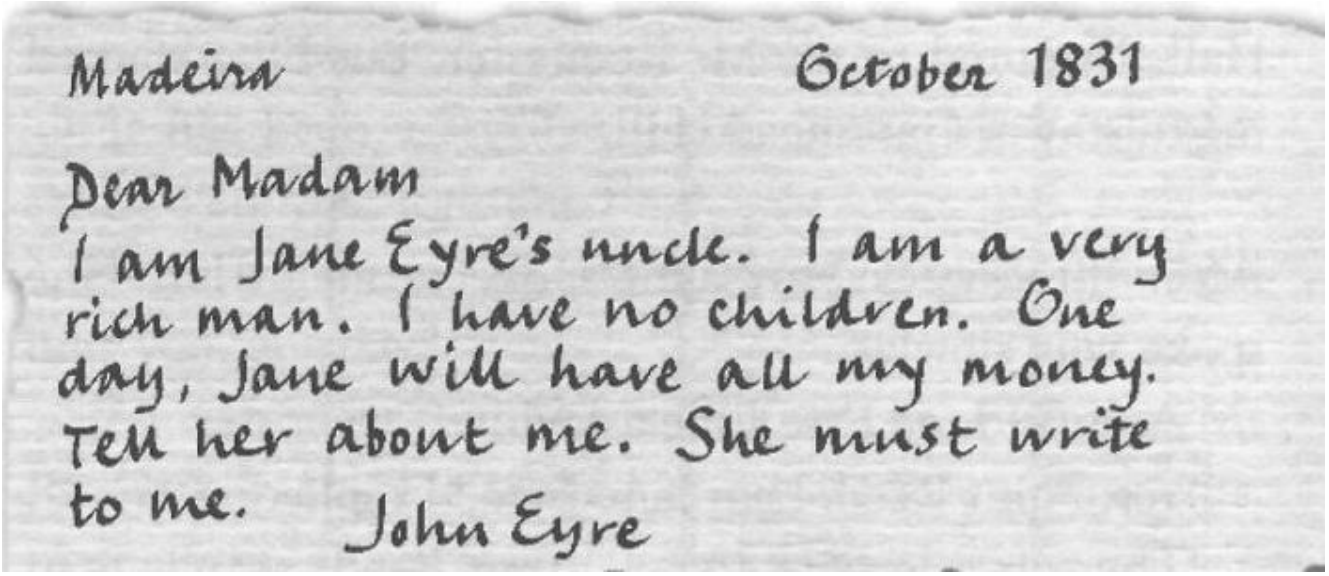
After three weeks, my aunt spoke to me at last. She spoke very slowly.

‘Are you Jane Eyre?’ she asked.

‘Yes, Aunt Reed. I am Jane Eyre,’ I replied.

‘There is a letter for you,’ Aunt Reed said. ‘It is in my desk. Call Eliza, please. She will get the letter.’

Eliza came into the room. She opened the desk and she gave me a letter.


Madeira October 1831

Dear Madam
I am Jane Eyre's uncle. I am a very rich man. I have no children. One day, Jane will have all my money. Tell her about me. She must write to me.
John Eyre

‘Read the letter, Jane,’ my aunt said.

The letter had come from Madeira. But it was three years old.

‘I answered that letter,’ Aunt Reed said. ‘I hated you, Jane. I did not want you to have your uncle’s

money. I wrote to John Eyre. I wrote, “Jane Eyre is dead. She died at Lowood School.” I am sorry, Jane. I was wrong.’

Mrs Reed died that night. I left Gateshead Hall a few days later. I took my uncle’s letter with me.

Mr Rochester met me at Thornfield Hall.

‘Welcome back to my house,’ he said. ‘This is your home, Jane.’

‘Thank you, sir,’ I said. ‘I am very happy here.’

Mr Rochester’s guests had left. No other visitors came to Thornfield Hall. Every day, Mr Rochester and I talked together. And every day, I loved him more

Organising technology of practical lesson.

Lesson № 32-33	**Islam in Uzbekistan** **Gerund**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Islam in Uzbekistan” use of new words connecting with topic, making and answering questions on the topic , knowing about gerund.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the Islam in Uzbekistan • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme “Islam in Uzbekistan” • Revision of grammatical structures “gerund” • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” Islam in Uzbekistan. Gerund”. Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	
	Organisative moment. The theme of the topic introduces the	They listen.

1-stage Pre-stage	aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. Students answer to the questions
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Islam in Uzbekistan" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences.They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

SECTION THREE
Islam in Uzbekistan

Vocabulary

authentic	genuine, real and true
compilation	putting together into one book
convey	to relate or explain information from someone to someone else
dedicate	to be devoted to in time or purpose
determination	to maintain a firm desire for something long-term
elevated	to bring to a higher position
hadith	traditions of Muhammad's words and actions; there are thousands
indignity	shame
intelligence	wisdom and understanding
messenger	person who delivers a message
pursuit	to go after or look for
scholars	academic person who studies in a particular subject
status	position or class in society

Pre-Text Discussion

1. Explain the following saying by Bahauddin Muhammad Naqishband: "One should be with God in the heart and keep work in the hands."
2. What do you know about Imam Bukhari?

Text

Imam Bukhari
Commander of the Faithful in Hadith
by Rahmatullahi Alaihi

Abu Abdillah Muhammad Ibn Ismail Ibn Ibrahim Ibn Al- Mughirah Ibn Bardizbah Al-Bukhari was born on 13 Shawwal
194 AH (810 AD) after the Jumuah Salaah in Bukhara in the territory of Khurasan (West Turkistan). Ismail, the father of Imam Bukhari, died during the Imam's childhood leaving him with a brother and sister in the care of his mother, where he was nourished with love and care. Imam Bukhari began to learn hadith by heart at the age of ten. His intelligence was already showing at that age. At the age of sixteen, after having memorized the compilations of both Imam Waki and Abdullah Ibn Mubarak, he made the pilgrimage to Mecca accompanying his mother and elder brother. Upon completing the pilgrimage, the Imam decided to remain in Mecca. He would spend the next six years in Mecca and Medina in the pursuit of hadith (traditions). He traveled widely in search of traditions, visiting the main centers of knowledge, namely Basra, Kufa, Baghdad, Egypt and Syria. The Imam has heard traditions from 1080 different people, all of whom were scholars. Many a story has been told regarding the Imam's remarkable memory. Many considered his memory to be inhuman. The Imam was able to repeat a hadith immediately after it was recited to him.

During his student years, while visiting Baghdad, Al-Bukhari had memorized 15,000 traditions in sixteen days. Imam Bukhari has memorized over 200,000 traditions and written over 300,000. Imam Bukhari decided to dedicate the rest of his life to compiling a book that would strictly be comprised of authentic traditions. The Imam's mission was further strengthened when his respected teacher, Sheikh-ul-Hadith Ishaaq Ibn Rahway, advised him to compile such a book that would exclusively contain 'Sahih' (authentic) prophetic traditions.

The Imam's determination grew stronger after seeing himself in a dream, standing in front of the Noble Messenger of Allah. He had a fan in his hand and was driving away the flies from the Messenger of Allah. After relating the dream to many scholars who were experts in interpreting dreams, he was told that the dream meant that he would drive away and remove the false traditions that were claimed to have been heard from the Blessed Messenger of Allah. It was this dream that fueled his determination to compile the book that is recognized today as ' Sahih Al-Bukhari'. After sixteen years of exceptionally hard work in Bukhara, his famous book was completed. Despite the excessive number of traditions that the Imam had memorized, he only selected 7575 hadith because these were the traditions that held strong testimonials as well as having no doubt in their authenticity.

The book was reviewed and approved by great scholars of his time including Imam Ahmad Ibn Hanbal, Ali Ibn Madeeni and Yahya Ibn Mu'een. The governor of Bukhara, Khalid Ibn Al- Dhuhli requested the Imam to make visits to the governor's home in order to teach his children. The Imam refused, saying that it was an indignity to convey learning to people's houses and to hold sessions strictly for the governor's children. This second refusal enraged the governor, and the Imam was therefore expelled from Bukhara.

The Imam was forced to make his way towards Khartank where he stayed with his relatives. It was here in Khartank, where he spent his final Ramadan and on 1 Shawwal 256 AH (870 AD) and while on a journey from Khartank to Samarqand, that the great Imam Bukhari departed from this world. The body of this great man was buried in Khartank. He was elevated to such a high status that the Islamic world gave him the title of ' Commander of the Faithful in hadith' and 'Possessor of the most powerful memory in the world' was given to him. Clearly Al-Bukhari has left a mark on the pages of hadith forever.

Check Comprehension

General Questions

1. What did Imam Bukhari dedicate his life to?
2. What was the Imam able to do after hearing a tradition?

Detail Questions

1. What did he see in his dream?
2. What did people say about the Imam's memory?
3. Why did he eventually leave Bukhara?

Reaction Questions

1. What do you think about memorization? Is it difficult for you?
1. Have you ever read his book, “Sahih Al-Bukhari?”

Grammar Notes

THE GERUND is a non-finite form of the verb which has a verbal and a nominal character .

I. Nominal character

The gerund can be subject, object and predicative.

1. Smoking is a bad habit. *(subject)*

2. I like making people happy. *(object)*

3. All people are fighting for peace. *(predicative*) Gerund can be used after *prepositions, possessive case* and possessive pronoun.

4. I am very tired of rowing. *(preposition*)

5. I wonder at your mother’s allowing this engagement. (*possessive case*)

6. Is there any objection to my going to the mountain? (*possessive pronoun*)

II. Verbal character of Gerund

1) The gerund (transitive) can take the *direct object.*

After visiting Spain I made progress in speaking Spanish.

2) Can be modified by an *adverb.*

My little son burst out crying bitterly.

3) The gerund has tense and voice distinction (if transitive).

Active	Passive	
written	being written	Indefinite
having written	having been written	Perfect

Grammar Practice

Vocabulary Practice

Exercise 1: Match the words with the correction definition.

_____ *hadith* 1. academic person who studies in a particular subject

Organising technology of practical lesson.

Lesson №34	**Writing about Religion**

Model of educational technology

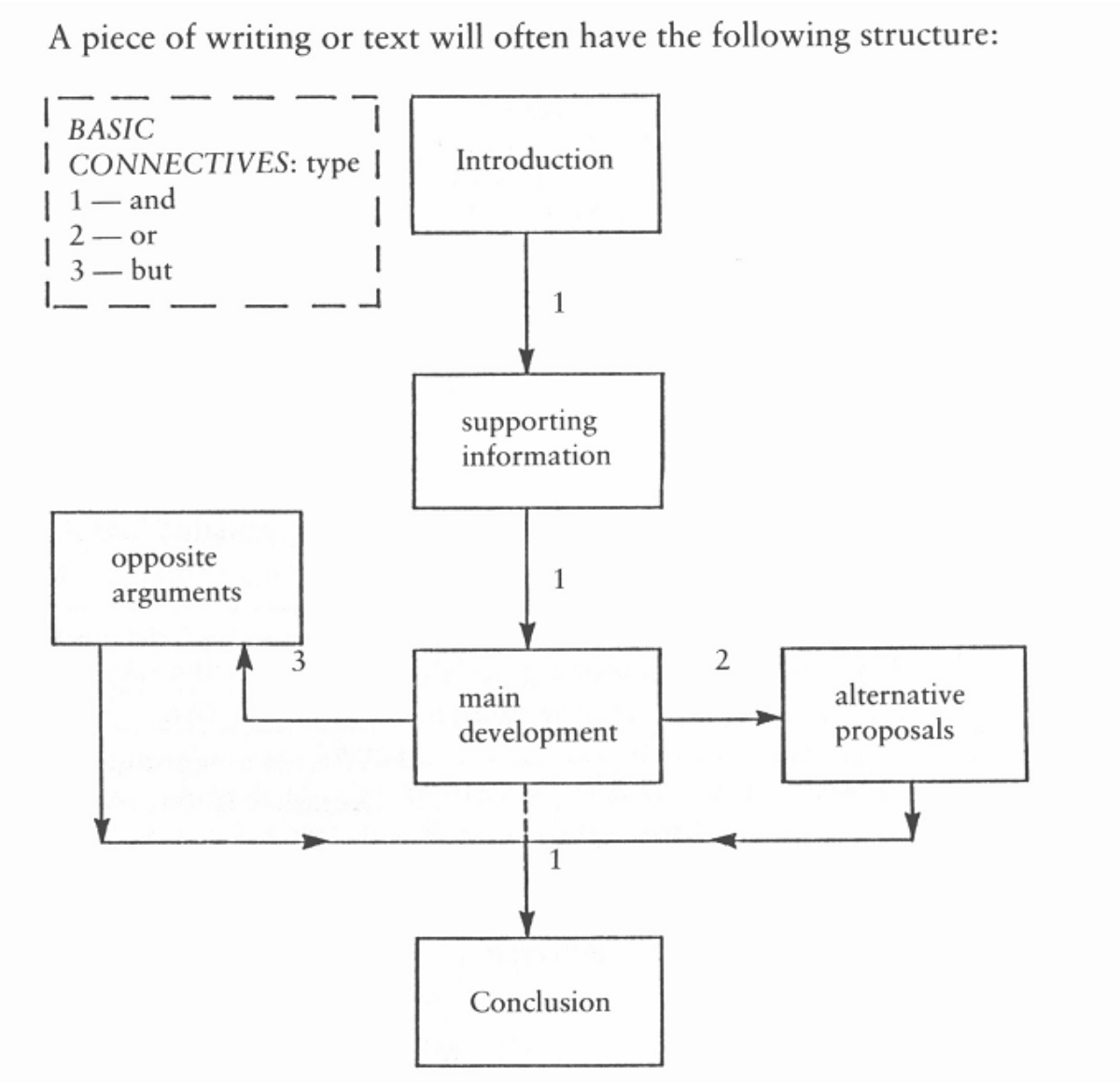
Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about and Write about Religion” use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define religion diversity • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Religions" • Revision of grammatical structures • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Writing about Religion". Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Religion"using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and	They listen.

	word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	



Organising technology of practical lesson.

Lesson № 35	**Jane Eyre - VIII chapter (by Charlotte Bronte).**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – VIII chapter "; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre –VIII chapter by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - VIII chapter
In The garden".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre – VIII chapter" (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks.	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2 Retell the text using new words.	They listen and make up sentences.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

8

In the Garden

In June, the weather was hot. One evening, I walked into the garden. Mr Rochester was there too.

'Do you like this house, Jane?' he asked.

'Yes, sir,' I replied.

'Soon, Adèle will go to live at a school, Jane,' he said. 'Then, I will not want a governess here. Will you be sad then, Jane? Will you leave Thornfield Hall?'

'Leave?' I said quickly. 'Must I leave Thornfield?'

'My dear —' Mr Rochester stopped. He was silent for a moment. Then he said, 'I am going to be married soon.'

'Oh, sir,' I said. 'Then I must go far away. Far away from Thornfield. Far away from you, sir.' I started to cry.

'I will always remember you, Jane,' Mr Rochester said. 'Will you forget me?'

'No, sir,' I replied. 'I will never forget you. I don't want to leave Thornfield, sir. I don't want to leave you.'

'Don't leave, Jane,' Mr Rochester said. 'Stay here.' He smiled at me.

'I must not stay here, sir,' I said. 'You are going to marry Miss Ingram. I am poor. I do not have a pretty face. But I have a heart. It is a loving heart, sir!'

'Jane – I am not going to marry Miss Ingram,' Mr

Rochester said. 'She is rich. She is beautiful. You are poor. You are not beautiful. But I want to marry you! Will you marry me, Jane?'

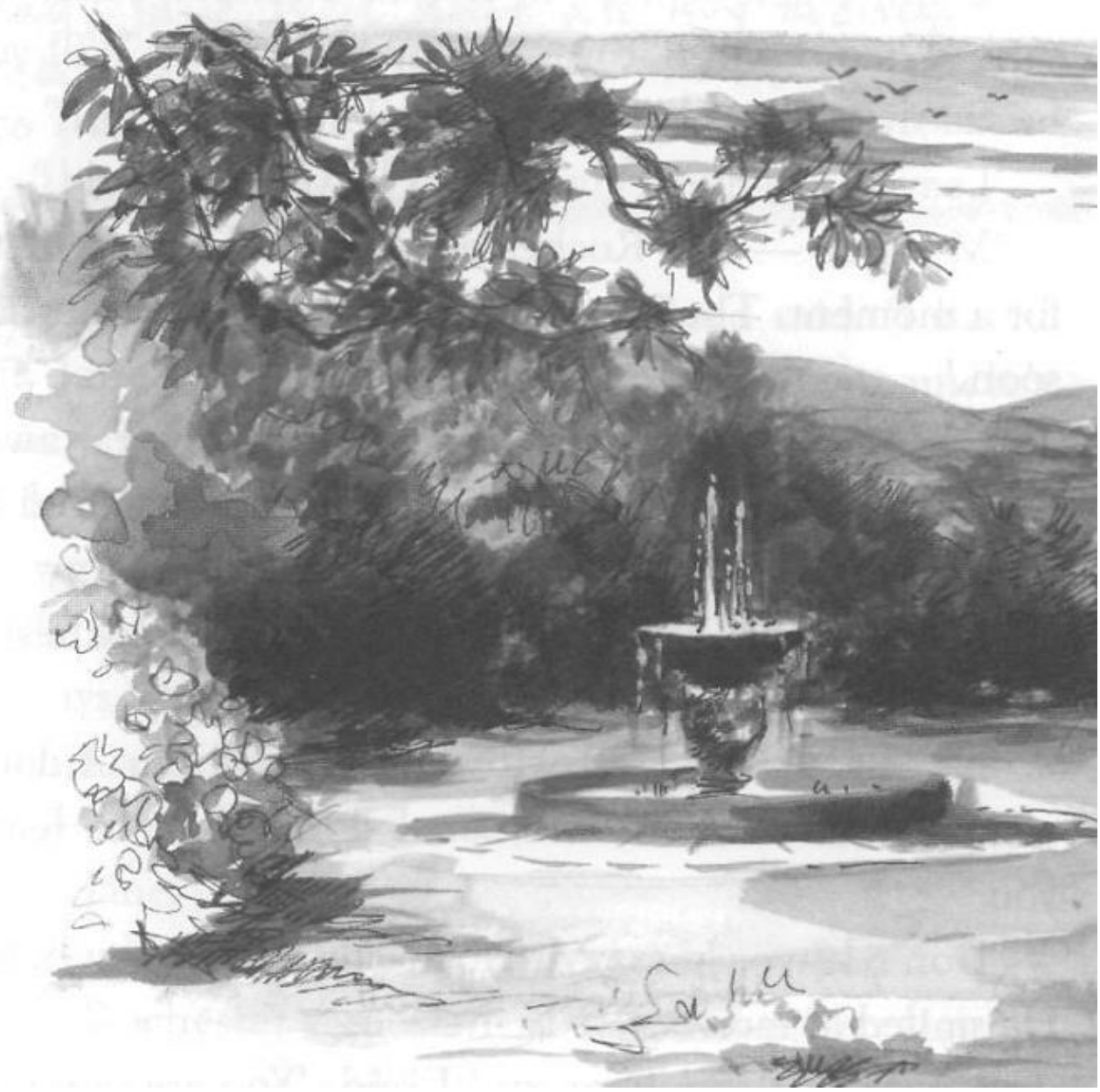
For a moment, I could not speak.

At last, I asked, 'Do you love me, sir?'

'I do,' he replied.

'Then, sir, I will marry you,' I said.

And Mr Rochester kissed me.



'My dearest Jane,' he said. 'Nothing can stop our marriage now. We will be married in a month, Jane!'

We kissed again. Then I said goodnight and I went into the house. I went upstairs to my room.

Later, I remembered my Uncle John Eyre's letter.

'I will write to him in Madeira,' I said to myself. 'I will tell him about my marriage to Mr Rochester. I am very happy. My uncle will be happy too.'

Four weeks passed. Mr Rochester was going to buy me many beautiful things. He was going to give me many presents. But I did not want these things.

'No, Edward,' I said. 'I am not beautiful. I don't want beautiful things. I want you, Edward.'

It was the month of July. Two days before our wedding-day, Mr Rochester went away.

'I will return tomorrow,' he said. 'I love you, Jane.'

That night, I went to my bedroom early. My wedding dress and my wedding veil were in my room. I looked at them.

'In two days, I will be Jane Rochester,' I said to myself. Then I went to bed. But I did not sleep well.

The next day, Mr Rochester returned. He looked at me carefully.

'What is wrong, Jane?' he asked. 'Your face is pale. Are you frightened?'

'I had a very strange dream last night,' I said. 'It was a dream about this house. But in my dream, Thornfield Hall had no roof. The walls were burnt. They were black. In my dream, I tried to find you. But you were not in the house.'

'Are you afraid of a dream, Jane?' Mr Rochester asked.

'No, Edward,' I replied. 'But I woke up from my dream. There was a woman in my room. She was tall and heavy. She had long, black hair.'

'The woman was holding a candle,' I said. 'She put

the candle by my mirror. She put my wedding veil over her head and she looked in the mirror. Then I saw her face!'

'It was a strange, terrible face, Edward,' I said. 'Suddenly, the woman tore my veil into two pieces. She threw the pieces on the floor!'

'What happened next?' Mr Rochester asked.

'The woman held her candle near my face,' I replied. 'She looked at me and she laughed. Then she went away.'

'This happened in your dream, Jane,' Mr Rochester said.

'It did not happen in my dream, Edward,' I said. 'This morning, my wedding veil was on the floor of my room. It was torn. It was in two pieces!'

'But the woman did not hurt you, Jane,' Mr Rochester said. 'Sleep in Adèle's room tonight, my dear. You will have no more bad dreams.'

Organising technology of practical lesson.

Lesson № 36	Mass Media Print Communiction

Model of educational technology

Time – 80 min.	Number of students - 10-17
Type of lesson:	Practical
Objectives of the lesson: to lead students to remind the information about Rules, grammar practice - exercises and vocabulary practice. Use of new words connecting with topic, making and answering questions on the topic . Vocabulary notes, topic "Mass Media Print Communiction check comprehension.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define religion diversity • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek (Russian) • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Definite determiners.Quantifiers." • Revision of grammatical structures • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Mass Media
Print Communiction
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage (5min)	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
	2.1.Explain and show essential vocabulary and word	They listen and take notes.

2-stage While-stage **(30min)**	combinations on the topic "Definite determiners. Quantifiers." using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

UNIT FIVE

MASS MEDIA

SECTION ONE
Print Communications

Vocabulary

accomplish	to complete or succeed in doing something
appalled	shocked and upset
circulation	the number of copies sold by a newspaper press
citizens	people of a country
colonies	a group of settlers in a new country who are subjects of a mother country
column	a part of a newspaper usually written about one subject
consent	permission or approval
criticism	to find fault with something, disapprove

daily/weekly/monthly	a newspaper that is printed daily/ weekly/monthly
demographic	statistical data of groups within the population
editor	person who edits, checks, reduces print material for publication
Extra! Extra!	typical cry of newspaper sellers advertising a special issue of a newspaper printed after the day's paper was distributed
headline	heading at the top of an article
injustices	unfairness or discrimination
luxury	extra riches, above what is necessary for living
masses	large numbers of people
mass media	print or electronic form of communication distributed to large numbers of people
newsboy	a job for young boys selling newspapers on the street, yelling at people passing on the street to stop and buy a paper
obtain	to get, acquire, take
passers-by	people passing on the street
printing press	a machine for printing from types or plates
prominent	top, important, distinguished
recognition	to be acknowledged for something, get credit
ridiculed	to be laughed at in a negative way

sensationalism	intended to cause public excitement by printing articles that attract attention from emotion
simultaneous	happening at the same time, together with something else
subscriber	someone who has ordered a paper to be delivered to their door
tabloid	sensational journalism usually about the private lives of the famous (in Britain, gutter press)
typesetting	composing type so that it is ready for printing
underway	in process, happening

Pre-Text Discussion

1. How often do you read the newspaper?
2. What do you think about Uzbekistan's newspapers?
3. What is the most popular newspaper in Uzbekistan?
4. What do you think should change in Uzbekistan's newspaper industry?

Text

A Changing World At Your Fingertips

"Extra! Extra! Read all about it!" were familiar words heard on the streets of New York City in 1833 when a young 22 year old, Benjamin Day, developed the idea of printing newspaper for the *masses.* People on the crowded streets of New York City heard *newsboys* yelling the latest news in print available for only a few cents. Within hours thousands of *passers-by* would read the same article about the day's news. This young inventor was probably no more aware of the history behind print communications than he was of his own place in history delivering mass media communications for the first time to a watching world.

Centuries before people were crowding the streets of New York City to buy the latest newspaper, the idea of print and even the invention of paper itself were *accomplished* in the Far East. The Italian explorer, Marco Polo, described the Chinese system of printing and the invention of paper upon his return to Italy in 1295. Soon after paper arrived, experiments with the idea of a *printing press* were *underway*. This *simultaneous* experimentation in various countries with *typesetting* ended when a German, Johann Gutenberg, received the most *recognition* for setting his type with metal instead of wooden blocks to create a printing press that would cleanly print ink on paper. As his printing press ideas swept through Europe, the incredible power of the written word was spread. Since those early days of print communication, many have thought that the printing press has proved more powerful than the armies of history. The King of England recognized it as such when in 1530 he demanded that all printers *obtain* royal approval before printing a single word. This foundational idea that a

government should have control of printed communications has kept a *prominent* place in the future of the newspaper industry. However the values and purposes for printing news have *evolved* from what they were originally to what they have become today.

Opinions about what should be printed took many years to develop into the news reporting standards of today. At the end of the 1600s a Boston paper was *ridiculed* for printing the truth about a scandal within the French royal court. *Citizens* of Boston were *appalled,* even if it was true because they felt a newspaper should have royal *consent* in order to be published. The idea of a free press was not yet in the hearts and minds of citizens in America. A change in this opinion did not come about till the late 1700s when the America *colonies* began to feel the *injustices* of the king of England were too much to bear. As ideas of declaring independence stirred, they began to use the outlet of the newspaper to fuel both sides of the revolution. Newspapers in all of the colonies began printing without Royal consent. With that *luxury,* editors experienced plenty of negative feedback, usually being beaten for what they wrote. The public, however, saw the benefit of balancing the government's power with the people's right to a free press.

During this time of revolution, newspapers became very political. No longer believing that England had the right to tell the colonies what to write about in their newspapers, it was now acceptable and in fact expected to print the negative side of a news story. Soon after America declared its independence from England, free speech and free press became part of the law of the new nation. Press *criticism* of the government became a normal part of daily news. It even became extreme when journalists began printing *sensationalism* in their stories in order to get more readers to buy their newspapers. Though newspapers have seen many extremes, there is more of a balance and variety in today's newspapers.

Many newspapers serve a certain *demographic* of society. Print communication is usually targeted by social class, occupation, political position, age group, interests and even salary. There are college newspapers, women's magazines, sports magazines, arts and crafts magazines, international papers, religious magazines, and minority magazines. The *circulation* of a *daily* newspaper like the Wall Street Journal is close to 2 million. With the introduction of other news sources, such as the Internet and television, *editors* have had to find new ways to recapture their *subscriber's* attention. Often you will see *headlines* reporting "news you can use," such as "Best Restaurants in Town." Other *columns* are now devoted to entertainment and lifestyle topics. For those who enjoy hearing about the private lives of the rich and famous, many purchase a *tabloid* as they wait in line at a super market instead.

Newspapers progressed through many changes since the early days of Benjamin Day on the streets of New York. They have gone from being censured by the government, to being extremely political and one-sided in content, to becoming politically neutral and marketed instead to different segments of society. The newspaper industry has found a way to survive in the fast technological world of Internet news by adapting its practices of marketing news on the printed page.

Check Comprehension

1. What were some of the changes in print communications history in America?
2. What did Benjamin Day's invention make possible for the average person?
3. Why did governments quickly begin to control what was printed?
4. When and for what reason did Americans begin to desire freedom of the press?
5. What is a particular challenge to newspapers today?

Organising technology of practical lesson.

Lesson № 37	**Definite determiners. Quantifiers.**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about Rules, grammar practice - exercises and vocabulary practice. Use of new words connecting with topic, making and answering questions on the topic . Vocabulary notes, topic "Definite determiners. Quantifiers." check comprehension.	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define religion diversity • To present new vocabulary and word combination on the topic • Making up dialogues • Speak on traditions of the styles of music • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Definite determiners.Quantifiers." • Revision of grammatical structures • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Definite determiners. Quantifiers."
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage (5min)	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(30min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Definite determiners. Quantifiers." using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

Grammar Practice

Exercise 1: Definite Determiners: other, rest

Complete these sentences with forms of other or rest. Use the where necessary.

Example: There are at least two American towns named Portland. One is the largest city in Maine; the other is the largest city in Oregon.

1. The people who came to the journalism festival only bought about half of the newspapers available. were given to the local universities.
2. One of Tim's three brothers works at the printing house with their father; have gone to work in other professions.
3. In the early years of American history, there were two presidents named Adams. One was the father of
4. I can't eat of this sandwich. Would you like it?
5. The newspaper reported that only one person lost his life in the accident; were saved by their seat belts.
6. There are three applicants for the editor's job. One has many years of print journalism experience; say they are inexperienced but talented.
7. I could only read the first article. six articles were not printed clearly enough to read.
8. Only three writers from our newspaper are going to the conference. say they are too busy.

Exercise 2: Quantifiers. A few quantifiers always need to include the preposition of - for example, a lot of, a great deal of, a number of, hundreds of- but most quantifiers do not always need the preposition - for example, a few, a little, much, many, most, all, one, two, three million, a hundred, etc.

Write of in the blanks wherever necessary.

1. Many people read newspapers everyday.
2. Some them buy a newspaper on the way to work.
3. However, most them have them delivered to their house.
4. Not all Americans like to read the news from a newspaper.
5. Many them read the news off of the Internet.
6. A great deal people spend a lot time surfing the net just to keep up with world events.
7. Millions people today rely on TV to know what is happening in the world.
8. There are a number news channels that can be seen 24 hours a day.

Exercise 3: In American newspaper headlines, determiners - such as *the* and *possessives* - and pronouns are often left out. Also, the present tense is used instead of the present perfect or the past tense.

Example: Headline - Planning Committee publishes recommendations

Real sentence - The planning committee has published its recommendations.

Read the following headlines, and then write the real (complete) sentence(s).

1. University announces courses for fall semester
2. Mayor's wife loses control of car; breaks one leg, cuts another; blames self
3. Royal couple decides to bring dog on trip to U.S.
4. Chairman of math department resigns; wants more time with family
5. Swimmer wins first gold medal for U.S. in '88 Olympics

Vocabulary Practice

Exercise 1: Complete the following sentences with the appropriate vocabulary word from the text.

1. By printing private information about a person without , journalists can cause many problems.
2. Newspaper sellers display the most popular papers and journals with the biggest headlines in order to catch the attention of .
3. Once change is _____ in society, it is difficult to stop and return to the old way.
4. Readers were_____ when the horrible photos were printed on the front page of newspapers and journals.
5. The senior citizen _____ must be considered in marketing health journals with articles about the effects of aging.
6. The _____ of the International Tribune newspaper is affected by airlines purchasing it for their customers' free use on flights.
7. Hearst is a _____name among American newspaper publishers.
8. Tabloids rely on ____ to sell their newspapers.
9. Gutenburg's printing press made current news and many other forms of print available to and affordable for the .
10. Jones, a young journalist, was_____ by both colleagues and readers for the errors he made in his report on the presidential election.

Speaking Practice

Exercise 1. Write your own news story with an interesting headline or use the following headlines. Read your story to the class.

a) JET CRASH
b) NATURAL CALAMITY STRIKES
c) INTERNATIONAL TERRORISM

Example: JET CRASH! An Egypt Air jetliner bound for Cairo with 217 people plunged 33,000 feet in 2 minutes, crashing into the ocean off Nantucket Island early Sunday. Dozens of American tourists were among the passengers. By nightfall, searchers had retrieved debris and one body, but held out little hope of finding survivors in the chilly Atlantic waters.

2. Now imagine you're a potential newspaper owner. What kind of newspaper would you produce if you had the opportunity? Think of your objectives as a newspaper owner.

The target reader would be from which:

1. social class
2. occupation
3. age group
4. interests
5. political position
6. salary

Make a formal presentation of your new newspaper including content, target readership and political position.

Organising technology of practical lesson.

Lesson № 38	**Broadcasting Communications**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Broadcasting Communications"; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words To define the information about "Thomas Gainsborough. UralTansykbayev" • To present new vocabulary and word combination on the topic • Making up dialogues • Speak about celebrities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek (Russian) • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme Broadcasting Communications • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Broadcasting Communications".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage **Pre-stage**	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Thomas Gainsborough Ural Tansykbayev" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.**	4.1. Summarize the lesson. To put marks for the students answer.	They listen.

(10 min)	4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

SECTION TWO
Broadcasting Communications (Radio and T.V.)
Vocabulary

Cartoon a short program made up of brightly colored animated drawings
Documentary program that gives factual information about a subject
Drama a play for TV, radio or theater
Film a complete story in one showing
Incontestable cannot be argued against
Interfere to get in the way of a process
Mouthpiece one who speaks for an organization or group
Prototype first model of a new product or invention
Quiz Show a game program to test one's knowledge
Rapid quick, very fast
Series story told over more than one program
Sitcom a comedy series based on character funny situation
Soap Opera ongoing program about the day-to-day lives of a group of people
Talk Show program in which famous people are invited to talk informally
Western a film based on life in the west of America
Whereas in contrast or comparison with facts previously stated

Pre-Text Discussion

What is the media?
What are the three biggest world news gathering services?
What are the most famous Uzbek/ American/ British broadsheets and tabloids.
What Uzbek news agencies do you know of?
What aspects do the local press cover?
How many TV companies are there in Uzbekistan?
Do you watch any news programs? When do you usually watch them? Which program is the most successful?
Have you watched or listened to any BBC programs? If yes, what impression do you have of them?

Text
The British Broadcasting Corporation

The BBC is based at Broadcasting House in London, although it has studios in many other parts on the country. A board of governors appointed by the government controls the BBC, but once appointed this board has complete freedom and the government cannot *interfere.* Everyone who owns or rents a television set has to pay a yearly license. There is no advertising on BBC radio or television, and it is from the sale of licenses that the BBC gets most of its money. An annual license for a color set costs more than twice as much as for a black and white set.

The BBC is not the *mouthpiece* of the government. On the contrary, all the major political parties have equal rights to give political broadcasts, and each party sometimes complains that the BBC is prejudiced against it.

There are four radio channels, each of which « specializes». Radio 1 has mainly pop music; Radio 2 has light music, comedy, sport; Radio 3 has classical and twentieth century music, talks on serious subjects, plays ancient and modern. Radio 4 specializes in the spoken word-the main news reports, talks and discussions, plays, etc. In addition the BBC has local radio stations in many cities and districts. The BBC also broadcasts news and information about Britain to countries all over the world. This World Service provides programs in forty different languages, as well as English.

BBC has two television channels: BBC 1 and BBC 2. BBC 2 offers more serious programs than BBC *1-documentaries* and discussions, adaptations of novels into plays and serials, operas and concerts. BBC 1 programs consist largely of lighter plays and series, humor and sport, there also some interesting documentaries. BBC 2 is watched by only 10 per cent of all viewers.

Radio and television programs for the week are published in the BBC periodical, «Radio Times». The BBC publishes another weekly periodical «The Listener», in which a selection of radio and TV talks are printed.

Independent Television

Television sets in Britain have four channels:BBC1, BBC2,ITV and Channel 4. These last two are independent commercial organizations, which get most of their money from advertising. ITV consists of fourteen program companies, each serving a different part of the country ***whereas*** Channel 4 serves the whole country. In Wales this channel shows many programs in the Welsh language. ITV and Channel 4 are both controlled by the Independent Broadcasting Authority (IBA) and their programs are advertised in the weekly magazine, «TV Times».

TELEVISION IN UZBEKISTAN

The birth place of television is Tashkent. The famous Russian scientist B.L. Rosing was the founder of the electronic television. In 1911,he constructed a cathode-ray tube which was an electronic television. However, Rosing didn't invent an electronic transmitting device. That was the creation of two other Tashkenters - B.P.Grabovsky and I.F.Belyansky - both inventors.

In 1928 the young inventors demonstrated their Telegot ***prototype*** of present-day electronic television. Nowadays you may see this TV in the Tashkent museum. This invention is recognized by scientific organizations of the world and a certificate was given and there it is written: «Knowing the history of the development of electronics we testify, that the service of B.I. Grabovsky and

I. R.Belyansky in the development of electronic television is ***incontestable***».

On the 26th of June, 1968, the Uzbek people marked the 40th anniversary of TV's invention. The television of Uzbekistan, although very much younger than radio broadcasting, developed at such a rapid rate that soon it embraced nearly 90% of the population; showing its programs on a number of channels.

Today the Uzbek TV Committee is equipped with the most up-to-date installation and equipment and is serviced by a staff of thousands of specialists - journalists, producers, operators, artists, engineers and others.

Special programs are devoted to different branches of industry, agriculture and small business and moral, ethical and family affairs.

Culture Notes

ABC American Broadcasting Company (ABC, CBS, NBC are the largest independent broadcasting companies supported by advertisers)

AP Associated Press, one of the world's largest newsgathering services and one of the two general news services in the United States. The other is UPI. Both are not controlled by the government.

CBS Columbia Broadcasting System

CNN Cable News Network, owned by Ted Turner. It broadcasts news 24 hours

NBC National Broadcasting Company.

UPI United Press International. The International News Service, founded in 1909 by media mogul

W.R. Hearst merged with United Press in 1958. That year UPI began the first wire service radio stations with voice reports from correspondents all over the globe. The headquarters are in Washington, D.C.

PBS Public Broadcasting Service

BBC British Broadcasting Corporation, the British radio and television broadcasting company that is paid for by the state, not by advertisers.

ITV Independent Television, a system of British television companies supported by advertisers.

Reuters One of the world's largest news services, that provides information to banks, brokers and corporations. Newspapers from a number of nations, including Great Britain, Ireland, Australia, and New Zealand hold controlling interest in the service. In 1849 Baron von Paul Julius Reuter, established agencies for collecting news at Aachen, Germany. In 1851 he moved to London and established a news agency called Reuters Telegrams (now Reuters).

Check Comprehension

1. Where does the BBC get most of its money?
2. How many TV channels are there in the BBC and what are the differences between them?
3. How many radio channels are there in the BBC and what does each specialize in?
4. How many TV channels do television sets have in Britain? Are there independent commercial organizations among them? If yes, from what do they get most of their money?
5. How is Tashkent related to the 'birth' of television?
6. According to the text, approximately how many citizens of Uzbekistan watch television regularly?

Exercise 2: Fill in the words from the following list: remote control, satellite, set, broadcast, area, media, schedule, viewer, programs, channels.

Television is one of the most popular forms of 1) . If you glance at a television 2) , you will find a great variety of 3) which transmit a good selection of 4) for your entertainment. But this just isn't enough. People want to get more channels than their 5) can pick up. For this reason, more and more paying customers are having 6) dishes installed so that they can receive an even greater number of channels which 7) the film releases and news reports. Virtually every home has at least one television 8) . The 9) doesn't even have to get up to change channels anymore. Just sit back and use the 10) .

Organising technology of practical lesson.

Lesson № 39	**Jane Eyre - IX chapter (by Charlotte Bronte). "Mr Rochester's wife"**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – IX chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre - IX chapter(by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.

Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Jane Eyre - IX chapter
"Mr Rochester's wife".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - IX chapter (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Mr Rochester's Wife

It was our wedding day. We were going to be married in a church near Thornfield Hall. After the marriage, we were going to travel to London.

I got up early. I put on my wedding dress and I went downstairs. Mr Rochester was waiting for me. At eight o'clock, we walked together to the church. The clergyman was standing by the door of the church.

There were two other people inside the church – two men. They were sitting in a dark corner. I could not see them very well.

The clergyman started to speak. At every marriage, the clergyman asks an important question. He asks the people in the church, 'Is there a problem about this marriage?'

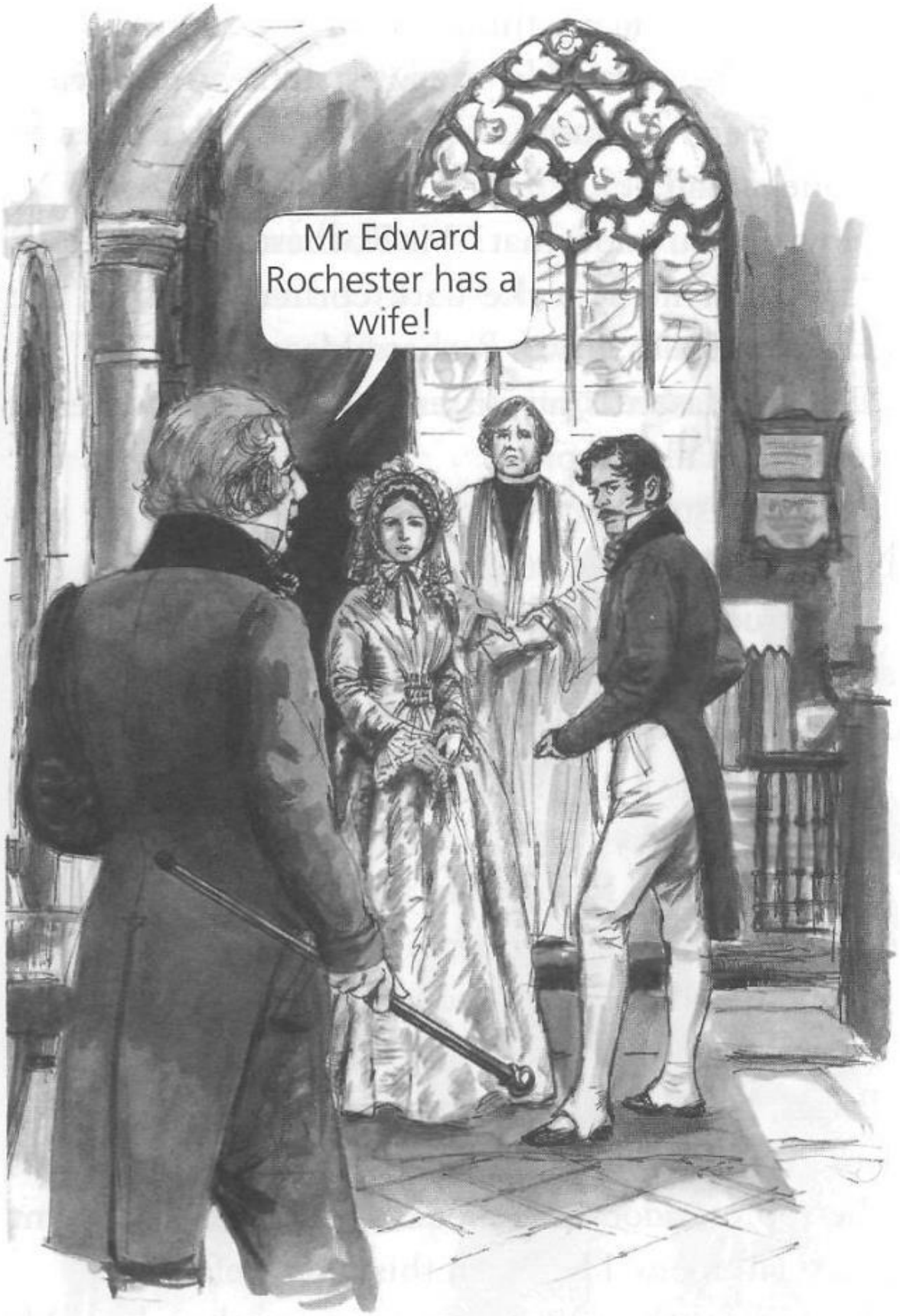
The clergyman spoke loudly. He asked this question and he waited. There was silence for a moment. And then one of the men in the dark corner stood up. He spoke loudly.

'There is a problem. These two people must not be married!' he said.

'There is not a problem!' Mr Rochester said to the clergyman. 'Please go on with the marriage.'

'No, I cannot go on with the marriage,' the clergyman replied. He spoke to the man in the corner.

'What is the problem, sir?' he asked.



Mr Rochester turned and looked at the man.

'Who are you? What do you know about me?' he asked angrily.

'My name is Briggs, sir. I am a lawyer,' the man replied. 'I know many things about you. Fifteen years ago, you were married in the West Indies. Your wife's name is Bertha Mason. She is alive. She lives at Thornfield Hall.'

'How do you know that?' Mr Rochester shouted.

The other man in the dark corner stood up. He walked towards us. It was Richard Mason.

'Bertha Mason is my sister,' he said. 'I saw her at Thornfield Hall in April.'

Mr Rochester's face was pale. For a minute he was silent. Then he spoke quietly.

'It is true,' he said. 'My wife is living at Thornfield Hall. She is mad. Come to the house – all of you! Come and see Mrs Rochester! Come and see the madwoman!'

We all left the church. Nobody spoke.

At Thornfield, Mrs Fairfax and Adèle were waiting for us. They were smiling happily.

'Nobody will be happy today!' Mr Rochester said. 'We are not married!'

Briggs, Mr Mason, the clergyman and I followed Mr Rochester. We followed him up the stairs. He took us to the top corridor. He unlocked a door and we went into a small room. I had seen this room before!

We walked through the room to another door. Mr Rochester unlocked this door and we saw a larger room.

Grace Poole was sitting in the room. But another

woman was there too. She was tall and heavy. Her dark hair was in front of her face. The woman turned and looked at us. I knew that terrible, mad face. I had seen it in my bedroom, two nights before.

The madwoman saw Mr Rochester. She screamed and she ran towards him.

'Be careful, sir!' Grace Poole said.

The madwoman was very strong. She screamed and she hit Mr Rochester. But Mr Rochester held her arms.

'This woman is my wife!' Mr Rochester said angrily. 'I wanted to forget about her. I wanted to marry this young girl, Jane Eyre. Was I wrong?'

He was silent for a few moments. Then he spoke quietly.

'Yes. I was wrong,' he said. 'I love Jane Eyre. But I was wrong. Now, go, all of you. I must take care of my mad wife!'

I went slowly downstairs. Mr Briggs, the lawyer, spoke to me.

'I am sorry for you, Miss Eyre,' he said. 'You did nothing wrong. Your uncle, John Eyre, is sorry for you too. He read your letter. And then he met Richard Mason in Madeira. Your uncle is dying, Miss Eyre. He could not come to England. He sent me here. He wanted me to stop this marriage.'

I did not answer. I went to my room and I locked the door. I took off my wedding dress. I put on a plain black dress. I lay down on my bed.

'I am Jane Eyre today,' I thought. 'I will be Jane Eyre tomorrow. I will never be Jane Rochester. I must leave Thornfield Hall. I must never see Mr Rochester again. My life here is finished.'

Many hours later, I got off the bed. I unlocked my door. Mr Rochester was waiting outside my room.

'You are unhappy, Jane,' he said. 'I am very, very sorry. Jane, we will leave Thornfield. We will go to another country. We will be happy again.'

'I cannot be your wife. I cannot live with you,' I said. 'I must leave you, Edward.'

'Listen, Jane,' Mr Rochester said. 'My father wanted me to marry Bertha Mason. Her family was very rich. I married her. My father was happy. But I was not happy. Bertha was mad, and she was a bad woman. Nobody told me about her. She was married to me, but she met other men. She was drunk every day. She tried to kill me many times.'

'After four years, I brought Bertha here to Thornfield Hall,' Mr Rochester said. 'Then I went away. Grace Poole took care of Bertha. I met other women. One of them was a French singer. She was Adèle's mother. Adèle is my daughter, Jane. But I did not love the French singer. I did not love anybody. I came home to Thornfield Hall. Then you came here and I loved you. I will always love you. Please stay with me, Jane.'

'No, Edward,' I said. 'I am going away. We will be unhappy. But we must not be together. Goodbye, Edward.'

'Oh, Jane! Jane, my love!' Mr Rochester said. 'Don't leave me!'

I kissed Mr Rochester. 'God will help you, Edward,' I said.

Quickly, I went into my room. I put some clothes into a bag. Later, I heard Mr Rochester go into his room. Very quietly, I went downstairs. I opened the small door at the side of the house. I left Thornfield Hall and I walked to the road. It was dark.

Soon, a coach came along the road. I gave all my

money to the driver of the coach. I got into the coach.

Many hours later, the coach stopped. It was ten o'clock in the morning.

'You must give me more money now,' the driver said.

'I have no more money,' I said.

'You have no more money? Then you must get out of the coach,' the driver said.

I got down onto the road. The coach moved away quickly. But I had left my bag in the coach.

I looked around me. I was on a cold, empty moor. I was tired and hungry. I walked and walked. I had no money. I had no food. I walked until the evening came. At last, I lay down on the ground. I fell asleep immediately.

Organising technology of practical lesson.

Topic №40	**Internet communication**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature, Internet communication	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of Internet communications • To present new vocabulary and word combination on the topic • Making up dialogues comparing state and public schools • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

”Internet communication”.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations, Phrasal verbs with to close expressions using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word	They listen and take notes. Do exercises. They write.

	combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

Internet Communications

Vocabulary

Chat informal conversation
Contingent dependent on; conditional
Dominance in a place or position of power
Dramatically sudden; quick; unexpected; notable
Employable skilled; able
Ensure to make certain
Exploit to use or take advantage of someone or something
Feasible likely; probable
Figure out find; discover
Gap and empty or blank space in time or distance
Hook-ups connections
Prospects possibilities; expectations ***Sophisticated*** highly developed or complex
Veracity truthfulness; honesty

Pre-Text Discussion

What are the most ***feasible*** ways to make Internet resources and services available to the most people?
How far will Internet - based services penetrate into consumer marketplace? Support or refute:
The Internet has become impossible to ignore in the past two years. Even people who do not own a computer and have no opportunity to «surf the net» could not have missed the news stories about the Internet.
The WORLD WIDE WEB portion of the Internet has shown dramatic growth in both the consumer and business sectors over the past 12 months.
What is the future of the Internet ***contingent*** on?

CLINTON URGES BROAD INTERNET ACCESS

Now ex-president, Clinton called for developed nations to ***ensure*** their citizens have access to the Internet «as complete as telephone access', saying that would ***dramatically*** reduce the income ***gap*** between rich and poor, when he visited Italy in 1999.

He also said developed countries should work to «get more cell phones and computer ***hook-ups*** out there» in poorer nations.

«The people in Africa are no different from the people in America,» Clinton said. «If you give people ***access*** to technology, a lot of smart people will ***figure out*** how to make a lot of money.» Widespread Internet access is a goal Clinton already set for the United States. In the first-ever on-line ***chat*** discussion by a president, he said having the Internet as available as telephones would "dramatically improve the economic ***prospects*** for a lot of

Americans-and a lot of people around the world.»

Clinton said developed nations should view Internet access as

part of an overall strategy to close «the skills gap» in order to ensure that their citizens remain ***employable*** as long as possible.

But he warned that «enemies of the nation state»- terrorists, drug runners and mobsters-also are of using technology to carry out their plans. He urged the leaders to work harder to ensure that criminals are not allowed to ***exploit*** open borders, the Internet and ***sophisticated*** technology.

Electronic newspapers and their impact on the newspaper industry

The Internet and the WWW has challenged the ***dominance*** of paper-based newspapers as a low-cost, user-friendly mass information distribution medium. More than 1000 newspapers have gone online in the US. The emergence of electronic newspapers and their impact on newspaper journalists have been widely discussed by academics in the US.

Check Comprehension

1. How do journalists view their careers, their product, and their readers in the age of electronic newspapers?
2. What impact will electronic newspapers have on the newspaper industry, as perceived by journalists in newspapers producing or considering online delivery?

Organising technology of practical lesson.

Topic №41	**Phrasal verbs with to close expressions**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature, Phrasal verbs with to close expressions	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of Internet communications • To present new vocabulary and word combination on the topic • Making up dialogues comparing state and public schools • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” Phrasal verbs with to close expressions”.

Technical map on the practical lesson

Time and stages of	**Steps of activity**	
	Teacher	**Students**

the lesson		
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations, Phrasal verbs with to close expressions using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

Grammar Notes

PHRASAL VERBS with "to close"

To close to shut. *Before going to bed he used to close the doors and windows of the house.*

To close about to embrace; to surround; to be secretive. *In a matter of minutes, a fog had closed about the ship so nothing could be seen.*

To close down to stop operating or providing

services; to stop broadcasting at the end of the day. *Many workers were out of work as the plant was closed down.*

To close in on/upon to surround gradually and usually

from all sides, especially in a threatening way. *When Tess was going home, darkness closed in on the fields so that she was afraid of going home alone.*

To close around to come together; to surround.

The enemy troops closed around the mill to attack the detachment.

To close up *to(cause to) come near each*

other or draw together. The soldiers were ordered to close up while marching. The soldier's wound closed up, so he was healed and allowed to return to his detachment.

To close with to come to an end. *The*

program closed with a song from the guest singer.

To close to to ignore something. Ira Hinkley

closed his eyes to the student's crime and went on ignoring it.

Grammar Practice

Exercise 1: Give the plural form of the following nouns by using your dictionary.

medium	photo
media	chef
genius	taxi
expertise	ox
consensus	stimulus
series	curriculum
Japanese	basis
progress	index
mouse	phenomenon

Exercise 2: Give the plural form of the following compound nouns by using your dictionary.

classmate	woman-driver
hanger-on	passer-by
man servant	grown up
merry-go-round	office-block
sister-in-law	school-inspector forget-me-not

Exercise 3: Fill in prepositions or post-verbal adverbs after the verb «close»:

3. The company has decided to close its London branch.
4. The cut on her hand closed .
5. The conference closed a short speech by the organizer.

1. The people were trapped when the enemy army began to
2. close _____ them.
3. Night is closing .
4. She was surprised that they had closed
5. _____ all the goods.
6. She has always been very closed _____ her past life.
7. The trees tightly closed _____ the house and it couldn't be seen from the street.

Vocabulary Practice

Exercise 1: Match the TV program types with a suitable definition.

Series a) a film based on life in the west of America
Talk Show b) a short program made up of brightly colored animated drawings
itcom c) ongoing program about the day-to-day lives of a group of people
Drama d) story told over more than one program
Film e) a comedy series based on character funny situation
Documentary f) a game program to test one's knowledge
Western g) a play for TV, radio or theater
Cartoon h) program in which famous people are invited to talk informally
Soap Opera i) a complete story in one showing
Quiz Show j) program that gives factual information about a subject

Exercise 2: Fill in the words from the following list**: remote control, satellite, set, broadcast, area, media, schedule, viewer, programs, channels.**

Television is one of the most popular forms of 1) . If you glance at a television 2) , you will find a great variety of 3) which transmit a good selection of 4) for your entertainment. But this just isn't enough. People want to get more channels than their 5) can pick up. For this reason, more and more paying customers are having 6) dishes installed so that they can receive an even greater number of channels which 7) the film releases and news reports. Virtually every home has at least one television 8) . The 9) doesn't even have to get up to change channels anymore. Just sit back and use the 10) .

Speaking Practice

Exercise 1: Make up a dialogue between a DJ and a radio fan.

Exercise 2: Imagine you are giving the weather forecast on TV. Present the weather report to the class.

Organising technology of practical lesson.

Lesson № 42	**Writing about Mass Media**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – X chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To write an essay about the Mass Media • To explain new words and word combinations • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – X chapter "Moor house" by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Writing about Mass Media
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary.	

	Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Writing about Mass Media" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Writing about Mass Media

Exercise 1: Here is a jumbled article without an opening and closing paragraph. Put it in the appropriate order. Write the opening and closing paragraphs.

The epidemic is far from over. The crisis is actually growing,» said Dr Peter Piot, the agency's executive director.

Since the beginning of the AIDS epidemic in 1981 roughly 50 million people have become infected in the world,» he told a news conference to launch the agency's annual update of the disease.

Piot said that in Africa, women are worst hit by the epidemic because it is more easily transmitted from men to women and in Africa girls are generally infected younger than boys.

Almost half of all people with the disease were infected before

they turned 25.Half will die before they reach 35. «This age factor makes AIDS uniquely threatening to children. By the end of 1999,the epidemic had left behind a cumulative total of 11.2 million AIDS orphans, defined as those having lost their mother before reaching the age of 15,» according to the report.

Exercise 2: Choose two of the following four tasks and complete them as directed.

Design a TV program for the youth channel; for housewives; for businessmen.

Design the front page of your own newspaper.

Write your editorial page setting out your aims, hopes.

Write a paragraph titled: «E-mail is the quickest means of communication nowadays».

Exercise 3: Write an essay supporting or disagreeing with this statement: "Traditional mass media makes certain claims about the ***veracity*** of their information. The Internet makes few such claims at the moment, and it is possible that the concept of credibility will also change as a result."

Organising technology of practical lesson.

Lesson № 43	**Jane Eyre - X chapter (by Charlotte Bronte). Moor House**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre – X chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – X chapter "Moor house" by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - X chapter
Moor House".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	. Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.

2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - X chapter "Moor House" (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

10

Moor House

The next morning, I woke late. I walked along the road for many miles. It started to rain. Soon my clothes were wet. I saw no one. I walked on the moor all day. In the evening, I was very tired again.

'I must sleep soon,' I thought. 'Where shall I sleep?'

Then I saw a light. I walked slowly towards it. The rain was falling heavily. But I saw a house near the road. I walked up to the house. I knocked on the door. I waited, but nobody opened the door. I stood outside the house. I was very cold and very tired. I could not move.

'I am going to die here,' I said.

Then I heard a young man's voice. The man was standing behind me.

'No, you will not die at Moor House,' the man said. Then he unlocked the door of the house.

He took me into the house. He took me into a warm sitting-room.

'Please sit down,' he said.

Two pretty young women came into the room.

'Give this poor woman some food, Diana,' the young man said. 'Give her some dry clothes, Mary.'

Then he spoke to me again.

'My name is St John Rivers,' he said. 'These are my sisters, Diana and Mary. What is your name, young woman?'

'My name is Jane — Elliot,' I said. I closed my eyes.

'Jane is very tired,' Diana said. 'She must go to bed now.'

I stayed in bed at Moor House for three days.

Diana and Mary Rivers were governesses. They were staying at Moor House for a few days. St John, their brother, was a clergyman. They were very kind to me. Soon, we were good friends.

One day, St John asked me about my life.

'I was a governess too,' I told him. And I told him about Lowood School. But I did not tell him about Thornfield Hall. I did not tell him about Mr Rochester.

'I want to work, St John,' I said. 'Will you help me?'

'I have a plan,' St John said. 'A few miles from here, there is a village. Many of the girls in the village cannot read or write. I am going to pay for a girls' school in the village. But I must find a teacher for these girls.'

'I will teach them, St John,' I said.

'Good!' he said. 'There will be a small house next to the school. You will live there.'

Three days later, a letter arrived for St John.

'Diana, Mary – our Uncle John is dead,' he told his sisters. 'But we will not have any of his money.'

He gave the letter to his sisters. They read it.

'Uncle John was our mother's brother,' Diana told me. 'He was very rich. But he has given all his money to another niece. We do not know her.'

Soon, I went to live in the village. I lived in the house next to the school. Every day, I taught the girls. My pupils worked hard. But I was not happy. Every day, I thought about Edward Rochester.

'Does he think about me?' I asked myself.

Four months passed.

One day, St John Rivers came to my house. He was holding a letter. He was worried.

'What is wrong?' I asked.

'I want to ask you three questions, Jane,' he replied. 'Is your name Jane Elliot? Do you have another name? Do you know Jane Eyre?'

I looked at him for a moment. I did not speak.

'I have some news for Jane Eyre,' St John said. 'Jane Eyre was a pupil at Lowood School. And she was a teacher there. Then she was a governess at Thornfield Hall – the home of Mr Edward Rochester.'

'How do you know this?' I asked. 'What do you know about Mr Rochester? How is he?'

'I don't know,' St John said. 'This letter is from a lawyer. The lawyer tells a story about Mr Rochester. Mr Rochester had a mad wife. But he tried to marry Jane Eyre. She left Thornfield. Now this lawyer, Mr Briggs, is trying to find her.'

'I will tell you the truth, St John,' I said. 'My name is not Jane Elliot. My name is Jane Eyre. And I was a governess at Thornfield Hall. I know Mr Rochester. Did Mr Briggs write anything about Mr Rochester?'

'No. The letter is about you, Jane,' St John said. 'Your uncle, John Eyre is dead. John Eyre has given you twenty thousand pounds. You are rich, Jane.'

'But why did Mr Briggs write to you?' I asked.

'My mother's name was Eyre,' St John said. 'She was your father's sister, Jane.'

'Then you, Diana and Mary are my cousins!' I said.

I thought carefully for a moment.

'Write to Diana and Mary,' I said. 'They must come

home. I will give all of you some of Uncle John's money.'

The next day, I wrote to Mr Briggs. I gave St John, Diana and Mary five thousand pounds each. I wrote to Mrs Fairfax too, but she did not reply.

Six months passed. I heard nothing from Thornfield Hall. I heard nothing about Mr Rochester.

Then, one day, I was walking on the moor. Suddenly, I heard a voice. There was nobody on the moor. But the voice was calling my name – 'Jane! Jane! Jane!'

'That is Mr Rochester's voice,' I said to myself. Then I shouted, 'I am coming, Edward. I am coming!'

I ran to Moor House. I spoke to my cousins.

'I am going to Thornfield Hall tomorrow,' I told them. I began my journey the next day.

Organising technology of practical lesson.

Topic № 44- 45	**University education. University studies. Expressions and phrases**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about; the use of new words connecting with topic "University education. University studies", making and answering questions on the topic , knowing about grammar (Expressions and phrases), write an essay using new words from text.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types phrasal verbs • To present new vocabulary and word combination on the topic Making up dialogues University education. University studies • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"University education. University studies".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up (3min)	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage (2min)	1.1.Organizational moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-	2.1.Explain and show essential vocabulary and word combinations, to the theme" University education. University studies" using new methods of teaching.	They listen and take notes.

stage **(30min)**	2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	Do exercises. They write. They listen
3- stage. **(35 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an examples for grammar 4.3. To answer to the students questions.	They listen.

UNIVERSITY EDUCATION
SECTION ONE
University Studies
Vocabulary

1. ***Campus*** land or territory of a university, college, or school
2. ***Comprehensive*** complete; including all parts
3. ***Credit*** unit of study counting toward a degree
4. ***Dormitory*** student housing on a university campus
5. ***Earn money*** work for a salary
6. ***Entrance exam*** required test for students wanting to study at university
7. ***Exceptional*** very special
8. ***Facilities*** buildings or rooms available for meeting or study
9. ***Finals*** exams that test students' accumulated knowledge before graduation
10. ***Forthcoming*** to happen in the near future
11. ***Furiously*** with great energy and concentration
12. ***Graduates*** students who have successfully completed required university courses
13. ***Grant*** money given for advanced study or research
14. ***Hall of residence*** (same as dormitory)
15. ***Hub*** the central point of activity
16. ***Longish*** somewhat or fairly long (in this context) at least one or two pages)
17. ***Part time job*** paid work that is done less than 30 hours per week
18. ***Rating*** a determined level of quality

Pre-Text Discussion

Do you think university degrees in the UK, USA and in Uzbekistan are the same?
What are the advantages and disadvantages of leaving home to study at the age 15-18?
What do you like and dislike about the Uzbek system of education?
What famous universities in the UK, the USA and Uzbekistan do you know?
What are they famous for?

Text The Finals

"A month before my finals I received a letter from the University telling me the exact date of my ***forthcoming*** examination. When the fateful day arrived I went into the lecture hall where we had been listening to lectures on European history throughout the term. It was now the examination hall. At the high table sat the examiner in cap and gown and all the students, too, were dressed in undergraduate gowns.

At ten o'clock I sat down at my desk and was given a question paper. On it there were fifteen questions, out of which I could choose any three. In three hours I was supposed to write three

essays. The questions were phrased in a way that required ***comprehensive*** and ***longish*** answers and demanded a broad knowledge of facts and historical analysis. Before many minutes had passed all the students in the examination hall were writing ***furiously***.

After handing in our papers we had to wait for a whole month before we got the results. Three examiners examined each paper separately; who then met to compare marks and make the final decision. This, we were told, would take into account the student's work, and particularly his essays over the years. But the most important thing is the written examination. There is no oral.

If a student fails in one subject he can take the examination again the following year. If he fails in two, he cannot; only under ***exceptional*** circumstances can he get permission to sit for the whole examination again the following year."

Check Comprehension

What is described in the text?
How is the examination system at your university different from the one described in the text?
What other systems of assessment do you know?
Do you like the form of checking students' knowledge used in your country? If yes why?
What does one do when he fails in one or two exams in your country?
Why do think a student who fails two exams in the UK can get permission to sit for the whole exam again only under exceptional circumstances?

Grammar Notes

Phrasal Verbs with "to run"

to run for compete for (an elected office) syn. stand for, run for President (for mayor) *Nick decided to run for president of the student government*

to run about to run without direction, here and there.
I'll run about and pick some flowers for you.

to run over 1. overflow *Turn off the gas otherwise* the boiling milk will run over. The last drop makes the cup run over. *2. review* – You must run over the paper, before having it typed. *3. knock down, pass over.* The little boy was run over while crossing the street.

to run round *(to run over), to pay a short or quick visit to* Ann had to run round (over) to her neighbor's house to borrow a loaf of bread.

to run across meet or find by chance *I ran across* my classmate the other day whom I haven't seen since 1960.

to run away to leave, to flee *Salvatore ran away and joined Royal Navy.*

to run away with destroy the self-control of *Don't let* your temper run away with you. Her tongue ran away with her and she regretted it afterwards.

to run out 1. to come to an end. *The agreement runs out next year.* 2. to come to an end, to become short of *The tourists who were on the mountains for 15 days are running out of provisions*

to run into somebody to meet unexpectedly. *I ran into my* teacher in the metro today.

to run into something 1) to collide with to fall 2) to fall into *3) to reach* The car brakes were not working and it ran into a bus coming in the opposite direction. Martin ran into debt as he couldn't get the money due to him from Transcontinental editorial office. Martin's income ran into 6 figures at the beginning of his career.

to run down to stop, to become exhausted, reduction *The clock has run down. It needs winding up. Mrs. Howell*

was run down after a long day of attending to her invalid husband. He has nearly run through his monthly allowance.

Grammar Practice

Exercise 1: Complete the following sentences with the verb "to run"

Manson's passport next month.
Dave tried to from home when he was younger.
Who did you during your last holiday?
His condition is grave. He was _____ by a lorry
yesterday but the doctors still hope that he will pull through.
I don't like people to my friends.
It's the usual habit of teenagers to let their emotions
_____ them.
Please a book just before your exams if you don't know the subject well.
The lease on the 5th of May and the landowner insisted on the eviction of the poor family.

Exercise 2: Replace the italicized phrases with the verb "to run" with appropriate particles
At Hyde Park Corner Soames met by chance George Forsyte, very sun burnt from racing.
The trouble with this transistor is that you can't get a substitute battery if the present one is exhausted.
Becky was brought up not to avoid obstacles.
I can't make out why these errors have been overlooked in the article; let us examine it again.
Trying to avoid the children crossing the street, the car
collided with the lorry.
Irene watched the little boy who was playing about. For a moment she imagined herself to be his mother.
The plane made an emergency landing because it had come to the end of fuel.

Vocabulary Practice

Exercise: Read each of the following sentences. Determine whether the vocabulary word in *italics* is used correctly or incorrectly. If incorrect, rewrite the sentence using the word correctly.

2. Our mid-term *finals* were very difficult.
3. Professor Smith's country studies lectures have relocated to modern *facilities* with computer programmed lighting and audio- visual technology.
4. The football field is the *hub* of student academic activities.
5. I was ill on exam day, so I won't receive *credit* for the course until September.
6. We sat in the *dormitory* to hear special lectures on ancient Greek sculpture.
7. He received a *grant* to research the effect of radiation
8. on plant growth. *Campus* life is difficult for first year students to adapt to.
9. The *forthcoming* meeting with the faculty yesterday was a big success.
10. We had a *comprehensive* exam on the last text we read this semester.
11. Everyone gives Professor Jones' lectures a high *rating*.

Speaking Practice

Task: In groups of 3 or 4 students, have impromptu conversations about the topics given considering the location and conditions described.

1. *Topic*: A professor gave an exam you consider to be unfair.
Situation: You are standing in the corridor near the dean's office.
2. *Topic*: Last night your university's football team won the championship game.
Situation: You are in the quad on campus.
3. *Topic*: You and your group mates are making plans to study abroad.
Situation: You are sitting together in the campus café and there are many other students near you.

Grammar Notes

Expressions and Phrases

within a fortnight in two weeks' time *extension lectures* (or courses) public, adult education *on no account* for no reason

lay down the rules of conduct	teach and enforce the rules of behavior
keep connection with somebody/something	maintain a relationship
draw from something	to look at a person or thing and paint its image
exclude something or someone	to keep out; to block
under circumstances	in these conditions

Grammar Practice

Exercise 1: Match the following adjectives with nouns to form English expressions.

1. as heavy as	a. a bat
2. as white as	b. coal
3. as quiet as	c. lead
4. as cool as	d. snow
5. as black as	e. a hatter
6. as deaf as	f. a cucumber
7. as blind as	g. a mouse
8. as mad as	h. gold
9. as good as	i. a post
10. as fit as	j. a fiddle

Exercise 2: Place the correct article in the space or leave blank if no article is necessary.

professor is not teacher in secondary school, but has highest academic position in university. lecturer is university teacher. Lecturers and professors give lectures. Students in Britain usually have lectures. Outside of the lecture they usually have tutor who gives advice and teaches students in small groups. You graduate from ____ university with ____ degree. If you do ____ postgraduate work, you will have supervisor to help and advise you.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [ ], then write a sentence using each word in its new form. The new sentences should be related to the subject of university education. Use a dictionary to check your work and/or to help find the correct form.

1. quadrangle [adj] _____
2. deplorable [adv] _____
3. matriculation [v] _____
4. riotous [n] _____
5. guidance [n] _____ 6. deliberately [adj] _____ 7. antique [n] _____
8. exuberance [adj] _____

Speaking Practice

Exercise 1: Comment on the meaning of these sentences.

1. I met your future warden at the Athenaeum. I wanted to talk about Etruscan notions of immortality; he wanted to talk about extension lectures for the working class; so we compromised and talked about you.
2. You want either a first or a fourth.
3. Time spent on a good second is time thrown away.
4. I kept a tenuous connection with the history school.
5. But for the chance of his getting drunk one evening in my college and of my having ground floor rooms in the front quadrangle, I might have never met him.

6. But for the bad weather we might have spent the whole day in the country.
7. But for my violent headache yesterday I might have taken part in the party.
8. “I toyed with the idea of giving you six hundred”, said my father, snuffling a little.
9. I modified my own style of dress until it approximated to what my cousin Jasper would have thought suitable for country- house visiting.

Organising technology of practical lesson.

Topic № 46	**Campus Life**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Campus Life”; the use of new words connecting with topic, making and answering questions on the topic , knowing Vocabulary, topic “Brideshead Revisited”, check comprehension, culture notes.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types phrasal verbs • To present new vocabulary and word combination on the topic • Making up dialogues Campus Life • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic “Campus Life”. • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” Campus Life”.

Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(3min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage (2min)	1.1.Organizational moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.

2-stage While-stage **(30min)**	2.1.Explain and show essential vocabulary and word combinations, "Campus Life" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (35 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	They listen.

SECTION TWO
Campus Life

Vocabulary

anchovy small salted fish
antique a very old or ancient object
eschew avoid; stay away from
exuberance lively; energetic
deliberately carefully; slowly
deplorable very bad
guidance advice or information aimed at solving a problem
lubricity improper; evil
matriculation enrolling or entering a university for study
nude without clothing
pastiche a medley; a picture made of many different views
quadrangle a four-sided courtyard enclosed by buildings
riotous wild; loud; uncontrolled
tenuous thin; small; weak
twilight the period of soft light in the evening as the sun sets
wraith ghost or ghostly appearance

Pre-Text Discussion

1. How would you describe your life in the university culture now that you have begun your third year of study?
2. Did any family members or friends give you advice before
3. you entered the university? If so, what kind of advice did you receive?
4. Is there a place on your university campus where students gather to talk, relax, or share news?
5. If you were asked to give advice to a new student entering the first year courses, would you first give warnings or encouragement?

Text
Brideshead Revisited By Evelyn Waugh

This was my third term since ***matriculation***, but I date my Oxford life from my first meeting with Sebastian, which had happened, by chance, in the middle of the term before. We were in different

colleges and came from different schools; I might well have spent my three or four years in the University and never have met him, but for the chance of his getting drunk one evening in my college and of my having ground-floor rooms in the front ***quadrangle***.

I had been warned against the dangers of these rooms by my cousin Jasper, who alone, when I first came up, thought me a suitable subject for detailed ***guidance***. My father offered me none. Then, as always, he ***eschewed*** serious conversation with me. It was not until I was within a fortnight of going up that he mentioned the subject at all; then he said, shyly and rather slyly: 'I've been talking about you. I met your future warden at the Athenaeum. I wanted to talk about Etruscan notions of immortality; he wanted to talk about extension lectures for the working class; so we compromised and talked about you. I asked him what your allowance should be. He said, "Three hundred a year; on no account give him more; that's all most men have." I thought that a ***deplorable*** answer. *I* had more than most men when *I* was up, and my recollection is that nowhere else in the world and at no other time, do a few hundred pounds, one way or the other, make so much difference to one's importance and popularity. I toyed with the idea of giving you six hundred,' said my father, snuffling a little, as he did when he was amused, 'but I reflected that, should the warden come to hear of it, it might sound ***deliberately*** impolite. So I shall give you five hundred and fifty.'

I thanked him.

My cousin Jasper called on me formally during my first week and stayed to tea; he ate a very heavy meal of honey-buns, ***anchovy*** toast, and Fuller's walnut cake, then he lit his pipe and, lying back in the basket-chair, laid down the rules of conduct which I should

follow; he covered most subjects; even today I could repeat much of what he said, word for word. ' … You're reading History? A perfectly respectable school. The very worst is English literature and the next worst is Modern Greats. You want either a first or a fourth. There is no value in anything between. Time spent on a good second is time thrown away. You should go to the best lectures

– Arkwright on Demosthenes for instance – irrespective of

whether they are in your school or not.

Clothes. Dress as you do in a country house. Never wear a tweed coat and flannel trousers – always a suit. And go to a London tailor; you get better cut and longer credit.

Clubs. Join the Carlton now and the Grid at the beginning of

your second year. If you want to run for the Union – and it's not a bad thing to do – make your reputation *outside* first, at the Canning or the Chatham, and begin by speaking on the paper.

Keep clear of Boar's Hill. 'Don't treat dons like schoolmasters;

treat them as you would the vicar at home.

You'll find you spend half your second year shaking off the undesirable friends you made in your first.

Beware of the Anglo-Catholics – they're all sodomites with unpleasant accents. In fact, steer clear of all the religious groups; they do nothing but harm.'

Finally, just as he was going, he said, 'One last point. Change your rooms.' – They were large, with deeply recessed windows and painted, eighteenth-century paneling; I was lucky as a freshman to get them. 'I've seen many a man ruined through having ground- floor rooms in the front quad,' said my cousin with deep gravity. 'People start dropping in. they leave their gowns here and come and collect them before hall; you start giving them sherry. Before you know where you are, you've opened a free bar for all the undesirables of the college.'

'It is typical of Oxford,' I said, 'to start the new year in autumn.' Everywhere, on cobble and gravel and lawn, the leaves were falling and in the college gardens the smoke of the bonfires joined

the wet river mist, drifting across the gray walls; the flags were oily underfoot and as, one by one, the lamps were lit in the windows round the quad, the golden lights were diffuse and remote, new figures in new gowns wandered through the ***twilight*** under the arches and the familiar bells now spoke of a year's memories.

The autumnal mood possessed us both as though the ***riotous exuberance*** of June had died with the gillyflowers, whose scent at my windows now yielded to the damp leaves, smoldering in a corner of the quad.

It was the first Sunday evening of term.

I kept a ***tenuous*** connection with the History School. Wrote my two essays a week, and attended an occasional lecture. Besides this I started my second year by joining the Ruskin School of Art; two or three mornings a week we met, about a dozen of us – half, at least, the daughters of north Oxford – among the casts from the ***antique*** at the Ashmolean Museum; twice a week we drew from the ***nude*** in a small room over a teashop; some pains were taken by the authorities to exclude any hint of ***lubricity*** on these evenings, and the young woman who sat to us was brought from London for the day and not allowed to reside in the University city; one flank, that nearer the oil stove, I remember, was always rosy and the other mottled and puckered as though it had been plucked. There, in the smell of oil lamp, we sat astride the donkey stools and evoked a barely visible ***wraith*** of Trilby. My drawings were worthless; in my own rooms I designated elaborate little ***pastiches***, some of which, preserved by friends of the period, come to light occasionally to embarrass me.

We were instructed by a man of about my age, who treated us

with defensive hostility; he wore very dark blue shirts, a lemon- yellow tie, and horn-rimmed glasses, and it was largely by reason of this warning that I modified my own style of dress until it approximated to what my cousin Jasper would have thought suitable for country-house visiting. Thus soberly dressed and happily employed I became a fairly respectable member of my college.

Culture Notes

Athenaeum – one of colleges of Oxford University.

Demothenes – ancient Greek orator.

Ruskin School of Art – School of Art founded by John Ruskin.

Evelyn Waugh (1903 - 1966) One of the most important books of Waugh, widely known in English, Brideshead Revisited, appeared in 1945. He is the author of a military trilogy. It includes word of Honor (1952), Men at Arms, Officers and Gentlemen (1955) and Unconditional Surrender (1961).

Check Comprehension

With what event did he consider his Oxford life to begin?

How did he become acquainted with Sebastian?

What accommodations did he take?

Why was his cousin Jasper against his taking ground floor rooms?

What were the rules of conduct he was to follow according to his cousin Jasper?

What trouble did he have while studying art?

Who had an impact on his style of dress?

Organising technology of practical lesson.

Lesson № 47	**Jane Eyre - XI chapter (by Charlotte Bronte). Moor House**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Jane Eyre – XI chapter ”; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre – XI chapter "My story ends" by Charlotte Bronte)", • Doing exercises by completing sentences logically • Making up grammatically correct sentences.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Jane Eyre - XI chapter
"My story ends"
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - X chapter "Moor House" (by Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

11

My Story Ends

Two days later, I got out of a coach. I was standing on the road near Thornfield Hall. I ran across the fields. Was Mr Rochester at Thornfield? Was he ill?

And then I saw the house. The house had no roof. Its walls were burnt and black. Nobody was living there.

I looked at the burnt, black house. I had seen this before. I had seen it in a dream! I was frightened. Where was Edward Rochester?

I went to the village of Hay. I asked about Thornfield Hall. I asked about Mr Rochester.

'Three months ago, there was a fire at Thornfield Hall,' a man told me. 'The madwoman burnt the house. She was Mr Rochester's wife.'

'Was Mr Rochester in the house?' I asked.

'Yes, he was there,' the man replied. 'He tried to save his wife's life. He went into the burning house. But the madwoman jumped from the roof. She died.'

'Was Mr Rochester hurt?' I asked quickly.

'Yes, he was badly hurt,' the man said. 'He is blind – he can't see. And he has only one hand.'

'Where is he?' I asked. 'Where is he?'

'He is living at Ferndean. It is an old house, about thirty miles away,' the man said.

'Do you have a carriage? I asked. 'I must go to Ferndean immediately.'

I got out of the carriage near Ferndean. I walked to the house. I knocked on the door. A servant opened it. I knew her.

'Oh, Miss Eyre! You have come,' she said. 'Mr Rochester has been calling your name.'

A bell rang in another room.

'That is Mr Rochester's bell,' the woman said. 'He wants some candles.'

There were two candles on a table near the door. The woman lit them and she picked them up.

'Mr Rochester is blind, but he always burns candles in his room in the evenings,' she said.

'Give the candles to me.' I said. 'I'll take them to him.'

I opened the door of Mr Rochester's room. His black-and-white dog was sitting by the fire. The dog jumped up and ran towards me.

'Who is there?' Mr Rochester said.

'Don't you know me, Edward?' I asked. 'Your dog knows me.'

I put the candles on a table. I held Mr Rochester's hand.

'I know that voice. And I know this little hand,' Mr Rochester said. 'Is that you, Jane?'

'Yes, sir, I have found you at last,' I said. 'I will never leave you again.' Then I told Mr Rochester my story.

'Why did you leave your cousins, Jane?' Mr Rochester asked. 'Why did you come back to me? I am blind. I have only one hand.'

'I will take care of you, Edward,' I said.

'But I don't want a servant,' Mr Rochester replied. 'I want a wife.'

'You will have a wife, Edward,' I said. 'I will be your wife. I will marry you. I loved you very much at Thornfield Hall. Now I love you more.'

Mr Rochester and I got married. After a time, his eyes were better. He could see a little. He saw the face of our first child! My dear Edward and I are very happy.

Organising technology of practical lesson.

Topic №48-49	**Problems in Education** Modal verbs

Model of educational technology

Time –	**Number of students - 7-20**

80 min.	
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about the topic "Problems in Education **"**; the use of new words connecting with topic, making and answering questions on the topic , knowing new style of literature, Phrasal verbs with to close expressions	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types of " Problems in Higher Educations in the UK" • To present new vocabulary and word combination on the topic • Making up dialogues about "Problems in Education" • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic "Problems in education". • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Problems in Education. *Modal verbs* ".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organizational moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations, "Problems in Education**"** using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen

3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an examples for modal verbs. 4.3. To answer to the students questions.	They listen.

Problems in Education
Vocabulary

advocate to support or speak in favor of someone or something
by means of way; method; road used to reach or achieve something
celebrated acknowledged; appreciated; famous
concept general idea; mental picture
egalitarian the idea of equal rights and opportunities for all
grade level American system of class/ education levels in school
handicapped to have a physical, mental, or social barrier or disability
needy to be lacking basic materials or abilities; requiring help
numerous many
proceed move forward; continue on a path or with a plan/activity
reflects shows; presents; mirrors
speaks well for gives hope; is positive
striking a balance between find or establish equality of importance or attention

Pre-Text Discussion

What do you consider to be the biggest problem in university education today?
If a university has problems in the system, who do you think should be responsible for making changes to improve the situation? Why?
What do you think "functional illiteracy" means?
Do you know, or can you guess, what some problems are in U.K. and U.S.A. universities?
Do you think that everyone should have the opportunity to study in a university? Explain your answer.

Text
Problems in Higher Education in the U.K.

There are more than 60 universities in the U.K. The leading universities are Cambridge, Oxford and London. English universities differ from each other in traditions, general organization, internal government, etc. British universities are comparatively small, the approximate number is about 7-8 thousand students. Most universities have fewer than 3000 students, some even less than 1500. London and Oxford universities are international, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge.

A university consists of a number of departments: art, law, music, economy, education, medicine, engineering, etc.

After three years of study a student may ***proceed*** to a Bachelor's degree, and later to the degrees of Master and Doctor. Besides universities there are at present in Britain 300 technical colleges, providing part-time and full-time education.

The organization system of Oxford and Cambridge differs from that of all other universities and colleges. The teachers are usually called Dons. Part of the teaching is ***by means of*** lectures organized by the university. Teaching is also carried out by tutorial system. This is the system of individual tutorage

organized by the colleges. Each student goes to his tutor's room once a week to read and discuss an essay that the student has prepared.

Some students get scholarships but the number of these students is comparatively small. There are many societies and clubs at Cambridge and Oxford. The most ***celebrated*** at Cambridge is the Debating Society at which students discuss political and other questions with famous politicians and writers. Sporting activities are also ***numerous***.

The work and games, the traditions and customs, the jokes and debates – all are parts of students' life there.

It should be mentioned that not many children from working- class families are able to receive a higher education, as the fees are very high (more than L1000 a year). Besides that, special fees are taken for books, for laboratory works, exams and so on.

Functional Illiteracy

Much attention is presently being given to what is termed "functional illiteracy". This should not be confused with the problem of illiteracy, that is, the inability to read and write. Current United Nations (UNESCO) figures indicate that 99 percent of all Americans are literate, the same figure is assigned to nations such as Britain or Germany. Functional illiteracy, by contrast, is concerned with how much difficulty people have in actually using reading and writing skills in everyday situations. This might be interpreted, for example, as the relative ability to understand federal income-tax forms, or printed instructions, or how well someone can write a letter of complaint, or apply in writing for a job.

There are no agreed-upon definitions of what functional illiteracy is and, in articles, definitions vary widely. For many years reading tests have been used throughout the country. These tests define reading ability by ***grade level***. A "tenth-grade reading level," for instance, would be the average reading score of all pupils who have completed ten years of school. There are, of course, many different reading tests and types of tests. One definition of functional illiteracy holds that anyone is "illiterate" who reads at less than an eighth-grade level. Another common definition uses a twelfth-grade level (the last year of high school in the U.S.).

There seems to be general agreement that at least one-tenth of all Americans are functionally illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.) have paid most attention to this ***concept***, and which have nationwide testing, have found the greatest problems. As one educator humorously put it, "Reading tests cause illiteracy." Canada, for example, which also has a large non-English-speaking immigrant population, has recently found that many of her citizens, too, are functionally illiterate. The attention given this problem, therefore, ***reflects*** the fact that in North America schools as well as pupils are continually tested.

A series of studies in the 1980s criticized American public schools. As a result, better training and payment for teachers has been ***advocated*** and more stress has been placed on academic subjects. But ***striking a balance between*** a comprehensive, ***egalitarian*** education and one of specialization and excellence has always been a difficult task, and is likely to remain so.

Schools and universities have also been asked to do more and more to help with, or even cure, certain social and economic problems, from the effects of divorce to drug problems, from learning disabilities to malnutrition. Most school systems not only have lunchrooms or cafeterias, they also offer free or low-cost meals, sometimes including breakfast to ***needy*** pupils. They also employ psychologists, nurses, staff trained to teach the ***handicapped***, reading specialists, and academic as well as employment counselors. Because of their traditional ties with the communities, schools are expected to be involved in many such areas.

Given America's history and that of its people, their many backgrounds, needs, and desires, the fact that American education is sensitive to its weaknesses (and to its strengths) ***speaks well for*** the future.

Check Comprehension

Read the following statements related to the previous texts. Determine whether they are *true* or *false* statements. Prove your answer by citing the portion of the text in which the information can be found.

The U.K.'s three leading universities are in London.

The campuses of Oxford and Cambridge include many technical colleges.

Cambridge and Oxford offer unique systems of learning.
Most students in Britain's leading universities study on scholarship.

The primary problem presented in the text is the high cost of education that working-class students can't afford.
Functional Illiteracy is the inability to understand practical texts and instructions.
All educators, writers, and specialists agree on the definition of functional illiteracy.
Those nations who give more attention to the problem usually find more functional illiteracy.
No improvements were made in American education following a study done in the 1980s.
The future of American education is bright and hopeful.

Modal verbs

Can, could and (be) able to

A. We use can to say that something is possible or that somebody has the ability to do something.
* We use can + infinitive (can do/can see etc.):
* We can see the lake from our bedroom window.
* Can you speak any foreign languages?
* I can come and see you tomorrow if you like.
The negative is can't (= cannot):
* I'm afraid I can't come to the party on Friday.

B. (Be) able to ... is possible instead of can, but can is more usual:
* Are you able to speak any foreign languages?
But can has only two forms, can (present) and could (past). So sometimes it is necessary to use (be) able to... Compare:
* I can't sleep.
but I haven't been able to sleep recently. (can has no present perfect)
* Tom can come tomorrow.
but Tom might be able to come tomorrow. (can has no infinitive)

C. Could and was able to...
Sometimes could is the past of can. We use could especially with:
see hear smell taste feel remember understand
* When we went into the house, we could smell burning.
* She spoke in a very low voice, but I could understand what she said.
We also use could to say that somebody had the general ability or permission to do something:
* My grandfather could speak five languages.
* We were completely free. We could do what we wanted. (= we were allowed to do ...)
We use could for general ability. But if we are talking about what happened in a particular situation, we use was/were able to... or managed to... (not could):
* The fire spread through the building quickly but everybody was able to escape.
or ... everybody managed to escape. (but not 'could escape')
* They didn't want to come with us at first but we managed to persuade them.
or ... we were able to persuade them. (but not 'could persuade')
Compare:
* Jack was an excellent tennis player. He could beat anybody. he had the general ability to beat anybody)
but
* Jack and Alf had a game of tennis yesterday. Alf played very well but in the end Jack managed to beat him. or ... was able to beat him. (= he managed to beat him in this particular game)
The negative couldn't (could not) is possible in all situations:
* My grandfather couldn't (could not) is possible in all situations
* We tried hard but we couldn't persuade them to come with us.
* Alf played well but he couldn't beat Jack.

EXERCISES

1 Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.

1. George has travelled a lot. He _can_ speak four languages.
2. I haven't _been able to_ sleep very well recently.
3. Sandra --- drive but she hasn't got a car.
4. I can't understand Martin. I've never --- understand him.
5. I used to --- stand on my head but I can't do it now.
6. I can't see you on Friday but I --- meet you on Saturday morning.
7. Ask Catherine about your problem. She might --- help you.

2 Write sentences about yourself using the ideas in brackets.

1. (something you used to be able to do) I used to be able to sing well.
2. (something you used to be able to do) I used ---
3. (something you would like to be able to do) I'd ---
4. (something you have never been able to do) I've ---

3 Complete the sentences with can/can't/could/couldn't + one of these verbs:

come cat hear run sleep wait

1. I'm afraid I _can't come_ to your party next week.
2. When Tim was 16, he was a fast runner. He --- 100 meters in 11 seconds.
3. Are you in a hurry?' 'No, I've got plenty of time. I ---.'
4. I was feeling sick yesterday. I --- anything.
5. Can you speak up a bit? I --- you very well.
6. 'You look tired.' 'Yes, I --- last night,'

4 Complete the answers to the questions with was/were able to.

1 A: Did everybody escape from the fire?
B: Yes. Although the fire spread quickly, everybody _was able to escape._
2 A: Did you have difficulty finding Ann's house?
B: Not really. Ann had given us good directions and we ---
3. A: Did you finish your work this afternoon?
B: Yes. There was nobody to disturb me, so ---
4. A: Did the thief get away?
B: Yes. No one realised what was happening and the thief ---

Organizing technology of practical lesson.

Topic № 52	**Writing about education.**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about ; the use of new words connecting with topic, making and answering questions on the topic , knowing Vocabulary, Writing about education, check comprehension, culture notes.	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the types phrasal verbs • To present new vocabulary and word combination on the topic • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination • Revision of grammatical structures. • Make up presentation on the topic education. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • To explain phonetic rules. • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Writing about education".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	1. **Teacher**	**Students**
Warm up **(3min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage (2min)	1.1.Organizational moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(30min)**	2.1.Explain and show essential vocabulary and word combinations, using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (35 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and	They listen.

	word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	

1 'And' type: Connectives of Result

Look at the following example:

He passed his examinations;	*therefore,* *as a result,* *accordingly,* *consequently,* *thus,* *hence,*	he had some good news to tell his parents.

Because he passed his examinations,

2 'Or' type: Connectives of Reformulation

Look at the following example:

He said that he had kept the library book for several years.	*In other words* *To put it more simply,* *It would be better to say*	he had stolen it.

3 'But' type: Connectives of Concession

Look at the following example:

The time available for discussion was very limited.	*However,* *Nevertheless,* *Nonetheless,* *Yet,* *In spite of that,* *All the same,*	it was still possible to produce some interesting arguments.

Writing About Education

Task 1: Write a 250 essay on each of the following topics. "The Students' Life in Uzbekistan" "The National Educational Program in Uzbekistan"

Task 2:

Write an article to the local newspaper about "The Uzbekistan State World Languages University".

Organising technology of practical lesson.

Lesson № 51	**Jane Eyre (exercises and film)**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Jane Eyre (film)"; watch the film, use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To do exercises according to the text; • To explain new words and word combinations • To write a summary to the text; • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic ntroduce new words and word combination on the theme "Jane Eyre" by Charlotte Bronte)", • Doing exercises by completing sentences logically • To explain the intonation of the sentence.
Educational methods	Practical
Form of education	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Jane Eyre (exercises and film)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. To check students knowledge . 5. Giving the order of literatures referring to the topic.	
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiarities of the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "Jane Eyre - film" Charlotte Bronte)" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Exercises

Making Sentences

Write questions for the answers.

1 *Where did Jane Eyre grow up?*
.....
Jane Eyre grew up at Gateshead Hall.

2 *Why*
.....
She lived with her aunt and uncle because her parents were dead.

3 *How*
.....
Jane was ten years old in 1825.

4 *What*
.....
Her cousins were called John and Eliza Reed.

5 *Did*
.....
No, Mrs Reed did not like Jane.

6 *Where*
.....
Mrs Reed sent Jane to Lowood School.

7 *Who*
.....
Mr Brocklehurst was the owner of Lowood School.

8 *Was*
.....
No, Lowood School wasn't a healthy place.

9 *How*
.....
Jane stayed at the school for eight years.

10 *When*
.....
Jane became a governess in 1833.

Jane Eyre

Complete the information about Jane Eyre in August 1833.

Date:	*August 1833*
Name:	
Age:	
Job:	
Subjects:	
Address:	

Choose the Verb

Complete the gaps with the correct verb form from the brackets.

I turned and I [1] *looked* ..... **(looked / looks)** up at my new home. Thornfield Hall [2] ..... **(were / was)** a beautiful house with many large windows. The garden was beautiful too.

After a few minutes, Mrs Fairfax [3] ..... **(was coming / came)** into the garden. She spoke to me.

'Good morning, Miss Eyre,' she said. 'You [4] ..... **(were waking / have woken)** early. Miss Adèle [5] ..... **(is / was)** here. After breakfast, you must

take her to the schoolroom. She [6] ..... **(had to / must)** begin her lessons.'

A pretty little girl walked towards me. She spoke to me in French and I [7]..... **(replied / have replied)** in French.

After breakfast, I [8]..... **(took / was taking)** Adèle to the schoolroom. We worked all morning. Adèle enjoyed her lessons and I [9]..... **(am / was)** happy.

In the afternoon, Mrs Fairfax [10]..... **(took / takes)** me into all the rooms of Thornfield Hall. We looked at the paintings and at the beautiful furniture. We [11]..... **(have walked / walked)** along the corridors.

'Come up onto the roof, Miss Eyre,' Mrs Fairfax said. 'You [12]..... **(saw / will see)** the beautiful countryside around Thornfield Hall.'

Multiple Choice 1

Tick the best answer.

1 Who wrote to Jane Eyre from Thornfield Hall?

a ☐ Edward Rochester.

b ☑ Mrs Fairfax.

c ☐ Grace Poole.

2 Who was the owner of Thornfield Hall?

a ☐ Edward Rochester.

b ☐ Mrs Fairfax.

c ☐ Mrs Varens.

3 Adèle was Mr Rochester's ward. What is a *ward*?

a ☐ A child under the protection of an adult.

b ☐ An orphan.

c ☐ A child from another marriage.

4 Mrs Fairfax said: 'Mr Rochester is often away from home.' Why?

a ☐ He often sailed to the West Indies.

b ☐ He had business on the island of Madeira.

c ☐ He did not like Thornfield Hall.

5 Jane heard strange laughter at the top of the house. Who was making the noise? Mrs Fairfax said it was:

a ☐ Adèle Varens.

b ☐ Bertha Mason.

c ☐ Grace Poole.

6 Where did Jane meet Mr Rochester for the first time?

a ☐ In the dining room at Thornfield Hall.

b ☐ On the road to the village of Hay.

c ☐ At Ingram Park.

7 What had happened to Mr Rochester?

a ☐ His dog had bitten him.

b ☐ He had fallen off his horse.

c ☐ He had lost his horse.

8 What did Mr Rochester look like?

a ☐ He was tall and handsome with dark brown hair.

b ☐ He was tall and blond with blue eyes.

c ☐ He had a strong face, dark eyes and black hair.

A Fire at Thornfield Hall

Complete the gaps. Use each word or phrase in the box once.

this	burning	coming	night	asleep	sound	mad
smoke	laughing	answered	candle	outside		
opened	heard	open	around	myself	room	
got out of	door	heard	up	put on	quiet	top

It was March. One [1]*night*....., I was in bed. But I was not [2]..... . The house was [3]..... . Suddenly, I heard a [4]..... in the corridor [5]..... my room.

'Who's there?' I said. Nobody [6]..... . Then I [7]..... a strange laugh.

I [8]..... my bed and I went quietly to the [9]..... . I listened. I [10]..... another sound. Somebody was walking [11]..... the stairs to the [12]..... corridor. Then I heard somebody close a door.

'Was that Grace Poole?' I said to [13]..... . 'Yes, it was Grace. Why is she [14].....? And why is she walking in the house at night? Is she [15].....? I must tell Mrs Fairfax about [16]..... . I will speak to her now.'

I [17]..... some clothes and I [18]..... the door. There was a [19]..... on the floor outside my room. The candle was [20]..... . There was thick [21]..... in the corridor. I went into the corridor. I looked [22]..... me. The door of Mr Rochester's bedroom was [23]..... . And the smoke was [24]..... from Mr Rochester's [25].....!

Writing

There was a fire in Mr Rochester's bedroom at Thornfield Hall. Jane rescued Mr Rochester.

Look at the pictures and the notes. Write Jane's story about the fire.

1 run into Mr R's room

2 curtains on fire

3 Mr R lying on bed

4 Mr R asleep

I ran into Mr Rochester's room.

5 try to wake Mr R

6 shake him, shout

7 does not wake up

8 see jug of water next to bed

9 pick up jug

10 throw water over bed and Mr R

11 put out flames

12 feel shocked

13 Mr R sits up

14 he asks:

15 I answer:

Multiple Choice 2

Tick the best answer.

1 Jane looked at herself in a mirror. What did she think?
a ☐ 'I am not pretty and I am poor.'
b ☐ 'I will make a good wife for Mr Rochester.'
c ☐ 'I am beautiful and I will be rich.'

2 Mr Mason arrived at Thornfield Hall. Was Mr Rochester pleased?
a ☐ Yes, he was very excited.
b ☐ No, he was rather shocked.
c ☐ No, he was very angry.

3 What happened to Mr Mason?
a ☐ Someone bit his arm.
b ☐ Someone stabbed him.
c ☐ Someone shot him.

4 Aunt Reed showed Jane a letter from her uncle. What did it say?
a ☐ Her parents were not dead.
b ☐ He wanted her to live with him.
c ☐ He wanted to give her all his money when he died.

5 Who wanted to stop Jane and Mr Rochester's marriage?
a ☐ John Eyre.
b ☐ Grace Poole.
c ☐ Jane Eyre.

6 Who were Diana, Mary and St John Rivers?
a ☐ Jane's sisters and brother.
b ☐ Jane's aunts and uncle.
c ☐ Jane's cousins.

7 Jane found Mr Rochester at Ferndean. Why didn't he know her at first?
a ☐ Because he was blind.
b ☐ Because he hadn't seen her for a long time.
c ☐ Because she had changed a lot.

IV SEMESTR

Organizing technology of practical lesson.

Topic № 1-2	**Unit 7. World Travel** **Traveler's Tales** Past Perfect, Past Perfect Continuous

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Traveler's Tales. Family travel."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Traveler's Tales • To present new vocabulary and word combination on the topic • Making up dialogues about **Traveler's Tales** • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "**Traveler's Tales**", • Revision of grammatical structures of Past Perfect, Past Perfect Continious • Make up presentation on the topic Travel. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" World Travel Traveler's Tales".

Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Org. moment. The theme of the topic introduces the aim, the plan, the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.

2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "**Traveler's Tales**" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) make upstory to Past Perfect, Past Perfect Continuous 4.3. To answer to the students questions.	They listen.

UNIT 7
WORLD TRAVEL
SECTION ONE
Travelers' Tales

Vocabulary

abroad a foreign country
boarded to get on a ship, airplane, or train
bucked move suddenly with strength; with a kicking motion
definitive final, clear, decided
departure leaving; time of leaving
flight attendants waiters/waitresses on an airplane
little else almost nothing
naughty disobedient; badly behaved
passengers travelers who have paid for a seat on any form of transportation
pitch sound, tone
portholes small windows on a ship or an airplane
shuddered shake in quick, small movements
steadied to hold on level, smooth path
stewardess [see " flight attendant "]
whispered to move almost silently

Pre-Text Discussion

1. Travel is meant to be pleasant and fun. Can you think of any reasons it would not be so?
2. What are the pros and cons (positive and negative) of travel by airplane?
3. Describe your ideal holiday travel – where, with whom, when, how, how long, etc.

Texts

Family Travel

We were all so excited about going on holiday that we had talked about little else for weeks. However, it had been so long since we had been abroad that I forgot all about the problems of traveling. Finally our day of departure arrived. It was such a long journey that we all had to get up at 2 o'clock in the morning. When we arrived at the airport, our youngest son was being so naughty that I

had to spank him. He screamed so loudly that lots of people came running to see what the matter was. Fortunately he had quieted down by the time we boarded the plane.
My husband ate so much food that he gave himself a terrible stomachache. The flight attendants thought he was having a heart attack and rushed to help him with oxygen. At that point he became so upset that he knocked his meal all over my new dress. By this point, I was in such bad mood that I burst into tears. Once my husband had recovered, he apologized so sincerely to everyone that we all forgave him.

Check Comprehension
What way of traveling is described in this text?
What is airsickness?
What was spilt on her new dress?
What condition was her husband in by the end of the flight?
Was the family traveling with only one child or more?
From "Evening in Byzantium" by Irwin Shaw

Irwin Shaw (1913-1984) - original name Irwin Gilbert Shamforoff, a prolific American playwright, screenwriter, and author of international bestsellers. At the age of 21 Shaw started
his career as a writer by producing scripts for radio shows. In 1951 Shaw left the United States, living 25 years in Europe in such locations as Paris, the Riviera, and Swiss resorts. In Europe
Shaw continued to write several bestsellers, including TWO WEEKS IN ANOTHER TOWN (1960), and EVENING IN BYZANTIUM (1973).

The plane bucked as it climbed through black pillars of cloud. To the west, there were streaks of lightning. The seat belt sign, in English and French, remained lit. The stewardesses served no drinks. The pitch of the engines changed. The passengers did not speak.
The tall man, cramped in next to the window, opened a magazine, closed it. Drops of rain made pale, transparent traces, like ghostly fingers, along the Plexiglas portholes . There was a muffled explosion, a ripping noise. A ball of lightning rolled down the aisle , incredibly slow, then flashed out over the wing. The plane shuddered. The pitch of the engines changed again. How comfortable it would be, the man thought, if we crashed,
how definitive . But the plane steadied, broke out of the clouds into sunlight.
The lady across the aisle said, "That's the second time that's happened. I'm beginning to feel that I'm being followed." The seat light signs went off. The stewardesses started to push the drink cart down the aisle. The man asked for a Scotch and Perrier. He drank appreciatively as the plane whispered south, high across the clouded heart of France.

Check Comprehension
1. Why do you think the pitch of the plane's engine changed?
2. What made the plane shudder?
3. What did the man say about the plane possibly crashing?
4. Did the plane crash?
5. What did the lady mean by what she said?

Vocabulary Practice
Exercise: Use the vocabulary from the texts to complete the following story.
For three years international travel had been only a dream. But now Rebecca had finished packing her suitcases, purchasedher tickets, and had all of her documents in order. The day of her 1_____ had finally arrived and she was traveling 2_____ for the first time. For the last week she had thought of 3_____ other than the excitement of her travels. But as she said good-bye to her family and 4 _____ the plane, she began to fear traveling alone. Her parents had tried to discourage her from this decision. This was a 5_____ step in her life as an independent adult. As the plane climbed high into the sky after takeoff, she listened to the rising

6_____ of the engines, felt the 7_____ of the plane as it moved with full power up to cruising altitude, and began to relax and enjoy her dream come true.

Grammar Practice

Exercise: Complete the sentences with the verbs in brackets using Past Perfect / Past Perfect Continuous.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) 1_____ to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have)2_____ five cups of coffee and I (wait) 3_____ over an hour. I had to leave because I (arrange) 4_____ to meet Kathy in front of the theater. When I arrived at the theater, Kathy (pick, already) 5_____up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) 6_____ for more than half an hour. She said she (give, almost)
7_____ up and (go) 8_____ into the theater without us. Kathy told me you (be) 9 _____ late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) 10_____ several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

Speaking Practice

Task 1: Reread the story in the grammar exercise above.
You are the person who was late. Respond with either an apology or an excuse/argument.
Task 2: Reread the story in the vocabulary exercise above.
Prepare and present a dialogue between 1) Rebecca and her mother, 2) Rebecca and the stewardess on the flight.

Grammar Practice

Exercise: Complete the sentences with the verbs in brackets using Present Perfect / Past Perfect or Present Perfect Continuous / Past Perfect Continuous

1. It is already 9:30 pm and I (wait) _____ here for over an hour. If John does not get here in the next five minutes, I am going to leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) _____ for over an hour. I almost left without him. 3. Did you hear that Ben was fired last month? He (work) _____ for that import company for more than ten years and he (work) _____ in almost every department. Nobody knew the company like he did.
4. I (see) _____ many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.
5. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world, and (go) _____ on safari in Kenya. She is such an adventurous person. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world and (go) _____ on safari in Kenya by the time she turned twenty-five.
6. She (experience) _____ more by that age than most people do in their entire lives.
7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) _____.

Organising technology of practical lesson.

Topic № 3	**Traveler's Destinations**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Traveler's Destinations."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims:	*The result of practical activity:*

• To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Making up dialogues about Traveler's Destinations • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Traveler's Destinations", • Revision of grammatical structures. • Make up presentation on the topic Travel. • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Traveler's Destinations".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Traveler's Destinations" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage.	4.1. Summarize the lesson. To put marks for the students answer.	They listen.

(10 min)	4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an essay using new words. 4.3. To answer to the students questions.	

SECTION TWO
Travelers' Destinations

Vocabulary

acquainted aware of; familiar
advantageous beneficial; favorable
canoes small, narrow boat with pointed ends
existed was; had being
founded began, originated, established
rowing boats boats that move on manpower not by motor or sail
yachts small, pleasure ships

Pre-reading Discussion

1. Which would you prefer, a holiday exploring historical sights, in a peaceful small town, or a big city? Explain your choice.
2. Name some popular tourist destinations in Europe and in Asia.

Texts
Visit the Queen at Windsor

Did you know that Windsor is one of the most popular towns in England for foreigners? It is because the Queen often stays there at her castle and because Windsor itself is one of the oldest towns in England. The people in Windsor always know when the Queen is at the castle because a special flag is put up to tell everybody. The river at Windsor is neither as wide nor as busy as it is in London. There are no big cargo ships sailing away to other countries and there are no big bridges with thousands of cars and buses crossing them every day. Instead, there are rowing boats on the river, canoes , and sailing yachts . Windsor, in fact, is a very good place to go if you are interested in boats. Windsor is also a very good place to go if you are interested in fishing. The river Thames is the longest river in England (210 miles long): there are at least ten important kinds of fish that you can catch... if you are lucky! A mile up river from Windsor is the little town of Eton. The most important building here is Eton College, one of England's best-known public schools (English state schools give free education, but some people like to send their children to a public school, although they have to pay). King Henry VI founded it in 1440 when he was only eighteen. Today, there are about a thousand boys at the school. Because Eton is so popular it is very difficult for parents to get a place for their sons. Some parents put their sons' names on the waiting list while they are still babies!

Check Comprehension

1. How is Windsor different from London?
2. What are two particular features of Windsor?
3. How would you spend your time on holiday in Windsor and Eton?
4. What is the difference between state and public schools in England?
5. Why do you think public schools are so popular? Traveling the Silk Road

The "**Great Silk Road**" has existed for more than 14 centuries and runs through the heart of Uzbekistan. This country has always had an advantageous geographical location on the ancient trade routes connecting the cities of China to the Mediterranean ports of Tyre and Sidon. Long trips aimed to get acquainted with the life of other nations and to buy goods not available in domestic markets promoted the development of international tourism in Uzbekistan from the fifth century until today. There were more than 700 caravan routes lying in Uzbekistan, making possible commercial and tourist trips to all parts of Asia.

Check Comprehension
What advantages has the Great Silk Road brought to Uzbekistan throughout history and in modern times? Explain why these are considered advantages.

Vocabulary Practice
Exercise: Complete the advertisement for a holiday getaway choosing one of the following words:

resort luxury picturesque yacht remote
lounging cuisine facilities range self-catering
brochure cruise spectacular overseas excursions
accommodations inclusive

Welcome to the wonderful world of Portland Holidays! In our latest 1 _____ we are sure you'll find the widest 2_____ of holidays on the market. You can pamper yourself at the five-star Portland Sheraton in the well-known 3_____ of Los Reyes, where 4 _____ for sports and nightlife are second to none. Or you can 5_____ around the island on a 6 _____, 7_____ on deck in the warm Mediterranean sunshine, and admiring the 8 _____ scenery. Alternatively you might prefer to take a 9 _____ apartment in one of the 10_____ fishing villages. Here you can sample the authentic local. 11 _____ with its famous seafood specialties, and go on a variety of 12 _____ to places of cultural and archaeological entreat. Our prices are 13 _____ of all flights and 14 _____ and represent an excellent value. Book now!

Organising technology of practical lesson.

Topic № 4	**Abdulhak Abdullayev**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "AbdulhakAbdullayev."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Making up dialogues about AbdulhakAbdullayev • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "AbdulhakAbdullayev", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical

Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Supplementary reading "Abdulhak Abdullayev"
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1. Org. moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Abdulhak Abdullayev" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) write your opinion about Abdulhak Abdullayev 4.3. To answer to the students questions.	They listen.

Abdulhak Abdullaev is a famous People's Artist of Uzbekistan. He is a portrait painter. He was born in 1918 in Turkistan. In 1936 he graduated from Samarkand school of Arts. He is an artist, possessing lively wit and warmth of affection who eagerly responds to what takes place in the world. It is not easy to penetrate into the nature of the painter's creative work without striving to comprehend the specific character of his lyrical and romantic perception of life based on a realistic approach to art. The distinguishing features of his creative work are regular work, compact reproduction and rich coloring. He devoted himself to portraiture. The most famous works of his are: The portrait of Abror Khidayatov, People's actor of Uzbekistan in the role of Othello; the portrait of the Hero of Labour Nazarali Niyazov; the portrait of Alisher Navoi, the great Uzbek humanist, poet and thinker; the portrait of the Uzbek writer Aybek, etc. The portrait of Aybek is very vivid and convincing. It reveals a very complicated psychological world of the prominent Uzbek writer. We see before us a strong willed person, capable of great inspiration. The writer's fleecy hair, high forehead,

arched eyebrows, acquiring nose and firmly set lips import the man a poetic hail. It will live in memory for years. The artist, while working at the image of Alisher Navoi, penetrates into the secrets of human psychology and copes with such a profoundly philosophic and creative task. The few portraits of Alisher Navoi are full of appeasement, purity and spirituality. Romantic perception and depth of penetration into spiritual world of the portrayed, which are distinctive features of the artist, merged together.

The Writing Process

Understanding Purpose and Register

Having decided that a text is reliable, a student must read and understand as much as necessary for the needs of the essay. Understanding a text is not just a matter of vocabulary; the reader needs to find out the writer's intentions. Is the writer aiming to inform, persuade, describe or entertain? The answer to this question may affect the way a student uses the material.

1. ***Compare the two extracts below:***

a) Rebus College is seeking candidates for the position of Treasurer. As the Chief Financial Officer of the College, the Treasurer is responsible for working with the senior administration and Trustees to develop and implement a financial strategic vision for the College.

b) Are you wondering what to do with that jumper you were given for Christmas that's two sizes too small – or worse, the personal stereo that simply doesn't work? Well, don't worry. Chances are, you'll be able to get your dud gifts swapped, fixed or get a refund. And, armed with our guide to your rights, you'll be able to get any defective products sorted.

The first extract is written to **inform** the reader about a job vacancy and to give information about the work. The second aims to **persuade** the reader to buy the guide described. The language style, or register, of the extracts is also very different. The first uses very formal vocabulary such as *seeking*, *position* and *implement*. The second uses an informal tone, the pronoun *you*, the question form and informal vocabulary such as *dud* and *swapped*.

Concession and contrast

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.
He is a bit stupid. He's very kind, **nevertheless**.

Verbs of concession

example		*paraphrase and comments*
I **acknowledge/accept** that he has worked hard but it isn't enough.	⟶	I agree but... [accept is less formal than **acknowledge**]
I **admit** I was wrong, but I still think we were right to doubt her.	⟶	I accept I'm guilty of what I'm accused of.
I **concede** that you are right about the goal, but not the method.	⟶	You have won this point in our argument. [formal]

Adverbs and other phrases for concession

OK, you're sorry. **That's all well and good**, but how are you going to pay us back?
You shouldn't seem so surprised. **After all**, I did warn you.
It's all very well saying you love dogs, but who'll take it for walks if we *do* get one?
He *is* boring, and he *is* rather cold and unfriendly, but, **for all that**, he *is* your uncle and we should invite him.
Admittedly, she put a lot of effort in, but it was all wasted.

Contrast

I expected Mr Widebody to be fat. **The reverse was true.**

We're not almost there at all; **quite the opposite**. We've got five miles to go yet.

Everywhere in Europe they use metric measures. **In contrast**, Britain still uses non-metric.
It's not actually raining now. **On the other hand**, it may rain later, so take the umbrella.

Remember: **On the other hand** means 'that is true *and* this is true'; **On the contrary** means 'that is *not* true, but this *is* true', e.g. John, quiet? On the contrary, he's the noisiest person I know *or* John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are **poles apart**.
There's a **world of difference** between being a friend and a lover.
There's a **great divide** between left and right wing in general.
A **yawning gap** divides rich and poor in many countries.
There's a **huge discrepancy** between his ideals and his actions.

Exercises

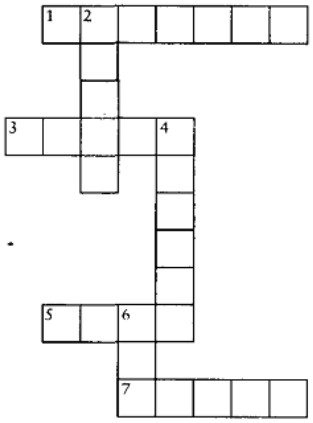
Rewrite these sentences using the most likely verb from A opposite (there is usually more than one possibility).

1 I know that you weren't solely to blame, but you must take *some* responsibility.
2 Okay, I was wrong, you were right; he *is* a nice guy.
3 The company is prepared to say that you have suffered some delay, but we do not accept liability.
4 She didn't deny that we had done all we could, but she was still not content.

Write a *beginning* for these sentences, as in the example.

1 *I expected Mary to be tall and dark.* The reverse was true; she was short, with fair hair.
2 ..... On the other hand, it does have a big garden, so I think we should rent it.
3 *Jim*: .....? *Mary*: On the contrary, it's one of the cheapest hotels in town.
4 ..... In contrast, the traffic in Britain drives on the left.
5 .....; quite the opposite. I feel quite full. I had a huge breakfast.

Try to do this word puzzle from memory. If you can't, look at C opposite.



Across

1 a ..... gap
3 a ..... of difference
5 a ..... discrepancy
7 ..... apart

Down

2 poles .....
4 a great .....
6 a yawning .....

Now use the phrases from the word puzzle to make comments on these statements.

1 Some people believe in the nuclear deterrent, some in world disarmament.
2 She says one thing. She does quite the opposite.
3 Jim believes in God. Sandra's a total atheist.
4 Being a student's one thing; being a teacher's quite another.

Complete the sentences with phrases from B opposite.

1 Okay, you've cleaned the kitchen, ..., but what about the mess in the dining-room.
2 No need to panic. ....., it doesn't start till six.
3 She's bossy and sly, but ....., she *is* a friend.
4 ..... saying you'll pay me back soon; *when* is what *I* want to know!

Choose between *on the other hand* and *on the contrary*.

1 I'm not worried; ....., I feel quite calm.
2 It's expensive, but ....., we do need it.

Organising technology of practical lesson.

Lesson № 5	The Elephant Man - I chapter (by Tim Vicary)

Model of educational technology

Time – 80 min.	Number of students - 10-17
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - I chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - I chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Elephant Man" - I chapter
(by Tim Vicary)".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions	They listen. They listen. Students answer to the questions.

2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man - I chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

THE ELEPHANT MAN
I CHAPTER

ABOUT THE AUTHOR

Tim Vicary is an experienced teacher and writer, and has written several stories for the Oxford Bookworms Library. Many of these are in the Thriller & Adventure series, such as *White Death* (at Stage 1) or, like *The Elephant Man*, in the True Stories series, such as *The Coldest Place on Earth* (also at Stage 1), which tells the story of the race between Scott and Amundsen to the South Pole. He has also published two long novels, *The Blood upon the Rose* and *Cat and Mouse*.

Tim Vicary has two children, and keeps dogs, cats, and horses. He lives and works in York, in the north of England.

Chapter 1

THE CREATURE IN THE SHOP

My name is Dr Frederick Treves. I am a doctor at the London Hospital. One day in 1884, I saw a picture in the window of a shop near the hospital. I stopped in front of the shop and looked at the picture. At first I felt interested, then I felt angry, then afraid. It was a horrible, ugly picture. There was a man in the picture,

One day, Dr Treves saw a picture in a shop near the hospital.

but he did not look like you and me. He did not look like a man. He looked like an elephant.

I read the writing under the picture. It said:

Come in and see the Elephant Man. Two pence.

I opened the door and went in.

There was a man in the shop. He was a dirty man in an old coat with a cigarette in his mouth. 'What do you want?' he asked.

'I'd like to see the elephant man, please,' I said.

The man looked at me angrily. 'Well, you can't,' he said. 'The shop's closing now. You can come back tomorrow.'

'I'm sorry,' I said. 'But I would like to see him now. I have no time tomorrow – I have a lot of work to do. But I can give you more than two pence.'

The man looked at me carefully. Then he took the cigarette out of his mouth and smiled with his yellow teeth.

'All right, sir,' he said. 'Give me twelve pence then.'

I gave him the money and he opened a door at the back of the shop. We went into a little room. The room was cold and dark, and there was a horrible smell in it.

A creature sat on a chair behind a table. I say a creature, because it was not a man or a woman, like you or me. The creature did not move or look at us. It sat very quietly on the chair in the cold, dark, dirty

room, and looked at the table. The creature had a cloth over its head, because of the cold. On the table in front of it, there was a dead flower.

'Stand up!' said the shopkeeper, loudly.

The creature stood up slowly. It took the old cloth off its head, and put it on the chair.

It sat very quietly on the chair in the cold, dark, dirty room.

I looked at the creature and felt sad. I am a doctor, so I know a lot about accidents and ill people. I see horrible, ugly things every day. But this creature, this thing, was the worst of all. There were no men or women in the hospital like him.

He wore some old trousers, but no shirt, coat, or shoes, so I could see his body very well. His head was the most interesting thing. It was very, very big – like an enormous bag with a lot of books in it. The head did not have much hair, and there was another bag of brown, dirty skin at the back of it. This skin came down below his neck. I could not see one of his eyes very well, because a lot of skin came down in front of his face, too.

An enormous red tooth came out of his mouth, under his nose. It looked like an elephant's tooth. The mouth and nose were like holes in the face. The face could not smile or laugh or look angry or sad, because the skin could not move. It was dead, like an elephant's face.

There were more bags of dirty skin on the front and back of the creature's body. These bags came down to his legs. The right arm was enormous, and there were bags of skin on it, too. The right hand was like a man's foot.

But the left hand – the left arm and the left hand

were beautiful! The left arm had wonderful skin, and the fingers of the left hand were long and beautiful. It was like a young woman's hand!

'Walk, Merrick!' said the shopkeeper angrily. 'Come on, quickly, move!' He hit the creature with his hand.

Slowly, the creature walked across the room. But he could not walk well. His legs were very big and fat, and he had a bad back. He could not walk far without a stick.

'All right, thank you,' I said. 'Let him sit down. I don't want to see any more.' I felt ill, and the smell in the room was very bad.

'Yes, sir,' said the shopkeeper. 'Sit down, Merrick.'

The left hand was like a woman's hand; the fingers were long and beautiful.

We went out of the room and closed the door. The shopkeeper smiled at me with his yellow teeth.

'Wonderful, sir, isn't it?' he said. 'The best Elephant Man in England! Hundreds of people come to see him, you know, hundreds! I take him all over the country, I do!'

'Yes, very interesting,' I said. 'Can I sit down?'

'Yes, sir, of course. Here's a chair.' He looked at me, smiling. 'Would you like a glass of water, sir?'

'Yes, please,' I said. Then I looked at the things in the dirty shop. There were two or three bad apples and some old black bananas: that was all. 'Er, no . . . no, thank you. I'm all right,' I said. 'Did you . . . did you call the creature Merrick?'

'That's right, sir. Joseph Merrick. The best Elephant Man in England! I take him all over the country, you know. Lots of people want to see him.'

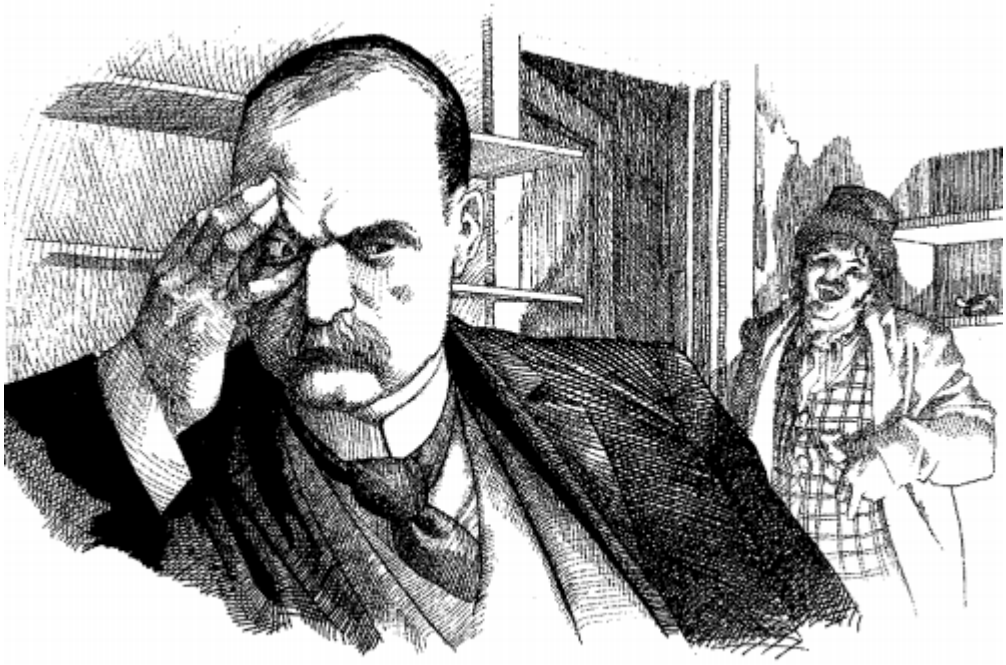
'Yes, I see. Do you get a lot of money?'

'Well, sometimes we do, sir, yes. But it's difficult, you see, sir, because of the police. The police don't like us, you see, sir. So we can't stay in a town very long. We usually move every week.'

'Yes, I see. Well, anyway, Mr . . . er?'

'Silcock, sir. Simon Silcock.'

'Yes, well, Mr Silcock, I'm a doctor at the London Hospital. My name is Dr Treves. I think this . . . er . . .



Then I looked at the things in the dirty shop.

this man Joseph Merrick is very interesting, and I would like to see him at the hospital. I want to look at him more carefully, you see.'

'Yes sir, I see. But how can he get to the hospital? It's going to be difficult.'

'Why, man? The hospital's not far from here.'

'Well, yes, sir. I know. But, you see, Merrick can't walk very well. He needs help.'

'You can come with him. Do you want more money? Is that it?'

'Well, yes, sir, I do. But, you see, people are afraid of him too . . . In the road, little boys always run after him and hit him. Then the police get angry because people are afraid. Sometimes they take us to prison.'

'I see,' I said. 'Well, how can he come to the hospital, then?'

'Bring a cab, sir,' said Silcock. 'You can take him to the hospital in a cab.'

Organising technology of practical lesson.

Topic № 6 -7	Traveler's Needs Prepositions

Model of educational technology

Time – 80 min.	Number of students - 7-20
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Traveler's Checks and Insurance."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Making up dialogues about Traveler's Needs • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Traveler's Needs", • Revision of grammatical structures.prepositions • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Traveler's Needs".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Traveler's Needs" using new	They listen and take notes.

While-stage **(35min)**	methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	 Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) write your opinion about Traveler's Needs 4.3. To answer to the students questions.	They listen.

SECTION THREE
Travelers' Needs

Vocabulary

valid legal, acceptable
insurance a paid service that provides financial
help in emergencies
cover the circumstances that insurance will pay for
help line a telephone number for the insurance
company to answer questions
foremost most important
remote far away
rekindle start as new or fresh
unassuming modest; simple
frustrated upset because unable to achieve one's purpose
dehydration dry; water deficiency
sensibilities moral or emotional standards
(hat) brim the edge of a hat that extends over the face and neck
stocking hat a knitted, tight-fitting cap
insulated filled with material that prevents heat or cold from entering

Pre-reading

Discuss some details explaining your answers to the following questions.
1. What documents do you need for international travel?
2. No one plans to get sick or injured on holiday, but what plans should you make in case you do?
3. Is it better to "travel light" or to pack anything and everything you might possibly need?
4. Should international travelers visit their doctor before departing?

Texts

Traveler's Checks and Insurance

If you are planning a holiday, remember the safest way to carry money is to take traveler's checks. If you lose them or they are stolen, replacement checks are provided by the bank. Such checks are valid all over the world. Take traveler's checks and you can be certain you will not be left without funds. Sterling and dollar checks are available at most banks. You should be prepared for the worst: take out insurance to cover any lost of luggage, travel delays and medical expenses. Not all insurance policies cover injuries caused by sporting activities. So check your policy. Some companies have a help line to provide assistance and advice that could be valuable.

Travel can first and foremost be a learning experience. We learn about the culture and land we visit, and we learn about ourselves. Traveling to remote and unusual places, far from the standard and well-traveled tourist destinations, can rekindle our adventure spirit and renew a sense of perspective in our daily lives. Such places are often very sensitive to outside disruption and exist in a delicate cultural or environmental balance. As travelers, each of us holds a responsibility to protect this balance. Understand and Observe Local Customs: Acquaint yourself with the culture and customs of the lands you visit and respect them. Other cultures may take offense to certain innocent and unassuming gestures. For example, in some societies people do not wish to be photographed without their permission. Be Patient and Positive: Remember that travel means strange languages and unfamiliar surroundings. Expect the unexpected. Try not to get frustrated and don't be afraid to ask for help. Courtesy is usually responded to with kindness. Delays, detours, and other inconveniences will occur. Be patient, be positive, and remember to smile!

SAFETY

Dehydration is a common problem among travelers, especially when you are flying. Make sure you drink enough. Safe drinking water is extremely important.

CLOTHING

You should select clothing that can be mixed and matched: colors that coordinate and layers that can be varied for look and comfort. To keep the amount of clothing down, you will most likely be wearing clothing for more than a day. If you are traveling for more than a week you will be washing your clothing during the trip. While most people pay careful attention to the styling of clothing, the fabric used in the clothing can make a significant difference in your ease of travel. You should adjust the style of your clothes to the local sensibilities . Don't forget to bring a hat.

If you are going to be someplace sunny, you should bring a hat with a wide brim to reduce the risk of sunburn, keep your head cool, and protect your eyes from too much light. If cold weather is at all likely, bring a wool or polyester stocking hat . It will take up very little room, and will help keep your warm since people lose 55% of their body heat from their neck & head. The best

shoes to bring will depend on the local conditions and weather. In colder locales, insulated boots are wonderful. In hot climates sandals are great. You should always bring one pair of shoes that you would be comfortable wearing for a whole day while walking several miles. If these shoes are not appropriate for everywhere you want to go, then bring a second pair of shoes that would be appropriate.

Vocabulary Practice

What's what in traveling.

Exercise: Match the words on the left with the correct definition on the right.

___1. passport A. a room in a ship or train
___2. baggage B. housing that is cheaper and usually much more personal
___3. domestic flight C. a printed piece of paper which allows you to travel
___4. ticket D. a flight within one country
___5. bed and breakfast E. bags and suitcases containing clothes and belongings
___6. traveler's check F. a stamp in the passport allowing you to travel to another country
___7. visa G. given by bank rather than cash for the convenience of travelers
___8. cabin H. a document identifying a person
___9. cruise I. a short pleasure trip
___10. trip J. visiting different places, often with a guide
___11. tour K. a short journey or a journey made on business
___12. flight L. travel by airplane

Grammar Practice

Exercise 1: Fill in the gaps with the following prepositions:
about, for, from, in, of, on, with, outside.

1. The ticket inspector didn't let us go _____ the platform.
2. Will you manage to get home _____ the airport at 6:30 a.m.?
3. Please tell me how much luggage I am allowed to take _____ the train.
4. If you have a reserved seat it isn't necessary to wait _____ the train.

5. Hurry up! We have to be _____ the station _____ half an hour.
6. We haven't got a garage, so we leave our car_____ the house _____ the drive.
7. We'll be waiting _____ you when your plane lands in the airport.
8. I don't approve _____ traveling first class _____ trains or planes.
9. Nick has got plenty of sandwiches ____ the picnic, because he wants to share them_____ his friends.
10.Some of the tenants are angry _____the lack _____ car parking _____ the city.

Exercise 2: Match each phrasal verb with the correct definition.
1. to look up to a. to pay a short visit
2. to look forward to b. to take care of
3. to look down on (upon) c. to examine
4. to look into (over) d. to despise
5. to look after e. to anticipate with pleasure
6. to look in (on) f. to respect

Speaking Practice
Exercise 1: Imagine you are in the situation being described.
Then with your group discuss answers to the questions below.
Let's imagine we are going on a picnic to the mountains. We will leave tomorrow morning. We will take a lunch of course, and plan to spend the afternoon hiking, taking pictures, watching the birds and wildlife, and enjoying the fresh mountain air. I have the perfect place in mind. We will have to drive about three hours to get there. The picnic spot is in the mountains near a small stream and a lake. The mountain road is bumpy sometimes and a little dusty, but when we arrive at the exact spot I have in mind, it will be worth it. Just imagine it. There will be other families already preparing their picnic lunch under a big tree. There is a large blanket, a picnic basket, and a big bottle on the table. Keep this picture clearly in your mind. Remember what everything looks like.

1. What means of transport will you choose in order to go on a picnic?
2. How are you dressed for this occasion?
3. What kind of things must you take when going on a picnic?
4. What must be in the picnic basket?
5. What will you do if there is a stream and a lake?

Exercise 2: Imagine that you are planning a business trip to London. Discuss the following questions with your group and plan your trip together.
1. When are you to leave?
2. When is your plane to arrive there?
3. Who is to meet you at the airport?
4. What hotel are you to stay at?
5. How long are you to stay there?
6. What conference are you to participate in?
7. When are you to come back?

Organising technology of practical lesson.

Topic № 8	**Writing about Travel**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Travel."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of	

travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Travel • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "Traveler's Needs", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" Writing about Travel".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Travel" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.

4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) write your opinion about Writing about Travel 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Travel

Exercise: Choose three of the following tasks and complete them as directed.

1. Describe your experience of an embarrassing situation while traveling.

2. Describe a travel situation that either made you laugh or frightened you.

3. Write a tour trip schedule for one of the cities of Uzbekistan: Samarkand, Tashkent, Bukhara, or Khiva, include all of the tourist sites you will see on the trip.

4. Make a brochure for giving guided tours through the Chimgan Mountains.

5. Write an advertisement for visiting Uzbekistan in the spring.

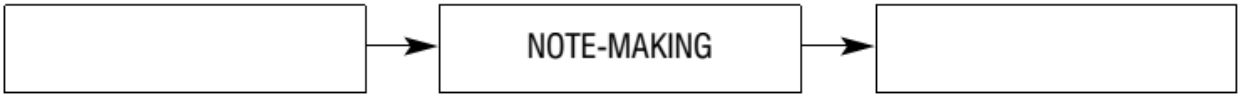
6. Write a paragraph on the transportation you enjoy most: plane, train, ship, car, bicycle.

7. Write a plan for your holiday. Would you like to take a trip around the world? Plan what you will do, where you will go, what you will see, what you will need.

Effective note-making is a key writing skill, with a number of practical uses.
Good note-making techniques lead to accurate essays. Although you are the only person who will read your notes, clarity and organisation are still important.

1. What are the main reasons for note-making?
Add to the ideas below.
a) to avoid plagiarism
b) ……
c) ……
d) ……

2. **Effective note-making is part of a sequence.**
What comes before and after?



The Stages of Writing an Essay

First, the topic, subject or question should be thought about carefully: what is required in the essay should be understood. Then a note should be made of ideas, perhaps from knowledge or experience. After this, any books, journals, etc. should be noted that have been recommended, perhaps from a reading list or a bibliography. Then to the list should be added any other books, articles, etc. that are discovered while the recommended books are being found.

Now is the time for the books, chapters, articles, etc. to be read, with a purpose, by appropriate questions being asked that are related to the essay topic or title. Clear notes should be written from the reading. In addition, a record of the sources should be kept so that a bibliography or list of references can be compiled at the end of the essay. Any quotations should be accurately acknowledged: author's surname and initials, year of publication, edition, publisher, place of publication, and page numbers of quotations.

When the notes have been finished they should be looked through in order for an overview of the subject to be obtained. Then the content of the essay should be decided on and how it is to be organised or planned. The material should be carefully selected: there may be too much and some may not be very relevant to the question. The material, or ideas, should be divided into three main sections for the essay: the introduction, the main body, and the conclusion. An outline of the essay should be written, with use being made of headings or sub-headings, if they are appropriate.

The first draft should be written in a suitably formal or academic style. While doing this, the use of colloquial

Summary Writing

Making summaries is a common activity in everyday life. If a friend asks us about a book we are reading, we do not tell them about everything in the book. Instead, we make a summary of the most interesting and important aspects. The same principle applies to summarising in academic writing.

Organising technology of practical lesson.

Lesson № 9	**The Elephant Man – II chapter (by Tim Vicary)**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**

ectives of the lesson: to lead students to remind the information about "The Elephant Man - II chapter (by Tim Vicary)"; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - II chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Elephant Man - II chapter
(by Tim Vicary)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions.	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man - II chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks.	They listen and take notes. Do exercises. They write.

	2.4. Make up questions according to the sentences for learning new words	They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Organising technology of practical lesson.

Topic № 10	**English in 30 days**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "English in 30 days."; the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about English in 30 days • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic • Introduce new words and word combination on the theme "English in 30 days", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Listen to the chapter II and write short summary.

Chapter 2

THE CARD

So next day, at seven o'clock, I came to the shop in a cab. There were not very many people in the road, because it was early in the morning. In November it is dark at seven o'clock in the morning, and I could not see the shop very well. I waited five minutes. A postman walked past. Then the door of the shop opened, and the creature, Merrick, came out.

I could not see his face or his body. He had an enormous black hat on his head, like a big box. A grey cloth came down from the hat, in front of his face. There was a hole in the cloth in front of his eyes. He could see out of the hole but I could not see in. He wore a long black coat, too. The coat began at his neck, and ended at his feet, so I could not see his arms,

his body, or his legs. On his feet he wore big shoes, like old bags.

He had a stick in his left hand, and he walked very slowly. I opened the door of the cab, and got out.

'Good morning, Mr Merrick,' I said. 'Can you get in?'

'Elpmyupasteps,' he said.

'I'm sorry,' I said. 'I don't understand.'

For a minute he stood by the door of the cab and said nothing. Then he hit the cab with his stick.

'STEPS!' he said loudly. 'Help me up the steps!'

Then I understood. There were three steps up into the cab, and he could not get up them.

'Yes, I see. I'm sorry,' I said. 'Let me help you.'

I took his left hand and began to help him. My right hand was behind his back. I felt very strange. His left hand was like a young woman's, but his back, under the coat, was horrible. I could feel the bags of old skin on his back under the coat.

He put one enormous foot on the first step, and then he stopped. After a minute, he moved his second foot slowly. Then he stopped and waited again.

'Hello, sir. Can I help you?'

I looked behind me. It was the postman. And behind him, I could see three young boys. One of the boys laughed.

The postman smiled. 'Is the gentleman ill?' he asked.

I thought quickly. 'Yes. But this is a lady, not a gentleman. I'm a doctor, and she's ill. Take her hand, so I can help her better.'

The postman took Merrick's left hand, and I helped him with two hands from behind. Slowly, very slowly, Merrick went up the steps and into the cab.

One boy was very near the cab. He called to his friends.

'Come and see this, boys! A fat lady in a black coat! And look at that enormous hat!'

The boys laughed. They were very near the cab too, now. I closed the door quickly.

'Thank you,' I said to the postman.

'That's all right, sir,' he said. 'She's a strange lady, sir, isn't she?'

'She's ill, that's all,' I said quickly. 'We're going to the hospital. Goodbye, and thank you.'

The cab drove down the road to the hospital. I looked at Merrick. 'That was difficult, wasn't it?' I said.

'Here is my card.'

At first he said nothing, but then he spoke. His voice was very strange, but I listened to him carefully, and I could understand him.

'The steps were very difficult,' he said. 'But most things are difficult for me.'

'Yes,' I said. 'Nothing is easy for you, is it?'

'No,' he said. He was very quiet for a minute. Then he said, 'Who are you, sir?'

'Who am I? Oh, I'm sorry. My name is Dr Treves. Here, this is my card.'

I gave him a card with my name on. Then I thought, 'That was no good. This man can't read.' But Merrick took the card and looked at it very carefully. Then he put it in his trousers pocket.

I did not talk to him very much at the hospital. I looked at his head and arms and legs and body very carefully. Then I wrote the important things about him in a little book. A nurse helped me. Merrick looked at her sometimes, but she did not smile at him or talk to him. I think she was afraid of him. I think Merrick was afraid too, because he was very quiet.

At four o'clock I took him back to the shop in a cab. The next day I looked in the shop window again, but the picture was not there.

" English in 30 days".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions	They listen. They listen. Students answer to the questions.

2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "English in 30 days" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2)answer the questions 4.3. To answer to the students questions.	They listen.

Organising technology of practical lesson.

Topic № 11	**A Canary for one by Ernest Hemingway**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "A Canary for one by Ernest Hemingway " the use of new words connecting with topic, making and answering questions on the topic , knowing types of travel.	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about A Canary for one by Ernest Hemingway • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "A Canary for one by Ernest Hemingway", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" A Canary for one by Ernest Hemingway".

Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "A Canary for one by Ernest Hemingway" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

A Canary For One (an extract) by Ernest Hemingway

Ernest Hemingway (1899-1961) a prominent American novelist and short-story writer began to write fiction about 1923. His first books were a reflection of his war experience "The Sun Also Rises" (1926). Also belonging to this period is "A Farewell to Arms" (1929) in which his antiwar protest is particularly powerful. "A Canary for One" is one of his lesser known works. In 1954 he was awarded a Nobel Prize for literature. The train passed very quickly by a long, red, stone house with a garden, and thick palm trees with tables under them in the shade. On the other side was the sea. Then there was a cutting through red stone and clay, and the sea was only occasionally visible and far below against rocks. "I bought him in Palermo," the American lady said. "We only had an hour ashore and it was Sunday morning. The man wanted to be paid in dollars and I gave him a dollar and a half. He really sings very beautifully." It was very hot in the train and it was very hot in the lit salon compartment. There was no breeze coming through the open window. The American lady pulled the window-blind down and there was no more sea, even occasionally. On the other side there was glass, then the corridor, then an open window, and outside the window were dusty trees and oiled road and flat fields of grapes, with gray-stone hills behind them. There was smoke from many tall chimneys coming into Marseilles, and the train slowed down and followed one track through many others into the station. The train stayed twenty-five minutes in the station at Marseilles and the American lady bought a copy of The Daily Mail and a half-bottle of Evian water. She walked a little way along the station platform, but she stayed near the steps of the car because at Cannes, where it stopped for twelve minutes, the

train had left with no signal of departure and she had only gotten on just in time. The American lady was a little deaf and she was afraid that perhaps signals of departure were given and that she did not hear them. The train left the station in Marseilles and there were not only the switchyards and the factory smoke but, looking back, the town of Marseilles and the harbor with stone hills behind it and the last of the sun on the water. As it was getting dark the train passed a farmhouse burning in a field. Motorcars were stopped along the road and bedding and things from inside the farmhouse were spread in the field. Many people were watching the house burn. After it was dark the train was in Avignon. People got on and off. At the newsstand Frenchmen, returning to Paris, bought that day's French papers. On the station platform were Negro soldiers. They wore brown uniforms and were tall and their faces shone, close under the electric light. Their faces were very black and they were too tall to stare. The train left Avignon station with the Negroes standing there. A short white sergeant was with them. Inside the lit salon compartment, the porter had pulled down the three beds from inside the wall and prepared them for sleeping. In the night the American lady lay without sleeping because the train was an express train and went very fast and she was afraid of the speed in the night. The American lady's bed was the one next to the window. The canary from Palermo, a cloth spread over his cage, was out of the draft in the corridor that went into the compartment washroom. There was a blue light outside the compartment, and all night the train went very fast and the American lady lay awake and waited for a wreck. In the morning the train was near Paris, and after the American lady had come out from the wash-room, looking very wholesome and middle-aged and American in spite of not having slept, and had taken the cloth off the bird-cage and hung the cage in the sun, she went back to the restaurant-car for breakfast. When she came back to the lit salon compartment again, the beds had been pushed back into the wall and made into seats, the canary was shaking feathers in the sunlight that came through the open window. The train was now coming into Paris. The fortifications were leveled but grass had not grown. There were many cars standing on tracks-brown wooden restaurant cars and brown wooden sleeping cars that would go to Italy at five o'clock that night, if that train still left at five; the cars were marked Paris-Rome, and cars, with seats on the roofs, that went back and forth to the suburbs with, at certain hours, people in all the seats and on the roofs, if that were the way it were still done, and passing were the white walls and many windows of houses.

Cultural Notes

Palermo the largest city and port of Sicily Marseilles the second largest city of France and its chief Mediterranean port. Evian water mineral water bottled and exported from Evian les-Bains, a fashionable health resort in southeast France on the shore of the lake of Geneva. Cannes a fashionable resort in the French Riviera and it is famous for festivals. Switchyards place where trains switch their cars Avignon an ancient city on the left bank of the Rhine, southeast France

Check Comprehension

1. What did the American lady say about the canary?
2. What scenery could be seen through the window of the compartment and of the corridor?
3. What season was it?
4. How long did the train stay in the station at Marseilles and what did the lady buy there?
5. Why did the lady stay near the steps of the car?
6. What did the passengers see on their way when the train left the station in Marseilles?
7. How did the porter get the compartment ready for the night?
8. Why couldn't the lady sleep all night?
9. What did the porter do while the lady was having breakfast in the restaurant car?

Organising technology of practical lesson.

Topic № 12- 13	**Love and Marriage** **Love, True Love** Phrasal verbs with "to get"

Model of educational technology

Time –	**Number of students - 7-20**

80 min.	
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Love, True Love " the use of new words connecting with topic, making and answering questions on the topic , knowing types of Phrasal verbs with "to get"	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about Love, True Love • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Love, True Love", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically Phrasal verbs with "to get" • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Love, True Love".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Love, True Love " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for	They listen and take notes. Do exercises. They write. They listen

	learning new words	
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

UNIT EIGHT
LOVE AND MARRIAGE
SECTION ONE
"Love, True Love"

Vocabulary

deceive to make someone believe something that is not true
dreadful something that is very bad
endure to suffer in a difficult situation for a long time
engaged to have a agreement to marry someone
fall in love to grow in a strong romantic feeling for someone
gloomy sad inevitable something that is certain to happen
intense something that has a strong effect, or is felt strongly
torment to make someone suffer much mental or physical pain
tragic something that is very sad, ofteninvolving death

Pre-Text Discussion

Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does you heart pound wildly? Or do you simply feel warm and peaceful inside? Read the story excerpt and see how Edna felt when she fell in love.

Text
Falling In Love

It seemed impossible that anyone should be unhappy on such a beautiful morning. Nobody was, decided Edna, except herself. The windows were flung wide in the houses. From within there came the sound of pianos, little hands chased each other and ran away from each other, practicing scales. The trees fluttered in the sunny gardens, all bright with spring flowers. Street boys whistled, a little dog barked; people passed by, walking so lightly, so swiftly, they looked as though they wanted to break into a run. Now she actually saw in the distance a parasol, peach-colored, the first parasol of the year. Perhaps even Edna did not look quite as unhappy as she felt. It is not easy to look tragic at eighteen, when you are extremely pretty, with the cheeks and lips and shining eyes of perfect health. Above all, when you are wearing a French blue frock and your new spring hat trimmed with cornflowers. True, she carried under her arm a book bound in horrid black leather. Perhaps the book provided a gloomy note, but only by accident; it was the ordinary
library binding. For Edna had made going to the library an excuse for getting out of the house to think, to realize what had happened, to decide somehow what was to be done now.An awful thing had happened. Quite suddenly, at the theater last night, when she and Jimmy were seated side by side, without a moment's warning, in fact she had just finished a chocolate almond and passed the box to him again, she fell in love with an actor. The feeling was unlike anything she had ever imagined before. It wasn't in the least bit pleasant. It was hardly thrilling, unless you can call the most dreadful sensation of hopeless misery, despair, agony and wretchedness, thrilling. Combined with the certainty that if that actor met her on the pavement afterwards, while Jimmy was fetching their cab, she would follow him to the ends of the earth, at a nod, without giving another thought to Jimmy or her father and mother and countless friends again.The play had begun fairly cheerfully. That was at the chocolate almond stage. Then the hero had gone blind. Terrible moment! Edna had cried so much she had to

borrow Jimmy's handkerchief as well. Not that crying mattered. Whole rows were in tears. Even the men blew their noses with a loud trumpeting noise and tried to peer at the program instead of looking at the stage. Jimmy, most mercifully remaining dry eyed squeezed her free hand, and whispered, "Cheer up, darling girl," and it was then she had taken a last chocolate almond to please him. Then there had been that ghastly scene with the hero alone on the stage in a deserted room at twilight, with a band playing outside and the sound of cheering coming from the street. He had tried – Ah, how painfully, how pitifully to grope his way to the window. He had succeeded at last. There he stood holding the curtain while one beam of light, just one beam, shone full on his raised face, and the band faded away into the distance. It was simply more emotion than Edna could stand. From that moment she knew that life could never be the same. She drew her hand away from Jimmy's, leaned back, and shut the chocolate box forever. This at last was love.Edna and Jimmy were engaged . They had announced it a year ago, but they had known they were going to marry each other ever since they sat on the grass in the Botanical Gardens together and shared biscuits and tea. It was so much an accepted thing that Edna had worn a wonderfully good imitation of an engagement ring all the time she was at school. Up until now they had been devoted to each other. But now it was over. It was so completely over that Edna found it difficult to believe that Jimmy did not realize it too. She smiled wisely, sadly, as she turned into the gardens of the Convent of the Sacred Heart and mounted the path that led through them to Hill Street. How much better to know it now than to wait until after they were married! Now it was possible that Jimmy would get over it. No, it was no use deceiving herself. His life would be simply ruined, that was inevitable . But he was young. Time, people always said, might make a little difference. In forty years whenhe was an old man, he might be able to think of her calmly, perhaps, but what about her? What did the future hold for her? If she did not marry Jimmy, of course she would marry nobody.

The man she was in love with was a famous actor. Edna had far too much common sense not to realize that it would never be. It was very odd. She didn't even want to be in love with him, but her love was too intense for that. It had to be endured, silently; it had to torment her. It was, she supposed, simply that kind of love.

Questions for Discussion:

1. How did Edna feel when she experienced true love?
2. What made her feelings change so quickly?
3. Do you think that Edna should break her engagement with Jimmy?

Grammar Notes
Phrasal Verbs with "to get"

to get ahead of somebody to exceed someone else's position or progress… The students of group 4 have gotten ahead of all other groups in winter term.
to get along with to agree, to have a good relationship… Ann and her boss get along well.
to get away with something escape punishment… His math teacher was sick today, so Jake got away with not doing his homework.
to get around to persuade somebody, to evade the law… My friend knows how to get around her parents.
to get around to To find time to do something, to do at a later time... I'll get around to your request later.
to get through(to) to pass a test, to spend money, to contact somebody on the phone, to finish…At last, I managed to get through to one of my friends. Richard was sure that the student would get through the test.
to get on with something to make progress, advance, to continue to do… Tell the students to get on with their work or they will never finish.
to get over something to recover from illness(loss)… Have you gotten over your cough yet? Mr. Ellsworth could not get over his big financial losses.
to get over somebody to forget …. He never got over Elizabeth. She stayed in his memory even after her death.
to get somebody down to make somebody feel sad or unhappy… These things are getting me down.

to get down something to write down… The reporters were trying to
get down everything he said.
to get across to explain, make someone understand…How can I get across to you how I feel?

Grammar Practice

Exercise: Replace the words in italics with the most suitable phrasal verb with "to get."

1. It took me over two hours to succeed in reaching them by telephone.
2. You'll have a good relationship with him all right; he is a fine old man.
3. In some months she will have forgotten her ex-boyfriend.
4. This incessant rain and fog is making me feel sad .
5. His offence is serious this time and he won't escape punishment .
6. Mr. Davis had a difficult time explaining his ideas in Spanish without a translator.
7. The girl has persuaded everybody beginning with the director himself.
8. How are you advancing in your English?
9. You should be very careful with her. She's just recovering from a bad heart attack.
10. Jason exceeded the other salesmen by selling twelve pairs of shoes yesterday.

Vocabulary Practice

In English there are many terms to describe different degrees of feelings toward someone else. Here are some of those terms:
to like – to think that someone or something is nice or pleasant
to fancy – a feeling that you like something or someone
to be fond of – to like someone or something very much
to have affection for – a feeling of gentle love and caring
to be attracted to – to like someone and want to have a romantic relationship with him/her
to love – a strong romantic feeling for someone
to be infatuated with – to have a foolish love or affection for someone

Exercise: Choose one of the terms and put it in its correct form to complete each sentence: to fancy, to love, to be fond of, to like, to have affection.
Some sentences may have more than one possible correct answer.

1. A woman is meant to be _____ not to be understood.
2. I turned round and saw my old professor. I was delighted to come across him again, because I had _____ him immensely.
3. Growing up with Feruza in my school, I always felt a strong _____ for her.
4. My wife has always _____ coming to the mountains in order to sit in the fresh air and read books.
5. I am _____ swimming in winter.
6. The young man _____ the woman herself though the mystery of her past troubled him.
7. John was strongly _____ the beautiful woman he saw across the room.
8. Meg was _____ her teacher, even though he was twenty-five years older than she was.

Organising technology of practical lesson.

Topic № 14	**How do I love Thee**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "How do I love Thee " the use of new words connecting with topic, making and answering questions on the topic , knowing of love	
Pedagogical aims: • To give the information and handouts on	*The result of practical activity:* To give the information on the new topic

the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about How do I love Thee • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "How do I love Thee", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"How do I love Thee".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "How do I love Thee" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION TWO
"How Do I Love Thee"

Vocabulary

admirer someone who respects or approves of someone else
elope to go away secretly with someone to get married
flourish to grow or develop well
impulsive tending to do things without thinking about the results
isolate to keep a person separated from others
sensitive able to understand the feelings of other people
vigor physical and mental energy and determination
zest a feeling of eagerness, excitement, and enjoyment

Pre-Text Discussion

The following reading tells about the true story of the love between poets Elizabeth Barrett Browning and Robert Browning. Read "A Love Story" and then read the famous poem, written by Elizabeth Barrett Browning. Isn't it helpful, when reading "How Do I Love Thee", to know the beautiful story behind the poem?

Texts
A LOVE STORY

I love your verses with all my heart, dear Miss Barrett. The letter, sent in January 1845, began like other letters Elizabeth Barrett received from many admirers of herpoetry. They were the only brightness in her quiet life. But she was surprised at this particular admirer, himself a famous poet. Forced by strong feelings he impulsively added to his letter, and I love you, too. Elizabeth was not expecting romance. She had been ill for many years. Her illness caused her to be isolated in her London home, which had been tightly ruled by her father for the 40 years of her life. Now Robert Browning was declaring his love, written boldly across the page. He had fallen in love with this sensitive , gentle woman. As their correspondence continued, Browning's enthusiastic zest for life gave Elizabeth a new desire to enjoy life as he did. She returned his love in many letters even before they met. Against her father's opposition, they eloped in September 1846 and settled in Italy. They flourished as poets together. Elizabeth regained her health and vigour for life in the warmth of the Italian sun and in Robert's love. Their relationship became a famous love story of the 19th century. Elizabeth died in Browning's arms in 1861, perhaps remembering the words of her poem ...and, if God choose, I shall but love thee better after death.

HOW DO I LOVE THEE
How do I love thee?

Let me count the ways I love thee to the depth and
Breadth and height
My soul can reach, when feeling
Out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's most
Quiet need,
By sun and candlelight.
I love thee freely,
As men strive for right;
I love thee purely, as they turn
From praise.
I love thee with the passion put to use
In my old griefs, and with my
Childhood's faith
I love thee with a love I seemed
To lose.

With my lost saints – I love thee
With the breath,
Smiles, tears, of all my life! –
And, if God choose,
I shall but love thee better after Death.
Elizabeth BARRETT BROWNING

Check Comprehension
1. Why was Elizabeth Barrett not expecting to find romance in her life?
2. What attracted Robert Browning to Elizabeth?
3. How did Robert's love influence or change Elizabeth?

Vocabulary Practice
Exercise: Read the following situations and decide which vocabulary word each one fits.
1. Ann is the daughter of a rich and powerful man. John is a mechanic at the auto garage. They have fallen in love and want to marry, but Ann's father refuses to agree. Ann and John feel they cannot live without one another.
2. Edward met Julie just one week ago. He has fallen in love 'at first sight'. He is afraid that he will lose her if he doesn't act quickly, so on their second date, he 'pops the question'.
3. Susan arrived home from work and found a bouquet of flowers at her door. The next morning as she went to work, there on the doorstep was a box of chocolates. Later that week she found a note from a young man expressing his love for her.
4. Diana was so upset by George leaving her that she didn't want to go out of the house. It took all of her energy to go to work. She avoided talking to everyone, afraid that they might ask about George. She didn't even return her mother's phone calls. Speaking Practice

Exercise 1. Compare and discuss the similarities and differences in the two accounts of love given above in "Falling in Love" and "A Love Story." How were Edna and Elizabeth the same? How were they different?

Exercise 2. Is it possible to fall in love with someone simply by seeing them from a distance or by reading their writings? Share your thoughts with a partner.

Organising technology of practical lesson.

Topic № 15	**Convivality by Carol Zapata-Whelan**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Convivality by Carol Zapata-Whelan" the use of new words connecting with topic, making and answering questions on the topic , knowing of love	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about Convivality by Carol Zapata-Whelan • Speak on traditions of the both	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Convivality by Carol Zapata-Whelan",

universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Convivality by Carol Zapata-Whelan".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Convivality by Carol Zapata-Whelan " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Conviviality by: Carol Zapata-Whelan (abridged)

Carol Zapata-Whelan has a Ph.D. in Comparative Literature from UCLA and teaches Hispanic literature at California State University Fresno. Her fiction has appeared in Under the Fifth Sun: Latino Literature from California (Heyday Press 2002) and other works, and her nonfiction has been published in Newsweek, The Los Angeles Times News Syndicate, El Andar, The Rotarian, and other international periodicals. She writes to raise awareness about her son's rare condition, FOP, and is currently working on a memoir, Magic Mountain: Life with Five Glorious Children and a Rogue Gene

Called FOP. She has five glorious children, ages seven to twenty— and one glorious husband. www.literarymama.com/fiction

The four men ahead and across are holding a loud conversation in Arabic. One of them makes gestures with the hand motions of a flamenco dancer, and it is difficult to tell if he is arguing or just telling a story. On the table, in front of the man, are a pack of cigarettes and a cardboard box of opened Sprite and Coca Cola cans that seem to resist all our lurching and swaying. He and his friends wear different colors of the same cheap plaid, a common dress I've seen in the orchards. I can pretend we are on a ship: there is nothing but blue water on the right, blue water that could be an entire ocean, its sky keener, larger than our own summer sky, pale and subdued between mountain ranges. But the next stop is Modesto, where the men across, no doubt, will get off for a few minutes and stub half-smoked cigarettes when the conductor calls. The blue of the bay is gone. I watch the green lines of crops, the white-skinned eucalyptus trees, the solitary oaks move past in slow motion. A row ahead of the men, a group of high school girls with glossy hair and spaghetti straps plays a clapping game that does not seem to annoy the other passengers. There is a lull in the Arabic, and I can hear a child singing in Spanish from across the aisle. "Senora", says a male voice. "Would your daughter like a soda?" The child's mother, a pretty girl in drab polyester, smiles without showing her teeth, shakes her head "no." Then again, this time in Spanish: "Senora, what is your daughter's name?" "Mercedes," the woman answers and turns her attention back to the little girl, who is coloring with a pen on a notepad. The sun is starting to set, turning cloud wisps neon red in the dimming light. "Senora. Why are you so sad?" I put down my magazine to look between seats for the Spanish speaker. It is the Arab with flamenco hands. He pronounces his words like a native, and if it were not for his body language, he could pass for a Latino. I notice he has a goatee and a blue Lakers cap. His companions doze. "You speak Spanish," the little girl's mother says without evident surprise. "I am 50 percent Arab, 50 percent Mexican." "Ah." "I am Pancho." "Pancho?" The woman's politeness hides her disbelief. "Is your mother or your father from Mexico?" "I lived there." She seems to consider this for a while and then asks, "Where is life more difficult?" I cannot hear the answer because "Modesto" blares through the loudspeaker. The man called Pancho rouses his sleeping friends. As they move off to share their cigarette pack, the electrical system abruptly shuts down, the fluorescence of sunset our only light. A sudden silence has replaced the air conditioning's white noise; it is as if the train were holding its breath. When the lights finally flutter on and the train resumes its own sounds, the windows are black. A passenger moves down to grab the vacated table across from the Arabs, who are filing back in, smelling of ash and smoke. Outside the Valley is invisible. I cannot see the farms, the steep canals, the trailers, and the muted gold of dry stretches. I have spent the day in a fabled place more distant than a train ride away, a well-lit world under a brighter sky, with Nobel Laureate parking spaces and catacombs lined with books. Distending my backpack is a thick folder with a schedule for Orientation sessions on academics, financial aid, tours, and a period entitled, "Conviviality." What happens in that time slot, people there wondered: a panel on dorm life, clubs, drinking on campus? I look back down at an article in El Andar. I bought the Latino magazine last week at a Valley bookstore; its cover photo is one of a pair of eyes staring through a rectangle cut in black fabric. When I was paying for the magazine, a blond girl behind the bank of registers pointed to the cover with interest. She found it amazing that women in the Middle East could live with their faces covered. That's actually Subcomandante Marcos, I pointed out. "Yeah", she went on, addressing her customer, "it's just so incredible that these women insist on being hidden no matter how much you might try to help them. I guess it's just how you're raised" she shrugged. The customer, taking her credit card, nodded knowingly: you just can't impose your culture on other peoples. The young Mexican mother is buckling sandals on her little daughter's feet, smoothing down her clothes as the loudspeaker comes alive. The Arab called Pancho looks pointedly at his companions, who sit, weary, non-committal, suppressing smiles. The tracks' irregularities are more pronounced as we slow. I zip El Andar in my purse and stand to sling on the backpack, avoiding eye contact, spotting on the floor a few extra Orientation handouts with the day's schedule of sessions. I remember that at the end of one of those sessions, a student counselor with a tongue stud sat on a table taking questions. She confessed that the "Conviviality" segment on our itinerary was a mystery to counselors and participants alike. "None of us knew what it meant," she admitted. But "Conviviality," she explained, is "just a scheduled social

time" - an opportunity for people to meet and talk. Someone from out-of-state had told her that day that "conviviality" is commonly heard where she lives. "I've moved all around California my whole life," said the counselor, "and I've never used it."

Vocabulary

annoy to bother; to make somewhat angry
drab without color; not interesting; dull
doze to sleep lightly; nap; to be half-asleep
goatee hair grown only on a man's chin
itinerary route or travel plan/schedule
lull a short period of calm or quiet
lurching to move suddenly forward or side-to
side as in a swaying motion
orchards an area of land dedicated to growing fruit trees
pretend to make believe as in play
rouse to awaken
subcomandante second in command; leaders assistant
subdued quieted; calmed; controlled
suppress to keep back; to restrain; to hold down
swaying rocking or moving side-to-side
tongue stud an 'earring' placed through the end of one's tongue
wisp a thin, slight strip or strand

Organising technology of practical lesson.

Lesson № 16	**The Elephant Man - III chapter (by Tim Vicary)**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - III chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - III chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

” The Elephant Man - III chapter
(by Tim Vicary)”.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic “The Elephant Man – IIII chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

I told the Hospital Chairman, Mr Carr Gomm, about Merrick. He listened carefully, and then he wrote a letter to the editor of *The Times* newspaper.

From The Times, *December 4th, 1886*
A Letter to the Editor

Dear Sir,

I am writing to you about a man in our hospital. He needs your help. His name is Joseph Merrick, and he is 27 years old. He is not ill, but he cannot go out of the hospital because he is very, very ugly. Nobody likes to look at him, and some people are afraid of him. We call him the 'Elephant Man'.

Two years ago, Merrick lived in a shop near the London Hospital. For two pence, people could see him and laugh at him. One day Dr Frederick Treves – a hospital doctor – saw Merrick, brought him to this hospital, and looked at him carefully. Dr Treves could not help Merrick, but he gave him his card.

Then the shopkeeper, Silcock, took Merrick to Belgium. A lot of people in Belgium wanted to see him, and so after a year Merrick had £50. But then Silcock took Merrick's £50, left Merrick in Belgium, and went back to London.

Merrick came back to London by himself. Everyone on the train and the ship looked at him, and laughed at him. In London, the police put him in prison. But then they saw Dr Treves's card, and brought Merrick to the London Hospital.

This man has no money, and he cannot work. His face and body are very, very ugly, so of course many people are afraid of him. But he is a very interesting man. He can read and write, and he thinks a lot. He is a good, quiet man. Sometimes he makes things with his hands and gives them to the nurses, because they are kind to him.

He remembers his mother, and he has a picture of her. She was beautiful and kind, he says. But he never sees her now. She gave him to Silcock a long time ago.

Can the readers of *The Times* help us? This man is not ill, but he needs a home. We can give him a room at the hospital, but we need some money. Please write to me at the London Hospital.

Yours faithfully,

F.C. Carr Gomm
Chairman of the London Hospital

The readers of *The Times* are very kind people. They gave us a lot of money. After one week, we had £50,000, so Merrick could live in the hospital for all his life. We could give him a home.

Organising technology of practical lesson.

Topic № 17-18	**Will You Marry Me?** **Gerunds**

Model of educational technology

Time – **80 min.**	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Will You Marry Me? " the use of	

new words connecting with topic, making and answering questions on the topic , knowing of love	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about Will You Marry Me? • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Will You Marry Me?", • Revision of grammatical structures Gerunds • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Will You Marry Me? " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage.	4.1. Summarize the lesson. To put marks for the students answer.	They listen.

(10 min)	4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) make up jokes using with gerund 4.3. To answer to the students questions.	

SECTION THREE
"Will You Marry Me?"

Vocabulary

altar a table or raised structure used in a religious ceremony
anniversary a date on which something important happened in an earlier year
bachelor a man who is not married
bride a woman at the time she gets married or just after she gets married
bride-to-be a woman who is engaged to be married
bridegroom a man at the time he gets married or just after he gets married
engagement an agreement to marry someone
escort to go somewhere with someone
heirloom a valuable object that a family owns for many years
honeymoon a vacation taken by two people who have just been married
newlyweds a man and woman who have recently gotten married
prenuptial relating to the time period before a wedding
procession a line of people moving slowly as part of a ceremony
propose "pop the question"- to ask someone to marry you
reception a large formal party to celebrate something or welcome someone
veil a thin piece of material that a bride wears to cover her face
wedding ceremony a formal event where a bride and groom are married
wedding party those family members and friends of the bride and groom who are participating in a wedding ceremony
wedding vow a promise between a bride and groom to love and honor one another in marriage

Pre- Text Discussion

1. Is marriage considered important in your culture? Why?
2. At what age do most women get married? What about men?
3. Are parents involved in helping their children find a husband or wife? How?
4. Is there someone in your culture who acts as a matchmaker?

Text
American Marriage Traditions

The Engagement

In America, the relationship between a man and woman is a private thing. For the most part, the parents of the dating or engaged couple do not take an active part in the relationship. Usually the bride and groom will have met at school, work or through mutual friends. They will «go out» for a few weeks, months, or years - at which point they will decide to see each other exclusively - meaning, they will not date other people. After some length of time, as their love grows the man will decide to "pop the question," or ask the woman to marry him. Traditionally, at this point, the man would first ask the father of his beloved if he can "have his daughter's hand in marriage." When the time comes to propose to his beloved, he will generally try to make it as special as possible, such as a romantic dinner with wine, candles, flowers. At some point in the evening, he will get down on one knee and ask her to marry him. He will then present her with an engagement ring. If she accepts, she wears the ring on the third finger of the left hand. The vein in this finger was once believed to go directly to the heart. The engagement period will last a few days, weeks, months, or years, usually as long as it takes to plan all the details or the wedding. As the couple plans their wedding, one of the first decisions they must make is who will be in the " wedding party ". The wedding party includes the following honored positions. First, the "Best Man" is usually the best friend of the bridegroom or sometimes, the father or a brother of the groom. The "Groomsmen" are usually 2 to 5 other relatives or close friends of the

groom. These groomsmen help before the wedding by escorting the guests to their seats. During the wedding, they stand with the groom as a symbol of their friendship and support. The bride-to-be chooses a "Maid of Honor" to stand beside her during the wedding ceremony. She is usually a sister or best friend of the bride. The "Bride"s Maids" are other relatives or close friends of the bride equal to the number of groomsmen, who also stand in support of her during the wedding. Often the wedding party also includes a "Ring bearer", who is a little boy, age 4-8 from the groom's side, who carries the rings on a pillow at the beginning of the wedding. Also there may be a "Flower Girl", a little girl, age 4-8 from the bride's side, who carries a basket of flower petals down the aisle at the wedding.

The Bridal Showers and Bachelor Party

The bride-to-be's Maid of Honor will usually hold an all girls party where gifts are "showered" on the bride. Gifts can range from clothes/lingerie to perfumes and items for her honeymoon. Other relatives or friends may host similar "showers" for the bride. Before the day of the wedding, there is also traditionally a Bachelor Party in honor of the groom. It is usually given by the closest friends of the groom and attended only by men. It represents the groom's last taste of freedom.

The Rehearsal Dinner

The night before the wedding, the entire wedding party, along with other close family members or friends will join together for a prenuptial celebration after practicing the ceremony at the wedding site. Customarily it's the groom's parents who host this dinner, but the guest list is discussed with both families. Here gifts are handed out to members of the wedding party . Then the bride and groom will exchange gifts with each other.

The Wedding

One the day of the wedding, the bride and groom are not allowed to see each other before the ceremony. Traditionally the groom waits at the altar , along with his best man and groomsmen. The bridesmaids helped the bride get ready somewhere hidden away at the ceremony site. The most popular custom observed at this time is ... "Something old, something new, something borrowed, something blue." According to tradition, on the day of her wedding, the bride is to wear an item symbolizing each of these things: «Something old» symbolizes the bride's tie to her family and her previous way of living. Often old family heirlooms, these items represent the transition into the bride's married life while not forgetting the one she had. «Something new» represents prosperity in the bride's new marriage. «Something borrowed» is used to remind the bride that she has friends and family at her side when she needs help or advice. «Something blue» symbolizes faithfulness and loyalty. At the start of the ceremony, the bridal march is played and everyone stands as the bride is escorted down the aisle by her father. The act of giving the bride away is symbolic of her parents blessing of the marriage to the chosen groom. As the bride's father gives her away, he'll lift her veil and kiss her. Then he'll shake the groom's hand, which is the groom's cue to escort the bride up to the altar steps. The ceremony takes place and the couple exchanges "wedding vows ". Most vows end with the couple declaring their love and commitment with the words "I do". After the completion of the ceremony, they are pronounced man and wife. They then kiss each other to profess their love for all to witness. At the conclusion of the service, the bridal couple leads the procession out of the church. As the newlyweds leave the church the guests toss rice or birdseed at the bride and groom in hopes that many children would be forthcoming.

The Reception and Honeymoon

Following the wedding ceremony , a reception is held for the guests to be able to visit with the bride and groom. During the reception, the groom takes a garter off of the bride's leg and throws it to all of the bachelors in the crowd. The bride throws her bouquet of flowers to all of the young women in the crowd. The young man and woman who catch them, are said to be the next ones to get married. Following the reception, the bride and groom get into a car that has been decorated by their friends and leave on their honeymoon . This is a trip lasting anywhere from a few days to a few weeks, where the couple have time alone to begin their new life together.

The Anniversaries

After the couple is married for one year, they celebrate their first anniversary . This is usually a private, romantic celebration for the two of them, where they exchange gifts. Each year, on the date of their marriage, they celebrate their next anniversary. Traditionally a special kind of gift is associated

with the anniversary celebrations. For the first, fifth, and tenth years these gifts are, respectively, something made of paper, wood, and tin. The 15th or
"crystal" anniversary was usually the first to receive serious attention for gift giving within the family circle; the 25th or "silver" anniversary was an event of great importance; and the 50th or "golden" anniversary was a more or less sacred event. The traditional wedding anniversaries are as follows: (1) paper, (5) wood, (10) tin, (15) crystal, (20) china, (25) silver, (50) gold, and (75) diamond.
Edited from American Traditions.htm website

Check Comprehension
1. What does it mean to "pop the question"?
2. According to tradition, why is the engagement ring worn on the third finger of the left hand? What takes place the night before the wedding?
4. During the ceremony, what act symbolizes the parents blessing on the marriage?
5. Throwing rice on the bride and groom symbolizes a wish for what?

Grammar Practice
Exercise on Gerunds:
Underline the gerunds or gerund phrases in the following sentences and label how they function in the sentence (subject, direct object, subject complement, object of preposition).
1. Proposing to Janet was the scariest thing that Tim had ever done.
2. Shopping for a wedding dress made Amy feel like a princess.
3. Telling your father about our engagement was a mistake.
4. The judge recommends sending marriage license applications early.
5. His most important achievement was winning her love.
6. Going on the honeymoon was Angela's dream come true.
7. Waiting for a lost love makes you feel depressed.

Vocabulary Practice
Here are some events that form part of a traditional wedding/ marriage in America. In what order do they occur? Is it the same in your country? Answer the questions below using the vocabulary words listed: reception anniversary wedding vows engagement proposal honeymoon
1. What happens before the wedding ceremony?
2. What happens before the engagement?
3. What happens during the ceremony?
4. What happens after the ceremony?
5. What happens each year after the wedding?
6. Where does the couple go after the reception?

Speaking Practice
Debate the following arguments with your groups. Form two groups to give both sides of the argument.
1. There must be love for a marriage to be successful.
2. For a marriage to be successful, husbands and wives must do what their spouse expects.
3. There is a difference between a good marriage and a successful marriage.
Discuss the differences between American and Uzbek marriage traditions.

Organising technology of practical lesson.

Topic № 19	**English in 30 days**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "English in 30 days " the use of	

new words connecting with topic, making and answering questions on the topic , knowing of love	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic Writing about English in 30 days • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "English in 30 days", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"English in 30 days"
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	Organization moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "English in 30 days " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	

Organising technology of practical lesson.

Topic № 20	**Writing about Love and Marriage**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Writing about Love and Marriage".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up (5min)	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.

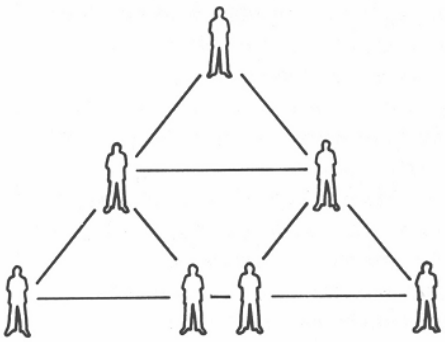
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Love and Marriage

Choose one of the following topics to write about:

1. Write a dialogue between a nervous young man and his girlfriend. The man is about to "pop the question."
2. Write about your love experience. What was good about it, and what was difficult.

Pyramid Discussion
Writing an essay or report



Individually select the three most important pieces of advice, from the list below, that you think will help to improve a student's academic writing. The order of the three choices is not important.

1 Write precisely: clearly, accurately and explicitly.
2 Use correct language: grammar, vocabulary, spelling etc.
3 Organise the writing carefully: introduction, main body, and conclusion.
4 Write legibly: handwriting should be easy to read.
5 Write in an academic style: impersonally, without using colloquial language.
6 Write concisely, and avoid very long sentences.
7 Adopt appropriate attitudes: be rational, critical, honest and objective.

Pleasant and unpleasant feelings

Happiness and unhappiness

You feel:

ecstatic when you are madly in love or are spiritually uplifted for some reason.
content(ed) when you are peaceful and satisfied with what you have. Notice that **content** is not used before a noun. You can say 'She is content' or 'She is contented' but only 'a contented person'.
cheerful when life is looking quite bright and positive.
grateful when someone has done you a favour.
delighted when something has happened that gives you great pleasure, when you hear news of someone's good fortune, for instance.
miserable when everything seems wrong in your life.
discontented when your life is not giving you satisfaction.
fed-up / sick and tired when you have had enough of something disagreeable. You could **be fed up with** someone's rudeness, for instance, or **sick and tired** of someone's behaviour.
depressed when you are miserable over a long period of time. Depression is considered an illness in some severe cases.
frustrated when you are unable to do something that you want to do.
confused / mixed up when you cannot make sense of different conflicting feelings or ideas; **mixed up** is more colloquial.

Excitement, anger and anxiety

You feel:

excited when you are expecting something special to happen, e.g. before a party or before a meeting with someone special.
inspired when you are stimulated to creative deeds or words. You might feel **inspired** after listening to some very powerful music, perhaps, or you might be **inspired** to action by a friend.
enthusiastic when you have very positive feelings about something, e.g. a new project.
thrilled when something extremely exciting and pleasing happens – quite a colloquial word. She was **thrilled** when the film star kissed her.
cross when you are angry or bad-tempered. It is ofen, though not exclusively, **used** about small children; quite a colloquial word.
furious/livid/seething when you are extremely angry; **livid** and **seething** are more informal; **in a rage/fury** are other ways of saying furious or violently angry.
anxious when you are afraid and uncertain about the future. I am so **anxious** about the results of my exams that I can't sleep.
nervous when you are afraid or anxious about something that is about to or may be about to happen. I always feel nervous when I have to go to the dentist. Feeling nervous is a little bit like feeling excited but it is a negative feeling whereas excitement is positive.
apprehensive when you are slightly nervous or anxious about something in the future.
worried when anxious thoughts are constantly going through your head.
upset when something unpleasant has happened to **disturb** you. It often combines feelings of both sadness and anger.

Exercises

Complete the following table.

adjective	*abstract noun*	*adjective*	*abstract noun*
furious	.....	frustrated	.....
.....	anxiety	.....	cheerfulness
grateful	.....	enthusiastic	.....
.....	ecstasy	.....	apprehension
inspired	.....	excited	.....

Choose the best word from those given to complete each of the sentences which follow.

enthusiastic confused cross thrilled depressed
upset fed-up frustrated discontented

1 I didn't know who was telling the truth. I felt totally .....
2 Some mothers are ..... for several months after the birth of a baby.
3 I think she is bad-tempered because she is ..... She wanted to be an actress and not a school-teacher.
4 Although he seems to have everything anyone could possibly want, he is still .....
5 He went skiing for the first time last month, but now he is so ..... about it that he can talk of little else.
6 My baby brother gets very ..... by the evening if he doesn't have an afternoon sleep.
7 This rainy weather has gone on for so long. I feel really ..... with it.
8 He was terribly ..... when he heard the news of his friend's accident.
9 She was ..... when she learnt that she had won the first prize.

Write sentences about when you have experienced the following feelings.

Example: anxious *I felt anxious until we heard the results of my mother's medical tests.*

1 anxious
2 apprehensive
3 grateful
4 in a rage
5 miserable
6 inspired
7 enthusiastic

The words opposite ending in -ed (apart from contented and delighted) also have -ing forms e.g. interested/interesting and bored/boring. Add the correct ending -ed or -ing.

Example: She was thrill*ed* by her present.

1 I found the film very excit.....
2 The poet was inspir..... by the sunset.
3 This weather is terribly depress.....
4 It is very frustrat..... when the phones aren't working.
5 She was confus..... by the ambiguous remarks he made to her.

You, of course, know the basic expressions: 'I'm hungry/thirsty/hot/cold/tired/cross'. Colloquially, we often say the same things using a much stronger expression. What do you think people mean when they say:

1 I'm boiling
2 I'm dying for a drink
3 I'm seething
4 I'm freezing
5 I'm starving
6 I'm worn out

Organising technology of practical lesson

Topic № 21-22	**Hope and Comfort by A.J.McKenna**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Writing about Hopes and Comfort".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues.	They listen and take notes. Do exercises.

(35min)	2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Hope And Comfort by: A. J. McKenna (abridged)

A. J. McKenna has one novel and a collection of short stories available as ebooks. He has also written several plays, the most recent being performed in Dublin last year. Find this story and others at www.eastoftheweb.com

Charley Foley calls into the Mater Misericordia Hospital to visit his wife. “How are you feeling?” he asks, sitting at the bedside, close to Dolly who is smiling up at him, her black hair resting against the white pillows. “I”m fine,’ Dolly says, quietly. She looks old and tired to Charley; she is deathly pale and has black pouches under her eyes. When she slips her fingers into Charley’s he notices two ugly brown liver spots on the back of her small hand. “You look tired,” Charley says. “Aren”t you sleeping?’ “I was a bit restless last night.” Dolly does not mention the pain: she doesn’t want to upset her husband. “Any word from Linda?” she asks. “She phoned again last night. I told her you were grand. I said there was nothing to worry about.” Linda, their eldest, teaches in a university in Galway. Linda will come home for the holiday in August. Their son, Colm, and his children live in Australia. Colm hasn’t been told that his mother is unwell. Colm’s a worrier: it’s best he’s not upset. Charley gazes dreamily across the chattering hospital ward, bright with pale afternoon sunlight. Other visitors are doing their duties, gathering around the sick, bringing flowers and fruit, offering words of hope and comfort. “Have you seen the doctor again?” Charley asks his wife. “Tomorrow maybe.” “Any idea how long they”ll keep you in?’ Dolly turns away and coughs into a tissue, then settles back. She takes Charley’s hand again. “They”ll let me know on Monday. They have to do lots more tests. They won’t let me home until they know. I’m sorry to be such a bother.’ Dolly’s small chest heaves under her heavy nightdress. Charley thinks of a frightened bird. Sweet Dolores Delarosa he used to call her long ago when they were courting, mocking her sorrowful eyes and the way she took everything too seriously. He can’t help wondering if she made herself sick with worry. Poor Dolly Delarosa! “Don”t let them budge you until you’re absolutely better,’ he says.“Are you managing all right, darling?” “Grand.” Charley is eating out and staying away from the house as much as possible. He’s managing all right. The minutes pass in heated tedium. Charley is watching the visitors and glancing at the small alarm clock beside his wife’s bed. He can hear its distant ticking and still recall the irritating ring when it dragged his wife from bed at the crack of dawn and moments later her breakfast sounds clattering in the kitchen keeping him awake, reminding him that there’s a day’s work ahead and children to be schooled and fed. Tic-tic-tic-tic- tic-tic-tic. The kids are all grown up now. Second grandchild imminent. Time is running out. A grey face in the shaving mirror reminding Charley of middle age and the rot ahead. Where’s the point in having money if you can’t enjoy it? Why can’t clocks take their time? What’s the hurry? Ah - God have mercy! Dolly Dolorosa. How different might it have been without her? Dolly’s eyelids droop. Her mouth opens a fraction. She looks almost dead. Moments pass slowly. “This must be very boring for you,” she says, without opening her eyes. “Not at all. It does me good to see you.” “It”s not nice having to visit anybody in hospital. It’s so depressing.’ “Nonsense.” Dolly settles her dark head further back against the white pillows. Grimaces for an instant then braves a smile. “You should leave now, Charley. I think I might sleep for a while.” “Are you

sure?" "Positive." Charley bounces to his feet. "I"ll come in later,' he says. "Please don"t. With it being Saturday the wards will be crammed with people. Leave it till the morning. Come after Mass.' "Is that"s what you want?' "It is, darling." Dolly opens her eyes, smiles like a child. It's been a long time since Dolly was a child. "You look tired, darling," she says. "Aren"t you sleeping?' "I was a bit restless last night." "Try to take things easy."
Dolly squeezes her husband's hand, presses her ringed finger against his gold wedding ring. Her fingers are light as feathers. "Off you go, darling," she says. "Try to not worry." Charley bends and kisses Dolly's hot forehead. "I"ll see you tomorrow,' he says.
Dolly's eyes close. Her fingers slip from his. Tic-tic-tic-tic-tic. Charley walks along a polished corridor and finds the exit. Outside in the bright car park he locates his car and sits inside. He glances around at the visitors coming and going. Nurses walk past, reminding him of butterflies. He starts the engine and as he drives away Charley glances through the rear view mirror and sees the grey hospital building receding like a prison. God help me, he thinks. God help us all.

Vocabulary
budge to move even a little
clattering a rapid succession of loud, sharp noises courting when a man and woman give special attention to one another while falling in love
crack of dawn the first light of day; early morning
crammed uncomfortably filled with people
droop to hang down without energy
grimace an expression of pain
heaves a swelling or lifting of the chest when breathing with great effort or difficulty
imminent likely to happen without delay; danger; threat
liver spots a yellowish-brown, black, or red spot on the skin, usually of the elderly
Mass a Catholic religious ceremony
receding to move back; to become less
restless uneasy; unable to rest, relax, or sleep
take their time move slowly without hurry
tedium tiresome, boring

Check Comprehension
1. What do you suppose is Dolores' approximate age? Explain your answer.
2. Would you say that Dolores thinks about her own pain and problems while lying in the hospital or thinks of her family's health and happiness?
3. Is Charley respectful toward his wife? Is he loving?
4. What possession of Dolores' has Charley never liked and why has he not liked it?
5. How does Charley feel about getting older? Explain your answer.
6. Is Charley comfortable visiting his wife, or anxious to leave?
Explain your answer.
7. What do you think Charley means when he thinks, "How different might it have been without her?"

Organising technology of practical lesson.

Lesson № 23	**The Elephant Man - VI chapter (by Tim Vicary)**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - III chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - III chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" The Elephant Man - VI chapter
(by Tim Vicary)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man – IIII chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.

4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Chapter 4

MERRICK'S FIRST HOME

We gave Merrick two rooms at the back of the hospital. One room was a bathroom, so he could have a bath every day. Soon his skin was much better, and there was no horrible smell.

The second room had a bed, table, and chairs. I visited him every day, and talked to him. He loved reading, and talking about books. At first he did not know many books: the Bible, and one or two newspapers, that's all. But I gave him some books of love stories, and he liked them very much. He read them again and again, and talked about them often. For him, the men and women in these books were alive, like you and me. He was very happy.

But sometimes it was difficult for him. At first, one or two people in the hospital laughed at Merrick because he was ugly. Sometimes, they brought their friends to look at him. One day a new nurse came to the hospital, and nobody told her about Merrick. She

We gave Merrick two rooms at the back of the hospital.

I was very angry with the nurse.

took his food to his room, and opened the door. Then she saw him. She screamed, dropped the food on the floor, and ran out of the room.

I was very angry with the nurse, and went to see Merrick. He was not happy about it, but he was not very angry. I think he felt sorry for the girl.

'People don't like looking at me. I know that, Dr Treves,' he said. 'They usually laugh or scream.'

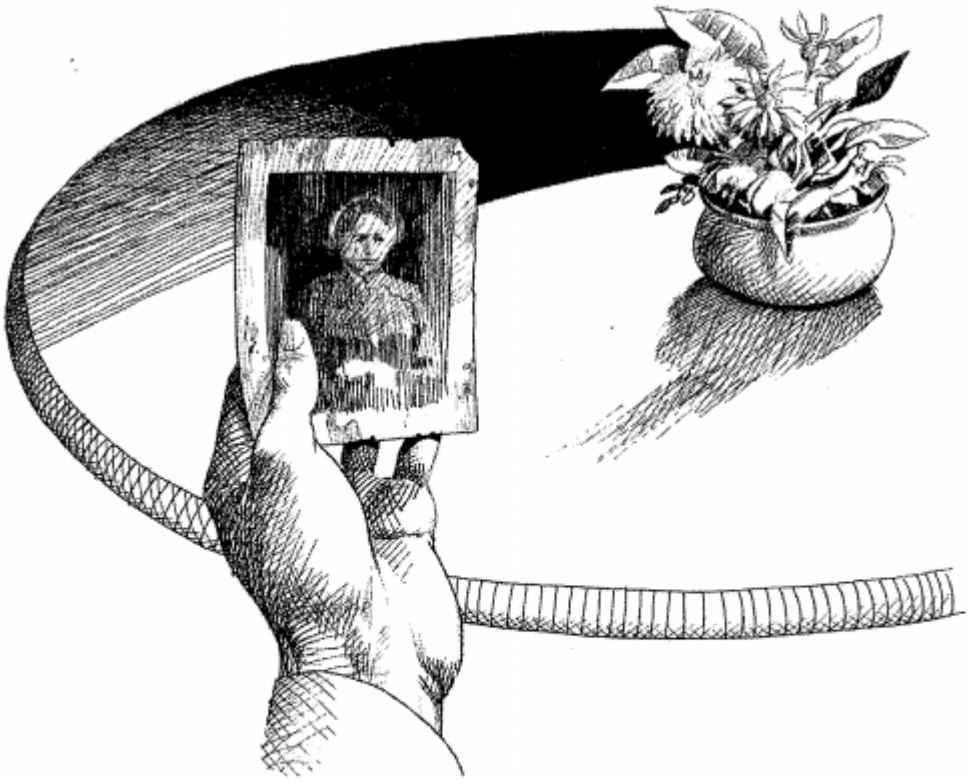
'Well, I don't want nurses to laugh at you, Joseph,' I said angrily. 'I want them to help you.'

'Thank you, doctor,' he said, in his strange slow voice. 'But it's not important. Everyone laughs at me. I understand that.'

I looked at him sadly. In his one good hand, his left

hand, he had the little picture of his mother. He looked at the picture for a minute, and then put it by a flower on the table. A tear ran out of his eye and down the skin of his enormous, ugly face.

'Dr Treves,' he said, slowly. 'You and the nurses are very kind, and I'm very happy here. Thank you very much. But . . . I know I can't stay here long, and . . . I would like to live in a lighthouse, after the hospital, please. A lighthouse, or a home for blind people. I think those are the best places for me.'



In his one good hand he had the picture of his mother.

'What do you mean?' I asked. 'Why?'

He did not look at me. He put the flower on the picture and looked at it carefully.

'Lighthouses have sea all round them, don't they?' he said. 'Nobody could look at me in a lighthouse, so I would be happy there. And blind people can see nothing, so they couldn't see me, could they?'

'But Joseph,' I said, 'this is your home. You live here now. You aren't going to leave the hospital.'

'Not today, perhaps,' he said. 'But soon. You are a kind man, Dr Treves. But I can't stay here very long. I have no money.'

I smiled. 'Joseph,' I said. 'This is your *home* now. Don't you understand? You can stay here all your life.' Very carefully, I told him about the letter to *The Times*, and the money.

I don't think he understood at first, so I told him again. He was very quiet for a minute. Then he stood up, and walked up and down the room very quickly. A strange sound came from him, like laughing.

A beautiful young woman came to the hospital and shook Merrick's hand.

Organising technology of practical lesson.

Lesson № 24-25	**Health In the Hospital** Direct-indirect speeches

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - III chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - III chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Health In the Hospital".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	1.1.Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man – IIII chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

UNIT NINE
HEALTH
SECTION ONE
In the Hospital

Vocabulary

bred (past tense of breed) to produce, to be the source of
bruise an injury to the body without breaking the skin but causing discoloration
clogging blocking the flow of liquids
daze very tired; no clear vision
discharge to release from the hospital; give permission to leave
intravenous directly into a vein
lenient soft, mild, not strong in discipline
pan out have good or expected results
persist to refuse to give up; continue without stopping
queerly strangely; oddly
sedation calming with medicine
soothing making calm and peaceful; soft
taciturn almost always silent; not liking to talk
transfusion transfer blood from one vein to another

Pre-Text Discussion

1. How often do you go to see a doctor?
2. Do you always follow your doctor's instructions? If not, why?
3. Àre you quite satisfied with the way your doctor treats you?
4. What do you do to keep yourself in good health?
5. What do you do if the medicine your doctor prescribed, doesn't help you? Does your health depend on your way of life? How?

An extract from "Evening in Byzantium" by Irwin Shaw

Irwin Shaw (1913-1984) American novelist, short story writer and dramatist was born in New York. He first gained recognition with his antiwar play "Bury the Dead" (1936). His first novel "The Young Lions" (1948) is recognized as his best novel. His novel "Evening in Byzantium" was published in 1973. He was still alive after three days. He was in a bright room in a good hospital and Bruce Thomas had found him a soft voiced old doctor who was soothing and taciturn. The chief surgeon of the hospital, a cheerful round man, kept dropping in as though he just wanted to chat with Craig about the movies and the theater, but Craig knew that he was watching him closely, looking for symptoms that would mean that an emergency operation might be necessary at any moment. When Craig asked him what the chances were after an operation like that, the surgeon said flatly, without hesitation, 'Fifty-fifty'. If Craig had had any relatives the doctor could talk to, the doctor would probably have told them instead of the patient, but the only people who had come to his room so far were Thomas and Belinda. He was under light sedation and suffering from no real pain, except for the bruised places on his arms where the needles had been placed for five transfusions and for the varying intravenous feedings of glucose and salt. For some reason, the tubes kept clogging and the needles falling out. The veins in his arms had become increasingly difficult to find and finally the hospital expert, a lovely Scandinavian girl, had been called to see what she could do. She cleared the room, even shutting the door on his private day nurse, a tough old ex-captain in the nursing corps, a veteran of Korea. 'I can't stand an audience,' the expert had said. Talent, in a hospital, as elsewhere, Craig saw, had its

imperious prerogatives. The Scandinavian girl had pushed and prodded, shaking her neat blonde head, and then with one deft stroke, had inserted the needle painlessly into a vein on the back of his right hand and adjusted the flow of solution to it. He never saw her again. He was sorry about that. She reminded him of the young Danish mother by the side of the pool in Antibes. Fifty-fifty, he marveled, and that's what a man thinks of. The worst thing was the headaches that came after the transfusions. That was normal, he was told. Naturally, in a hospital, pain must seem normal to the people who work there. He could sit up in bed and even eat a little, but the fever persisted . In the morning it was around a hundred and one, in the evening it went up to one hundred and three and a half. The plastic bag hung on a stand above his head, dripping antibiotics into his veins day and night. Either the fever or the antibiotics, or both, kept him in a heavy-lidded daze and he began to lose track of time and not remember how long he had been there. Nobody mentioned it, not he nor any of the doctors, but he knew that they were afraid that he had picked up one of those new hospital-bred wild strains of bacteria for which no treatment had yet been found. Dr Gibson had forbidden any visitors and he was grateful for that. Dr Gibson had told him that when he had been free of fever for three whole days, he would be discharged. In the meanwhile, he sleepily watched the television set that had been wheeled into his room and placed at the foot of his bed. Mostly, he just watched the baseball games. It gave him pleasure to watch young men running swiftly across green grass in the sunshine, clearly winning and distinctly losing. He remembered having read about the condemned murderer in Massachusetts who also had watched the baseball games on television in his cell and whose only regret was that he would never know whether or not the Dodgers had won the pennant. He wondered if he would know who won the pennant this year. Finally, Murphy convinced Dr Gibson that he had to see Craig. Craig had had two good days. The fever had gone down to ninety- nine in the morning and one hundred and two at night. Miss Balissano still refused to tell him what his temperature was, but Dr Gibson was more lenient .

Murphy's face when he saw Craig told him as accurately as any mirror how bad it was. He hadn't looked in a mirror since the operation.

'I had to see you, Jess,' Murphy said. 'I have to leave for the Coast tomorrow. Things're piling up and I just have to be there.' 'Sure, Murph,' Craig said. His voice sounded thin and old in his ears. 'Three weeks in New York is all I can manage,' Murphy said. 'Is that how long I've been here?' Craig asked. Murphy looked at him queerly.' 'Yes,' he said.

' A long time,' Craig said.

'Yes. And the doctors won't give me an estimate about when you'll get out.'

'They don't know.'

'Gibson tells me you won't be able to work – at anything – for at least six months, even if you get out tomorrow.'

'I know,' Craig said. 'He told me.'

'Thomas can't wait,' Murphy said. 'He's got to start shooting in a month if he wants to do it this year. For the weather.'

'For the weather,' Craig nodded.

'He and Wadleigh have been working eighteen hours a day. Thomas says Wadleigh is really panning out. He says you'll be crazy about the final script.'

'I'm sure.'

'Do you want me to tell you about who they've got to play it?'

'Not really, Murph.' Again, Murphy looked at him queerly. 'Don't worry about the money,' he said. 'You've got a big chunk up front and five percent of the profits.'

'Tell me some other time,' Craig said.

'Thomas has been a real gent about everything.'

'I'm sure.' Craig closed his eyes. Murphy seemed to be far away, at the other end of a long hall and it disturbed him. 'You're tired,' Murphy said, 'I won't bother you any more.

Just call me if you need anything.'

'I'll do just that.' Craig didn't open his eyes.

'Sonia sends her love.'

'Thanks Murph.'

'Take it easy, kid.' Murphy went softly out of the room, as Miss Ballissano came in.

‘Turn on the television, please,’ Craig said.

Cultural Notes
1. The temperature was hundred and one - the Fahrenheit thermometer is used both in the U.S. and Great Britain. The normal temperature of a human body is 98.60
2. the Coast – Hollywood

Check Comprehension
1. What kind of a doctor did Thomas find for Craig?
2. Why did the hospital chief surgeon keep dropping into Craig’s hospital room?
3. What were Craig’s chances to stay alive?
4. What difficulties did the nurse have while giving him injections?
5. Who was invited to give Craig intravenous feedings?
6. What was Craig’s temperature?
7. What did Murphy have to say to Craig?
8. Why was Murphy in a hurry to leave for the Coast?

Grammar Notes
1. The Past Perfect Tense is used for earlier past action. He was in a bright room in a good hospital and Bruce Thomas had found him a soft voiced old doctor.
· The only people who had come to his room so far were Thomas
and Belinda.
· Dr. Gibson had forbidden any visitors and he was grateful for that.
2. When the first verb in a cluster is in the past tense the other verbs following it will also be in the past tense.
· Dr. Gibson had told him that when he had been free of fever for three whole days, he would be discharged.
· In the meanwhile, he sleepily watched the television set that had been wheeled into his room and placed at the foot of his bed.

Grammar Practice
Exercise 1. Replace the infinitives in brackets by the appropriate form of the verb.
1. Dr. Gibson _____(not, to warn) Craig that his wife was coming to see him. He probably thought it _____(to be) a salutary surprise.
2. Gail’s father seemed to be delighted to tell Craig that Gail _____(to leave) the day before for London.
3. When they let him out of the hospital, his temperature _____(to be) normal for three days in a row.
4. He was in front of a saloon he _____(to frequent) once.
5. He looked down at the typed list of questions Gail _____(to give) him.
6. By now he was sorry he _____(to be) in the office when Alice _____(to call).

Exercise 2. Render the dialogues in indirect speech. Observe the rules of sequence of tenses.
1. Doctor: “Well, did you take my advice and sleep with all windows open?”
Patient: “Yes, doctor”
Doctor: “Good! And you’ve lost that cold you had?”
Patient: “No, doctor. Only my best suit and my watch and chain”.
2. “Are you feeling very ill?” asked the physician.
“Let me see your tongue, please”.
“It’s no use, Doctor,” said the patient. “No tongue can tell you how ill I feel”.

Exercise 3. Complete the sentences, using the correct past tense of the verb in brackets.
1. Susan no longer owned a bike. She _____(sell) it.
2. Mary looked very pale when she arrived for the exam. She_____(study) too hard.

3. The boy's knee was bleeding when he arrived home. He_____(fall down).
4. I invited Silvia to the party but she couldn't come. She_____(arrange) to go somewhere else.
5. By the time the firemen _____(arrive), the fire_____(go out).
6. The guide offered us tickets for a musical, but Helen_____(already see) it.

Vocabulary Practice

Exercise 1. Choose the right word: pain or ache

1. Ann had not had a wink of sleep for two days as she had a terrible ear _____.
2. Salvatore, who suffered from rheumatism, felt an _____ in his bones, especially in bad weather.
3. Bob felt a sharp _____ in his shoulder and fell. He was wounded.
4. My child cried the whole night because of an ear _____. It must be unbearable.
5. At night Mary felt sharp _____ in her left side and in her leg.
6. When my son's temperature rose and his head _____ grew worse I sent for a doctor.
7. People who don't get enough sleep often have head _____.

Exercise 2. Choose the right word: to recover - to cure - to treat

1. Penicillin has helped to _____ patients from pneumonia.
2. He was _____ for chickenpox but it turned out to be scarlet fever.
3. Try, as the doctors may, no effective _____ for cancer has as yet been developed.
4. Bob was seriously ill and he kept to bed for a month. He followed all the doctor's instructions and began _____ slowly from his illness.

Exercise 3. Match the first column with the second to complete the sentences.

___1. He works out in the gym because a. with the flu
___2. Not all cancers are b. lost weight
___3. She is not at work because she's come down c. a cold
___4. She went on a diet and d. incurable
___5. If you've got a bad headache e. was in great pain for days
___6. After aerobics last week f. need an operation
___7. He sprained his ankle and he g. had measles
___8. You have a heart problem and h. he wants to feel fit
___9. She went out in the pouring rain and caught i. take an aspirin
___10. He had spots all over his face because he j. my legs felt really sore

Speaking Practice

Comment on what the narrator or characters say or mean:
1. He was under light sedation and suffering from no real pain.
2. Talent, in a hospital, as elsewhere, had imperious prerogatives.
3. ... he sleepily watched the television set that had been wheeled into his room.
'Don't worry about the money,' he said. 'You've got a big chunk up front and five percent of the profits.'

Organising technology of practical lesson.

Lesson № 26	**Tips for health living**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - III chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	

Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - III chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Tips for health living".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brainstorming
1-stage Pre-stage	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man – IIII chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage	4.1. Summarize the lesson. To put marks for the students	They listen.

Post-stage. (10 min)	answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	

SECTION TWO
Tips for Healthy Living
Vocabulary

to blow it to fail
consumed to eat; to take in; to use; to be busy with
craving strong desire; uncontrollable desire
incorporate include
indulgent giving in to desire or craving; satisfying without discipline
jumping jacks an exercise in which you alternately
spread your legs and raise your arms
over your head with each jump
leftovers food remaining after you have finished
eating a meal
metabolic rate the speed at which your body processes food
moderation balance
nibbling eating small amounts of food throughout the day
prevent not allow something to happen
sit-ups an exercise that uses stomach muscles
to rise to a sitting position when lying on your back
soothe to make calm by gentle treatment
versus in contrast with; compared to

Pre-Text Discussion

1. What advice do you give to a friend who is often ill?
2. Are you quick to go to the doctor when you don't feel well, or do you prefer to treat yourself at home? How do you eat and exercise in order to stay healthy?

Text
Tips for Healthy Living

EAT YOUR FRUITS AND VEGETABLES. Fruits and vegetables are great for snacking. They can calm your craving for sweet or crunchy, plus they are good for you! Fruits and vegetables are excellent sources of fiber, vitamins, and minerals. They can also help prevent diseases such as cancer. Try to get 5-9 servings daily!

KEEP MOVING. Incorporate activity into your daily routine. Does this mean going to the gym for an hour each day? NO! Keep busy by taking the stairs instead of the elevator, walk instead of taking the bus, get up to change the TV station and do sit-ups and jumping jacks during TV commercials. Being more active throughout the day may help increase your metabolic rate . An increase in metabolic rate will help you burn more calories during normal daily activities.

FAT FREE DOES NOT EQUAL CALORIE FREE. While monitoring the amount of fat in the diet is important, it should not be the ultimate focus for weight management or the sole factor in choosing healthy foods. Fat free foods still have calories, and excess calories lead to weight gain. Eat all foods in moderation!

GIVE YOUR FOOD THE ATTENTION IT DESERVES.

Take time during meals and truly taste every bite you eat. Eat slowly and have meal times be a time of relaxation and enjoyment. Recharge mentally while you refuel physically!

SNACK FROM A PLATE, NOT THE BOX. Eating directly out of the box or package can lead to overeating. Take time to put a serving of food on a plate or bowl. Eat that portion. If you are still hungry for more, put more on the plate to eat. Don't just keep grabbing handfuls out of the box!

«HEY UP THERE, CAN YOU HEAR ME?» Let your stomach tell you when you are hungry and full. Eat when you feel hungry, stop when you are satisfied.
ADDRESS EMOTIONS. Eating to soothe your stress is not the way to go. Try other ways to relax: talk with a friend, take a hot shower, go for a walk, meditate or do some yoga.
LEFTOVERS ARE GOOD! You don't have to clean your plate. Save the leftovers for another meal or snack. Try to pay attention to your body. When you feel satisfied or full, stop eating.
If you want to stay at the table and talk after a meal, remove your plate so you are not tempted to keep nibbling.
THERE IS NO SUCH THING AS «NOW I'VE BLOWN
IT COMPLETELY.» An indulgent treat or a day without exercising is OKAY. It is better to satisfy a craving than to be consumed by the thought of it. Occasional treats are acceptable
- remember that all foods can fit into your eating plan. The guideline for aerobic exercise is 3-5 times per week for 20-60 minutes. Taking a few days off throughout the week is okay!
TAKE THINGS SLOWLY. The best way to lose weight and keep it off is to lose it slowly, by making lifestyle changes. Rapid weight loss may feel good in the short term, but usually that weight comes back - plus some. Focus on healthy living and feeling good versus losing weight!
Adapted from the American Institute for Cancer Research
Newsletter. http://www.mckinley.uiuc.edu/handouts/tipshealthyliving.html

Check Comprehension
1. Does the text advise you to skip meals and lose weight quickly?
2. According to the text, can your body 'speak' to you and tell you when to eat or stop eating?
3. Why does a text about physical health give advice concerning your emotions?
4. What is most important, being very thin and stylish, or feeling good and keeping a balanced life style?

Grammar Practice
Fill the blanks with any more, no longer and still.
1. I don't go to the gym _____.
2. Begonia _____ goes swimming on Tuesdays. She now goes on Fridays instead.
3. Are you_____ seeing the same physician?
4. I _____ don't know what time my appointment is. I phoned the doctor's office but no one answered.
5. The doctor said I mustn't drink coffee _____.
6. I had a long nap so I'm _____ tired.
7. We _____ go to that health club because they put the prices up.
8. The doctor_____ hasn't given my test results. I hope everything's OK.
9. I _____ haven't done my exercises. I must do them tomorrow.
10. She doesn't take good care of herself _____.
11. You _____ need an appointment to see the doctor. Just come by his office.
12. My uncle _____ believes that smoking won't harm him, no matter what the doctor says.

Vocabulary Practice
Exercise 1. Fill in the blanks using the words given below.
Put the words into the correct form. Some words can be used twice.
suffer, in pain, ache, symptoms, lie down, faint, help, calm, die
1. The doctor prescribed some pills for my headache but it's still _____.
2. I hope I _____ in my bed of old age.
3. I'm feeling ill – I think I'd better go and _____.
4. The nurse gave me an injection and it really _____ .
5. Ann _____ a heart attack and had to be taken to hospital.
6. Bob fell down the stairs and he was in _____ waiting for somebody to help him.
7. Nick's mother _____ from an incurable illness for many years.

8. I felt so dizzy that I nearly _____.
9. John had to have an internal examination but it was quite_____.
10.The _____ are a high temperature and a rash.

Exercise 2. Choose the correct word or phrase from the pair in brackets to complete each sentence.

1. John has been off work for a week with the flu, and he still feels rather _____ (under the weather, full of beans)
2. Chickenpox is a children's _____, but adults can catch it too. (disease, sickness).
3. The _____ who performed the operation visited the patient soon after she came round (physician, surgeon).
4. Don't worry, I can assure you that this medicine produces no _____ at all (side-effects, results)
5. I'd like to visit Patricia, now that she is out of intensive care, but I'm not sure which _____ she is in (ward, cell)
6. Your state of health must be good before you can become a blood _____ (giver, donor)
7. If someone collapses in the street, it may be helpful to give them _____ aid until the ambulance arrives (emergency, first)

Speaking Practice

Task: Work in pairs. Interview your partner about his/her eating and exercise habits. Then, based on the text, give them a 'diagnosis' of their current health, then give them advise on how to improve.

Organising technology of practical lesson.

Lesson № 28	**The Moon and Sixpence by Somerset Mougham**

Model of educational technology

Time – 80 min.	**Number of students - 10-17**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "The Elephant Man - III chapter (by Tim Vicary)chapter "; the use of new words connecting with topic, making and answering questions on the topic .	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the main idea of this chapter • To present new vocabulary and word combination on the topic • Speak about main characters • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic oduce new words and word combination on the theme "The Elephant Man - III chapter (by Tim Vicary) • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	Individual Work, Asking Questions, Role Play
Means and ways of education	manual, projector, cards with new words, photos, handouts

Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

" The Moon and Sixpence by Somerset Mougham".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brainstorming
1-stage **Pre-stage**	Organisative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	Explain and show essential vocabulary and word combinations on the topic "The Elephant Man – IIII chapter (by Tim Vicary)using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) To write an agreements or disagreements using new words. 4.3. To answer to the students questions.	They listen.

Extract from "The Moon and Sixpence" by Somerset Maugham.

The doctor recovered himself, but it required quite an effort for him to find his voice. All his irritation was gone, and he felt – eh bien, oui, je ne le nie pas – he felt an overwhelming pity. 'I am Dr Coutras. I was down at Taravao to see the chiefess, and Ata sent for me to see you.' 'She's a damned fool. I have had a few aches and pains lately and a little fever, but that's nothing; it will pass off. Next time anyone went to Papeete I was going to send for some quinine.' 'Look at yourself in the glass.' Strickland gave him a glance, smiled, and went over to a cheap mirror in a little wooden frame that hung on the wall.
'Well?'
'Do you not see a strange change in your face? Do you not see the thickening of your features and a look – how shall I describe it? – the books call it lion-faced. Mon pauvre ami, must I tell you that you have a terrible disease?'
'I?'
'When you look at yourself in the glass you see the typical appearance of the leper.'
'You are jesting,' said Strickland.
'I wish to God I were.'

‘Do you intend to tell me that I have leprosy?’
‘Unfortunately, there can be no doubt about it.’ Dr. Coutras had delivered the sentence of death on many men, and he could never overcome the horror with which it filled him. He felt always the furious hatred that must seize a man condemned when he compared himself with the doctor, sane and healthy, who had the inestimable privilege of life. Strickland looked at him in silence. Nothing of emotion could be seen on his face, disfigured already by the loathsome disease.
‘How long do you think I can last?”
‘Who knows? Sometimes the disease continues for twenty years. It is a mercy when it runs its course quickly.’

Vocabulary
furious wild, very great, intense
hatred strong dislike; hate
inestimable cannot be measured
jesting joking; teasing
leper a person with a chronic, infectious skin disease
overwhelming overpowering; causing a feeling of helplessness
privilege special favor; advantage
quinine a bitter medicine
runs its course complete a cycle; end; completely develop
sane having a normal healthy mind; sensible
seize take control; fill the mind/thoughts

Check Comprehension
1. How did the doctor feel on seeing Strickland?
2. Was Strickland aware of his disease? Why?
3. What were the symptoms of the disease that Strickland had?
4. What did Strickland mean by the following question? ‘How long do you think I can last?”
5. What was Strickland’s reaction on the death sentence delivered by Dr. Coutras?
6. What did Dr. Coutras mean by the following statement? “It is a mercy when it runs its course quickly.”

Organising technology of practical lesson.

Topic № 29	**The Elephant man –V chapter (by Tim Vicary)**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Writing about Love and Marriage“ the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme “Writing about Love and Marriage”, • Revision of grammatical structures.

• To pay attention to the pronunciation of the words	• Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Elephant man –V chapter (by Tim Vicary)".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Chapter 5

AN IMPORTANT VISITOR

I did not want Merrick to live by himself, like a man in a lighthouse. He read his books, and talked to me, but I wanted him to talk to more people. And I wanted him to talk to women.

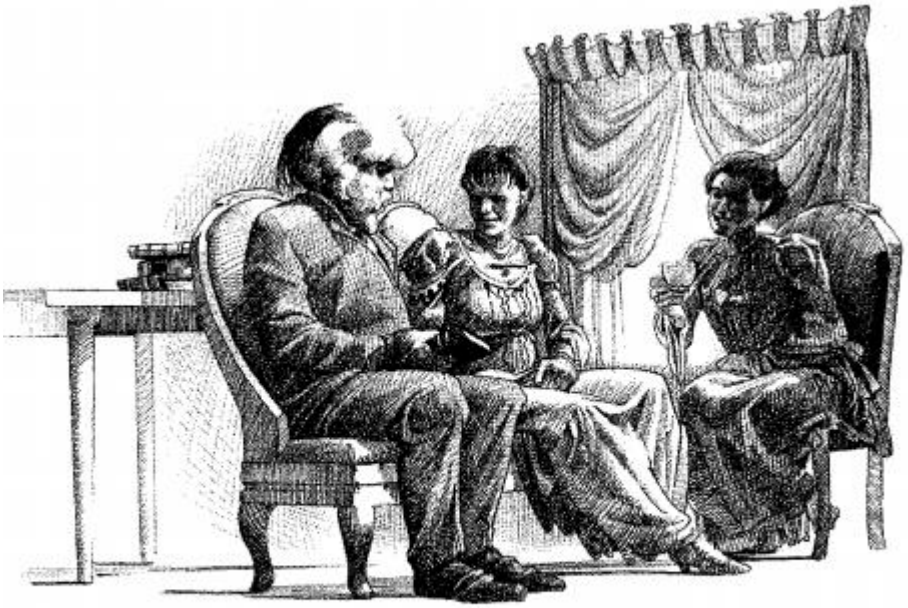
Merrick read about women in his books, but he did not often talk to women. He met the nurses every day, but they did not talk to him very much. For them, he was always a creature, not a man.

One day, one of my friends, a beautiful young woman, came to the hospital. I told her about Merrick, and took her to his room. She opened the door, and smiled at him.

'Good morning, Mr Merrick,' she said. Then she shook his hand.

Merrick looked at her for a minute with his mouth open. Then he sat down on his bed, with his head in his hand, and cried. He cried for nearly five minutes. The tears ran down his face, between his fingers, and onto the floor.

My friend sat on the bed beside him and put her hand on his arm. She said nothing, but she smiled at

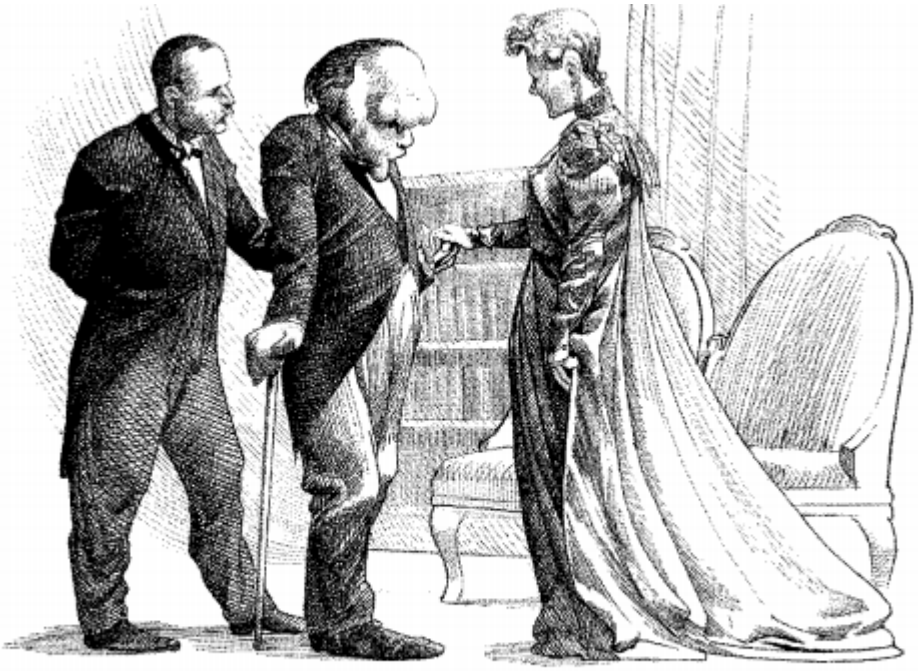


For the first time in his life, Merrick had some friends.

him and shook his hand again before she left.

'Dr Treves,' he said to me that night. 'That lady was wonderful! My mother smiled at me once, many years ago, but no women smile at me now. But this lady smiled at me too, and she shook my hand! A beautiful lady smiled at me and shook my hand!'

My young lady friend came again the next week, and talked to Merrick for half an hour. The week after that, she came again with a friend. They gave him some books, and had a cup of tea with him. It was wonderful for him. For the first time in his life, he had some friends. He was a very happy man. He sat in his room, and read his books, and said no more about living on a lighthouse.



'Joseph, this is Her Majesty Queen Alexandra, the Queen of England.'

People began to read about Merrick in the newspapers, so he had a lot of visitors. Everybody wanted to see him. A lot of important ladies and gentlemen visited him. They smiled at him, shook his hand, and gave him books. Merrick liked talking to these people, and he began to forget about his ugly body. His visitors never laughed at him. He began to feel like a man, not a creature.

One wonderful day, a very important lady came to the hospital to visit him. I met the lady, and took her to his room. Then I opened the door, and smiled at him.

'Good morning, Joseph,' I said. 'There is a new visitor to see you today. A very famous lady.'

'You are a very interesting man, Mr Merrick. You have a very difficult life, but people say you're happy. Is it true? Are you happy now?'

'Oh, yes, Your Majesty, yes!' said Merrick. 'I'm a very happy man! I have a home here now, and friends, and my books. I'm happy every hour of the day!'

'What a wonderful story!' she said. 'I'm very pleased to hear it. Now, tell me about your reading. I see you have a lot of books here.'

'Oh, yes, Your Majesty. I love my books,' said Merrick. And for nearly half an hour they sat and talked about books. The Queen gave him a little book, and some red flowers, before she left.

After her visit, Merrick began to sing. He could not

sing easily, of course, because of his mouth, but all that day there was a strange, happy noise in his room. He looked at the flowers carefully, and put them on his table.

He had many visits from the Queen, and at Christmas she sent him a Christmas card.

Windsor Castle
20th December 1888

Dear Joseph,

Here is a small Christmas present for you. I think it looks like me, doesn't it? I do like visiting you very much, and I am going to come to the hospital again in the New Year.

Happy Christmas!

Your friend,

Alexandra.

The present was a picture of Queen Alexandra, with her name on it. Merrick cried over it, and put it carefully by the bed in his room. Then he sat down and wrote a letter to the Queen. It was the first letter of his life.

The London Hospital
23rd December 1888

My dear Queen,

Thank you very, very much for your wonderful card and the beautiful picture. It is the best thing in my room, the very best, the most beautiful thing I have. This is the first Christmas in my life, and my first Christmas present. Perhaps I had a Christmas with my mother once, but I do not remember it. I have my mother's picture too, and she is beautiful, like you. But now I know many famous ladies and kind people like Dr Treves, and I am a very happy man. I am happy too because I am going to see you in the New Year.

Happy Christmas to you, my dear friend.

With all my love,
Joseph Merrick

Organising technology of practical lesson.

Topic № 30	**Diseases**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules.

	• To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Diseases".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION THREE
Diseases

Vocabulary

Acquired to get or gain by your own efforts or actions
clear-cut distinct; definite; not doubtful
deficiency lack; not enough
inherited to receive health and physical
characteristics from parents
largely mostly; generally
opportunistic takes advantage of conditions
severe strong; intense; extreme; keen
weak without strength or power; vulnerable

Pre-Text Discussion

What kind of diseases and illnesses do you know and what are their symptoms?

Example: the flu Symptoms 1. high temperature

2. head ache

3. running nose

the flu, the measles, appendicitis, pneumonia, cancer, bronchitis

Text

What is HIV/AIDS?

AIDS (acquired immune deficiency syndrome), a major worldwide epidemic, is caused by infection with HIV (human immunodeficiency virus) which kills or harms cells of the body's immune system (T-cells), gradually destroying the body's ability to fight infections and certain cancers. There are two types of HIV, HIV-1, which is distributed worldwide, and HIV-2, which us largely confined to West Africa. Individuals diagnosed with AIDS are likely to get life-threatening diseases called opportunistic infections which are caused by bacteria, viruses, and other types of microscopic organisms that are usually harmless to healthy people. AIDS is called "acquired" to distinguish it from inherited (genetic) forms of immune deficiency. It is called a "syndrome" because it is a set of symptoms that occur together, rather than a clear-cut disease.

Symptoms usually appear when the T-cell level drops below 200. Some people become so ill from the symptoms of AIDS that they are unable to hold a job or do household chores, while others may experience phases of intense life-threatening illness followed by periods of normal functioning. The term AIDS applies to the most advanced stages of HIV infection, and includes all HIV-infected people who have fewer than 200 CD4 T cells. (Healthy adults usually have counts of 1,000 or more). Persistent or severe symptoms may not appear for a long time after HIV infection. However, HIV continues to actively infect and kill cells of the immune system, even when the person has no symptoms.

HIV is very weak outside of the body and difficult to catch.

·You cannot catch AIDS from visiting or talking to a friend who is sick with AIDS.

· You cannot catch AIDS from hugging or kissing a friend who has HIV/AIDS.

· You cannot catch AIDS from mosquito bites or insect bites.

· You cannot catch AIDS from a toilet seat in a public restroom.

· You cannot catch AIDS from going to the same school with someone who is sick with AIDS.

· You cannot catch AIDS from being kind to someone who has AIDS. HIV transmission occurs when a person is exposed to body fluids infected with the virus, such as blood, semen, vaginal secretions, and breast milk. The primary modes of HIV transmission are (1) sexual relations with an infected person; (2) sharing hypodermic needles or accidental pricking by a needle contaminated with infected blood; and (3) transfer of the virus from an infected mother to her baby during pregnancy, childbirth, or through breast-feeding.

AIDS is an international problem that touches people in every country of the world. People with AIDS need our support and encouragement. Let's think about how we can support them!

Check Comprehension

True or False

1. HIV is a virus that weakens the body's power to fight disease.
2. Six months to ten years after the HIV virus gets into a person's body, they get a disease called AIDS.
3. You can catch AIDS from a mosquito bite.
4. You cannot catch AIDS from swimming in the same swimming pool with someone who has HIV or AIDS.
5. You cannot catch AIDS from a cough or sneeze from someone who has HIV.
6. You cannot catch AIDS from using a public toilet.

7. It's safe to hug or kiss a friend who has HIV or AIDS.
8. You can get the HIV virus from blood from an infected person (a person who has the HIV virus in their body).
9. You can catch HIV through having unprotected sex with a person who has HIV.
10.A mother who has HIV in her body can give the virus to her baby before it is born.

Organising technology of practical lesson.

Topic № 31-32	**English in 30 days** Modal Verbs

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"English in 30 days"
Modal verbs.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	Preparation for the lesson. Guessing new words on the topic. Making up handouts with new words and essential vocabulary. Prepare pictures on the topic. To check students knowledge . Giving the order of literatures referring to the topic.	Brain storming
	1.1.Organizative moment. The theme of the topic introduces	They listen.

1-stage Pre-stage	the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Grammar Practice

Modal Verbs of Deduction

TYPE USE MODAL VERBS EXAMPLE

1 to express possibilities MAY, MIGHT, COULD It may rain tomorrow. for the future

2 to express certainty CAN'T, COULDN'T, MUST She can't be Irish.

3 for possible explanations MAY, MIGHT, COULD She could be Scottish.

Look at the following phrases and write in which type you think they are. Then use one of the modal verbs in brackets to fill the gaps.

TYPE

1_____ He (may/must)_____ have the Chicken Pox, but I'm not sure.

2_____ It (can/could)_____ be broken, judging by the swelling.

3_____ John (can't/may)_____ still be sick! He's been out of work a week.

4_____ With luck, he (can't/could)_____ be back at work tomorrow.

5_____ You (can/might)_____ be right but I'm going to ask the doctor anyway.

6_____ The tests (can't/might)_____ show that you're better. You never know.

7_____ It (may/can't)_____ be true that Mrs. Smith has cancer. It's impossible.

8_____ Dave reckons he's got a cold but I think he (can't/ might)_____ have the flu.

9_____ I (can't/might)_____ go to the hospital but I'm not sure yet.

10_____ This (must/could)_____ be the right treatment but we'll have to check with your doctor to make sure.

11_____ She (can't/could)_____ be well. She's still coughing and sneezing.

12_____ I really think Dr. Harris (can't/ could)_____ be the best doctor I know.

13_____ She's been exercising 2 hours a day for 6 months . She (could/must) _____ be in good shape.

14_____ Nobody's answering. The doctor (can't/must)_____ be out.

15_____ He (can't/may)_____ be in good health. He gets tired just walking.

Vocabulary Practice

Here are six idioms that contain a word that denotes a part of the body. Match them with a definition.

1. Keep your fingers crossed. a) I've nearly remembered.
2. I'm pulling your leg! b) It makes no sense to me at all.
3. It's on the tip my tongue. c) I'm joking
4. I'll keep an eye on her for you. d) I'll watch her while you're out

5. I can't make heads or tails of it. e) Wish me luck.
6. I really put my foot in it, didn't I? f) I said the wrong thing.

Speaking Practice
Task 1: With a partner, make a 5-minute presentation about one of the following diseases that take many lives.
1. AIDS
2. HIV
3. Cancer
4. Heart disease
5. Epidemics

Task 2: Read the sayings and make a story concluding with one of them.
1. Prevention is better than cure.
2. One man's meat is another man's poison.
3. Health is above wealth.
4. Early to bed, early to rise, makes a man healthy, and wealthy, and wise.
5. An apple a day keeps the doctor away.
6. What can't be cured, must be endured.

Organising technology of practical lesson.

Topic № 33	**Writing about Health**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Writing about Heath".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Health

Task 1. Copy out from the text "Evening in Byzantium" the words and phases concerning the topic "Health" and make up your own sentences or situations.
Task 2. Write an essay titled "Health is better than wealth."
Task 3. Write an essay titled "What everyone should do to keep in good health."

Write a plan for one of the titles in (1).

title	
introduction	
main body	
conclusion	

Organising technology of practical lesson.

Topic № 34	The Elephant man – VI chapter (by Tim Vicary)

Model of educational technology

Time – 80 min.	Number of students - 7-20
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Elephant man – VI chapter (by Tim Vicary)".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues.	They listen and take notes. Do exercises.

(35min)	2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Chapter 6

OUTSIDE THE HOSPITAL

Merrick had a lot of friends now, but he was more like a child than a man. He could read about things, and talk to his visitors, but he could not go out of the hospital by himself. He thought and played like a child.

After Christmas, he wanted to go to the theatre. This was very difficult, because I did not want the people in the theatre to see him. But a kind lady from the theatre – Mrs Kendal – helped us. We bought tickets for a box at the side of the theatre. We went to the theatre in a cab with dark windows, and we went into the theatre by a door at the back – the Queen's door. Nobody saw us.

Three nurses sat at the front of the box, and Merrick and I sat in the dark behind them. Nobody in the theatre could see us, but we could see the play.

It was a children's Christmas play. Merrick loved it. It was a most wonderful, exciting story. Often he laughed, and sometimes he tried to sing like the children in the theatre. He was like a child. For him, everything in the story was true.

Once he was very afraid, because the bad man in the play was angry and had a knife. At first Merrick

Organising technology of practical lesson.

Topic № 35-36	**Holiday Traditions around the world** **American Holidays** **An appositive**

Model of educational technology

Time – **80 min.**	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Holiday Traditions around the world
American Holidays".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
	2.1.Explain and show essential vocabulary and word	They listen and take notes.

2-stage While-stage **(35min)**	combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	 Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

UNIT TEN
HOLIDAY TRADITIONS AROUND THE WORLD
SECTION ONE
American Holidays

Vocabulary

anchor to lower an anchor on a ship to keep it from moving
brave a young fighting man from a Native American tribe
encourage to help someone become confident or brave
enough to do something
harvest the time when crops are gathered from the fields
passenger someone who is traveling by car, boat, etc.
but who is not driving it
pilgrim someone who travels a long way to another
place for a religious reason
spoil to ruin something by making it less attractive, enjoyable or useful
threat a statement or warning of trouble, pain or sadness
tribe a group of people from the same race, culture;
ruled by a chief
voyage a long trip, especially on a ship or a space vehicle

Pre-Text Discussion

What does it mean to be "thankful?" Often we are most thankful for those things that we have worked hard to achieve.
What are you especially thankful for in your life? Read this article about one small group of people who struggled and worked very hard to make a new home for themselves. They had much to be thankful for.

Text
THANKSGIVING IN THE UNITED STATES
THE PILGRIMS SET SAIL FOR AMERICA

In 1608, a group of people later known as the "Pilgrims" left England to seek religious freedom in Holland. After some years, their children began to learn the Dutch life style and language. The Pilgrims became concerned with this because they considered the Dutch ideas a threat to their children's education. On September 16, 1620, after many years of planning and preparation, the Pilgrims set sail for America, the "New World", where they could live their lives in freedom. They sailed from Plymouth, England on a ship called the "Mayflower". The 44 Pilgrims were joined by 58

other passengers and sailors.The trip to the New World was long, cold and damp. It took over two months. The Pilgrims were overcrowded, their food was spoiling, and their water was running out. By the time land was sighted on November 19th, many passengers had become sick and one had died. After the long, hard journey, the Pilgrims sighted Cape Cod on November 19. They anchored on November 21 at the site of Provincetown, Massachusetts. The settlers soon discovered Plymouth Harbor, on the western side of Cape Cod Bay and made their historic landing on December 21, 1620. The first winter was very cold. Most of the days it snowed, which made it hard to construct their homes, so most of them lived on the ship. In March, the weather began to turn warmer and the health of the Pilgrims improved. Of the 102 original passengers, less than 50 had survived the first winter.

THE FIRST THANKSGIVING

On March 16, 1621, something very important happened. An Indian brave walked into the Pilgrim's settlement and greeted them in English. This Indian's name was Samoset and he was a member of the Pemaquid tribe . Captains from fishing boats that sailed off the coast, had taught him to speak English. He spent the night and left the next day only to return with another Indian named Squanto. Squanto spoke better English than Samoset. Squanto told the Pilgrims of his voyages across the ocean to Spain and England, where he had learned to speak English. Squanto went on to live with the Pilgrims and teach them how to survive in this new land.

After a busy summer of planting and hunting the Pilgrims were ready to face the next winter. The October harvest was very successful. The Pilgrims had enough food to make it through the coming cold months. There was corn, fruits and vegetables; fish packed in salt and meat to be smoked. They had much to celebrate and be thankful for. They were at peace with their Indian neighbors, had houses and food. In November, Governor William Bradford declared a day of «thanksgiving» and a great feast was held in honor of the occasion. Squanto and Samoset and also Massasiot, chief of the Wampanoag tribe and ninety other Indians came to celebrate with the Pilgrims for three days. Together they shared their food, competed in various games, and most of all, gave thanks that they had survived the first year in their new home.

OFFICIAL THANKSGIVING HOLIDAY

The Pilgrims continued to observe this day of Thanksgiving each year and throughout America's early history, special days of thanks were declared. In 1863, during the American Civil War (1861-1865), President Abraham Lincoln proclaimed the last Thursday in November Thanksgiving Day in order to encourage the Union soldier's morale. After the war, Congress established Thanksgiving as a national holiday, to be celebrated every year.

Check Comprehension

Write short answers to the following questions

1. Based on the definition of the word pilgrim, why do you think the "Pilgrims" were called by this name?
2. Why did they feel the need to travel to America?
3. What event helped the Pilgrims the most in learning to live in their new home?
4. What did they have to be thankful for?

TIMELINE:

Make a timeline of the events that happened in the history of the Pilgrims. Record the dates and what happened on those dates. Also record the important events that do not have dates.

Grammar Practice

Exercise: Adjective or Adverb. Choose the correct item from the choices in the parentheses:

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the menu. She adapted (quick, quickly) to any situation.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously,dangerous).

6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).

8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
9. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
10. Talk (softly, soft) or don't talk at all. The music played (softly, soft).
11. Andrea knows the material very (good, well). She always treats us (good, well).
12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.
13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.
14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.
15. He did not pass the course as (easy, easily) as he thought he would.
16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

Vocabulary Practice
Exercise: Read each of the following sentences. Determine whether the vocabulary word in italics is used correctly or incorrectly. If incorrect, rewrite the sentence using the word correctly.
1. The ship's captain ordered the sailors to lower the anchor immediately. He wanted to anchor the ship far enough from shore to protect it from beating against the rocks.
2. A young Dutch boy wanted to passenger on the Mayflower with the Pilgrims, but his parents didn't allow him to go.
3. With the help of their new American Indian friends, the pilgrims had an encourage harvest in October 1621.
4. Most of the pilgrims' food spoiled on the ship while crossing the ocean.
5. The English speaking Indian named Samoset tribed with the Pemaquids.
6. Though the voyage was difficult, the Pilgrims did not regret going to America.

Speaking Practice
Task 1: You have been invited to make a proposal before the parliament. You want to propose a new national holiday on which to give thanks. Which day would you choose and why? What would you name the holiday? Are there any historical or recent events that support a new holiday? Prepare and present your proposal for the parliament (your class).

Task 2 : In small groups, defend or refute the following statements.
1. Every nation has a special day of thanksgiving even though they use different names for this holiday and celebrate in different ways..
2. A holiday for giving thanks is a waste of time that would be better spent working to increase the products for which thanks is being given.

Organising technology of practical lesson.

Topic № 37	**Uzbek holidays**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic	*The result of practical activity:* To give the information on the new topic

• To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Uzbek Holidays".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions	They listen.

	4.3. To answer to the students questions.	

SECTION TWO
Uzbek Holidays

Vocabulary

accustomed to be used to something
contemporary someone who lives in the same period of time; modern
constellation a group of stars that forms a pattern and has a name
employees someone who is paid to work for a person
entertainment something that amuses or interests people
equinox one of the two times a year when day and night are equal in length
legend an old, well-known story about a brave person or an adventure
significance the importance or meaning of something
solemn very serious
splendid excellent, beautiful, impressive

Pre-Text Discussion

1. What is your favorite holiday?
2. What do you enjoy the most about celebrating Navruz?

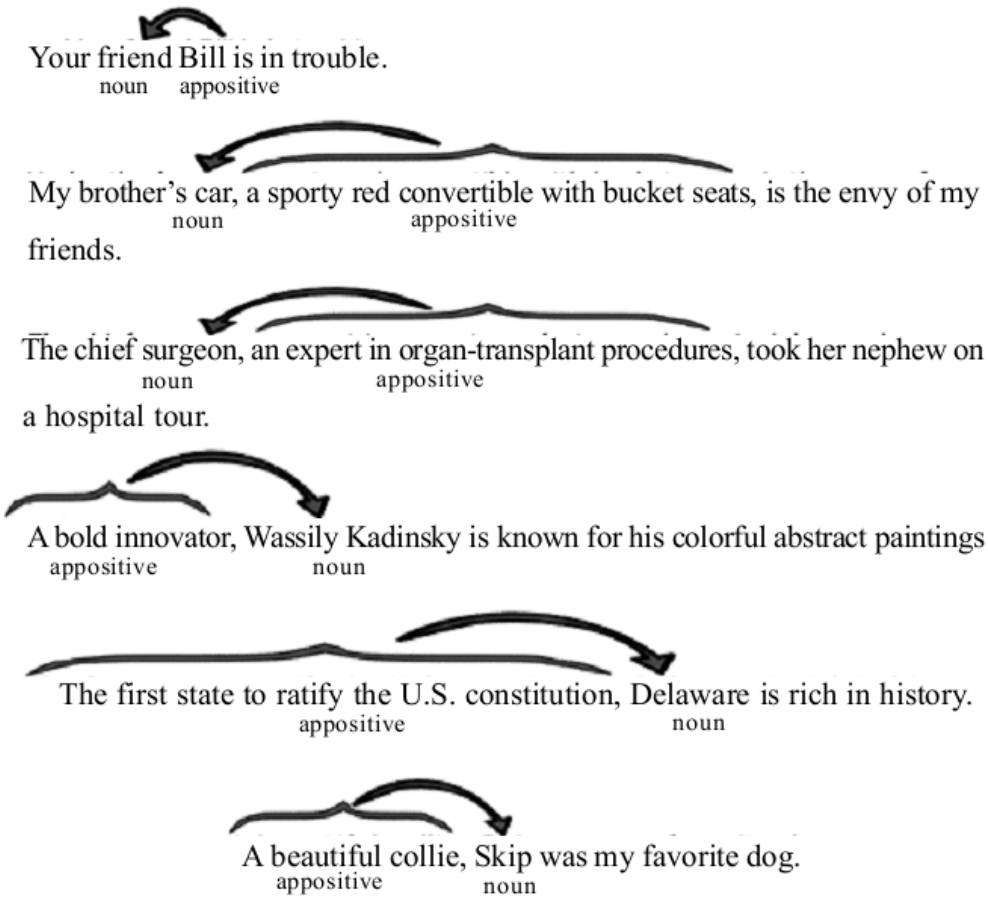
Text
History of Celebrating Navruz (New Year)

In the book of the great scientist and thinker of the East Abu Raiyhon Al-Beruni «Eternal Monuments of Contemporary,» it is written that during the reign of Jamshid, Navruz was celebrated solemnly and splendidly. Beruni told a story on behalf of his contemporary , the Baghdad mubad (chief religious figure of the Zoroastrians). He told about the sugar cane that was discovered on the day of Navruz, which turned out to be sweet to the taste.Jamshid commanded that the sugar cane be harvested and processed to make sugar. Since that time, people have been accustomed to presenting sweets to each other on Navruz. Before Islam, Navruz was considered to be the main holiday of the Zoroastrian religion. This day of the winter equinox was considered to be the first calendar day of the solar year when nature wakes up from a long winter sleep and every living being comes alive again. According to the legend , not only was nature coming alive again but also souls of the dead were returning to the Earth. On that date when the duration of the day and night was equal, the angels used to descend from heaven. The celebration of Navruz usually lasted for one month. Seven different dishes, beginning with the letters «S» and «Sh» were put on the table (dastarkhan) laid for the guests. Besides that, Navruz had both ritual and political significance . According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would get a star. Then during the first days of the celebration of Navruz, he would get back to his throne. Beruni wrote as follows: «when the Sun entered the orbit of the Aries constellation, the spring would usually come. On that day the Khorasaan governors gave their warriors the spring and summer uniforms and treated them with delicious food.” In the Eastern parts of the empire, Beruni wrote how the Navruz holiday lasted from one day to one month. On the sixth day of the month, the Great Navruz would usually come. According to one legend, on that day Allah finished the creation of the world. It was on this day that he created Saturn. And so, the most joyful hours of Navruz was the time of Saturn, when Allah gave the inhabitants of the earth both happiness and blessings. The Iranian people called that day the “Day of Hopes,” “RuziUmed”. The Sasanides also celebrated Navruz solemnly. From the writings of Beruni, we know that they had the following tradition: On the first day of Navruz, the Padishah would give his address to the people; the second day he solemnly celebrated the holiday with farmers. The third day he devoted to his soldiers, servants and mubads; the fourth day he spent with courtiers and associatesand the fifth day, with his family and employees. On the six day he wanted to be alone. On the last day of Navruz he presented all his servants with gifts and entertainment . One final tradition connected with Navruz tells how this day was considered to be the day of Khurazo, or the “day of the water angel.” People would splash water on one another, thus expressing their wish for having more water for irrigation and a

good harvest. In the morning people bathed in the reservoirs, sprinkled each other with water, as if cleansing from the smoke and ashes of the fires that had burned in their homes all winter. Water and fresh air were used for cleansing themselves and banishing diseases. At the conclusion of this ritual, Beruni writes that the Prophet's companion would say «The man will be healthy during the year if he awakens on the day of Navruz before dawn, silently tastes sugar and dabs the body with the olive oil». Thus, during Beruni's time Navruz was celebrated for the whole month of March. For the first five days, Navruz was observed by the Padishah and his court. The second five days it was celebrated by ministers of religion. The third five-day week remained for celebration by employees and educated people and the fourth five-day week there were organized folk wanderings. The fifth five-day week came to an end with the farmer's celebration. Navruz was at that time, indeed a nationwide celebration and continues to be to this day.

Check Comprehension
Read and determine whether the statements are true or false .
Prove your answer by citing the information in the text.
1. According to the writings of Al-Beruni, in the time of Jamshid Navruz was celebrated with loud music and dancing.
2. In ancient times Navruz was the celebration of the beginning of winter.
3. According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would become a star.
4. Part of the ancient celebration of Navruz included remembering the creation of the world.
5. According to Al-Beruni, soldiers did not take part in the celebrations; their job was to protect the people during the holiday.
6. Navruz was and is a nation-wide celebration.

Grammar Notes
An appositive is a noun or pronoun — often with modifiers — set beside another noun or pronoun to explain or identify it. Here are some examples of appositives.



Grammar Practice

Exercise: Underline the appositives in the following sentences.

1. Navruz, the first day of the New Year, is a very well-loved holiday in Uzbekistan.
2. Navruz was considered to be the day of Khurazo, the day of the water angel.
3. On this day Jamshid, the chief religious figure of the Zoroastrians, rose to the Heaven and got a star.
4. The writer Al-Beruni wrote many works, still studied today.
5. During Beruni's time this great holiday, Navruz was celebrated for the whole month of March.
6. The Iranian people gave the holiday the name "RuziUmed", the "Day of Hopes."
7. Modern Navrus celebrations include the making of "sumalak", a favorite national dish.
8. Another popular Uzbek holiday, Independence Day is celebrated on September 1 st every year.
9. Hayit, a three day celebration, is an important religious holiday in Uzbekistan.
10. It follows the month of Ramadan, the Muslim period of fasting.Vocabulary Practice

Use the vocabulary words to complete the following story. solemn splendid contemporary accustomed equinox legend significance constellation employees entertainment

The young boy liked to hear his grandfather tell stories. It was the only form of 1 _____ that kept the boy interested after a long day of helping in his grandfather's shop. Each night after the 2_____ had finished their work and left the store, the grandfather would close the shop and sit down in the back room with the boy, who would wait for his mother to pick him up. The boy's favorite story was the " 3_____ of the Stars". The old man told it well, with a very 4_____ expression on his face. Theboy was 5 _____ to hearing his grandfather's serious mood as he told the story. The story began with a description of a 6_____ garden, standing beautifully in the moonlight. It was the night of the winter 7 _____ and the clear sky revealed stars forming several 8_____. The hero of the story, named Said lived hundreds of years ago, a 9_____ of the great Amir Temur. Said knew that this night was important but he had no idea how great it's 10 _____ was… The old man was just getting to the exciting part of the story, when he looked over to see his grandson, fast asleep in his chair. The story would wait until tomorrow.

Speaking Practice

Task 1: In small groups, recall legends that you learned as a child. Using some of the vocabulary from this unit, prepare to tell the story as the grandfather in the vocabulary exercise above did.

Task 2 : In small groups discuss the following: *How the celebration of Navruz has changed and how it has remained the same since the time of Jamshid and Al-Beruni. *How you and your family celebrate Navruz. If you don't celebrate, explain why.

Organising technology of practical lesson.

Topic № 38	**The Adventure of Christmas Pudding by Agatha Christy**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic

• Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Adventure of Christmas Pudding by Agatha Christy".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

An extract from The Adventure of the Christmas Pudding
by Agatha Christy

The evening was a busy one. Holly and mistletoe had been brought in large quantities and a Christmas tree had been set up at one end of the dining room. Everyone helped to decorate it, to put up the branches of holly behind pictures and to hang mistletoe in a convenient position in the hall. Christmas dinner took place at 2 p.m. and was a feast indeed. Enormous logs crackled merrily in the wide fireplace and above their crackling rose the Babel of many tongues talking together. Oyster soup had been consumed; the enormous turkeys had come and gone, mere carcasses of their former selves. Now, the supreme moment, the Christmas pudding was brought in state. On a silver dish the Christmas pudding reposed in its glory. A large football of a pudding, a piece of holly stuck in it like a triumphant flag and glorious flames of blue and red rising round it. There was a cheer and cries of 'Ooh-ah'. Mrs. Lacey breathed a sigh of relief as the pudding was deposited safely in front of her. Rapidly the plates were passed round, flames still licking the portions. 'Wish, M. Poirot', cried Bridget. 'Wish before the flame goes.' There was a momentary silence all round the table as everyone wished hard. Gently, almost gingerly, Hercule Poirot attacked his portion of pudding. He ate a mouthful. It was delicious. He ate another. Something tinkled faintly on his plate. He investigated a little silver object from the surrounding raisins that clung to it. 'Ohh', said Bridget, 'it's the bachelor's button!' M.Poirot's got the bachelor's button! Hercule Poirot flipped the small silver button into the finger glass of water that stood by his plate, washed it clear of pudding crumbs. 'It is very pretty', he observed. 'That means you're going to be a bachelor, M. Poirot', explained Colin helpfully. Mince-piece and Christmas dessert followed the pudding. The older members of the party then returned for a welcome siesta before the teatime ceremony of the lighting of the Christmas tree.

Vocabulary

Babel a biblical tower where God confused
the languages of the people
bachelor a man who is not married
carcass body of a dead animal
crackle noise of a burning fire
holly small tree with dark green leaves and red berries
mistletoe plant with white berries used as Christmas decoration
oyster small sea animal that makes pearls in it's shell
siesta a short period of sleep, a nap
tinkle high, soft ringing sound
triumphant victorious or successful in a fight, competition or struggle

Check Comprehension

Sequencing Exercise: Read the text above carefully. Now read the statements below and put them into the correct sequence by numbering them in order from 1 to 14.

_____ Everyone made their wishes.
_____ The Christmas tree was lit.
_____ The mistletoe was hung in the hallway.
_____ M. Poirot found a button in his pudding.
_____ Dinner began at 2:00 p.m.
_____ The guests cheered.
_____ Hercule Poirot began to eat his pudding.
_____ Next came the turkeys.
_____ All joined in to help decorate the Christmas tree.
_____ The greatest moment came as the Christmas pudding was brought in.
_____ After dessert, many took a siesta.
_____ Soup was served.
_____ The flaming pudding was passed out to all.
_____ Colin pointed out that M. Poirot would be a bachelor.

Organising technology of practical lesson.

Topic № 39	**The Elephant man –VII chapter by (Tim Vicary)**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"The Elephant man- VII chapter by Tim Vicary".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word	They listen and take notes.

(35min)	combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Chapter 6

OUTSIDE THE HOSPITAL

Merrick had a lot of friends now, but he was more like a child than a man. He could read about things, and talk to his visitors, but he could not go out of the hospital by himself. He thought and played like a child.

After Christmas, he wanted to go to the theatre. This was very difficult, because I did not want the people in the theatre to see him. But a kind lady from the theatre – Mrs Kendal – helped us. We bought tickets for a box at the side of the theatre. We went to the theatre in a cab with dark windows, and we went into the theatre by a door at the back – the Queen's door. Nobody saw us.

Three nurses sat at the front of the box, and Merrick and I sat in the dark behind them. Nobody in the theatre could see us, but we could see the play.

It was a children's Christmas play. Merrick loved it. It was a most wonderful, exciting story. Often he laughed, and sometimes he tried to sing like the children in the theatre. He was like a child. For him, everything in the story was true.

Once he was very afraid, because the bad man in the play was angry and had a knife. At first Merrick

We bought tickets for a box at the side of the theatre.

wanted to leave the theatre, but I stopped him. Then he was very angry with this bad man in the play. He hit his hand on his chair, and stood up and talked to the man. But nobody heard him. When the bad man went to prison, Merrick laughed.

Merrick thought the beautiful young lady in the play was wonderful. He wanted to talk to her too. At the end of the play he was very happy because she married a good young man.

He remembered this play for a long time, and he talked a lot about the people in it. 'What do you think they did after we left?' he asked me. 'Where do the young lady and the young man live? What are they doing now?'

'I don't know,' I said. 'Perhaps they live in the country.'

Merrick thought about this for a long time. Then he said: 'Dr Treves, can I go to the country, please? I saw the country once from a train, but I never went there. I often read about it in books. It's very beautiful, isn't it? I would like to see it.'

The visit to the theatre was difficult but a visit to the country was more difficult. But again, one of his new friends helped us. She had a small house in the country, and Merrick could stay in it for the summer, she said.

I took Merrick to the country in a train with dark windows, so nobody could see him. Then we went in a cab to the country house.

There were a lot of trees near the house, but no people lived near it. A countryman brought food to the house every day, but no people came near it.

I stayed with him that night. At night, it was very dark and quiet. In the morning, hundreds of birds sang in the trees, and everything outside the house was green. Merrick walked under the big trees, looking at things happily, and singing his strange song.

I went back to London, but Merrick stayed there for six weeks. He was wonderfully happy. Every week, he wrote me a letter.

Apple Tree House,
West Wickham,
Berkshire.
21st July 1889

Dear Dr Treves,

I had a wonderful day again today. It was very warm, so I walked under the trees and sat by a stream.

No people lived near the house in the country.

A lot of birds are my friends now.

The water in the stream made a beautiful noise, like singing. Did you know that? I listened to it for two hours.

Lots of little birds came near me. One had a red body in front, and a brown back. I gave it some bread, and it sat on my hand. A lot of birds are my friends, now.

I watched the fish in the stream, too. They were very exciting, because they move very fast. One minute they were there, and the next minute I couldn't see them. But I waited quietly, and they always came back. I put my hand in the water, but I couldn't touch them.

I met a big dog yesterday. It made a very loud noise, but I was not afraid. I sat down quietly and looked at it, and it came and smelt my hand. I saw it again today, and gave it some bread. It likes me now.

I am going to put some flowers from the country in this letter. There are hundreds of flowers here. Did you know that? I like the little blue ones best, but they are all beautiful. I have lots of them in my room. I give them water every morning. Little flowers are very thirsty, you know!

I am very happy here, doctor, but I want to see you again soon, too.

With love from your friend,
Joseph Merrick

At the end of the summer he came back to London. He was very well, and his skin looked much better. He talked about the country a lot, but he was happy to see his friends and his books again, too.

Organising technology of practical lesson.

Topic № 40-41	**Holidays around the World** Infinitive

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations

• To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Holidays around the World".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION THREE
Holidays Around the World

Vocabulary

charity an organization that gives help to people who need it
commemorating to remember someone or something by a special action
contribution something that is given or done to help someone else
gentry people who belong to a high social class
hemisphere one of the halves of the earth;
northern or southern divided by equator
illuminate to make a light shine on something
rituals a ceremony or a set of actions
that is always done in the same way
secular not religious
solstice the day with either the most or least light from the sun
stocking a large sock hung over the fireplace at Christmas to hold presents
urn a large, decorative container

Pre-Text Discussion

1. What do you know about the traditions for celebrating Christmas?
2. Are you aware of the differences in traditions among the nations?
3. Does your family celebrate Christmas? Why or why not?
4. Who is Santa Claus?

Text
Christmas Around the World

Christmas is an annual Christian holiday commemorating the birth of Jesus Christ. Most members of the Roman Catholic Church and followers of Protestantism celebrate Christmas on December 25, and many celebrate on the evening of December 24 as well. In addition to being a religious holiday, Christmas is a widely observed secular festival. For most people who celebrate Christmas, the holiday season is characterized by gatherings among family and friends, feasting, and gift giving. Santa Claus has become one the most popular symbols of Christmas. The legend of Santa Claus had origins in Europe and was brought by Dutch settlers to New York in the early 18th century. Traditionally, Santa Claus—from the Dutch Sinter Klaas—was pictured as a tall, dignified, religious man riding a white horse through the air. Known as Saint Nicholas in Germany, he was usually accompanied by Black Peter, an elf who punished disobedient children. In North America he eventually developed into a fat, jolly old gentleman who rode on a sleigh pulled by reindeer and gave gifts on Christmas Eve. Most people who celebrate Christmas in America participate in special holiday traditions in their homes. Families often decorate evergreen trees and place colorfully wrapped presents beneath them. A family member might give a reading of "A Visit from Saint Nicholas" or read passages from the Bible. On Christmas Eve, children often hang stockings ; they awake in the morning to find the stockings filled with gifts from Santa Claus. Christmas in France is called Noël. Celebrations reach their peak on Christmas Eve. The festival meal is the réveillon, a midnight supper that may consist of oysters, sausages, baked ham,
fowl, fruit, pastries, and wine. Children put their shoes in front of the fireplace on Christmas Eve for Pere Noël (Father Christmas) to fill with gifts, but the traditional day for exchanging gifts is **New Year's day.**

Spaniards attend church at Christmas, but during the Christmas season they also participate in seasonal rituals . For example, townspeople gather in village squares around an "urn of fate."
Each person writes his or her name on a piece of paper and places it in the urn. A designated person then draws the names out, two at a time. According to an old belief, those whose names are drawn together will be best friends for the coming year. Because the Scandinavian countries of Denmark, Norway, and Sweden are high in the northern hemisphere , daylight hours are extremely short during the midwinter Christmas season. Therefore, many Christmas celebrations there incorporate ancient Yule festivals that honor the first lengthening of days following the winter solstice . For example,

Swedes sing carols in honor of the legendary Queen of Light, who is believed to bring hope during periods of darkness.

The German custom of decorating an evergreen tree at Christmastime has become one of the most popular images of Christmas around the world. According to legend, the Christmas tree tradition began with the founder of German Protestantism, Martin Luther. While walking through the forest on Christmas Eve, Luther was so amazed by the beauty of the evergreen trees that he brought one indoors and decorated it with candles to remind his children of God's creation. The Christmas season begins in Germany during the first week of December, when town squares become filled with stalls selling everything from toys to hot spiced wine. On the evening of December 5, children wait for a visit from Saint Nicholas, who brings them gifts. On Christmas Eve, families traditionally gather around Christmas trees decorated with lights, ornaments, and Lebkuchen, which are spiced cookies cut into decorative shapes. Church services on Christmas Eve are illuminated by worshipers holding candles. The day after Christmas is also a national holiday in England, known as Boxing Day or Saint Stephen's Day. Long ago, English gentry gave small gifts known as Christmas boxes to their servants on the day after Christmas. English custom still sets aside Boxing Day for tipping the delivery person and others who have performed personal services throughout the year. Many people in England also make charitable contributions to churches and to the needy on Boxing Day.

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Check Comprehension

1. Describe one particular feature of the Christmas celebration in Spain.
2. Describe two features of the Christmas holiday that is found in all the countries in the text.
3. Do all of the events described in the text take place on December 25?
4. How did the traditions brought from Europe change in American culture?
5. Are the poor able to celebrate the holiday as well? If so, how?

Grammar Practice

Mark a C if the sentences in the group are all complete and an F if any of the sentences in the group is a fragment. Correct the fragments.

____ 1. I visited my aunt's home for the holiday. A visit that was a bad experience.

____ 2. The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind. The perfect Thanksgiving Day.

____ 3. The Pilgrims traveled for over two months without seeing land. Of all their trials so far, this was the worst.

____ 4. Within each tradition, a wide range of features to choose from. It was difficult to distinguish between them.

____ 5. The Christmas season is my favorite time of year. Although it has a reputation for being materialistic, it is still a special family time.

____ 6. Everyone was rushing through the streets hurrying cheerfully. To get their Christmas shopping done in time.

____ 7. As Christmas grows near, I find myself looking back into my childhood days at fun-filled times of snowball fights. To think about this makes me happy.

____ 8. Making up his mind quickly. Jim ordered two dozen red roses for his wife. Hoping she would forgive him for forgetting Valentine's Day.

____9. They were all having a good time at the New Year's party. Until one of Joe's oldest and best friends had a little too much to drink.

____10. Although it only comes once a year. Thanksgiving Day is my favorite day.

____11. Christmas traditions are different all over the world. While they differ though, there are many similarities.

____12. Sam couldn't decide which sweater to buy his wife for Christmas. Only the different colors.

Vocabulary Practice

Many words can be used as different parts of speech by simply changing the suffix. Change the vocabulary words below to the part of speech indicated in brackets [ ], then write a sentence using each word in its new form. The new sentences should be related to the subject of holidays. Use a dictionary to check your work and/or to help find the correct form.

1. charity [adj] _____
2. commemorative [v] _____
3. contribution [v] _____
4. illuminate [n] _____
5. ritual [adj] _____

Speaking Practice

Task: Role play (groups of 3 or 4) Each group will prepare and present one of the following scenes. Use information from the text to help you prepare.

1. Parent(s) explaining to their child(ren) the history and the importance of giving at Christmas time. The children are thinking only about receiving gifts and don't see why they should be concerned with giving.
2. You live in Spain and have received guests from England. They are confused by your Christmas traditions. Help them understand the significance of your traditions and allow your British guests to compare their own traditions with yours.
3. You work in an international firm. Each member is from a different country: U.S.A., Germany, England, Uzbekistan, and Russia. You are trying to agree on the day and style of celebrating the holidays. Some insist on celebrating 24 December, others want 31 December. Solve the problem and try to keep peace in your office.

Organising technology of practical lesson.

Topic № 42	**Writing about Holiday traditions**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts

Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

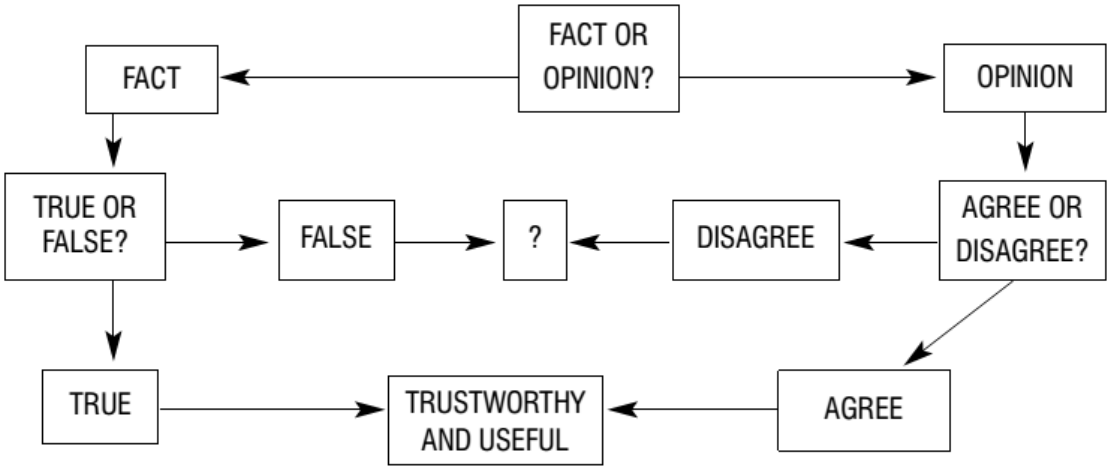
"Writing about Holiday traditions".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Holiday Traditions

Imagine that in your home you are preparing to host a special friend from a country and culture that is very different from your own. This friend will arrive in one month and will be visiting during your favorite holiday. Write a letter to that friend now and explain to them all of the wonderful plans that you have made for their visit. Tell them how you will spend this holiday together— what you will do, who they will meet, what foods they will try, etc. This might help you get started: Dear _____,

I am so excited about your visit! Did you know that you are arriving two days before my favorite holiday of _____. Let me tell you what I have planned…



Ideas
Plan

Organising technology of practical lesson.

Topic № 43-44	**English in 30 days**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic

combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	• Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"English in 30 days".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Organising technology of practical lesson.

Topic № 45-46	**Community associations in Uzb and the USA** **Residental community associations** **Phrasal verbs**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Community association in Uzb and the USA"
Residental community associations.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage	They listen and take notes.

While-stage **(35min)**	" using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	 Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

UNIT ELEVEN
COMMUNITY ASSOCIATIONS IN UZBEKISTAN AND AMERICA
SECTION ONE
Mahallas of Uzbekistan

Vocabulary

consensus general agreement by most or all the members
converge come together at one place; gather
densely crowded together
deter to keep or discourage from doing something
exclude to keep out; reject
externalize to make or move outside into the public
hand-me-downs used clothing, still in good condition, given to another to use
intercede to make a request on behalf of another or others; mediate
intimate private; personal
maintain keep in good order or condition
mutual to share in common
partake to participate; to take a portion of something
quell stop; put an end to
residential suitable place to live; related to homes
roughly approximately; generally
substantial of considerable worth, value, or size
trace sign; evidence; path

Pre-Text Discussion

Discuss the following questions in groups of 3 or 4 students.
1. Have you been to any country that was different from your country?
2. What did you find that was very strange to you?
3. Which aspects of your country do you think might be quite unusual to foreigners?
4. Which nationalities would find Uzbekistan similar to theirs and which would find it most different?

Text
Residential Community Associations of Uzbekistan

1. Early each morning, men converge in the side streets of Uzbekistan's thousands of neighborhoods, locally known as Residential Community Associations or "mahalla", to converse and partake from platters of traditional Uzbek "osh", a national pilaf dish, and drink green tea, all prepared with ingredients provided by each individual mahalla. Such group activity not only

provides the inhabitants of the mahalla with the public goods, but also helps to create order, to promote solidarity, and to sustain community life.
2. The modern mahalla can trace its origins to large urban centers that existed in Central Asia well before the invasion of Chingiz (Ghengis) Khan in the 13 th century. Many of them
specialized in trades such as metalworking, music, or food production.
There are nearly 10,000 mahalla in Uzbekistan today, each one averaging roughly 2,000 residents. In the cities, mahalla consist of modern apartment complexes or blocks of densely organized single-family dwellings. Membership in the mahalla is based on residency, and no one is excluded because of class, profession, or religion. Traditionally the mahalla are places where both Sunni and Shi'ite, rich and poor, laborers and professionals can interact with one another.
3. In the modern mahalla, a chairperson leads the mahalla committee, or "kengash". The kengash oversees the day-to-day activities of the mahalla.
4. According to a 1999 Mahalla law, the chairperson is a state employee who is elected for a 30-month term. Next in the hierarchy is an "aksaqal" or "whitebeard", who is chosen informally by consensus for his wisdom and ability to guide. Finally, a senior mahalla woman also assumes an informal leadership role.
5. Mahallas are involved with several institutions that mediate between mahalla and family, mahalla and culture, and mahalla and commerce. Mahallas also externalize the most meaningful and intimate relations of nuclear families. Families mark births (beshiktoi, aqiqa), male circumcisions (sunnattoi), weddings, and deaths (khudoii). Often, the mahalla owns or possesses a supply of tables, chairs, cooking supplies, and other implements that it lends or leases to community members for such occasions.
6. To the same degree that mahallas assist with family events, they also shape Uzbek cultural celebrations. For national holidays, mahallas work together to clean public areas, cook national desserts for distribution to all mahalla residents, and provide small presents to poorer residents. Outside of these formal occasions, mahallas are a primary source of social services for community residents.
7. Mahalla residents call on each other to provide labor forrepairs to houses, hand-me-downs to children, and a variety of other informal services that are easily described as "neighborliness". Uzbeks have a well-developed conception and practice of mutual assistance called hashar that transcends mutual relations. Mahalla rais and members draw on hashar to motivate residents to, among other things, maintain the cleanliness of streets and gutters and improve the look of their mahalla on the eve of celebrations and state holidays.
8. Mahallas frequently also provide substantial support to the elderly, intercede in cases of domestic abuse (and deter divorce), provide adjudication to quell disputes between neighbors and, conversely, pressure more wealthy residents to share some of their wealth with the wider community. Each mahalla has a community center, called guzar. It is the place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house (choikhona), and a general store.

Culture Notes
Mahalla – Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman (district), city (shakhar), viloyat (region) and state (nation).
osh or pilaf – most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special
ingredients. Chingiz (Ghengis) Khan - (1162-1227) a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan. Shiite – The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic leader of the Islamic community after Muhammad's death is Ali, the Prophet's cousin. Less than 20% of believers are the Shi'ites.
Sunni – The Sunnis believe that the leader of the Islamic community after the death of the Prophet Muhammad is Abu Bakr. More than 80% of believers are the Sunnis.
Kengash - Board of Residential Community Associations that guides every-day life of the mahalla.
rais - chairperson of a mahalla's Kengash.

aksakal – "whitebeard", wise, able and fair old man who is selected by the men of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the community Board.
a senior mahalla woman – head of the women's committee which oversees the female/gender stereotypes in the community, the quells disputes between women.
hashar – mutual free assistance in building houses, harvesting, maintaining cleanliness of streets and gutters
guzar – community center, the place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house, a general store.
choikhona – tea house, the place for men (elderly) to socialize.
aqiqa – celebration in the community of the new-born child.
sunnattoi – male circumcision celebration.
khudoii – community gathering for prayer to remember someone who passed away
beshiktoi - celebration on the occasion of putting (beshik- Uzbek national cradle) the new-born child into a cradle for the first time.

Check Comprehension
Exercise 1: The above text is divided into eight parts. Re- read each of these parts and try to give a title for each.
Exercise 2: Read the text and decide if the following statements are true or false. Cross out (X) the wrong word after each sentence.
a) Early each morning men converge on the side streets of Uzbekistan's thousands of neighborhoods to converse and partake from platters of traditional Uzbek "osh".
True: False
b) Such group activities provide the inhabitants of residential community associations only with public goods.
True: False
c) Modern mahallas trace their origins to Independence from the 13 th century.
True: False
d) Mahallas consist of modern apartment complexes.
True: False
e) Membership in the mahalla is based on residency excluding the rich and religious people.
True: False
f) In the modern mahalla, a chairperson leads the residential community committee and overseas its daily activities by himself.
True: False
g) A mahalla is administered by aksaqals and a women's committee.
True: False
h) Mahallas oversee several institutions that mediate between mahalla and family, mahalla and culture, mahalla and commerce.
True: False
i) Mahallas don't own a supply of tables, chairs, cooking supplies, and other implements.
True: False
j) Uzbeks have a well-developed conception and practice of mutual assistance called hashar that transcends mutual relations.
True: False

Exercise 3: Questions to discuss in small groups after you have read the text.
1. Why do men converge in the side streets of Uzbekistan's thousands of neighborhoods?
2. What does the mahalla's group activities help to create?
3. What kind of trades did the 13 th century mahalla specialize in? Does the contemporary mahalla specialize in such trades?
4. Approximately how many mahallas exist in Uzbekistan?

5. What kinds of houses do the mahallas consist of today?
6. What is a modern mahalla based on today?
7. What are the duties of the mahalla chairperson and of the mahallakengash?
8. How are the "aksakal" and senior woman chosen? What are their duties?
9. What institutions are involved in a mahalla?
10. What do mahallas externalize?
11. Where do the mahalla residents get tables, chairs, plates and so on to mark celebrations?
12. Do the mahallas lend or lease the tables, chairs, plates and so on to community members?
13. What is "hashar" and who is responsible for organizing hashar in the mahalla?

Grammar Notes
Working with phrasal verbs.
Guess the meanings of the following phrasal verbs. After you have confirmed the correct meaning with your teacher, make up sentences.
to draw aside to call away
to draw away to call back
to draw back to call for
to draw in to call off
to draw out to call out
to draw up to call together
to draw upon to call in

Grammar Practice
Exercise 1: Paraphrase the following sentences paying special attention to the phrasal verbs.
1. The situation called for drastic changes in the community life.
2. This work calls forth all his time and energy.
3. Taking into account the weather, Sunday's game was called off.
4. The chairperson called on the next presenter.
5. The United States is calling in dollars with the old design and introducing the new ones.
6. Winter is drawing on and days are getting cold.
7. Those present were almost asleep since the presentation drew on interminably.
8. The car drew up before the gates and the young couple hurriedly left it.
9. They had to draw enemy fire upon themselves to give the chance for the rest to escape.

Vocabulary Practice
Exercise 1: Complete the following sentences using the words and word–combinations from the text:
a) Traditionally the mahallas are places where both rich and poor, laborers and professionals can _____.b) _____ oversees the day-to-day activities of a mahalla. c) According to a mahalla law _____ is a state employee who is _____ for a 30-month term. d) The aksaqal and senior mahalla woman also assume an _____ leadership role. e) Families mark _____, _____ , _____, and deaths. f) A mahalla _____ a supply of tables, chairs, cooking supplies, and other implements. g) Mahalla residents call on each other to provide _____, and a variety of other informal services that are easily described as "neighborliness".

Exercise 2. Put suitable adjectives or adverbs into the gaps.
All the sentences were taken from the text.
1. Many of them (residents) _____ in trades.
2. Mahallas consist of _____ apartment complexes or blocks of _____ organized single-family dwellings.
3. Mahalla committees oversee the _____ activities of the community.
4. Mahalla residents call on each other to provide labor for _____ services that are _____ described as "neighborliness".

5. Even outside of these _____ occasions, mahallas are a _____ source of _____ services for _____ residents.
6. Mahalla _____ also provide _____ support to the elderly and intercede in cases of _____ abuse.
7. Conversely they pressure _____ _____ residents to share some of their wealth with the _____ community.

Speaking Practice
Exercise 1: Work in pairs. Role play.
A parent wants to celebrate the birth of his child. One of the students plays the role of the mahalla chairperson and the other – the role of a parent. The parent comes to the mahalla chairperson to discuss the date of the celebration, the number of guests to invite and a supply of tables, chairs, dishes, cooking supplies and so on.

Exercise 2: Briefly discuss the following questions in small groups.
1 . The text consists of a factual description of Uzbekistan Residential Community Associations. There are formal and informal activities in a mahalla. Go through the text and identify the parts as formal activities and informal activities
2. There are advantages and disadvantages of a mahalla. Comment on this by giving your personal opinion.
3. Explain the difference between the notions of "neighborliness" and "hashar"? Give your personal attitude about them.
4. Use your Encyclopedia to find out if there's something like Uzbekistan mahalla in other countries across the world and speak about them in the classroom.
5. Who do you think has written this article? Is this writer local or a foreigner? What makes you think so?
6. Prepare a dialogue together with your friend about parents' planned marriage in Uzbekistan and the role of mahalla in this event, then act it out in front of the class.

Organising technology of practical lesson.

Topic № 47	**Rodeo of American West**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules.

	• To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Rodeo of American West".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION TWO
Rodeo of American West

Vocabulary

attachment something joined to or added on to another
bucking a jumping motion from front to back
made by a wild horse or bull
chiefly primarily; first
folks people; citizens
genders the two sexes, male and female
gorgeous very beautiful
heritage cultural history and traditions
mere only; simple

mutton-buster a child who rides sheep for sport
occupied busy with
preceded came before
rampaging wild or violent behavior
ramshackle old; in bad condition; rustic and simple
ranch a farm where animals are bred and raised
recreation the process of refreshing, relaxing, or entertaining oneself
rodeo sport competition and entertainment
with cowboys and animalsroping a rodeo sport showing cowboys' skill in capturing an animal
rugged strong, not gentle or refined
spirited enthusiastic; energetic; lively
vicious violent; bad-tempered

Pre-Text Discussion

1. When you hear the words 'cowboy' and 'rodeo' what thoughts first come to your mind?
2. What is your opinion of women and girls taking part in horseback riding and other rough sports?
3. If you were to receive an invitation to a rodeo, what would you expect to see? Describe your image of a rodeo arena, the people, the activities, etc.

Text
Rodeo in the American West

Across the ranch ing West, in dusty little cow towns from the south of Texas to the broad Alberta, Canada prairie , the rodeo arena is a focal point of community life. In places too small to have their own baseball fields, you will often find ramshackle little arenas, where folks get together on week nights for local roping contests, and where a few times a year, the place comes alive with spirited competition. On every level, from the small- town kids' rodeo or high school event to the biggest international professional rodeo, rodeo is a central part of the western way of life for boys and girls, men and women. From the youngest " mutton-buster " clinging to the back of a rampaging sheep, to the seventy-year-old team roper at the local "old-timers" rodeo, this is a basic affirmation of who they are and how deep their roots run.In many ways, rodeo is about belonging and about community. Of course, there is a sense of membership in the elite conceptual establishment known as the Cowboy West. But rodeo as community extends to many different corners, throughout the warp and weave of the fabric of Western American life. Rodeo is far more than just recreation in ranch country. Rodeo provides a social structure, an extended community, in which like-minded folks might get together from time to time to share common values and desires. It ties the residents of these communities to one another, and to the American West, as well. Indeed, the real importance of the sport lies not in mere recreation, but as an expression of regional and community heritage. Through their rodeo activities, children and adults share in the rich culture of the ranching west, as traditions of hard work and hard play are passed along from one generation to the next.Rodeo defines, in many ways, the spirit of the pioneer west. It is tied to the traditional activities of ranching in the west, and it gathers together in a cultural net folks who may not themselves still be occupied in ranching, in places that today may be more in tune with computers than with cattle. Rodeo gives its participants an opportunity to express their attachment to the traditional values of the generations of ranching people who preceded them. It is the modern, western Circus Maximus, combining all the best elements of gladiatorial drama and athletic showmanship. In rodeo, you can watch cowgirls in gorgeous , bright outfits and perfectly fixed hair get covered with mud, racing around on the finest four- legged athletes in the world, or see brave young men try to survive for eight seconds atop nearly a ton of vicious beefsteak. In rodeo competition, the contestants match their riding and roping skills in rugged , exciting events. There are two main groups of events: rough stock events and timed events. Rough stock events feature cowboys or cowgirls trying to ride bucking horses or bulls for a specified number of seconds. The judges award points to the contestants, chiefly for their form and how well they control the animals. Timed events are judged according to how quickly the contestants complete the required task. Types of rodeo:

a) youth rodeo for competitors as young as five years old

b) high school rodeo
c) professional rodeo
d) “old timers” rodeo (over 40) for both genders.

Check Comprehension
1. What is a rodeo? Describe the type of sport which is called “rodeo”
2. Is rodeo common throughout America?
3. What types of rodeo are mentioned in the text?
4. How deep is rodeo in the life of the Western American community?
5. Who is involved in a rodeo besides the cowboys?
6. Is there anything like a rodeo in Uzbekistan?
7. What are the main impressions you get when you read the text?
8. Which words give you these feelings?
9. Would you like to watch a rodeo someday?

Grammar Practice
Exercise 1: Pay attention to the use of the word “rodeo” in the following sentences and define what parts of speech it is in each.
1. In a rodeo there are no uniforms, no time-outs or rain delays, no protesting, no instant television replay, no whining.
2. Professional rodeo cowboys and cowgirls compete for prize money in events that they pay to enter.
3. They rodeo because their parents and schoolmates and sweathearts rodeo. They rodeo because it is an essential feature of life in ranch country.
4. The big, commercial rodeo represents just a small portion of the rodeo scene.

Exercise 2: The use of the word “rodeo” is a good example for a word building that is called conversion. Compare conversion with other means of word building. Is conversion a universal means of building new words for all languages? Look through the text and find 3-5 other examples of conversion.

Exercise 3: There is a special technique to make sentences longer or shorter that changes particular sentence patterns.
1) Combine the sentences below to produce longer ones out of two short ones.
Example: a) They rodeo. b) It’s an essential feature of life in ranch country.
They rodeo because it is an essential feature of life in ranch country.
a) Rodeo is related to other work-based competitions.
b) Mining and lumberjack contests are work-based competitions
_____
a) Rodeo is a contest of the American ranching West.
b) “Uloq” is a national Uzbek contest
_____
a) Men and women participate in rodeo.
b) Young and old participate in rodeo
_____
2) Produce two or more sentences out of the combined sentences below.
Example: a) This is a no-nonsense, down-and-dirty competition.
This is a no non-sense competition. It is down-and-dirty.
b) The typical small-town rodeo is still the way the rodeo once was: a communal activity, a bunch of friends and family having a good time.
c) The American West is one of the most purely romantic and evocative regions on earth, the sort of place where one still hears the not-too-distant echoes of great adventure, and where one still has the feeling that big things are yet to happen.
d) At these more low-key events, visitors can get closer to both the action and the participants, and one gets a better sense of just how much of a community and family activity rodeo is.

Vocabulary Practice

Exercise: Complete the following story using vocabulary words from the text.

Rick was nervous as he looked into the arena. This was his first time to compete in the rodeo. Although it was part of his family 1_____, he could not imagine that he would follow his grandfather, father, and brothers in to the champion's circle. Rick grew up on a 2_____ and had been 3_____ cows and sheep with his brothers since he was a 4_____ boy of six years old. He was used to a 5_____ ride on a 6_____horse. But those rides had always been for 7_____ not for competition. Now he was sitting on a 8_____ horse, trained and ready for action. The cowboy that 9_____ him in the competition was talented and experienced. The bell rang, the gate opened, and Rick raced out on his gorgeous, spirited horse with his rope swinging in the air. He roped the cow and tied its legs in record time, winning the competition. No longer nervous, he was ready for his second ride!

Speaking Practice

Task: Discuss the following in small groups.

1. Describe the differences and similarities between the American rodeo and Uzbek Uloq.
2. Debate the participation of women and girls in rodeo sport.
3. Discuss how you think rodeo and Uloq traditions fit or don't fit into modern society.

Organising technology of practical lesson.

Topic № 48	**English in 30 days**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Organising technology of practical lesson.

Topic № 49-50	**Turkistan American associations** **Subjunctive mood**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic, knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage",

• Make up sentences related to the topic • To pay attention to the pronunciation of the words	• Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Turkistan American association".
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. (30 min)	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage Post-stage. (10 min)	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION THREE
Turkistan American Association

Vocabulary

blend to mix together; fit together well
enhance to improve something already of good quality
evolved develop gradually
inception beginning

mosaic a diverse thing; a blend
non-profit not receiving financial gain
promote support; encourage; advance
strive try hard; make efforts; struggle for
vital link necessary connection

Pre-Text Discussion
1. What do you think life is like for Uzbeks and other Central Asian immigrants to America?
2. In your opinion, should immigrants maintain the cultural heritage and celebrations from their home country?
3. If you immigrated to the U.S.A. with your family, what kind of help do you think you would need adapting to life in America?

Text

Established in 1958 Turkistan American Association is a cultural non-profit organization. The association was founded with the purpose of uniting and supporting the Central Asian community within the United States, as well as helping it blend into the American mosaic . Since its inception the organization has successfully established a vital link between various communities both in the US and abroad. Turkistan American Association has evolved with the changing times and has expanded in need of religious purpose. Our organization strives to preserve the rich cultural heritage and identity of its members among whom it counts ethnic Uzbeks, Tajiks, Turkmens, Kazakhs, Kyrgyzs, Turks, Uyghurs and representatives of other nationalities. With its present membership of over several thousand families our organization addresses a growing need for better representation of our community in the United States. Turkistan American Association sponsors social events, educational workshops and cultural activities that promote public awareness of our organization, as well as encourage greater community involvement by our members. Turkistan American Association members have access to a variety of resources and community programs, which enhance their understanding and appreciation of their culture. Membership in our organization can play an important role in personal development and social growth of our members.
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Check Comprehension
1. Why was the Tukistan American Association established?
2. Has the association made any changes since it began in 1958?
3. What is the associations commitment to the home cultures of Central Asian Americans?
4. What promises does the association make to its current and future members?

Grammar Note
The subjunctive mood expresses doubt or uncertainty, a condition contrary to fact, or a wish.
In the present tense the subjunctive mood consists of only the infinitive form of the verb no matter what the subject is. Use the subjunctive form in that clauses following verbs that demand, request, or recommend. The Brief English Handbook, Edward A. Dornan and CharlesW. Dawe Little, Brown and Company, Boston, 1984

Grammar Practice
Exercise: Fill in the blanks below with the correct form of the verb in parentheses. Negative, passive and continuous subjunctive forms are possible. Three of the sentences below do not contain subjunctive forms. Can you find them?
1. It's important that she (remember) _____ to take her medicine twice a day.
2. I suggest that Frank (read) _____ the directions carefully before assembling the bicycle. He doesn't want the wheels to fall off while he is riding down a hill.
3. Mrs. Finkelstein demanded that the heater (repair) _____ immediately. Her apartment was freezing.

4. It's vital that the United States (focus) _____ on improving its policy for immigrant education. What we do now will affect our country for generations to come.
5. The monk insisted that the tourists (enter) _____ the temple until they had removed their shoes.
6. I am not going to sit here and let her insult me. I demand that she immediately (apologize) _____ for what she just said.
7. Judy asked that we (attend) _____ her graduation ceremony next week.
8. Was it really necessary that I (sit) _____ there watching you the entire time you were rehearsing for the play? It was really boring watching you repeat the scenes over and over again.
9. It is important to remember that Janine (think) _____ very differently from you. She may not agree to the changes you have made in the organization of the company.
10. It's a little difficult to find the restaurant. I propose that we all (drive) _____ together so that nobody gets lost along the way.
11. The woman insisted that the lost child (take) _____ to store's information desk so his parents could be paged.
12. The nutritionist recommended that Sally (reduce) _____ her daily fat intake.
13. The environmental leader felt it was extremely importantthat the people of the city (allow) _____ to voice their concerns over the new hotel being built on the bay.
14. She says that the government (regulate) _____ the airline industry. I don't know if that is true.
15. The sign at the pool recommended that you (swim)_____ after eating a large meal.
16. It is necessary that a life guard (monitor) _____ the swimming pool while the children are taking their swimming lessons.
17. The sun is scorching today. I suggest you (put) _____on sunblock immediately before you get a sunburn.
18. John insists that Sarah (invite) _____ him to the wedding; otherwise he will not attend.
19. I think it's an interesting fact that she (come) _____ from Estonia.
20. It is imperative that the world (work) _____ towards a solution to global warming before the weather patterns of the world are disrupted irreparably.Vocabulary Practice

Exercise: Make one logical sentence from each of the following sets of words.
1. vital link, strive
2. blend, mosaic
3. evolve, inception
5. non-profit, enhance
6. inception, blend
7. enhance, promote
8. mosaic, evolve

Speaking Practice
Task: With your group mates, organize an immigrants' community association including goals, activities, services, and rules. Choose one of the following groups to organize. Consider their particular home culture and the culture of the new country in which they live.
Example: Uzbek/American = Uzbeks living in the USA
1. American/Uzbek
2. Uzbek/British
3. British/Saudi Arabia
4. Thai/Russian
5. Russian/Chinese
6. South African/Swiss

Organising technology of practical lesson.

Topic № 51	**Writing about community association**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**

Type of lesson:	Practical
Objectives of the lesson: to lead students to remind the information about "Writing about Love and Marriage" the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme "Writing about Love and Marriage", • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work
Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

"Writing about Community association".
Technical map on the practical lesson

Time and stages of the lesson	Steps of activity	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage Pre-stage	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students' knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage While-stage **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic "Writing about Love and Marriage " using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
	3.1Make up texts according the distributed pictures without	They listen and make up

3- stage. **(30 min)**	preparation in Cluster method. 3.2Retell the text using new words.	sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

SECTION FOUR
Writing About Community Associations

Task 1. Write an essay about a memorable wedding party that you have recently attended. Explain the role of the mahalla in this wedding and what you liked there and disliked. Include as many of these words as possible: to mark, to possess, bride, groom, furniture, cooking supplies, implements, to lend, to lease, national desserts, to cook, give presents, famous, ingredients, full of flavor, spices, delicious

Task 2: Write a summary of the text using the following words and expressions: ranch, rodeo, rodeo arena, ramshackle, roping contest, rampaging sheep, elite conceptual establishment, warp, weave, heritage.
Time limit: 10 minutes for writing

Task 3: Compare your summary with the summary ofanother member of your group to see what have you included and what have you left out.
Time limit: 5 minutes for comparing

Organising technology of practical lesson.

Topic № 52	**English in 30 days**

Model of educational technology

Time – 80 min.	**Number of students - 7-20**
Type of lesson:	**Practical**
Objectives of the lesson: to lead students to remind the information about “Writing about Love and Marriage“ the use of new words connecting with topic, making and answering questions on the topic , knowing of love and marriage	
Pedagogical aims: • To give the information and handouts on the topic • To deal with new words • To define the words of Travel • To present new vocabulary and word combination on the topic • Writing about Love and Marriage • Speak on traditions of the both universities • Make up sentences related to the topic • To pay attention to the pronunciation of the words	*The result of practical activity:* To give the information on the new topic • To explain new words and word combinations • To have a translation practice of the sentences from English into Uzbek • To make up sentences on the topic • Making up and answering questions on the topic • Drilling with the exercises on the topic Introduce new words and word combination on the theme “Writing about Love and Marriage”, • Revision of grammatical structures. • Make up presentation on the topic • Doing exercises by completing sentences logically • Making up grammatically correct sentences. • Toexplainphoneticrules. • To explain the intonation of the sentence.
Educationalmethods	Practical
Formofeducation	In group work, in pair work

Means and ways of education	manual, projector, cards with new words, photos, handouts
Conditions for educational process	Laboratory for practical lessons
Monitoring and assessment	Answering questions in oral and written form

“English in 30 days ”.
Technical map on the practical lesson

Time and stages of the lesson	**Steps of activity**	
	Teacher	**Students**
Warm up **(5min)**	1. Preparation for the lesson. 2. Guessing new words on the topic. 3. Making up handouts with new words and essential vocabulary. 4. Prepare pictures on the topic. 5. To check students knowledge . 6. Giving the order of literatures referring to the topic.	Brain storming
1-stage **Pre-stage**	1.1.Organizative moment. The theme of the topic introduces the aim, the plan , the result, special peculiaritiesof the topic . 1.2. Check students’ knowledge on the theme by asking prompt questions .	They listen. They listen. Students answer to the questions.
2-stage **While-stage** **(35min)**	2.1.Explain and show essential vocabulary and word combinations on the topic “Writing about Love and Marriage “ using new methods of teaching. 2.2. Make up sentences using new words and word combinations doing exercises and making up dialogues. 2.3. Distribute cards with essential vocabulary and word combinations and show the ways of doing the tasks. 2.4. Make up questions according to the sentences for learning new words	They listen and take notes. Do exercises. They write. They listen
3- stage. **(30 min)**	3.1Make up texts according the distributed pictures without preparation in Cluster method. 3.2Retell the text using new words.	They listen and make up sentences. They retell the topic.
4- stage **Post-stage.** **(10 min)**	4.1. Summarize the lesson. To put marks for the students answer. 4.2. To explain the home task: 1) to learn new words and word combinations on the topic; 2) answer the questions 4.3. To answer to the students questions.	They listen.

Review all themes.
Answer the questions and translate the given texts.

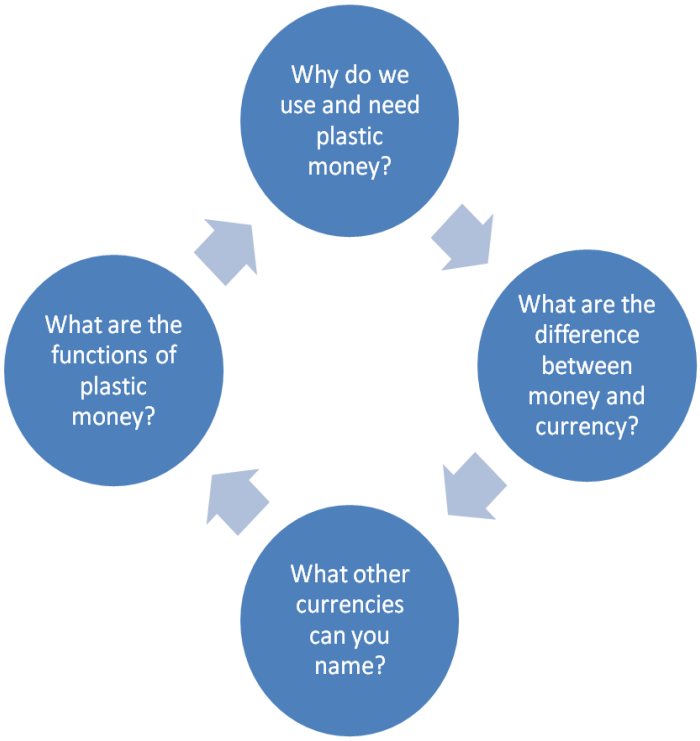
8. TA'LIM TEXNOLOGIYALARI

BBB method

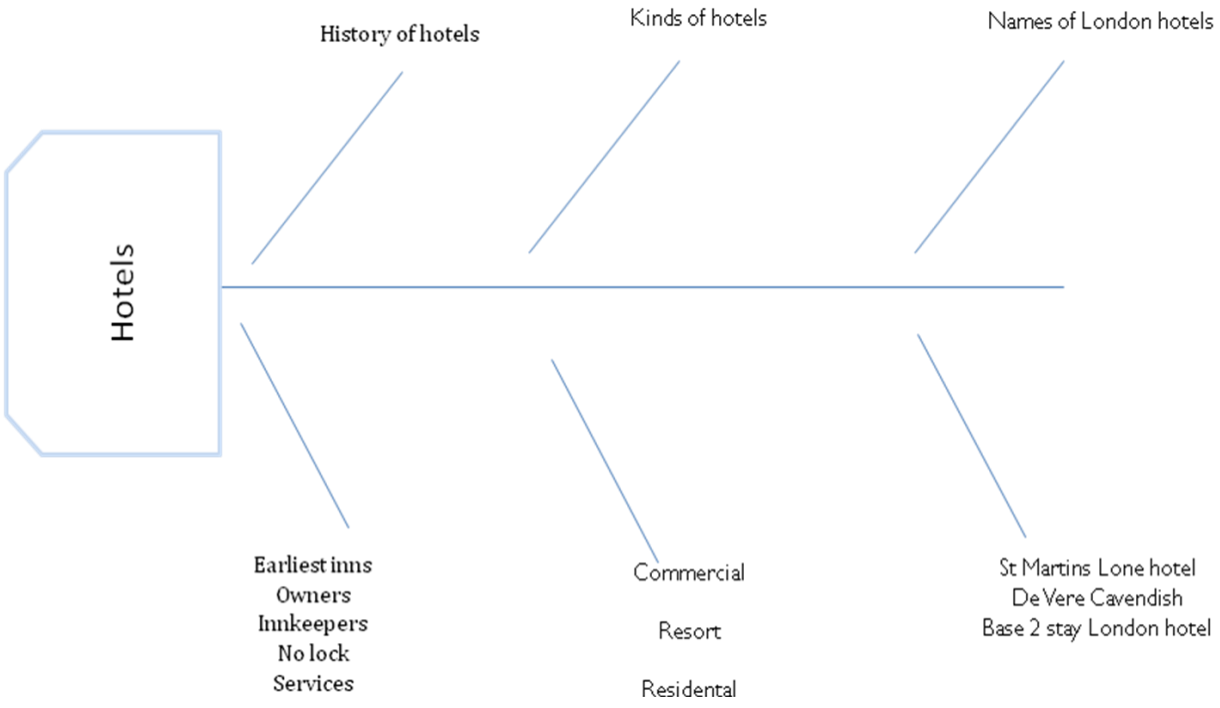
e.g.Theme: HOTELS

I KNOW	I WANT TO KNOW	I'VE KNOWN
Hotel is an establishment that provides overnight lodging for the public. Its basic service is providing a room to sleep in. Many hotels offer rooms and services for meetings, and some have shops and offer entertainment.	I want to know about earliest hotels or inns history about them. What had early hotels? When did hotels expend their services? What are differences between motels & hotels?	There are three chief kinds of hotels: commercial hotels, resort hotels, and residential hotels. Most commercial hotels are near the airport or the downtown of large or medium sized cities. Resort hotels are seasonal. During the winter months, for example, large members of people travel to seaside and mountain, resorts in tropical areas or go to ski lodges. Residential hotels rent one or more rooms to their guests for long time of period.

''Why''diagram



Fish skeleton

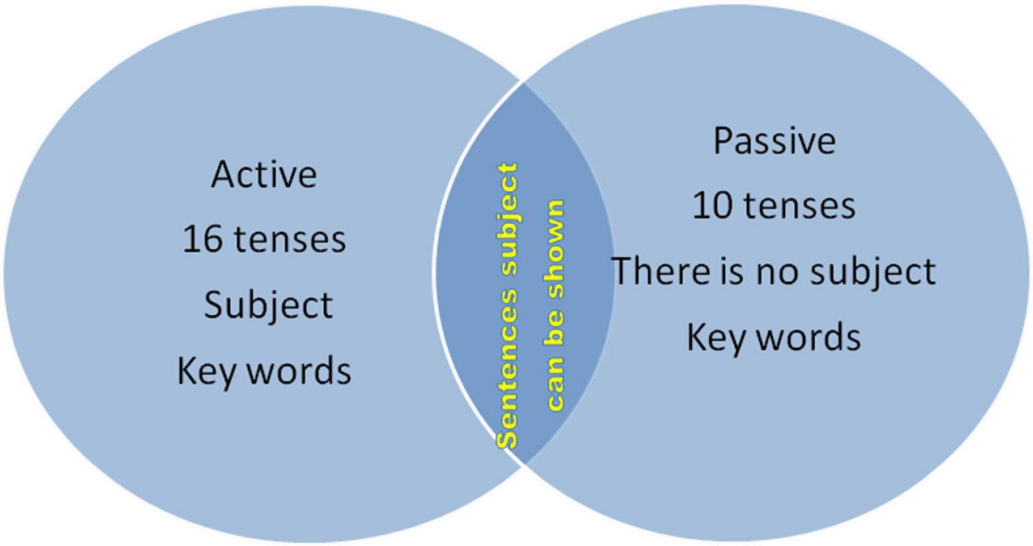


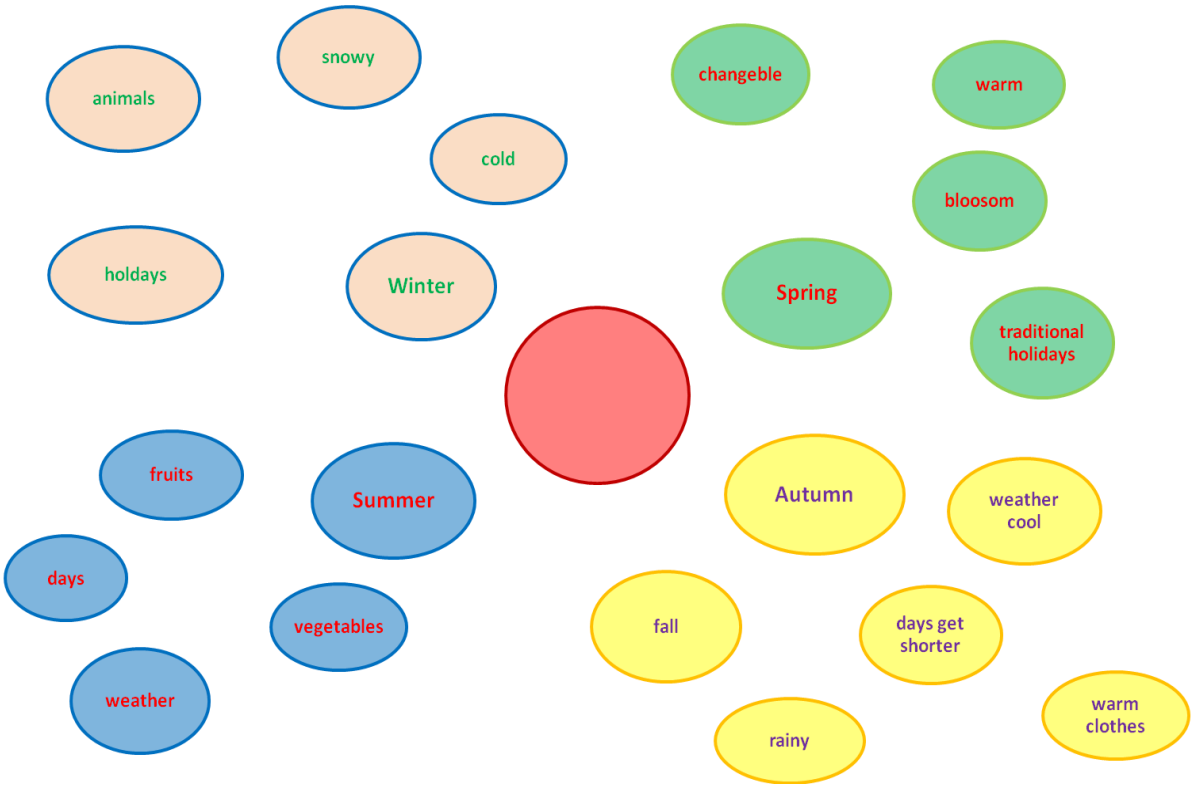
''Toifalash''
e.g. Theme: '' Noun''

Proper nouns	Countable nouns	Uncountable nouns	Irregular nouns	Compound nouns	Case of nouns
Book Tree House Country Room House Car Table	Pen Book Library Teacher Brick* Wine* Desk Room Herd Group	Wine Advice* Baggage Bread* Furniture* Money Homework Luck Luggage Soap Chaos Work Economics Love	Man-men Goose-geese Mouse-mice Child-children Woman-women Cactus-cacti Foot-feet Ox-oxen	Custom-house Mother in-law Passer-by Man-servant Woman-doctor	The girls' hat The girl's hat The horse's leg The leg of the horse

"Venn" diagram

Theme: Active & passive Voice





9. TALABALARNI BAHOLASH MEZONI

TALABALARBILIMINI REYTING TIZIMI ASOSIDA
BAHOLASh MEZONI

Fan bo'yicha reyting jadvallari, nazorat turi, shakli, soni hamda har bir nazoratga ajratilgan maksimal ball, shuningdek joriy va yakuniy nazoratlarining saralash ballari haqidagi ma'lumotlar fan bo'yicha birinchi mashg'ulotda talabalarga e'lon qilinadi.

Fan bo'yicha talabalarning bilim saviyasi va o'zlashtirish darajasining Davlat ta'lim standartlariga muvofiqligini ta'minlash uchun quyidagi nazorat turlari o'tkaziladi:

- **joriy nazorat (JN)** - talabaning fan mavzulari bo'yicha bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Joriy nazorat fanning xususiyatidan kelib chiqqan holda amaliy mashg'ulotlarda og'zaki so'rov, test o'tkazish, suhbat, nazorat ishi, kollekvium, uy vazifalarini tekshirish va shu kabi boshqa shakllarda o'tkazilishi mumkin;
- **Oraliq nazorat** – semestr davomida o'quv dasturining tegishli (fanning bir necha mavzularini o'z ichiga olgan) bo'limi tugallangandan keyin talabaning bilim va amaliy ko'nikma darajasini aniqlash va baholash usuli. Oraliq nazoratning soni (bir semestrda ikki martadan ko'p o'tkazilmasligi lozim) va shakli (yozma, og'zaki, test va hokazo) o'quv faniga ajratilgan umumiy soatlar hajmidan kelib chiqqan holda belgilanadi;
- **yakuniy nazorat (YaN)** - semestr yakunida muayyan fan bo'yicha nazariy bilim va amaliy ko'nikmalarni talabalar tomonidan o'zlashtirish darajasini baholash usuli. Yakuniy nazorat asosan tayanch tushuncha va iboralarga asoslangan "og'zaki" shaklida o'tkaziladi.

Oliy ta'lim muassasasi rahbarining buyrug'i bilan ichki nazorat va monitoring bo'limi rahbarligida tuzilgan komissiya ishtirokida **YaN** ni o'tkazish jarayoni muntazam ravishda o'rganib boriladi va uni o'tkazish tartiblari buzilgan hollarda, **YaN** natijalari bekor qilinishi mumkin. Bunday hollarda **YaN** qayta o'tkaziladi.

Talabaning bilim saviyasi, ko'nikma va malakalarini nazorat qilishning reyting tizimi asosida talabaning fan bo'yicha o'zlashtirish darajasi ballar orqali ifodalanadi.

Talabalarning semestr davomidagi o'zlashtirish ko'rsatkichi 100 ballik tizimda baholanadi.
Ushbu 100 ball baholash turlari bo'yicha quyidagicha taqsimlanadi:

Ya.N.-3O ball, qolgan 70 ball esa - JNga 40 ball, ONga 30 ball qilib taqsimlanadi.

Ball	Baho	Talabalarning bilim darajasi
86-100	A'lo	*Xulosa va qaror qabul qilish, ijodiy fikrlay olish, mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
71-85	Yaxshi	*mustaqil mushohada yurita olish, olgan bilimlarini amalda qo'llay olish, mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
55-70	Qoniqarli	*mohiyatini tushuntirish, bilish, aytib berish, tasavvurga ega bo'lish.*
0-54	Qonqarsiz	*Aniq tasavvurga ega bo'lmaslik, bilmaslik.*

(*Izoh:* Talabaning o'quv fani bo'yicha mustaqil ishiga umumiy ballning 20 balini ajratish tavsiya etiladi. Bu 20 ball JNga kiritiladi.)

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball, maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashkil etadi

Asosiy o'rganilayotgan til fanidan talabalarning joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lagan ballarni to'playdi. Darslar davomida talabalar eshitish, talaffuz, to'gri yozish va to'g'ri o'qish qo'biliyatlariga ko'ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o'zlashtish orqali ball oladi.

Talabalar mustaqil ta'lim mavzulari soniga ko'ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to'plashadi.

TALABALAR **ORALIQ / YAKUNIY NAZORAT**DAN TO'PLAYDIGAN BALLARI

№	N a z o r a t k o' r s a t k i c h l a r i	ON/YaN ballari	
		Maks.ball	**ON-1**
	Talabaning o'z fikr va mulohazalarini insho mavzularibo'yicha yozma bayon etishlarinuqtai nazardan bilim saviyasi	8 ball	8 ball
	Talabaning qiyosiy, tahliliy va tanqidiy turdagi bayonlarda o'z fikrlarini asoslangan tarza amalda qo'llashlarinuqtai nazardan bilim saviyasi	7 ball	7 ball
	Talabaning tinglash va gapirishnuqtai nazardan bilim saviyasi	15 ball	15 ball
	Jami ON /YaN ballari :	**30 ball**	**30 ball**

ORALIQ / YAKUNIY NAZORATNI BAHOLASH TEXNOLOGIYASI:

№	**Baholash shakli**	**Mak.ball**	**100-86%**	**85-71%**	**70-55%**	**54-0%**
1.	Talabaning o'z fikr va mulohazalarini insho mavzulari bo'yicha yozma bayon etishlari nuqtai nazardan bilim saviyasi	10 ball	10-9 ball	8-7 ball	6 ball	5-0 ball
2.	Talabaning qiyosiy, tahliliy va tanqidiy turdagi bayonlarda o'z fikrlarini asoslangan tarza amalda qo'llashlarinuqtai nazardan bilim saviyasi	10ball	10-9ball	8-7 ball	6 ball	5-0ball
3.	Talabaning tinglash va gapirishnuqtai nazardan bilim saviyasi	10 ball	10-9ball	8-7 ball	6 ball	5-0 ball
	Jami:	**30 ball**	**30-26 ball**	**25-22ball**	**21-17ball**	**16-1ball**

Asosiy o'rganilayotgan til fanidan reytingli baholash mezoni

Nazorat turlari	*Ajratilgan maksimal ball*	*"a'lo "*	*"yaxshi"*	*"qoniqarli"*	*"qoniqarsiz"*
Joriy nazorat -1	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Joriy nazorat -2	20 ball	20-18 ball	17-15 ball	14-11 ball	10-1 ball
Oraliq nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball
Yakuniy nazorat	30 ball	30-26 ball	25-22 ball	21-17 ball	16-1 ball

Ta'lim yo'nalishi: 5120200 – Tarjima nazariyasi va amaliyoti

O'quv shakli: kunduzgi, Kurs: 2 Semestr: 3-4

3 - s e m e s t r : 1 J O R I Y								
Ajratilgan amaliy va M/T soat :	Darslar soni:	Ajratilgan ball :	Kunlik belgi-langan ball :	Darsga kelmagan talaba uchun:	0-55 % uchun: 0-5 b	56-70% uchun: 5,5-7	71-85 % uchun: 7,5-8,5	86-100 % uchun 9- 10b

50 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
2 - J O R I Y								
52 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
4 - s e m e s t r : 1 - J O R I Y								
50 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 32 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball
2 - J O R I Y								
52 soat	26 ta dars	10-5,5 ball	0,25-0.4 ball	0 ball	0-0.2 ball	0.25-0.3 ball	0,3-0.35 ball	0.35-0.4 ball
M/T 34 soat	2 ta mavzu	10-5,5 ball	2.5-5 ball	0 ball	0-2.5 ball	2.8-3.5 ball	3.8-4.3 ball	4.5-5 ball

Bir semestrda bitta fandan ikkita joriy nazorat olinadi. Har bir joriy minimal 11 ball,maksimal 20 ball miqdorida baholanadi. Belgilangan ballar teng ikkiga bo'linadi. Joriyning 10 bali seminarlar davomida, qolgan 10 bali mustaqil ta'lim topshirish orqali to'planadi. Talaba ikkita joriy umumlashgan holda minimal 22 maksimal 40 ballni tashqil etadi

Asosiy o'rganilayotgan til fanidan talabalarning joriy baholari talaba har bir darsda qatnashganiga va har darsdagi faolligiga ko'ra joriyning 5,5 dan 10 gacha bo'lagan ballarni to'playdi. Darslar davomida talabalar tarjima badiiy bo'yoqdorligiga doir ma'lumotlarni olish va seminarlarda javob berishiga ko'ra baholanadi. Darsga kelmagan talaba shu kungi darsni qayta o'zlashtish orqali ball oladi.

Talabalar mustaqil ta'lim mavzulari soniga ko'ra har bir mavzuga yuqorida belgilangan birlik asosida joriyning 5,5-10 ballarni to'plashadi.

ASOSIY O'RGANILAYOTGAN TILFANIDAN TALABALAR BILIMINI BAHOLASHNING TEXNOLOGIK XARITASI

III semestr														
№	Mashg'ulotlar-ning tartib.	O'quv yuklamalari				Baholash turi	Baholash shakli	Ball						Reyting nazorat-larining muddati
		Ma'ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta'lim	Amal. + must.			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil	
	1-25	-	50	34	84	JB1+MB	Og'zaki	20	10	10	11	6	5	November 3rd week
	26-51	-	52	34	84	JB2+MB	Og'zaki	20	10	10	11	6	5	Fevral 1st week
	1-25	-	50	-	50	OB	Yozma	30			17			November 3rd week

	1-51	-	102	**-**	**170**	**YaB**	Yozma	30		17			Fevral 2nd week
IV semestr													
№	Mashg'ulotlar-ning tartib.	O'quv yuklamalari				Baholash turi	Baholash shakli	Ball					Reyting nazorat-larining muddati
		Ma'ruza	Nazoratlarga ajratilgan amaliy soat	Mustaqil ta'lim	Amal. + must. jami			Yuqori ball	Amaliy	Mustaqil	Saralash ball	Amaliy	Mustaqil
	52-76	-	50	32	82	JB1+MB	Og'zaki	20	10	10	11	6	5	April 4th week
	77-102	-	52	34	84	JB2+MB	Og'zaki	20	10	10	11	6	5	June 2nd week
	52-76	-	50	-	50	OB	Yozma	30			17			April 4th week
	52-102	-	204	**-**	**168**	**YaB**	Yozma	30			17			June 3rd week

10. NAZORAT TURLARIUCHUN TAYYORLANGAN TOPSHIRIQLAR VARIANTI

JORIY NAZORAT TOPSHIRIQLARI

1. Name the various kinds of the fine arts.
2. What does a painter need to create a painting?
3. What is striking about the portrait?
4. What is in the background of the portrait, beyond the balcony?
5. How did the painter harmonize the nature with the portrait?
6. Can you name three famous classic Uzbek painters?
7. Why do you think painters are important to the cultural identity of a nation?
8. What influence did Alisher Navoi have on Behzod's work?
9. Is there any connection between poetry and painting?
10. In your opinion, do all of one artist's works have similar features or is each unique?
11. How important is light to a painter's work?
12. What do you think of the expression, "Art for art's sake?"
13. What types of music are there?
14. What names do you think of first when you see the words
15. Uzbek Variety Ensemble?
16. Why is the first thought of American music in the 1950s, Rock 'n Roll?
17. Why did radio become popular entertainment during the Great Depression?
18. When radio first began to be used as entertainment in the
19. Why do you go to the movies?
20. What are the five things every Muslim should do?
21. What is the role of religion in society?
22. Explain the following saying by Bahauddin Muhammad Naqishband: "*One should be with God in the heart and keep*
    work in the hands."
23. What do you know about Imam Bukhari?
24. What did Imam Bukhari dedicate his life to?
25. What is the most popular newspaper in Uzbekistan?
26. What is the media?
27. What Uzbek news agencies do you know of?
28. Have you watched or listened to any BBC programs? If yes, what impression do you have of them?
29. Who had an impact on his style of dress?
30. Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does you heart pound wildly? Or do you simply feel warm and peaceful inside?
31. How did Edna feel when she experienced true love?
32. What made her feelings change so quickly?
33. Do you think that Edna should break her engagement with
34. Jimmy?
35. What does it mean to "pop the question"?
36. How often do you go to see a doctor?
37. How do you eat and exercise in order to stay healthy?
38. What kind of diseases and illnesses do you know and what are their symptoms?
39. What is your favorite holiday?
40. What do you enjoy the most about celebrating Navruz?
41. Describe two features of the Christmas holiday that is found
42. How did the traditions brought from Europe change in
43. American culture?
44. Are the poor able to celebrate the holiday as well? If so,
45. how?
46. When you hear the words 'cowboy' and 'rodeo' what thoughts first come to your mind?
47. What is a rodeo? Describe the type of sport which is called "rodeo" Is rodeo common throughout America?

48. What do you think life is like for Uzbeks and other Central
49. Why was the Tukistan American Association established?

ORALIQ NAZORAT TOPSHIRIQLARI VARAQALARI

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #1

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Art in our life". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #2

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Folk music". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #3

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Jazz". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #4

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Changes in Radio Industry". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"

FOR THE 2ND COURSE STUDENTS
CARD #5

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "The Power of the Television". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #6

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "TV communication". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #7

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essayon a topic "Films". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #8

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Internet". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #9

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Impact of Film Across Culture". (100 words).

2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #10

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Effects of TV". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #11

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Radio". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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FOR THE 2ND COURSE STUDENTS
CARD #12

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Music in Uzbekistan". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #13

1. **Reading, Listening and Writing tasks:**
a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Yalla". (100 words).
2. **Vocabulary and Grammar tasks:**
a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS

CARD #14

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Elvis Presley". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

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FOR THE 2ND COURSE STUDENTS
CARD #15

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Boysun". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #16

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Music in our life". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

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EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #17

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Entertainment". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

CHAIR OF THEORY AND PRACTICE OF TRANSLATION
EXAMINATION PAPER ON THE SUBJECT "MAIN STUDIED LANGUAGE"
FOR THE 2ND COURSE STUDENTS
CARD #18

1. **Reading, Listening and Writing tasks:**

a) Read and do true/false/not given.
b) Listen and fill the gaps
c) Write an essay on a topic "Types of Entertainment". (100 words).

2. **Vocabulary and Grammar tasks:**

a) Write definition to the given words and words combination.
b) Grammar in context.

TEXTS FOR READING TASK

Text 1. Read about Abraham Lincoln, then answer the True/False questions.

Abraham Lincoln was born on February 12, 1809, in Hodgenville, Kentucky, USA. His parents were Thomas Lincoln, a farmer, and Nancy Hanks. His family was very poor. Abraham had one brother and one sister. His brother died in childhood. They grew up in a small log cabin house, with just one room inside.

Although slavery was legal in Kentucky at that time, Lincoln's father, who was a religious Baptist, refused to own any slaves. When Lincoln was seven years old, his family moved to Indiana, and later to Illinois. In his childhood he helped his father on the farm, but when he was 22 years old he left home and moved to New Salem, Illinois, where he worked in a general store. Later, he said that he had gone to school for just one year, but that was enough to learn how to read, write, and do simple math.

In 1842, he married Mary Todd Lincoln. They had four children, but three of them died when they were very young. Abraham Lincoln was sometimes called Abe Lincoln or "Honest Abe" after he ran miles to give a costumer the right amount of change. The nickname "Honest Abe" came from a time when he started a business that failed. Instead of running away like many people would have, he stayed and worked to pay off his debt.

He has also been called the "Great Emancipator" because of his work to end slavery in the United States. In 1863, he declared that all slaves held in the rebellious Confederate States were free. He also sponsored the Thirteenth Amendment to the United States Constitution. Ratified in 1865, nine months after his assassination, that amendment completely outlawed slavery in the United States.

1. Lincoln was born in the south of the United States.
   True
   False
2. Lincoln's family were not rich but didn't have any financial problems.
   True
   False
3. Lincoln's father, like most people at the time, owned a few slaves.
   True
   False
4. When Lincoln grew up, he didn't work on the family farm anymore.
   True
   False
5. Lincoln didn't have a lot of success as a businessman.
   True
   False

Text 2. Read about this piece of England in China, then answer the true/false questions.

The building company Hong Kong Housing is building a new suburb in Shanghai, a city with a population of more than 15 million people. But this suburb is not like other parts of Shanghai. It is a little piece of England. The name of the new area is "English Town". The manager of Hong Kong Housing, Shi Guangsheng, says many people in this area of China want to buy an English house and live in an English town.

"This town is like Bristol or Chester. There is an English square and there are pigeons to feed like in Trafalgar Square, London. There are four English-style pubs and you can buy English beer to drink. There is a canal and you can row a boat there like in Cambridge."

Are there any cricket fields? "No, there aren't any places to play cricket because nobody in Shanghai can play this game. But there is a football stadium like those in England. And the thing we are very proud of is our shopping street. There are several shops where you can buy traditional English food like fish and chips or Christmas Pudding."

The rich Shanghai businessman can do some gardening too. For with every house in "English Town", there is an English lawn and there are long gardens with ponds and tall hedges.

But there is one problem. The houses in this part of town cost a minimum of $400,000!

1. "English Town" is in a Chinese city.
   True
   False
2. These houses are only for English people to buy.
   True
   False
3. There are pigeons in all the gardens.
   True
   False
4. The English pubs look like pubs in Cambridge.
   True
   False
5. There aren't any cricket fields in the new development.
   True
   False

Text 3. Read about this very strange hotel, then answer the True/False questions.

What would your life be like if you were Albert Einstein. What clothes would be in your wardrobe if you were Marilyn Monroe? Or Madonna? Well now you can discover the answer to all these questions and many more at the Fame Hotel in California. Ten miles outside Los Angeles, the Fame Hotel promises to answer the question "What if?. When you check into the hotel, you choose a room. Each room has a name. There's Clint Eastwood on the second floor and Elvis Presley on the third floor. In total, the Fame Hotel has 32 rooms, most of which are named after stars of Hollywood or music. But there are also famous writers (Mark Twain and Agatha Christie) and even some scientists and sports stars, such as Mike Tyson. When you enter the room, you enter the life of that person. There are pictures everywhere. The owner of the hotel has tried to fill the room with objects, clothes, even food that he thinks the stars would have liked. Marilyn Monroe's wardrobe is full of beautiful white dresses, Albert Einstein doesn't have any socks in his wardrobe because the real Einstein never wore them! If you choose Mike Tyson's room, you'll be able to practice boxing in one corner of the room. And there's even a skipping rope too! I spoke to one guest staying in the Elvis Presley room. "I love this hotel," he said to me. "I wanted to know 'What would Elvis Presley eat for breakfast?' and now I know". That guest eats pancakes and strawberry ice cream every morning, just as Elvis liked to do. On the next table, the Einstein room's guest is eating cabbage soup! The company plans to open another Fame Hotel in New York next year and there are plans to expand into Europe too. I look forward to staying in the Winston Churchill suite in London!

1. You can meet famous people in the hotel.
   True
   False
2. Some famous people have stayed at the hotel.
   True
   False
3. The Fame Hotel is near Hollywood.
   True
   False
4. Guests are able to choose which room they stay in.
   True
   False
5. Each room has a celebrity's signature on the door.
   True
   False

Questions 1 - 5

Complete the form below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

Oakham Surgery

New Patient Form

Example	*Answer*
NEW PATIENT'S ROAD	Dawson Road

FULL NAME	Mike (1) _____
WIFE'S FIRST NAME	Janet
CHILDRENS' FIRST NAMES	1st (2) _____ 2nd 3rd 4th
ADDRESS	52 Dawson Road (3) _____ Melbourne
HEALTH CARD NUMBER	(4) _____
WIFE'S HEALTH CARD NUMBER	will give later
PREFERRED DOCTOR SELECTED	(5) _____

Questions 6 - 10

Circle the correct letters **A - C**.

6 When is Mike's wife's first appointment?

A Friday 21st at 2.00pm.
B Friday 21st at 2.30pm.
C Friday 21st at 3.30pm.

7 What is the surgery's phone number?

A 7253 9819
B 7253 9829
C 7523 9829

8 What is the name of the girl with whom Mike is speaking at the surgery?

A Rachel
B Elizabeth
C Angela

9 What's the night doctor's mobile number?

A 0506 759 3856
B 0506 759 3857
C 0506 758 3856

10 Which of the following does the surgery NOT make a charge for?

A Travel vaccinations
B Consultations
C Insurance reports

THE TOPICS OF ESSAYS

Art in our life
Folk music
Jazz
Changes in Radio Industry
The Power of the Television
TV communication
Films
Internet
Impact of Film Across Culture
Effects of TV
Radio
Music in Uzbekistan
Yalla
Elvis Presley
Boysun
Music in our life
Entertainment
Types of Entertainment

LIST OF WORDS FOR DEFINITION

Vocabulary

Handicraftsman

Renaissance

Painting
Miniatures

Prominent
Brushwork

Amuse
Execute

Composition
Palette
Portraiture

Genre
Convey

Contemporary

Portrayal

Absorbed
Easel

Canvas

Irritable
Alter
Abstractedly
Segment
Straying

Faintly
Rheumatism

Lumbered
Solemnly
Sitter

Reproduce

Vocabulary

burst of applause

chamber music

concerto

dead silence
fascinated

music stands

orchestral music

solo

trait
tuning

virtuoso

Vocabulary
barrier

box office

carrier

cinematic

epic
fantasy
feature-length
impact

incentive

inevitably

influence
materialistic

reality
spread
viewers

worldview

Vocabulary

amusement

ballad

chord

delineated

ensemble

fancy
fervently
forbidden
heathen
heritage
improvisation

intricate
irritate
nonsense
octaves

preserved
robust
rouse
syncopation

thumping

Vocabulary

ambiguous

back beat

blend
enormous
extensive
founder

nickname

pelvis

promoter

refrain

rhythm and blu
select group
smothered

sparkled
striking

suggestive
teenagers

Vocabulary

adapt

audience

commercials

disc jockey

household utility
medium

prime time

scheduled program

vision

Vocabulary

broadcasts

commercialize

creation
dominance
exploiting

invent

luxury

necessity
opiate of the masses

pacifying
soap operas

sitcoms
transnational

EXERCISES FOR GRAMMAR

Complete the text with the affirmative, negative or question form of the verbs in brackets.

What **a** (do) ....does.... the body ....do.... to protect itself? Your body **b** (prevent) ..... harmful microorganisms entering and causing harm. The skin, for example, **c** (allow) ..... microorganisms to enter. Hairs and mucus in your nose **d** (catch) ..... invaders, and then you **e** (push) ..... the mucus out when you cough, sneeze or blow your nose. Enzymes and acids in the body, and white blood cells also **f** (destroy) ..... bacteria.

g (help) ..... antibiotics ..... ? Doctors **h** (use) ..... antibiotic drugs to fight bacterial infections, but antibiotics **i** (work) ..... against viruses. This is why doctors **j** (give) ..... antibiotics to patients with a common cold or flu.

How **k** (work) ..... immunization ..... ? Immunization (or vaccination) is another way of protecting the body, by injecting the body with dead or inactive microorganisms. After vaccination, the body **l** (start) ..... to make antibodies that destroy the microorganism. Because the microorganisms in the vaccination are not dangerous, the person **m** (get) ..... ill. When they **n** (come) ..... into contact with a live (dangerous) micro organism, then the antibodies **o** (destroy) ..... the infection before it makes them ill.

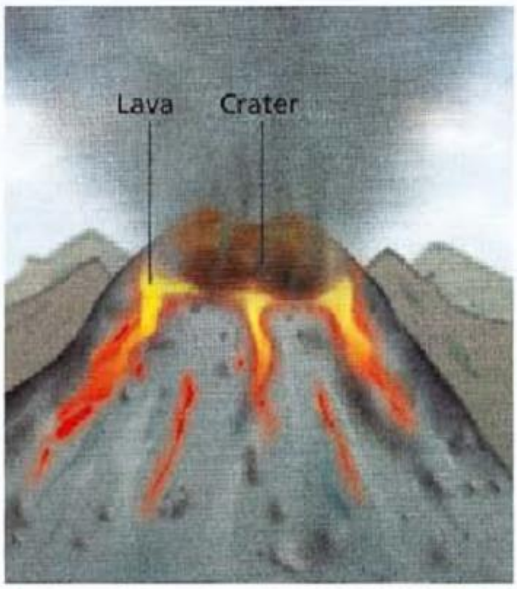
Complete the text with the negative form of the verbs in brackets.

ROMEO AND JULIET

Two families, the Montagues and Capulets, live in Verona, Italy, but they **a** (get on) ....don't get on.... with each other. Romeo, son of Montague, thinks he is in love with Rosaline, but unfortunately she **b** (love) ..... him. He goes to see her at a party at the house of his enemy Capulet, but there he sees Juliet, Capulet's daughter. She **c** (know) ..... his name because he has a mask. Tybalt, one of the Capulet family, tries to fight with Romeo, but Capulet **d** (allow) ..... this. However, Tybalt **e** (agree) ..... with him, and **f** (forgive) ..... Romeo for coming to the house. Romeo manages to talk to Juliet, and he kisses her. They **g** (understand) ..... that their families are enemies. When Romeo learns the truth, he **h** (care) ..... that his love for Juliet could be very dangerous. Later he goes back to the house and stands in the garden. Juliet is standing on the balcony talking to herself about Romeo, but **i** (see) ..... him below in the garden. After he talks to her, they soon show their love for each other, and agree to get married. However, they **j** (realize) ..... that a terrible tragedy is about to happen.

Complete the text with the present continuous form of the verbs in brackets.

Good afternoon, everybody. I a (speak) ..... am speaking ..... to you from Mount Surprising, the giant volcano. A team of scientists b (visit) ..... the volcano, and I'm here for Big TV, just in case anything exciting happens. I c (stand) ..... here near the top of the crater, and d (look) ..... down into the volcano. At the moment the four scientists e (climb) ..... down into the crater. It doesn't look very dangerous, I must say, but they f (wear) ..... special clothes and a rescue team g (stand by) ..... just in case! A little bit of smoke h (rise) ..... from the volcano, but that's normal. Now the scientists i (set) ..... up their equipment. They j (try) ..... to collect some gas, which will help them understand what exactly k (go on) ..... under the volcano. Wait a minute! Something l (happen) ..... ! The ground m (shake) ..... ! The four scientists n (climb) ..... out of the volcano as quickly as they can. They o (shout) ..... something as well. I think it's time to leave!



Complete the text with the present simple or present continuous forms of the verbs in brackets.

Population a (mean) ..... means ..... the number of people who live in a particular area. The population of the world b (not stay) ..... the same. At the moment it c (grow) ..... at an increasing rate. In fact, scientists d (believe) ..... that the world population will increase until 2200, and then stop growing. However, things are not the same in all parts of the world. At present in many Western industrial countries the population e (fall) ..... . This f (happen) ..... because families are small, and health conditions are good. In developing countries, on the other hand, the population g (rise) ..... sharply. In Ghana, for example, most families h (have) ..... several children. Many children in Ghana i (die) ..... from illness, so it is important to have lots of children. They earn money for the family and j (look after) ..... their parents in old age.

Complete the text with the past simple affirmative, negative or question forms of the verbs in brackets.

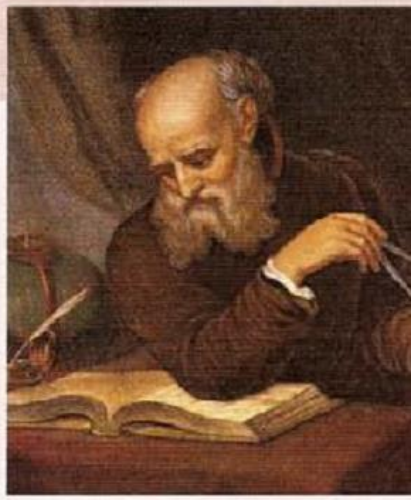
Louis Pasteur 1822–1895

As a young man, Pasteur a studied at the École Normale in Paris. Then at the age of just 32, he b (become) ..... a professor at the University of Lille. In 1856, Pasteur c (receive) ..... a visit from a man called Bigo who d (own) ..... a factory that e (make) ..... alcohol from sugar beet. He f (have) ..... a question for Pasteur: why g (the alcohol / turn / to acid?) ..... ? When this h (happen) ..... , they i (not can) ..... use it and j (throw) ..... it away. Bigo k (ask) ..... Pasteur to find out the reason for this.

At first, Pasteur l (not know) ..... , but when he m (examine) ..... the alcohol under a microscope, he n (find) ..... thousands of tiny micro-organisms. He o (believe) ..... that they p (cause) ..... the problem. q (milk, wine and vinegar / behave / in the same way?) ..... ? Other scientists r (disagree) ..... with him, and newspapers s (make) ..... fun of him. However, Pasteur t (continue) ..... with his work, he u (invent) ..... methods of testing his theory and v (prove) ..... that he was right. Later he w (work) ..... together with two doctors and x (develop) ..... vaccines for diseases such as anthrax and rabies.

Complete the text with a word from the list. You will have to use some words more than once.

at between by for in on of



Galileo

As well as being a scientist, Galileo was interested a in ..... painting and music. He started his studies b ..... attending medical school in Padua. Unlike most scientists at that time, who usually relied c ..... discussing the facts, not trying to prove them, he recognized the importance d ..... doing experiments to prove the facts. He is famous e ..... dropping different weights from the Tower of Pisa to prove that all bodies fall at the same rate, though this is probably not a true story. Through practice, he also became good f ..... observing the stars, and identified craters on the Moon, sunspots, and the moons of Jupiter. As a result g ..... studying the planet Venus, he succeeded h ..... proving that Copernicus was correct, and that the Earth moved around the Sun. Unfortunately, the Church authorities accused him i ..... publishing unacceptable ideas. In the end he was forced to choose j ..... being punished by the Church, or denying his own ideas. He spent most of the last nine years of his life imprisoned in his own house.

Complete the sentence with the past simple or past continuous form of the verb in brackets.

Alexander the Great

a While he (grow up) was growing up, the philosopher Aristotle was his teacher. Alexander (become) ..... interested in science, medicine, philosophy and literature.

b While his father Philip (attend) ..... his daughter's wedding, a young nobleman (murder) ..... him. Alexander was king of Macedonia at the age of 20.

c While he (fight) ..... his enemies in the north, the Greeks in the south (start) ..... a rebellion. He (destroy) ..... all their cities.

d He (lead) ..... his army against the Persian Empire through what is now Turkey. While he (stay) ..... in the ancient city of Gordium, he (undo) ..... the Gordian knot. A legend said that only a future king of Asia could do this.

e While his army (march) ..... through Persia, it (defeat) ..... Darius, the king of Persia.

f He (found) ..... the city of Alexandria at the mouth of the Nile while he (visit) ..... Egypt.

g While he (travel) ..... with his army, he (give) ..... his name to many other towns.

h He (kill) ..... his friend Clitus in a quarrel, while they (have) ..... dinner.

i While he (attack) ..... the city of Mali in India, he (receive) ..... a serious wound from an arrow.

j While he (attend) ..... a banquet in Babylon in 323 BC, he (fall) ..... ill and (die) .....

Underline the correct form.

A Scientists a *have recently identified / have been identifying* a new species of animal in the rainforest of Borneo. They b *have been searching / searched* for this creature for several years, after reports from local villagers, and say it is a type of lemur.

A lemur

B Archaeologists in Guatemala c *have found / have been finding* a Mayan wall painting which they think is more than 2,000 years old. Archaeologist William Saturno d *explored / has been exploring* the site since 2002.

C Scientists using the Hubble Space Telescope think they e *found / have found* two new moons circling the planet Pluto. Astronomers f *have been looking / looked* closely at Pluto since 1978 when they g *spotted / have spotted* its first moon. The telescope h *worked / has been working* for fifteen years, and i *has been producing / has produced* more than 700,000 images of the universe.

D Australian scientists j *have been discovering / have discovered* a new coral reef over 60 km long in the Gulf of Carpentaria by using satellites to spot the reefs in deep water. Recently divers k *have managed / have been managing* to reach the reefs and take photographs.

Read the story of Archimedes and his bath. Then complete the text with the correct form of the verb in brackets.

Archimedes, the Greek mathematician, is probably most famous for the story of King Hieron II of Syracuse and the gold crown. The king a (want) wanted to give a gold crown as a gift to the gods, and b (give) ..... a carefully weighed amount of gold to a goldsmith. The man c (produce) ..... a beautiful crown, but the king was worried that the craftsman d (not use) ..... all the gold to make the crown. Dishonest craftsmen often e (mix) ..... gold with silver, which was cheaper, but the king could not find a way of proving that the man f (do) ..... this. He g (ask) ..... Archimedes to solve the problem. Archimedes h (know) ..... that gold and silver have different densities. The problem was that nobody could calculate the mass of an object like a crown. While Archimedes i (think) ..... about this problem, he decided to go to the public baths to relax. While he j (climb) ..... into the bath, he k (notice) ..... some water on the floor. It l (spill) ..... over the side of the bath, and he m (realize) ..... that he n (solve) ..... the problem by accident. The total amount of water that o (spill) ..... out of the bath must be the same as the volume of his body. He could use a piece of pure gold and calculate its volume, and then test the crown and see if it was the same. According to the story, he p (jump) ..... straight out of the bath and q (run) ..... down the street calling 'Eureka – I've found it.' The goldsmith soon r (admit) ..... that he s (cheat) ..... the king, and was punished. Archimedes t (discover) ..... a principle of buoyancy.

Complete the text with the past simple, past continuous or past perfect simple form of the verbs in brackets.

Mozart was born in 1756, the son of a professional musician. His father soon a (give up) gave up composing when he recognized his son's musical talent. By the age of three, the young Mozart b (learn) ..... to play several pieces of music. While he and his father c (travel) ..... round Europe, Mozart met many famous musicians and composers. Before he was 17, he d (compose) ..... several operas. While he e (visit) ..... the Vatican in Rome, he f (listen) ..... to a piece of music which, up to this point, the Vatican authorities g (keep) ..... secret. No one h (publish) ..... a copy of the piece before, but Mozart i (manage) ..... to write it down from memory after he j (listen) ..... to it once. By the age of 30 he k (become) ..... one of the most famous composers in Europe, and l (have) ..... a large apartment in Vienna, which is now a tourist attraction. It was here that he m (write) ..... his famous opera *The Marriage of Figaro*. In 1791, while he n (work) ..... on his *Requiem*, he o (fall) ..... ill and died at the age of 35.

YAKUNIY NAZORAT TOPSHIRIQLARI VARAQALARI

1. Travel is meant to be pleasant and fun. Can you think of any reasons it would not be so?
2. What are the pros and cons (positive and negative) of travel by airplane?
3. Describe your ideal holiday travel – where, with whom, when, how, how long, etc.
4. What way of traveling is described in this text?
5. What is airsickness?
6. What was spilt on her new dress?
7. What condition was her husband in by the end of the flight?
8. Was the family traveling with only one child or more?
9. Why do you think the pitch of the plane's engine changed?
10. What made the plane shudder?
11. What did the man say about the plane possibly crashing?
12. Did the plane crash?
13. What did the lady mean by what she said?
14. Which would you prefer, a holiday exploring historical sights, in a peaceful small town, or a big city? Explain your choice.
15. Name some popular tourist destinations in Europe and in Asia.
16. How is Windsor different from London?
17. What are two particular features of Windsor?
18. How would you spend your time on holiday in Windsor and Eton?
19. What is the difference between state and public schools in England?
20. Why do you think public schools are so popular?
21. Discuss some details explaining your answers to the following questions.
22. What documents do you need for international travel?
23. No one plans to get sick or injured on holiday, but what plans should you make in case you do?
24. Is it better to "travel light" or to pack anything and everything you might possibly need?
25. Should international travelers visit their doctor before departing?
26. Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does you heart pound wildly? Or do you simply feel warm and peaceful inside? Read the story excerpt and see how Edna felt when she fell in love.
27. How did Edna feel when she experienced true love?
28. What made her feelings change so quickly?
29. Do you think that Edna should break her engagement with Jimmy?
30. The following reading tells about the true story of the love between poets Elizabeth Barrett Browning and Robert Browning. Read "A Love Story" and then read the famous poem, written by Elizabeth Barrett Browning. Isn't it helpful, when reading "How Do I Love Thee", to know the beautiful story behind the poem?
31. Why was Elizabeth Barrett not expecting to find romance in her life?
32. What attracted Robert Browning to Elizabeth?
33. How did Robert's love influence or change Elizabeth?
34. Is marriage considered important in your culture? Why?
35. At what age do most women get married? What about men?
36. Are parents involved in helping their children find a husband or wife? How?
37. Is there someone in your culture who acts as a matchmaker?
38. What does it mean to "pop the question"?
39. According to tradition, why is the engagement ring worn on the third finger of the left hand?
40. What takes place the night before the wedding?
41. During the ceremony, what act symbolizes the parents blessing on the marriage?
42. Throwing rice on the bride and groom symbolizes a wish for what?
43. How often do you go to see a doctor?
44. Do you always follow your doctor's instructions? If not, why?
45. Àre you quite satisfied with the way your doctor treats you?
46. What do you do to keep yourself in good health?

47. What do you do if the medicine your doctor prescribed, doesn't help you?
48. Does your health depend on your way of life? How?
49. What kind of a doctor did Thomas find for Craig?
50. Why did the hospital chief surgeon keep dropping into Craig's hospital room?
51. What were Craig's chances to stay alive?
52. What difficulties did the nurse have while giving him injections?
53. Who was invited to give Craig intravenous feedings?
54. What was Craig's temperature?
55. What did Murphy have to say to Craig?
56. Why was Murphy in a hurry to leave for the Coast?
57. What advice do you give to a friend who is often ill?
58. Are you quick to go to the doctor when you don't feel well, or do you prefer to treat yourself at home?
59. How do you eat and exercise in order to stay healthy?
60. Does the text advise you to skip meals and lose weight quickly?
61. According to the text, can your body 'speak' to you and tell you when to eat or stop eating?
62. Why does a text about physical health give advice concerning your emotions?
63. What is most important, being very thin and stylish, or
64. feeling good and keeping a balanced life style?
65. What kind of diseases and illnesses do you know and what are their symptoms?
66. Example: the flu Symptoms 1. high temperature 2. head ache 3. running nose the flu, the measles, appendicitis, pneumonia, cancer, bronchitis
67. What does it mean to be "thankful?" Often we are most thankful for those things that we have worked hard to achieve. What are you especially thankful for in your life? Read this article about one small group of people who struggled and worked very hard to make a new home for themselves. They had much to be thankful for.
68. Write short answers to the following questions
69. Based on the definition of the word pilgrim, why do you think the "Pilgrims" were called by this name?
70. Why did they feel the need to travel to America?
71. What event helped the Pilgrims the most in learning to live in their new home?
72. What did they have to be thankful for?
73. What is your favorite holiday?
74. What do you enjoy the most about celebrating Navruz?
75. What do you know about the traditions for celebrating Christmas?
76. Are you aware of the differences in traditions among the nations?
77. Does your family celebrate Christmas? Why or why not?
78. Who is Santa Claus?
79. Describe one particular feature of the Christmas celebration in Spain.
80. Describe two features of the Christmas holiday that is found in all the countries in the text.
81. Do all of the events described in the text take place on December 25?
82. How did the traditions brought from Europe change in American culture?
83. Are the poor able to celebrate the holiday as well? If so, how?
84. Discuss the following questions in groups of 3 or 4 students.
85. Have you been to any country that was different from your country?
86. What did you find that was very strange to you?
87. Which aspects of your country do you think might be quite unusual to foreigners?
88. Which nationalities would find Uzbekistan similar to theirs and which would find it most different?
89. When you hear the words 'cowboy' and 'rodeo' what thoughts first come to your mind?
90. What is your opinion of women and girls taking part in horseback riding and other rough sports?
91. If you were to receive an invitation to a rodeo, what would you expect to see? Describe your image of a rodeo arena, the people, the activities, etc.

92. What is a rodeo? Describe the type of sport which is called “rodeo”
93. Is rodeo common throughout America?
94. What types of rodeo are mentioned in the text?
95. How deep is rodeo in the life of the Western American community?
96. Who is involved in a rodeo besides the cowboys?
97. Is there anything like a rodeo in Uzbekistan?
98. What are the main impressions you get when you read the text?
99. Which words give you these feelings?
100. Would you like to watch a rodeo someday?
101. What do you think life is like for Uzbeks and other Central
102. Asian immigrants to America?
103. In your opinion, should immigrants maintain the cultural
104. heritage and celebrations from their home country?
105. If you immigrated to the U.S.A. with your family, what kind
106. of help do you think you would need adapting to life in America?
107. Why was the Tukistan American Association established?
108. Has the association made any changes since it began in 1958?
109. What is the associations commitment to the home cultures of Central Asian Americans?
110. What promises does the association make to its current and future members?

11. TEST SAVOLLARI

1. Choose the correct answer:
   Pattern…
a) A repeated decorative design on paper, cloth, carpet.
b) A fold or crease, especially a flattened fold in cloth doubled upon itself.
c) Lacking; Free from; without any;
2. Who is handicraftsman?
a) The person who sings a song.
b) Artist who combines manual and artistic skill.
c) The person who works in military service.
3. Kamoliddin Behzod was born in Heart into the family of a … , Behzod is a brilliant representative of Oriental … .
a) Handicraftsman/ Renaissance
b) Sultan/development
c) Poet/war
4. To take after…
a) Lessen, weaken, diminish
b) To end or abolish something
c) Resemble in features or character
5. Complete the sentence with the correct phrasal verb form.
   I'd like … my flight until next week.
a) To put an end to
b) To put off
c) To put away
6. Lumbered…
a) Moved slowly and heavily
b) To make a copy or representation
c) Living or occurring at the same time.
7. Complete the sentence with the correct phrasal verb form.
   I'm sorry. I offended you. I … what I said.
a) To take off
b) To take something down
c) To take something back
8. Choose the correct answer for following description:
   This type of painting began to be widely used in the 17th century. These painting are painted in colors, diluted with water.
a) Gouache
b) Watercolor
c) Portraiture
9. Change the vocabulary words below to the part of speech indicated in brackets [ ]
   Portrayal-[v]
   Irritable-[n]
   Sitter-[v]
   a) portray/irritation/sit
   b) port/irritation/sitter
   c) portray/irritate/sit
   10. what kind of picture's genre reproduces nature.
      a) oil pointing
      b) portraiture
      c) landscape
   11. With whom the history of radio began?
A) David Sarnoff. B) President Franklin D. Roosevelt C) Jack Benny D) Fred Allen

12. Determine whether the nouns in the following sentences are correct: 1. Forbidden fruit is sweet. 2. Good advices can be given; a good name cannot be given. 3. To recover completely, he must come back to hard works. 4. Never marry for money, but marry where money is.

A) 1 and 4 are correct. B) 2 and 3 are correct C) 1 and 3 are correct D) all arecorrect

13. Find the defination for the following word: materialistic

A) Focused on money and the things you can buy, greedy, selfish B)power to persuade or control C) motivation or reason for doing something D) having the quality of a movie – going experience in the theater.

14. When and where did regular TV transmattions begin?

A) 1936 in Britain B) 1939 in the USA C) 1939 in Germany D) 1920 in Hungary

15. From the beginning of filmmaking, which country has dominated the industry?

A) The U.S.A. B) Germany C) Britain D) Italy

16. Complete the sentences with the correct form of phrasal verbs with come: The TV station …. A brilliant solution to the problem

A) Came up with B) came by C) comes out D) come on

17. Find the word which belongs to the following expression: "to transmit by television or by radio"

A) Broadcasts B) commercialize C) opiate of the masses D) exploiting

18. Find the common uncountable nouns?

A) Information , cash, news, trouble
B) Problem, fruit, food, office
C) Information, problem, food, fruit
D) Cash, news, information, fruit

19. When radio first began to be used as entertainment in the 1930, what was more popular?

A) Comedy shows and drama serials
B) Music and comedy shows
C) Drama serials and music
D) Modern songs

20. What is audience?

A) People who are watching or listening to entertainment.
B) Useful or helpfulin the home
C) The time of day when most peole are listening to the radio.
D) The presenter of music in a radio broadcast.

21. What is Monotheism?

a) The belief or worship of one God
b) Perfect happiness to be had by forgetting the self
c) The belief or worship of more than one God
d) Revolution, to go against someone

22. What is the meaning of word. Grace…

a) Favor from God that is not deserved
b) To focus on and think about God
c) Rising from the dead
d) An agreement or promise

23. What is the meaning of word. Islam…

a) The religion of the Jews with a belief is one God and a basis in the laws of Moses and other Jewish teachers.
b) The religion of Muslims with a belief in one God and Muhammad as His Prophet
c) The main religious and social system of India, including belief in reincarnation and the worship of several gods.
d) The religion from Japan that worships ancestors and spirits from nature

24. Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb "to break". The fire fighters had to break the door… to rescue the little gire.

a) Into
b) Out
c) Down

d) Away
25. What is the meaning of this word. Hadith…
a) Wisdom and understading
b) Position or class in society
c) To go after or look for
d) Traditions of Muhammad's words and actions; there are thousand
26. Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb "to go". The fireworks went… at midnight.
a) Into
b) Off
c) On out
d) Over
27. Give synonyms for the following words. Passion…
a) Responsibilities
b) Trust
c) Deep interest
d) Muslim
28. Give synonyms for the following words. Scriptures…
a) Deep interest
b) Trust
c) Firm understading
d) Holy writings
29. Insert the correct prepositions and adverbs from the brackets to form phrasal combinations with the verb " to break". I don't know why their marriage is breaking…
a) Through
b) In
c) Up
d) Out
30. What is the meaning of this word. Scholars…
a) Academic person who studies in a particular subject
b) Position or class in society
c) Genuine real and true
d) Putting together into one book.
31. Who wrote the text "A Day's Wait"?
a) Ernest Hemingway
b) Joseph Conrad
c) William Shakespeare
d) Richard Hooker
32. What the word "to shiver" means?
a) to tremble
b) to follow
c) to be in a good condition
d) to sleep
33. What the word "bare" means?
a) naked
b) dirty
c) dull
d) full
34. Translate the word "insomnia" from English into Russian.
a) бессонница
b) болезнь
c) беспокойство
d) простуда
35. The text "A victim of one hundred and seven fatal maladies" was written by…

a) Jerome K. Jerome
b) William Cowper
c) Robert Burns
d) Oliver Goldsmith

36. Total area of the United Kingdom is…
a) 244,100 sq.km
b) 350,000 sq.km
c) 500,600 sq.km
d) 720,400 sq.km

37. How did the British people call their flag?
a) Union Jack
b) Union Jill
c) Old Glory
d) Star-Spangled Banner

38. For a very long period “The Tower” in London was used as a…
a) jail
b) financial centre
c) bank
d) palace

39. When the Westminster Abbey was built?
a) 1049
b) 1075
c) 1442
d) 1783

40. What festival is very popular in Scotland?
a) Edinburgh International Festival
b) Glasgow International Festival
c) Aberdeen International Festival
d) Highland Festival

12. UMUMIY SAVOLLAR (Boblar bo'yicha)

UNIT-1

Pre-Text Discussion

1. Name the various kinds of the fine arts.
2. What does a painter need to create a painting?
3. What is the difference between a drawing and a painting?
4. What famous art galleries of the world do you know?

Check Comprehension

1. We don't know who the sitter is, but we know the name of someone who did. Who is it?
2. What is striking about the portrait?
3. What is in the background of the portrait, beyond the balcony?
4. How did the painter harmonize the nature with the portrait?
5. Is there anything in the painting that is similar to da Vinci's earlier works?

Pre-Text Discussion

1. Can you name three famous classic Uzbek painters?
2. Do you know any unique features of Uzbek paintings?
3. In your opinion, what makes a painting interesting?
4. Why do you think painters are important to the cultural identity of a nation?

Check Comprehension

1. What influence did Alisher Navoi have on Behzod's work?
2. What event in recent history made it possible to learn much about Behzod's life and works?
3. How would you describe the effect of Behzod's time spent in Herat?
4. Is there any connection between poetry and painting?

Pre-Text Discussion

1. What is your general impression or opinion of artists' character?
2. Imagine yourself sitting before a great artist waiting for your portrait to be painted. How difficult do you imagine it will be to sit for a portrait?
3. In your opinion, do all of one artist's works have similar features or is each unique?
4. How important is light to a painter's work?
5. What do you think of the expression, "Art for art's sake?"

Check Comprehension

Identify the following statements as **true or false** according to the text.

1. Rain knew well enough what to do with Demoyte's hands.
2. Demoyte resented being kept there when she was not
painting him but painting a piece of the rug.
3. In front of Demoyte stood a table spread with drawings, paints and brushes.
4. There wasn't enough light for the artist to paint.
5. Rain took her paints, brushes, and easel and went to Demoyte's yard to paint.
6. "Every portrait is a self-portrait" said Demoyte.

UNIT-2

Pre-Text Discussion

1. What types of music are there?
2. In what mood would you like to listen to classical music?
3. Have you ever heard the term chamber music? How can you characterize it?
4. What varieties in modern music do you know?
5. What is the role of music in society?
6. What is it like to hear an orchestra perform live?

Check Comprehension

1. What is the essential trait of chamber music?
2. What was Karen's experience with orchestra music before attending the performance described in the text?
3. Describe the result of the conductor's simple action of raising his arms.
4. What fascinated Karen most?
5. Do we know if Karen enjoyed the performance? How do we know?

Pre-Text Discussion

1. How would you describe jazz music?
2. Can you describe the differences between jazz and folk music styles?
3. Both jazz and folk music have close connections to their culture. Why do you think this is true?
4. How can music affect or change your mood?

Check Comprehension (Ragtime)

Comprehension Check

1. What was first mentioned about Coalhouse Walker?
2. Who was the message Coalhouse Walker gave intended for?
3. How did Father regard Coalhouse Walker?
4. What music did Coalhouse Walker play?
5. What state was the piano in their house?
6. Who was the only one in the family who knew ragtime music?

Pre-Text Discussion

1. What kind of music is Rock'n Roll?
2. What is your opinion of Rock 'n Roll?
3. Is Rock 'n Roll music still popular today?
4. How would you describe Uzbek Variety Music?
5. What names do you think of first when you see the words
6. Uzbek Variety Ensemble?
7. How has Rock 'n Roll music changed in your lifetime?
8. What music do you prefer and why?

Check Comprehension (Elvis Presley)

1. Why is the first thought of American music in the 1950s, Rock 'n Roll?
2. How did Rock 'n Roll develop?
3. What negative reaction did Elvis Presley's style create?
4. What segment of society and American culture was labeled during Elvis Presley's most popular period?
5. Elvis Aaron Presley was a rock and roll singer. Why is it said that his enormous success changed the popular culture throughout the world?
6. What made Elvis Presley famous all over the world?
7. Why did he become famous among young people but not among grown ups?
8. What is the role of the promoter in the singer's activity?
9. Elvis Presley was the founder of youth culture. Do you agree with this statement? Why or why not?

UNIT-3

Pre-Text Discussion

1. What can you hear on the radio?
2. When do you use radio in your life?
3. Where do you think the idea for radio as entertainment first came from?
4. How do you think the radio has changed over the years?

Check Comprehension

General Questions

1. What is a bigger industry today, radio or television?
2. Who had the first idea to use radio as entertainment? When?
3. How has radio changed over the years?

Detail Questions

1. Why did radio become popular entertainment during the Great Depression?
2. When radio first began to be used as entertainment in the 1930s, which was more popular music or drama serials?
3. In the 1970s, 80s, and 90s, what did disc jockeys use Billboard magazine for?
4. How has prime time for radio changed from the 1930s to today? Explain the prime time for the 1930s and prime time for radio in America today and describe the reason for the difference.

Pre-Text Discussion

1. Who do you think invented the TV?
2. How has TV influenced your life?
3. Do you think TV is a powerful medium of entertainment?
4. Do you think there are any problems from TV?

Check Comprehension

General Questions

1. How are most inventions usually developed?
2. The popularity of the TV increased at the same time as what?
3. What are the two things that prove TV's power and influence?

Pre-Text Discussion

1. Why do you go to the movies?
2. What do you think about the film experience?
3. Do films influence you? If so how?

Check Comprehension

1. What public reaction did the first feature-length film cause?
2. What did film prove about itself from the very beginning?
3. What is film a carrier of? Detail Questions

General Questions

1. What did Woodrow Wilson mean when he said the *Birth of a Nation* film was a "history written with lightening?"
2. Why did ticket sales suddenly drop at the box office?
3. Why is film an easier carrier of culture than newspaper or TV?
4. What conclusion do most people make about America because of their films?

Reaction Questions

1. What is your reaction to movies from America?
2. Do you think Uzbekistan has become more materialistic because of influence from seeing other countries' films?
3. Look at the younger generations. Do they have more in common across cultures because they have grown up with film?

UNIT-4

Pre-Text Discussion

1. What is your definition of religion?
2. How many religions are there in the world? Which ones do you know?
3. What are the five things every Muslim should do?
4. What is the role of religion in society?

Check Comprehension

General Questions

1. Why do people practice religion? There are five reasons in the text.
2. How many major religions are there and what are they?
3. What is the difference between polytheism and monotheism?

Detail Questions

1. What are the three countries of origin for each of the five polytheistic religions?
2. What is the goal of "Taoism?"
3. What is Buddhism a branch of?

Reaction Questions

1. Discuss the different points for the five polytheistic religions. What points do you agree with? What do you disagree with? Why?
2. Discuss your reaction to this quote: "Freedom of conscience is guaranteed to all. Everyone shall have the right to profess or not to profess any religion. Any compulsory imposition of religion shall be impermissible" (from the constitution of Uzbekistan Chapter 7 article 31).

Pre-Text Discussion

1. Of the three monotheistic religions, which one do think is the parent?
2. What book does all three (Judaism, Christianity, and Islam) share?

3. What does the word covenant mean?

Check Comprehension

General Questions

1. What did God tell Abraham to do, according to the Torah?
2. What are Jews still waiting for that Christians say has come already?
3. Where did the foundation of much of today's modern science come from?

Detail Questions

1. What is the essence of Judaism found in?
2. Why did the Mosaic covenant demonstrate God's grace and demand?
3. What did the Jews want in a king?
4. What is the significance of Jesus' death?
5. What was the cause of the Great Crusades?
6. What were the people of Mecca looking for?

Pre-Text Discussion

1. Explain the following saying by Bahauddin Muhammad Naqishband: "*One should be with God in the heart and keep work in the hands.*"
2. What do you know about Imam Bukhari?

Check Comprehension

General Questions

1. What did Imam Bukhari dedicate his life to?
2. What was the Imam able to do after hearing a tradition?

Detail Questions

1. What did he see in his dream?
2. What did people say about the Imam's memory?
3. Why did he eventually leave Bukhara?

Reaction Questions

1. What do you think about memorization? Is it difficult for you?
2. Have you ever read his book, "Sahih Al-Bukhari?"

UNIT-5

Pre-Text Discussion

1. How often do you read the newspaper?
2. What do you think about Uzbekistan's newspapers?
3. What is the most popular newspaper in Uzbekistan?
4. What do you think should change in Uzbekistan's newspaper industry?

Check Comprehension

1. What were some of the changes in print communications history in America?
2. What did Benjamin Day's invention make possible for the average person?
3. Why did governments quickly begin to control what was printed?
4. When and for what reason did Americans begin to desire freedom of the press?
5. What is a particular challenge to newspapers today?

Pre-Text Discussion

1. What is the media?
2. What are the three biggest world news gathering services?
3. What are the most famous Uzbek/ American/ British broadsheets and tabloids.
4. What Uzbek news agencies do you know of?
5. What aspects do the local press cover?
6. How many TV companies are there in Uzbekistan?
7. Do you watch any news programs? When do you usually watch them? Which program is the most successful?
8. Have you watched or listened to any BBC programs? If yes, what impression do you have of them?

Check Comprehension

1. Where does the BBC get most of its money?
2. How many TV channels are there in the BBC and what are the differences between them?

3. How many radio channels are there in the BBC and what does each specialize in?
4. How many TV channels do television sets have in Britain? Are there independent commercial organizations among them? If yes, from what do they get most of their money?
5. How is Tashkent related to the 'birth' of television?
6. According to the text, approximately how many citizens of Uzbekistan watch television regularly?

Pre-Text Discussion

1. What are the most ***feasible*** ways to make Internet resources and services available to the most people?
2. How far will Internet - based services penetrate into consumer marketplace?
3. Support or refute: The Internet has become impossible to ignore in the past two years. Even people who do not own a computer and have no opportunity to «surf the net» could not have missed the news stories about the Internet.

The WORLD WIDE WEB portion of the Internet has shown dramatic growth in both the consumer and business sectors over the past 12 months.

4. What is the future of the Internet ***contingent*** on?

Check Comprehension

1. How do journalists view their careers, their product, and their readers in the age of electronic newspapers?
2. What impact will electronic newspapers have on the newspaper industry, as perceived by journalists in newspapers producing or considering online delivery?

UNIT-6

Pre-Text Discussion

1. Do you think university degrees in the UK, USA and in Uzbekistan are the same?
2. What are the advantages and disadvantages of leaving home to study at the age 15-18?
3. What do you like and dislike about the Uzbek system of education?
4. What famous universities in the UK, the USA and Uzbekistan do you know?
5. What are they famous for?

Check Comprehension

1. What is described in the text?
2. How is the examination system at your university differentfrom the one described in the text?
3. What other systems of assessment do you know?
4. Do you like the form of checking students' knowledge used in your country? If yes why?
5. What does one do when he fails in one or two exams in your country?
6. Why do think a student who fails two exams in the UK can get permission to sit for the whole exam again only under exceptional circumstances?

Pre-Text Discussion

1. How would you describe your life in the university culture now that you have begun your third year of study?
2. Did any family members or friends give you advice before you entered the university? If so, what kind of advice did you receive?
3. Is there a place on your university campus where students gather to talk, relax, or share news?
4. If you were asked to give advice to a new student entering the first year courses, would you first give warnings or encouragement?

Check Comprehension

1. With what event did he consider his Oxford life to begin?
2. How did he become acquainted with Sebastian?
3. What accommodations did he take?
4. Why was his cousin Jasper against his taking ground floor rooms?
5. What were the rules of conduct he was to follow according to his cousin Jasper?
6. What trouble did he have while studying art?
7. Who had an impact on his style of dress?

Pre-Text Discussion

1. What do you consider to be the biggest problem in university education today?

2. If a university has problems in the system, who do you think should be responsible for making changes to improve the situation? Why?
3. What do you think "functional illiteracy" means?
4. Do you know, or can you guess, what some problems are in U.K. and U.S.A. universities?
5. Do you think that everyone should have the opportunity to study in a university? Explain your answer.

UNIT-7

Pre-Text Discussion

1. Travel is meant to be pleasant and fun. Can you think of any reasons it would not be so?
2. What are the pros and cons (positive and negative) of travel by airplane?
3. Describe your ideal holiday travel – where, with whom, when, how, how long, etc.

Check Comprehension

1. What way of traveling is described in this text?
2. What is airsickness?
3. What was spilt on her new dress?
4. What condition was her husband in by the end of the flight?
5. Was the family traveling with only one child or more?

Check Comprehension

1. Why do you think the pitch of the plane's engine changed?
2. What made the plane shudder?
3. What did the man say about the plane possibly crashing?
4. Did the plane crash?
5. What did the lady mean by what she said?

Pre-reading Discussion

1. Which would you prefer, a holiday exploring historical sights, in a peaceful small town, or a big city? Explain your choice.
2. Name some popular tourist destinations in Europe and in Asia.

Check Comprehension

1. How is Windsor different from London?
2. What are two particular features of Windsor?
3. How would you spend your time on holiday in Windsor and Eton?
4. What is the difference between state and public schools in England?
5. Why do you think public schools are so popular?

Pre-reading

Discuss some details explaining your answers to the following questions.
1. What documents do you need for international travel?
2. No one plans to get sick or injured on holiday, but what plans should you make in case you do?
3. Is it better to "travel light" or to pack anything and everything you might possibly need?
4. Should international travelers visit their doctor before departing?

UNIT-8

Pre-Text Discussion

Have you ever fallen in love? What does it feel like? Do you see stars or fireworks? Does you heart pound wildly? Or do you simply feel warm and peaceful inside? Read the story excerpt and see how Edna felt when she fell in love.

Questions for Discussion:

1. How did Edna feel when she experienced true love?
2. What made her feelings change so quickly?
3. Do you think that Edna should break her engagement with Jimmy?

Pre-Text Discussion

The following reading tells about the true story of the love between poets Elizabeth Barrett Browning and Robert Browning. Read "A Love Story" and then read the famous poem, written by Elizabeth Barrett Browning. Isn't it helpful, when reading "How Do I Love Thee", to know the beautiful story behind the poem?

Check Comprehension

1. Why was Elizabeth Barrett not expecting to find romance in her life?
2. What attracted Robert Browning to Elizabeth?
3. How did Robert's love influence or change Elizabeth?

Pre- Text Discussion

1. Is marriage considered important in your culture? Why?
2. At what age do most women get married? What about men?
3. Are parents involved in helping their children find a husband or wife? How?
4. Is there someone in your culture who acts as a matchmaker?

Check Comprehension

1. What does it mean to "pop the question"?
2. According to tradition, why is the engagement ring worn on the third finger of the left hand?
3. What takes place the night before the wedding?
4. During the ceremony, what act symbolizes the parents blessing on the marriage?
5. Throwing rice on the bride and groom symbolizes a wish for what?

UNIT-9

Pre-Text Discussion

1. How often do you go to see a doctor?
2. Do you always follow your doctor's instructions? If not, why?
3. Àre you quite satisfied with the way your doctor treats you?
4. What do you do to keep yourself in good health?
5. What do you do if the medicine your doctor prescribed, doesn't help you?
6. Does your health depend on your way of life? How?

Check Comprehension

1. What kind of a doctor did Thomas find for Craig?
2. Why did the hospital chief surgeon keep dropping into Craig's hospital room?
3. What were Craig's chances to stay alive?
4. What difficulties did the nurse have while giving him injections?
5. Who was invited to give Craig intravenous feedings?
6. What was Craig's temperature?
7. What did Murphy have to say to Craig?
8. Why was Murphy in a hurry to leave for the Coast?

Pre-Text Discussion

1. What advice do you give to a friend who is often ill?
2. Are you quick to go to the doctor when you don't feel well, or do you prefer to treat yourself at home?
3. How do you eat and exercise in order to stay healthy?

Check Comprehension

1. Does the text advise you to skip meals and lose weight quickly?
2. According to the text, can your body 'speak' to you and tell you when to eat or stop eating?
3. Why does a text about physical health give advice concerning your emotions?
4. What is most important, being very thin and stylish, or
feeling good and keeping a balanced life style?

Pre-Text Discussion

What kind of diseases and illnesses do you know and what are their symptoms?
Example: the flu Symptoms 1. high temperature
2. head ache
3. running nose the flu, the measles, appendicitis, pneumonia, cancer, bronchitis

UNIT-10

Pre-Text Discussion

What does it mean to be "thankful?" Often we are most thankful for those things that we have worked hard to achieve. What are you especially thankful for in your life? Read this article about one small group of people who struggled and worked very hard to make a new home for themselves. They had much to be thankful for.

Check Comprehension

Write short answers to the following questions

1. Based on the definition of the word pilgrim, why do you think the "Pilgrims" were called by this name?
2. Why did they feel the need to travel to America?
3. What event helped the Pilgrims the most in learning to live in their new home?
4. What did they have to be thankful for?

Pre-Text Discussion

1. What is your favorite holiday?
2. What do you enjoy the most about celebrating Navruz?

Pre-Text Discussion

1. What do you know about the traditions for celebrating Christmas?
2. Are you aware of the differences in traditions among the nations?
3. Does your family celebrate Christmas? Why or why not?
4. Who is Santa Claus?

Check Comprehension

1. Describe one particular feature of the Christmas celebration in Spain.
2. Describe two features of the Christmas holiday that is found in all the countries in the text.
3. Do all of the events described in the text take place on December 25?
4. How did the traditions brought from Europe change in American culture?
5. Are the poor able to celebrate the holiday as well? If so, how?

UNIT-11

Pre-Text Discussion

Discuss the following questions in groups of 3 or 4 students.

1. Have you been to any country that was different from your country?
2. What did you find that was very strange to you?
3. Which aspects of your country do you think might be quite unusual to foreigners?
4. Which nationalities would find Uzbekistan similar to theirs and which would find it most different?

Pre-Text Discussion

1. When you hear the words 'cowboy' and 'rodeo' what thoughts first come to your mind?
2. What is your opinion of women and girls taking part in horseback riding and other rough sports?
3. If you were to receive an invitation to a rodeo, what would you expect to see? Describe your image of a rodeo arena, the people, the activities, etc.

Check Comprehension

1. What is a rodeo? Describe the type of sport which is called "rodeo"
2. Is rodeo common throughout America?
3. What types of rodeo are mentioned in the text?
4. How deep is rodeo in the life of the Western American community?
5. Who is involved in a rodeo besides the cowboys?
6. Is there anything like a rodeo in Uzbekistan?
7. What are the main impressions you get when you read the text?
8. Which words give you these feelings?
9. Would you like to watch a rodeo someday?

Pre-Text Discussion

1. What do you think life is like for Uzbeks and other Central Asian immigrants to America?
2. In your opinion, should immigrants maintain the cultural heritage and celebrations from their home country?
3. If you immigrated to the U.S.A. with your family, what kind of help do you think you would need adapting to life in America?

Check Comprehension

1. Why was the Tukistan American Association established?
2. Has the association made any changes since it began in 1958?

3. What is the associations commitment to the home cultures of Central Asian Americans?
4. What promises does the association make to its current and future members?

14. MUSTAQIL ISH TURLARI VA MAVZULARI

1. Write a review of the artists work. (write a report)
2. Writing an essay on the theme: Music in our life
3. Writing about entertainment (essay)
4. Mass Media in Uzbekistan (presentation)
5. Writing about education (essay or article on the newspaper)
6. Writing about love and Marriage (essay)
7. Healthcare in Uzbekistan (presentation)
8. Community associations in Uzbekistan and the other international countries. (presentation)

15. FANNI O'ZLASHTIRISH BO'YICHA MASLAHAT VA TAVSIYALAR

Иккинчи курс курс якунида талабалар Европа Кенгашининг "Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш" тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) га кўра қарийб B2 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади. Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули бўйича талаба иккинчи **курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:**

• ўқиш ва касбга оид мавзулардаги аниқ ва батафсил оғзаки тавсифларни тушуна олиши ва матн туза олиши; 9

• адабий (стандарт) оғзаки тилни шовқин ёки нутқ яхши эшитилишига тўсқинлик қилаётган бошқа ташқи факторлар шароитида ҳам тўлиқ тушуна олиши;

• таниш мавзулардаги, жумладан касбга оид мавзулардаги аниқ ва равон тузилган маъруза ёки нутқни тушуна олиши ва унга доир саволларга жавоб бера олиши;

• адабий (сандарт) тилда олиб бориладиган радио ва ТВ дастурларни (ҳужжатли фильмлар, жонли интервьюлар, ток-шоу, спектакль ва аксарият бадиий фильмлар) тушуна олиши ва мазмунини қисқача оғзаки баён эта олиши;

• турли вариантлар, сабаб, натижа, турли ситуацияларнинг ютуқ ва камчиликларини эътироф этган ҳолда ўз нуқтаи назарини ифода этиши;

• турли ижтимоий контекстларда тегишли тил воситаларидан ўринли фойдалана олиши.

Модул мазмуни

Тинглаб тушуниш бўйича:

Тинглашга мўлжалланган матн турлари

• суҳбат, диалоглар;

• телефонда суҳбат

• жамоат жойларидаги эълонлар (масалан, вокзал/аэропорт эълонлари)

• телевидение ва радио орқали бериладиган янгиликлар;

• теле ва радио дастурлар (ток-шоу, ҳужжатли фильмлар);

• ўқиш ва касбга оид мавзуларда презентациялар, нутқлар, маърузалар;

• бадиий фильмлар

• интервьюлар

• қўшиқлар

• аудио китоблар

Стратегиялар ва кўникмалар

• асосий ғояни тушуниш учун тинглаш;

• муайян маълумотни тушуниш учун тинглаш

• тинглаб конспект қилиш;

• тинглаб қисқача мазмунини ўрганилаётган чет тили ва она тилларида баён қилиш
Диалог
• ўқиш ва касбга оид мавзулардаги диалогларда иштирок этиб, маълумот алмашиш;
• тегишли интонация ва урғудан фойдаланиб ҳиссиётларини ифода эта олиш;
• турли мавзуларда давомий диалогга киришиш;
• аввалдан тайёрланган ҳолда интервью олиб бориш, маълумотларни
текшириш ва тасдиқлаш, қизиқарли жавобларга эътибор қаратиш;
• муҳокамаларда тегишли изоҳлар, аргументлар ва шарҳлар берган ҳолда ўз фикрини баён қилиш ва уни ҳимоя қилиш; 10
Монолог
• ўз қизиқишларига оид мавзуларда батафсил ҳисоботлар;
• янгиликлар, интервью ёки ҳужжатли фильмлардан парчалар мазмунини қисқача баён этиш;
• расмий вазиятларда долзарб мавзулар бўйича ўз нуқтаи назарини ифода этиш;
• дебатларда асосий маърузачи сифатида иштирок этиш;
• иккинчи курс мавзулари бўйича презентациялар қилиш;
Дастурнинг информацион-методик таъминоти
• амалий вазифа (масалан, презентацияни таҳлил қилиш ва унинг ютуқ ва камчиликларини аниқлаш);
• муҳокамалар;
• ўқиш кундалигини юритиш;
• ролли саҳна кўринишлари;

16. FOYDALANILGAN ADABIYOTLAR RO'YXATI

1. Friel M., Abduraimova Ya. Get in Touch. "Philolog". -T., 2004
2. Barclay M., Ibragimova, Y.Abduraimova. Keep in Touch. - T.: Филолог, 2004
3. Бакиева Г.Х., Ирискулов М.Т. и др. Stay in Touch. -T.: Филолог, 2005.
4. Бакиева Г.Х., Ирискулов М.Т. Touch the Future. T.: Филолог, 2005.

17. XOTIJIY ADABIYOTLAR

1. Materials 1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD: Level 2
2. Cambridge English Skills Real Writing 2 with Answers and Audio CD: Level 2 [Paperback]
3. Cambridge English Skills Real Reading 2 with answers: Level 2 [Paperback]
4. The writer's workplace with readings (6th ed.). Student edition
5. Diana L. Fried-Booth. Project work.
6. Exploring Grammar in Context. CUP 2000
7. Developing Grammar in Context. Grammar Reference and Practice. Intermediate.
8. English Pronunciation in Use Advanced Book with Answers and 5 Audio CDs [Paperback]
9. Exploring Classroom Discourse: Language in Action (Routledge Introductions to Applied Linguistics) [Paperback]
10. English Vocabulary in Use – Cambridge University Press Evaluation and Design for Language Teaching (Edinburgh Textbooks in Applied Linguistics)
11. Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP
12. Tanner, R& C.Green (1998). Tasks for Teacher Education: a Reflective Approach. Longman
13. Cottrell, S. (1999) The Study Skills Handbook. Hampshire: Palgrave
14. ELA Guide (2009) Tashkent: British Council
15. Thornbury, S. (1999) How to teach grammar. Longman Pearson 7. Thornbury, S. (2002) How to teach vocabulary. Longman Pearson.
16. Ur, P. (1996) A Course in Language Teaching: Practice and Theory. Cambridge: CUP

Internet saytlari:

1. www.teachingenglish.org.uk
2. www.onestopenglish.com
3. www.businessenglishonline.net
4. www.elgazette.com
5. www.tesol.org.
6. www.tefl.com,
7. www.teachertrainingvideos.com
8. http://www.learnenglish.org.uk/
9. www.educationuk.org
10. http://www.bbc.co.uk\worldservice\learningenglish/
11. http://www.channel4.com\learning\
12. http://www.better-english.com\exerciselist.html
13. http://www.bbc.co.uk\worldservice\learningenglish\business\index.shtml
14. http://www.englishclub.com\index.htm
15. http://www.bbc.co.uk\schools\teachers
16. http://education.leeds.ac.uk\edu-mwe/eltwww.htm
17. www.Grammarly.com/Grammar

18. GLOSSARIY/LUG'AT

Vocabulary

Represented	an image, likeness or reproduction of someone or something in a painting
Bodice	the part of a woman's dress above the waist (not including the sleeves)
Pleats	a fold or crease, especially a flattened fold in cloth doubled upon itself
Patterns	a repeated decorative design on paper, cloth, carpet, etc.
Devoid	lacking; free from; without any
Languorous	without energy; soft or tender mood
Russet	reddish-brown color
Labyrinthine coils	complicated, irregular network or pattern of turns and curves
Fretted	a design or pattern of continuous straight lines joined at right angles

Vocabulary

burst of applause	clapping of hands that begins suddenly and loudly
chamber music	classical music played by a group of two to nine instrument
concerto	a musical composition for a solo instrument
dead silence	completely quiet
fascinated	attracted to someone or something with great interest
music stands	a rest or frame on which sheet music is supported
orchestral music	classical music played with two to eighteen of each instrument
solo	performed by one person; one instrument
trait	characteristic
tuning	bringing an instrument to the proper pitch
virtuoso	a person highly skilled in the technique of a fine art

Art in Literature

Contemporary	living or occurring at the same time; approximately equal in age
Portrayal	a likeness of someone or something; a graphic description
Absorbed	intensely interested in something
Easel	a standing frame, usually of wood, for supporting an artist's work
Canvas	a cloth tightly stretched across a frame as a surface for oil painting
Irritable	easily annoyed or angered
Alter	to make or become different; to change
Abstractedly	not giving attention to the matter in hand
Segment	a part or portion of a whole
Straying	wandering from the right place or normal way
Faintly	very slightly or little
Rheumatism	any disease with swelling and pain in the joints or muscles
Lumbered	moved slowly and heavily
Solemnly	seriously, with dignity
Sitter	a person who sits (poses) for a portrait to be painted
Reproduce	to make a copy or representation

Vocabulary

amusement	something that causes you to laugh or smile
ballad	a song that tells a story, usually based on actual events
chord	a group of music notes sounded together
delineated	represented by drawing; shown; described
ensemble	a group of musicians performing together
fancy	ornamental; not plain or simple
fervently	strongly, with passion
forbidden	not allowed; not permitted
heathen	having no religion; unenlightened
heritage	history; inherited culture, etc.
improvisation	performance of music without written notes
intricate	detailed; complex
irritate	to annoy; bother
nonsense	without meaning
octaves	each of two notes at either end of an eight note interval
preserved	kept safe
robust	strong and with energy
rouse	to make active or excited
syncopation	when even and regular music patterns are broken up, making them uneven, and accents are put in unexpected places
thumping	a beat of music being played with a heavy touch

Vocabulary

ambiguous	not clear, vague, having two or more meanings
back beat	a strong accent on a beat normally unaccented beat of music
blend	mix of one or more items or styles
enormous	very large; huge
extensive	covering a large area in space or time
founder	a person who establishes or begins an institution
nickname	a familiar or humorous name given to a person instead of his real name
pelvis	the curved bone structure at the lower end of the torso (body)
promoter	a person who publicizes a performer and advises on contracts
refrain	a recurring phrase or number of lines in a song or poem
rhythm and blues	a type of jazz with a slow, strong beat
select group	elite, special
smothered	to be covered; overwhelmed with something
sparkled	to shine like starlight
striking	remarkable, notable, unusual, outstanding
suggestive	indecent, improper; giving an idea
teenagers	youth from age 13 to 19

Vocabulary

broadcasts	to transmit by television or by radio
commercialize	from "commerce" meaning financial transactions
creation	something made by someone
dominance	power over something
exploiting	to use someone in a way that takes advantage of them
invent	to make or cause an original idea or product
luxury	something not needed but extra; usually for comfort
necessity	something needed or required
opiate of the masses	drug to numb you from feeling reality
pacifying	to comfort and keep quiet
soap operas	drama in serial form (weekly continuous)
sitcoms	situation comedy
transnational	across (trans) nations

Vocabulary

barrier	a block, wall, or difficulty stopping something from happening
box office	office where tickets to a movie theater are sold
carrier	something that delivers or carries from one place to another
cinematic	having the quality of a movie-going experience in the theater
epic	grand in size or length
fantasy	dream or hope in the imagination
feature-length	a movie that is at least 120 minutes long
impact	force something has on something else (impact in a car accident)
incentive	motivation or reason for doing something
inevitably	something that happens as you might expect
influence	power to persuade or control
materialistic	focused on money and the things you can buy, greedy, selfish
reality	truth or real in life
spread	multiply or increase
viewers	people listening and watching in the audience
worldview	the way you look at the world

Vocabulary

barrier	a block, wall, or difficulty stopping something from happening
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spread	multiply or increase
viewers	people listening and watching in the audience
worldview	the way you look at the world

19. MUALLIFLAR HAQIDA MA'LUMOT

МАЪЛУМОТНОМА
Джураева Мохигул Муродовна

2014 йил 9 сентябрдан:
Самарқанд давлат чет тиллар институти "Таржима назарияси ва амалиёти" кафедраси ўқитувчиси

Туғилган йили: 04.02.1988
Туғилган жойи: Самарқанд шаҳри
Миллати: ўзбек
Партиявийлиги: йўқ
Маълумоти: 2014 йил, Самарқанд давлат чет тиллар институти (кундузги)
Тамомлаган:
Маълумоти бўйича мутахассислиги: Таржима назарияси ва амалийти, (инглиз тили)
Илмий даражаси: йўқ
Илмий унвони: йўқ
Қайси чет тилларини билади:
инглиз, немес, рус тиллари
Давлат мукофотлари билан тақдирланганми (қанақа):
йўқ
Халқ депутатлари, республика, вилоят, шаҳар ва туман Кенгаши депутатими ёки бошқа сайланадиган органларнинг аъзосими (тўлиқ кўрсатилиши лозим):
йўқ

МЕҲНАТ ФАОЛИЯТИ

2008-2012 йй. - Самарқанд давлат чет тиллар институти талабаси
2012-2014 йй. - Самарқанд давлат чет тиллар институти магистранти
2014 й. - ҳ.в. - Самарқанд давлат чет тиллар институтининг "Таржима назарияси ва амалиёти"
кафедраси ўқитувчиси

МАЪЛУМОТНОМА
Абдурахимова Фарангиз Махмудовна

2015 йил 2 сентябрдан:
Самарқанд давлат чет тиллар институти таржима назарияси ва амалиёти кафедрасида инглиз тили ўқитувчиси

Туғилган йили ва санаси:
Самарқанд вилояти Самарқанд шахар

Туғилган жойи:

Миллати:
ўзбек

Партиявийлиги:
йўқ

Маълумоти:
олий

Тамомлаган:
2015 й. Самарқанд давлат чет тиллар институти
(кундузги)

Маълумоти бўйича мутахассислиги:
Лингвистика (инглиз тили)

Илмий даражаси
йўқ

Илмий унвони:
йўқ

Қайси чет тилларини билади (тўлиқ кўрсатилиши лозим):
Инглиз, рус ва немис тиллари.

Давлат мукофотлари билан тақдирланганми (қанақа):
йўқ

Халқ депутатлари, республика, вилоят, шаҳар ва туман Кенгаши депутатими ёки бошқа сайланадиган органларнинг аъзосими (тўлиқ кўрсатилиши лозим)
йўқ

МЕҲНАТ ФАОЛИЯТИ

2008 - 2012 йй. - Самарқанд давлат чет тиллар институти талабаси
2013 - 2015 йй. - Самарканд шахар ижтимоий иктисодиёт коллежида инглиз тили ўқитувчи
2013 - 2015 йй. - Самарқанд давлат чет тиллар институти магистратура талабаси
2015 й. - ҳ.в. - Самарқанд давлат чет тиллар институти таржима назарияси ва амалиёти кафедраси ўқитувчиси

МАЪЛУМОТНОМА

Халимова Фируза Рустамовна

С 1 ноября 2008 года:
Преподаватель Самаркандского Государственного Института Иностранных Языков кафедры “Теория и практика перевода”

Год рождение:
21.02.1987

Место рождение:
город Самарқанд

Национальность:
узбек

Партийность:
нет

Образование:
высшая

Окончила:
2009 год, Самаркандский Государственный Институт Иностранных Языков (дневной)

Специальность по образованию: Теория и практика перевода

Научная степень:
нет

Научное звание:
нет

Владение иностранных языков:
Английский, русский язык

Награждение государственными премиями:
нет

Является ли депутатом республиканского, областного, городского и районного Кенгаша Народных депутатов или член других избирательных органов:
нет

Деятельность

2003-2007 йй. - студентка Самаркандского Государственного Института Иностранных Языков

2007-2008 йй. – Преподаватель школы 65

2008 й. - д.с. - преподаватель Самаркандского Института Иностранных Языков кафедры “ Теория и практика перевода”

20. MUNDARIJA
O’QUV-USLUBIY MAJMUA

1. Annotatsiya
2. Kirish
3. Me’yoriy xujjatlar (DTS, o’quv reja, ishchi o’quv reja – **diskda ilova qilingan**)
4. Fanning o’quv dasturi
5. Fanning Ishchi dasturi
6. Amaliy/seminar mashg’ulotlari uchun mashq/ masala/ topshiriqlar to’plami (dars ishlanmalari sifatida majmuaga kiritilgan)
7. O’quv materiallari (darslik va o’quv qo’llanma – **diskda ilova qilingan**)
8. Ta’lim texnologiyalari
9. Talabalar bilimini baholash me’zoni
10. Nazorat turlari uchun tayorlangan topshiriqlar varaqasi (JB, OB va YaB)
11. Test savollari
12. Umumiy savollar
13. Tarqatma va taqdimot materiallari (**diskda ilova qilingan**)
14. Mustaqil ish turlari va mavzulari
15. Fanni o’zlashtirish bo’yicha maslahat va tavsiyalar
16. Foydalanilgan adabiyotlar ro’yxati
17. Xorijiy adabiyotlar
18. Glossariy/lug’at
19. Mualliflar haqida ma’lumot
20. Mundarija