

**MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

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Practical Course of the English Language

**(Teaching Methodological Package for the fourth year
students of 5220100 Philology and teaching languages
Baccalaureate specialty)**

Contents

1. Annotation	3
2. Authours.	4
3. Reccomendations and suggestions	5
4. Regulatory Documents	6
5. Syllabus.	21
6. Working syllabus	44
7. Technology of education	63
8. Collection of exercises for practical sessions.....	134
9. Variants of tasks prepared for assessment.	164
10 Test questions	185
11. General control questions on the subject.....	204
12. Handouts and presentation materials	208
13. Glossary	213
14. Assessment criteria.....	230
15. Themes for independent study	235
16. List of used literature	237
17. Basic abstract	239
18. Teaching materials (lectures, methodological manual	407
19. Foreign resources	432

ANNOTATION

**O'MKning 01.02.2013 yil o'tkazilgan
1-yig'ilishi bayonnomasi bilan
tasdiqlanib, chop etishga tavsiya
qilingan.**

Annotatsiya

Ushbu o'quv-uslubiy majmua zamonaviy pedagogik texnologiyalar asosida tayyorlangan. Undagi tanlangan matnlar asosida nutq malakalari turlari, tinglab tushunish, gapirish, o'qish va yozuv orqali talabalarni ingliz tilida nutqini o'stirish ko'zda tutilgan. O'quv-uslubiy majmua oliy o'quv yurtlarida 5120100 ingliz tili yo'nalishida tahsil oluvchi 4-bosqich talabalari uchun mo'ljallangan.

Ma'sul muharrir: Filologiya fanlari nomzodi, dotsent X.Tojiev

Taqrizchi: "Ingliz tili va adabiyoti" kafedrasida katta o'qituvchisi E. Hamdamov

Аннотация

Учебно-методическое пособие обеспечивает практическое овладение английским языком как средством общения. В результате работы по данному пособию учащиеся овладевают главными видами коммуникативной деятельности: говорения, чтения и понимания, аудирования письма и перевода в объеме материала пособия.

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Annotation

This educational-and-methodical collection on the basis of modern pedagogical technology teaches four basic skills of language: speaking, listening, reading and writing. Each unit contains linguistic material, conversational phrases and texts.

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MUALLIFLAR

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RECOMMENDATIONS AND SUGGESTIONS

The course of Practical English is considered to be the main course for the third-year students of the English language departments of Philology faculties.

The main aim of the course is to develop the spoken language on the basis of oral and writing skills, reading techniques, pronunciation rules and lexical enrichment of the students' vocabulary.

The textbook consists of 4 parts:

- Basic course;
- Exercises on text interpretation;
- Grammar exercises;
- Methodical advice.

Every lesson of the basic course consists of two texts – descriptive story and dialogue. New words are placed just after the texts. Before the texts there are some exercises on grammatical rules students have to know to understand the text more deeply. Explanatory notes given to the proper names used in the texts of the lesson make it easy for students to follow the specific idea of the text.

One of the most effective and useful sides of the textbook is the existence of the tasks which make students to use their critical thinking while discussing and analysing the new texts. These exercises develop students' creativity in using English in different situations.

There are also some exercises aimed to develop and to fix in the mind all new words and word combinations. To enlarge vocabulary of the students is one of the most important targets of the basic course. That's why there are some additional phrases and idioms taken from the "Functions of English" by L. Jones.

Exercises on text interpretation have a possibility to be done with the use of dictionaries. Many lessons of this part of the textbook are to be learnt by students themselves. Commentaries given at the end of such lessons give complete instructions for the students in what way the lesson and new information have to be acquired.

The third part of the textbook deals with the grammar exercises. It consists of the material specially gathered to reinforce students' knowledge of the grammar rules given in each lesson of the textbook. Grammar rules are given in the form of tables. Every exercise has a model – an explanatory example how the given task should be done.

The course of methodical advice where rules of conducting lessons are combined with the tasks on the development of the spoken language skills. The basic rules of the English writings are also given in this course.

REGULATORY DOCUMENTS

Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Н И З О М

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Якуний қоидалар**

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини холис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.
-

II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-

услугий кенгашида муҳокама қилинади ва тасдиқланади ҳамда **ҳар бир фаннинг ишчи ўқув дастурида** машғулот турлари билан биргаликда кўрсатилади.

- 5. **Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.**
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:
 - талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар, лаборатория ва амалий машғулотларда **оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум**, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Оралиқ назорат

- семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони **(бир семестрда мартадан кўп ўтказилмаслиги лозим) ва шакли (ёзма, оғзаки, тест ва ҳоказо)** ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Якуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо)** ўтказилиши мумкин.
 - 7. Оралиқ назоратни ўтказиш жараёни кафедра мудирини томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.
8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **якуний назоратга – балл;**
- **жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **хулоса ва қарор қабул қилиш;**
- **ижодий фикрлай олиш;**
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **мустақил мушоҳада юрита олиш;**
- **олган билимларини амалда қўллай олиш;**
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- **моҳиятини тушуниш;**
- **билиш, айтиб бериш;**
- **тасаввурга эга бўлиш.**
- г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- **аниқ тасаввурга эга бўлмаслик;**
- **билмаслик.**
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича **аниқ мезонлар** ишлаб чиқилиб, кафедра мудирини томонидан **тасдиқланади** ва талабаларга эълон қилинади.
- 16. **Намунавий мезонларга мувофиқ** мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан **якуний назорат учун баҳолаш**

мезонлари ишлаб чиқилиб, олий таълим муассасаси **Илмий-услубий кенгаши томонидан тасдиқланади** ва турдош олий таълим муассасаларига етказилади.

- 17. Талабаларнинг ўқув фани бўйича **мустақил иши** жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
- V – семестрда фанга ажратилган умумий ўқув юкламаси (соатларда);
- –фан бўйича ўзлаштириш даражаси (балларда).
- 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балнинг **саралаш балл** ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга **киритилмайди**.
- **Жорий ва оралиқ** назорат турлари бўйича **55 ва ундан юқори бални** тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва **ушбу фан бўйича** якуний назоратга **қирмаслигига** йўл қўйилади.

20. Талабанинг семестр давомида фан бўйича тўплаган **умумий бали** ҳар бир назорат туридан белгиланган қоидаларга мувофиқ **тўплаган баллари йиғиндисига** тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ **деканат** томонидан тузилган **рейтинг назорат жадваллари** асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича **курс лойиҳаси (иши)ни** ушбу фан бўйича тўплаган баллари **умумлаштирилишига қадар** топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан **кам балл тўплаган** ва **узрли** сабабларга кўра назоратларда қатнаша олмаган талабага **қайта топшириш** учун, **навбатдаги шу назорат туригача**, сўнгги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Қасаллиги** сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда **жорий, оралиқ ва якуний** назоратларни топшира олмаган талабаларга **факультет декани фармойиши** асосида, ўқишни бошлаганидан сўнг **муддатда топширишга рухсат** берилади.
- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндисига **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра

белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.

- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий** ўқув юклама соатлари, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштириши** қўйилади.
- Талабанинг саралаш балидан **наст** бўлган ўзлаштириши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма иш** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтинги унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинг**и барча фанлардан тўпланган рейтинг баллари **йигиндис**и орқали аниқланади.
- 31. Талабалар умумий рейтинги ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йигиндис**и олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштириш кўрсаткичи ҳисобга олинади.**
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари** **кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.

- 34. Жорий, оралиқ ва якуний назорат натижалари **кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида** мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

VI. Якуний қоидалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг ҳолислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ

ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида**

Низом

Гулистон-2013 йил

**Гулистон давлат университетида талабалар мустақил
ишларини ташкил этиш, назорат қилиш ва баҳолаш
тартиби тўғрисида Низом**

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, хулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар

кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

II. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукамал ўзлаштириш кўникмаларига эга бўлиш;

- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;

- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;

- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;

- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;

- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;

- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;

- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услугий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;
- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;
- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқиладиган ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услугий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедралар томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқиладиган.

IV. Фанлардан ўқув машғулотлари бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқиладиган, кафедра йиғилишида муҳокамадан ўтказиладиган ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширигандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар, интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консултациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-чизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага

кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланилган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудирининг томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби ҳақидаги намунавий низом тўғрисида”ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашнинг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги ____ -сонли буйруғи билан қайта тасдиқланган.

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ



Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ

Гулистон

Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритувида бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида

талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;

- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;

- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутди.

II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журнаliga “й” ёки “нб” белгиларини қўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. "Ўқитувчи журнаli" ва "Гуруҳ журнаli"даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш "Ўқитувчи журнаli" ва "Гуруҳ журнаli"да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирамаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та** муддат ичида қабул қилинади. Муддат ўтганидан сўнг деканат руҳсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкламаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирмаган талабага семестр якунида қолдирган дарсларини қайта топширишига руҳсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайтириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб

бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси такдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халақит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан такдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги __ -сонли буйруғи билан қайта тасдиқланган.

Syllabus

ЎЗБЕКИСТОН RESPUBLIKASI OLIY VA ЎRTA MAHSUS TAЪLIM VAZIRLIGI

Рўйхатга олинди
№ 50-51201-3.1
2012 йил «14» март

Ўзбекистон Республикаси
Олий ва ўрта махсус таълим
вазирлигининг 2012 йил
«14» март даги
«107» - сонли буйруғи
билан тасдиқланган



АСОСИЙ УЎҚУВ ДАСТУРИ

ЎҚУВ ДАСТУРИ

Билим соҳаси:	100000	- Гуманитар соҳа
Таълим соҳаси:	120000	- Гуманитар фанлар
Таълим йўналишлари:	5120100	- Филология ва тилларни ўқитиш (инглиз тили)

Тошкент-2012

Фаннинг укув дастури Олий ва урта махсус, касб-хунар таълими укув-услубий бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 20/ У

даги “ ”-сон мажлис баёни билан маъқулланган.

иил

Фаннинг укув дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди

- Тузувчилар:** - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси
доцента, ф.ф.н.
- Мадрахимов Т.А.** - ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси
профессори, ф.ф.н.
- Ирискулов М.Т.** - ЎзДЖТУ инглиз тили лексикологияси кафедраси мудири,
ф.ф.н., доцент
- Саидова М.С.** - ЎзДЖТУ инглиз тили лексикологияси
кафедраси доцента, ф.ф.н.
- Матякубов Ж.И.** - ЎзДЖТУ инглиз тили грамматикаси ва
тарихи кафедраси мудири, ф.ф.н., доцент
- Кулдошев А.М.** - ЎзДЖТУ инглиз тили фонетикаси кафедраси мудири, катта
укитувчи
- Шатунова А.С.** - ЎзДЖТУ инглиз тили стилистикаси кафедраси
мудири, ф.ф.н., доцент
- Глазырина С. А** - ЎзДЖТУ инглиз тили стилистикаси кафедраси
мудири, ф.ф.н., доцент
- ЎЗМУ хорижий филология факультети декани, ф.ф.н., доцент
- Такризчилар:** - Республика тил уқитиш маркази доцента, ф.ф.н.
- Имяминова** Фаннинг укув дастури Ўзбекистон давлат жаҳон тиллари
университетининг Илмий кенгашида муҳокама қилинган ва
тасдиқлашга тавсия қилинган (20 йил “ Ц ” с даги “ ”-сонли
баённома)
- Икромов Т.Т.**

Кириш

Асосий урганилаётган тил ихтисослик фани сифатида тили урганилаётган мамлакатларнинг бадиий адабиёт намуналарини укиш ва мазмунини англаш, даврий матбуот нашрларида баён этилган асосий воқеа-ҳодисалар тугрисида укиб, маълумотга эга бўлиши ҳамда уларни оғзаки сузлаб бериш, мазмунини ёзма баён этишга ургатишни кузда тутилади. Ушбу фандан утиладиган амалий машгулотларда матн билан ишлаш асосида талабаларнинг нуткий малакасини ошириш орқали турли хил нутк услубларини билиб олиш имкониятини ҳосил қилди.

Асосий чет тили, амалий (назарий) фонетика ва грамматика, лексикология, стилистика, киёсий типология дарсларида талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, киёсий типология, шунингдек психология, педагогика, методика соҳалари бўйича назарий курсларни урганиш жараёнида фойдалана билиши шарт.

Укув фанининг максоди ва вазифалари

Укув фанининг максоди - талабаларда лингвистик, линвокультурологик ва коммуникатив куникма ва малакаларни шакллантиришдир. Лингвистик компетентлик тил тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нуткий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутк) вазиятида мурожаат қимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жихатдан ўта муҳимдир.

Линвокультурологик компетенция тили урганилаётган мамлакатнинг айна пайтдаги ижтимоий-иқтисодий ва маданий ривож ва шунга мос тарзда нутк муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик максоди эса урганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (уқувчиларнинг интеллектуал фаолиятини бошқариш, нутк фаолиятини муайян мақсадга йўналтириш, нутк фаолиятини ташкил этиш, уни назорат қилиш ва ҳк.) ўз ичига қамраб олади.

Фаннинг вазифаси - нутк амалиёти талабаларнинг мантикий тафаккурини, чет тилидаги нуткий қобилиятини, хотирлаш турлари, фикрлари, умумнуткий ва умумтаълимий йуриқларни, тил бўйича мустақил ишлаш малакаларини ривожлантиради. Асосий чет тили дарсларида амалий ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларни қўлланилиши кузда тутилади.

Фан бўйича талабаларнинг билимига, куникма ва малакасига қўйиладиган талаблар

Асосий урганилаётган тил (инглиз тили) укув фанини ўзлаштириш жараёнида бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; урганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;

- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жихдтдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма- хиллиги;
 - мулокотнинг огзаки ва ёзма турлари;
 - инглиз тилида фикрни лисоний ифода килиш усуллари ва уларнинг нутк огзаки ва ёзма шаклларида кулланилиши конуниятлари;
 - нуткнинг диалогик ва монологик шакллари хакида тасаввурга эга булиши;
 - тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик- грамматик туркумлар, суз тузилиши, бошқа тиллардан суз кириб келишининг умумий тарихини;
 - содда ва қўшма гаплар, суз бирикмалари синтаксиси, лексика ва ёзма нутк, диалектал лексиканинг асосий хусусиятлари;
 - инглиз тилида сузловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сузлаган нутқини тушуна олиш: эшитилаётган матнлардан (радио, телевидение, видеокассеталар, ДВД) ҳамда илмий матнларни тушуна олиш ва улардан ўзи учун зарур бўлган ахборотни ола билиш;
 - матнларни лингвистик жихатдан таҳлил қилиш, турли жанрга оид матнларни инглиз тилидан она тилига ва она тилидан инглиз тилига огзаки ва ёзма таржима қилиш;
 - жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;
 - лисоний ва улқашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив қўникмаларини фаоллаштириш учун замонавий инфор­мацион технологиялардан фойдаланиш малака­сига эга бу­лиши ва улардан фойдалана олиши;
 - инглиз тилидаги ҳозирги адабий шаклида турли хил мураккаблигдаги матнларнинг ёзма таржима қилиш;
 - инглиз тилида хорижий мутахассислар билан касбий ва маиший вазиятларда жонли мулокот олиб бориш;
 - ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутк ва маърузаларни огзаки изчил ва синхрон таржима қила олиш;
 - инглиз тили ва ўқитиш олиб борилаётган тилдаги маълумотларни қўллаб а­н­но­та­ция, реферат, маълумотлар тўплаш ва тузиш;
 - янги инфор­мацион технологиялардан касбга ў­на­лиштирилган ма­қ­сад­лар­да фойдалана олиш **қўникмасига эга бу­лиши зарур.**
- Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жих,атдан ўзвий кетма - кетлиги

Асосий ўрганилаётган тил (инглиз тили) фани ай­ни­қ­са, амалий фонетика ва амалий грамматика, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ўшбу дарсларда талабалар олган билимларини умумий тилшунос­лик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, тар­жи­ма, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий қўрсаларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили фанининг ўшбу фанлар билан алоқадорлигини ва мазмуний ўзвийлигини таъминлайди.

Фаннинг амалиётдаги урни

Хорижий филология таълим йуналиши буйича бакалавр тайёрлаш боскичининг ажралмас бугини сифатида асосий урганилаётган тил (инглиз тили) умумкасбий фан хисобланиб, талаба-бакалаврларнинг умумий урта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида фаолият курсатишларига ёрдам беради.

Фанни уқитишда замонавий ахборот ва педагогик технологиялар

Талабаларнинг асосий урганилаётган тил (инглиз тили) фанини узлаштиришлари учун уқитишнинг илгор ва замонавий усулларида фойдаланиш, янги информатсион- педагогик технологияларни тадбик қилиш муҳим аҳамиятга эгадир. Фанни узлаштиришда дарслик, уқув ва услубий қуланмалар, маъруза матнлари, таркатма ва электрон материаллардан фойдаланилади.

Ушбу фанни урганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал хақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон уқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу қабил билим ва қуникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

Асосий қиём

Фаннинг амалий ва назарий машғулотлари мазмуни

Урганилаётган тилнинг нутқий ва ўзаро мулоқот юрита олиш малақаси ва маҳоратини лингвистик, коммуникатив, тил, ижтимоий-маданий билимлар воситасида шакллантиришдан иборатдир. Бу ўзга тил маданиятини урганиш бўлиб, унинг таркибига: ўқиш, билим олиш, тарбия ва ривожланиш нуқтаи назаридан чет тилини коммуникатив ўқитиш жараёнида берилиши мумкин бўлган маънавий бойликлар қиради.

Ўзга тил маданиятини ўқитиш учун фаолият турлари: сузлашув, тинглаш, ўқиш ва ёзув бўйича меъёрий жихатидан тугри ва функционал муқобил нутқий қуникма ва маҳоратга эга бўлиш керак бўлади.

Билим олиш жихати талабалар томонидан мамлакатнинг ижтимоий-сиёсий ҳаёти тугрисида, ўз мамлақати ҳамда тили урганилаётган мамлакатдаги моддий ва маънавий ишлаб чиқариш соҳалари тугрисидаги маълумотларни узлаштиришдан иборатдир.

Ўзга тил маданиятининг тарбиялаш жихати таркибига сузлашув жараёнида маданиятлараро муносабатни таъминлай оладиган, маданиятлараро алоқаларда ўз мамлақати номидан вакиллик қила оладиган, ўз маданияти ва бошқа маданиятларнинг маънавий бойликларига ҳурмат билан муносабатда бўладиган коммуникатив фаол шахсни тарбиялаш қиради.

Ўзга тил маданиятининг ривожлантирувчи жихати нутқий ва коммуникатив қобилиятлар, жумладан, фонетик эшитиш, фарқлаш, ўқшатиш, мантикий баён этиш, тилни сезиш, нутқ фаолиятининг турли шакллари ва усулларида (ёзма ва оғзаки, паралингвистик, экстралингвистик ва бошқалар) фойдаланиш қобилияти; нутқ фаолияти билан боғлиқ рухий функциялар (фикрлаш, хотирлаш, эътибор қилиш, тасаввур қилиш, интеллект-акл-идрок,

тахлил килиш, синтез килиш, умумлаштириш); феъл-атвор хусусиятлари: меҳнатсеварлик, иродалилиқ, собиткадамлик, фаоллик ва бошқалар; маданиятлараро узаро муносабатга асосланиш; мустикал фаолият юритишга тайёр булиш.

Мазкур укув фани уз хусусиятига кура ижтимоий хаёт билан бевосита ва билвоста боглик холда жамиятнинг турли сохаларида учрайдиган мавзуларни камраб олишга харакат килади. Шунга кура мавзулар кулами кенг ва рангбаранг. Умумлашган ва жамланган шаклда асосий чет тили буйича бакалаврият йуналишининг барча турт боскичи учун куйидаги мавзулар тавсия этилади:

- 1 Узбекистон ва тили урганилаётган давлатларда олий таълим.
- 2 Болалар тарбияси муаммолари.
- 3 Келажакдаги мутахассислик (касбий фаолият ва бизнесда кандай килиб муваффакиятга эришиш мумкин)
- 4 Узбекистон ва тили урганилаётган давлатларда суд ва суд амалиёти
- 5 Адабиёт, мусика ва ижодий фаолиятнинг бошка турлари.
- 6 АҚШ, Буюк Британия ва Узбекистон халклари урф-одатлари
- 7 Узбекистон иктисодиётини кайта куриш тамойиллари.
- 8 Дуслиқ, мухаббат, оила муаммолари;
- 9 Радио, телевидение ва матбуот (тижоратда рекламанинг роли)
- 10 Маиший хизмат курсатиш.
- 11 Узбекистон Республикасининг миллий рамзлари.
- 12 Замонавий жамиятда оиланинг урни.
- 13 Талабаларнинг хаёти ва укиш тарзи.
- 14 Мода ва харид килиш (узбек халки ва инглиз тилида сузлашувчи халкларнинг миллий кийимлари).
- 15 Узбекистон ва инглиз тилида сузлашувчи мамлакатларнинг миллий таомлари.
- 16 Телефон оркали мулокот.
- 17 Об-хаво, табиат манзаралари, табиий офатлар. Узбекистон ва инглиз тилида сузлашувчи мамлакатларнинг миллий байрамлари. Театрга ташриф. Шоу-бизнес. Замонавий инсон киёфаси (инсон ва жамият, инсон ва табиат).

Амалий грамматика

Грамматиканинг тил аспектлари орасидаги урни. Морфология. Синтаксис. Грамматик категория. Грамматик маъно ва грамматик шакл.

Грамматик алокани ифода килишнинг усуллари. Синтетик шакл. Аналитик шакл. Супплетивизм. Тилнинг асосий бирликлари. Суз. Морфема. Суз бирикмаси. Гап.

От

Суз туркумларига ажратишнинг асосий тамойиллари. Отнинг асосий белгилари. Отларнинг семантик таснифи. Отларнинг структурасига кура турлари. Отнинг грамматик категориялари. Сон категорияси. Бошка тиллардан кирган отларда куплик шаклининг ясалиши. Узгармас шаклдаги отлар. Факат бирликда ишлатиладиган отлар. (Singularia Tantum) Факат купликда

ишлатиладиган отлар (Pluralia Tantum). Келишик категорияси. Отнинг гапдаги вазифалари. От яшаш. қўшма отларнинг яшаш усуллари. қўшма отларнинг структураси.

Сифат

Сифатнинг структурасига қўра турлари. Аслий ва нисбий сифатлар. Сифат даражалари. Сифат даражаларини яшаш усуллари: Синтетик усул, аналитик усул, супплетив усул.

Сифат маъноларини қўчайтириш ва қўчсизлантириш. Сифатларнинг отлашиши. Сифатнинг гапдаги вазифаси. Сифат яшаш. Суффикслар ёрдамида сифат яшаш. қўшма сифатлар.

Олмош

Олмошларнинг умумий классификацияси. Кишилик олмошлари. Кишилик олмошларининг грамматик категориялари. Эгалик олмошлари. Эгалик олмошларининг боғлиқ шакли. Эгалик олмошларининг мустақил (абсолют) шакли. Ўзлик олмошлари. Ўзлик олмошларининг грамматик категориялари. Эмфатик (қўчайтирувчи) олмошлар. Қўрсатиш олмошлари. Биргалик олмошлари. Сўрок олмошлари. Нисбий олмошлар. Боғловчи олмошлар. Гўмон олмошлари. Шахс билдирувчи гўмон олмошлари. Белгилаш олмошлари. Ўқўшсизлик (инқор) олмошлари. Олмошларнинг синтактик вазифалари.

Сон

Соннинг структурасига қўра турлари. Соннинг умумий классификацияси. Санок сонлар. Тартиб сонлар. Қаср сонлар. Соннинг гапдаги вазифалари. Сонларнинг отлашуви.

Равиш

Равишнинг структурасига қўра турлари. Равишларнинг маъносига қўра турлари. Урин равиши. Пайт равиши. Хўлат равиши. Такрорий равишлар. Даража, микдор ва ўлчов равишлари. Сўрок равишлари. Сабаб ва натижа равишлари. Равиш даражалари. Равишларнинг гапдаги ўрни.

Хўлат категориясини билдирувчи сузлар.

Феъл

Феълларнинг структурасига қўра турлари. Содда феъллар. Ясама феъллар. қўшма феъллар. Мураккаб (ёки таркибли) феъллар

Феълларнинг асосий шакллари. Тўғри ва нотўғри феъллар. Супплетив феъллар. Ўқўмли ва ўқўмсиз феъллар. Икки хил маъноли феъллар.

Феълнинг функционал турлари

Феълларнинг синтактик функциясига қўра турлари. Мустақил (маъно билдирувчи) феъллар. Боғловчи феъллар, Ёрдамчи феъллар, Модал феъллар,

То be феъли. То be феълининг мустақил феъл, боғловчи, модал ва ёрдамчи феъл тарзида ишлатилиши. То have феълининг асосий функциялари (асосий феъл, ёрдамчи, модал феъл). То do феълининг функциялари (асосий феъл ва ёрдамчи феъл).

Боғловчи феъл вазифасида ишлатилувчи феъллар, to be, to become, to feel, to get, to grow, to remain, to keep, to seem, to look, to go, to fall, to come, to appear, to sit, to lie феъллари.

Модал феъллар: Can (would) ва унинг эквивалента to be able (to), May (might) ва унинг эквиваленти to be allowed (to), Must ва унинг эквиваленти

To have (to), to be (to), Need феъли, Dare феъли, Ought феъли. Shall феъли, Should феъли, Will феъл, Would феъли.

Феълларнинг грамматик категориялари

Нисбат категорияси. Майл категорияси. Шахс ва сон категорияси. Замон ва аспект категориялари.

Ноаник (оддий) замонлар группаси. Х,озирги ноаник замон (Оддий хозирги замон) Ноаник хозирги замоннинг ишлатилиши. Оддий утган замон. Оддий утган замоннинг ясалиши ва ишлатилиши. Оддий келаси замоннинг ясалиши ва ишлатилиши. Оддий келаси замоннинг функционал вариантлари (to be going to). Давомли замонлар гурухи. Х,озирги давомли замоннинг ясалиши ва ишлатилиши. Давомли замонларда ишлатилмайдиган феъллар. Утган давомли замоннинг ясалиши ва ишлатилиши. Келаси давомли замоннинг ясалиши ва ишлатилиши. Перфект замони шакллари. Х,озирги замон перфект шаклининг ясалиши ва ишлатилиши. Утган замон перфект шаклининг ясалиши ва ишлатилиши. Келаси замон перфект шаклининг ясалиши ва ишлатилиши. Перфект давомли замон шаклининг ясалиши ва ишлатилиши. Нисбат категорияси. Аник нисбат. Мажхул нисбат. Мажхул нисбатда турли замон шаклларининг ишлатилиши. Мажхул нисбатда утимлилик ва утимсизлик. Пассив шакли ва кушма от кесим. Иш-харакат пассиви. Get ёрдамчи феъли ёрдамида ясаладиган мажхул структуралар. Бир объектли ва икки объектли мажхул курилмалар. Мажхул нисбат маъносини ифодаловчи конструкциялар. Каузатив маъносини ифодаловчи конструкциялар. Узлик маъносини ифодаловчи конструкциялар. Биргалик маъносини ифодаловчи конструкциялар With -ли фраза, by ли фразаларнинг ишлатилиши.

Майл категорияси

Аниклик майли, Буйрук майли. Шарт майли. Майл шаклларининг ясалиши ва ишлатилиши. Шарт майлининг синтетик ва аналитик шакллари. Х,озирги замон ва утган замон синтетик шакллари. Майл ёрдамчи феъллари ва уларнинг функционал характеристикаси.

Шарт майли шаклларининг содда гапларда ишлатилиши. Шарт майлининг шарт эргаш гапли кушма гапда ишлатилиши. Шарт майлининг мақсад ва натижа эргаш гапда ишлатилиши. Пайт ва урин эргаш гапларда шарт майлининг ишлатилиши. Тусиксизлик ва киёс эргаш гапларда шарт майлининг ишлатилиши. Эга ва кесим эргаш гапларда шарт майлининг ишлатилиши. Тулдирувчи ва аникловчи эргаш гапларда шарт майлининг ишлатилиши. Изохловчи эргаш гапларда шарт майлининг ишлатилиши. Х,ис-хаяжон билдирувчи гапларда шарт майлининг ишлатилиши. Феълнинг тусланмаган (шахсиз) шакллари.

Сифатдош

Сифатдошда перфект категорияси. Сифатдошда нисбат категорияси. Сифатдош I нинг гаптаги синтактик функцияси. Сифатдош II нинг гаптаги синтактик функцияси. Сифатдошли предикатив конструкциялар. Сифатдошли объектив конструкция. Сифатдошли субъектив конструкция. Сифатдошли

номинатив абсолют конструкция. Сифатдошли предлогли абсолют конструкция.

Герундий

Герундийда перфект категорияси. Герундийда нисбат категорияси. Герундийнинг гапдаги синтактик функцияси. Герундийли предикатив конструкция. Герундий, сифатдош ва отлашган феъл.

Инфинитив

Инфинитивда перфект категорияси. Инфинитивда нисбат категорияси. Инфинитивда аспект (тарз) категорияси. Инфинитивнинг гапдаги синтактик вазифаси. Инфинитивли объектив конструкция. Инфинитивли субъектив конструкция. For-to-Inf конструкция. Инфинитивнинг ‘Чо’сиз кулланилиши.

Модал сузлар

Модал сузларнинг семантик гурухланиши. Ёрдамчи суз туркумлари.

Кумакчи

Кумакчиларнинг маъносига кура турлари. Предлогнинг гапдаги урни. Предлогларнинг структурасига кура турлари. Предлог ва равишлар уртасидаги омонимик алоқалар.

Боғловчи

Боғловчиларнинг гапдаги вазифасига кура турлари.

Юкламалар Юкламаларнинг

маъноларига кура турлари.

Ундов сузлар. Артикль

Ноаник артикль. Ноаник артикльнинг ишлатилиши. Аник артикль. Аник артикльнинг ишлатилиши. Артикльнинг ишлатилмаслиги, тушиб қолиш ҳолатлари.

Синтаксис. Суз бирикмаси

Суз бирикмасининг компонентлари орасидаги синтак-тик муносабатлар. Бошқарув. Мослашув. Битишув.

Гап

Гап турлари. Дарак гаплар. Дарак гапда суз таркиби. Дарак гапда инкорнинг ифодаланиши. Сурок гаплар. Сурок гапнинг турлари. Умумий сурок гаплар. Махсус сурок гап. Альтернатив сурок гап. Ажратилган сурок гап. Риторик сурок гап. Буйрук гаплар. Эмоционал гаплар. Гапларнинг структурасига кура турлари. Содда гап. Икки таркибли гап. Бир булакли гаплар. Туликсиз гаплар. Шахсиз гаплар. Гап булаклари. Гапнинг бош булаклари. Эга. Эганинг ифодалиши. Эганинг It сузи билан ифодаланиши. There+to be билан бошланадиган гаплар. Кесим. Кесимнинг турлари. Кесимнинг ифодаланиши. Кесимнинг эга билан мослашуви. Гапнинг иккинчи даражали булаклари. Тулдирувчи. Тулдирувчининг ифодаланиши йуллари. Тулдирувчининг турлари. Воситасиз тулдирувчи. Воситали тулдирувчи. Предлогли тулдирувчи. Мураккаб тулдирувчи. Узакдош тулдирувчи. Аникловчи. Аникловчининг турлари. Аникловчининг ифодаланиш йуллари. Аникловчининг турлари. Изохловчи. Х, ол. Холнинг ифодаланиш йуллари. Х, олнинг мазмун жихатдан турлари. Г апинг уюшик булаклари. Г апларнинг ажратилган булаклари. Киритма элементлар.

кушма гап

Богланган кушма гап.Эргашган кушма гап. Эга эргаш гап. Кесим эргаш гап. Аникловчи эргаш гап. Аникловчи эргаш гапнинг турлари. Тулдирувчи эргаш гап. Х,ол эргаш гапли кушма гап. Пайт эргаш гап. Урин эргаш гап. Сабаб эргаш гап. Мақсад эргаш гап. Натижа эргаш гап. Тусиксиз эргаш гап. Шарт эргаш гап. Равиш эргаш гап. қиёс эргаш гап. Кириш гаплар.Аралаш кушма гап ёки богланган эргашган кушма гап.

Замонларнинг мослашуви.Кучирма ва узлаштирма гаплар.

Кучирма гап таркибининг дарак гапларда узлаштирма гапга айлантирилиши. Буйрук ва илтимос маъноларини билдирувчи гапларнинг узлаштирма гап таркибида берилиши. кучирма гапдаги ундов гапларнинг узлаштирма гапда узгариши. Саломлашиш ва хайрлашиш пайтида кулланиладиган ибораларни узлаштирма гапда берилиши. Фокус, тема ва эмпфаза. Информацион фокус. Нисбат ва узгартиришлар. Тема ва инверсия. Экзистенциал гаплар.

Пунктуация

Нукта. Сурок белгиси. Ундов белгиси. Икки нукта. Куп нукта. куштирок. Вергул. Нуктали вергул. Тире.

Амалий фонетика

Фаннинг максоди - талабаларга инглиз ва ўзбек тилларида мавжуд унли ва ундошларнинг фарқи, инглиз тили товушларининг талаффуз хусусиятларини тугри узлаштириш, ўзбек тили товушларининг таъсирини (интерференцияни) имкони борича олдини олиш, инглиз тилида тугри ва равон гапириш куникмаларини шакллантиришдан иборат.

Мазкур фан уз олдида қуйидаги вазифаларни қуяди:

талабаларга нутқ органлари, уларни нутқ товушлари ҳосил қилишдаги роли ҳақида тушунча бериш;

харф ва товуш муносабати, унлиларнинг турли бугинда турлича талаффуз этилишини тушунтириш;

унли ва ундош товушлар таснифи ва бир-бирига муносабатини тушунтириш; ҳар бир товушнинг тугри талаффузини таъминлаш учун турли фонетик машқлар бажариш, инглизча матнларни аудио-видео воситалар ёрдамида эшитиш орқали талабаларда талаффуз куникмаларини шакллантириш;

инглиз тилида бугин ясалиши ва бугин ажратилиши масалаларига эътибор бериш; инглиз тилида товушларни бир-бирига узаро таъсири натижасида турли комбинатор- позициян узгаришларнинг содир бўлиши (ассимиляция, аккомодация, элизия ва ҳ.з.) билан боглиқ машқлар бажариш орқали талабаларда талаффуз куникмаларини ҳосил қилиш;

инглиз тилида суз ургуси ва интонациянинг сузда ва гапдаги урни ҳақида тушунча бериш.

Назарий фонетика

Фаннинг максоди - талабаларга инглиз тили фонетикаси ва фонологияси ҳақида назарий ва амалий маълумотлар бериш ва уз фаолиятида ундан самарали фойдаланиш куникмаларини ургатишдан иборат.

Мазкур фан уз олдига куйидаги вазифаларни куяди: талабаларнинг тилшуносликка кириш, инглиз тилининг амалий фонетикаси курсларида олган билимларини кенгайтириш;

узбек, рус ва чет эл олимларининг назарий фонетика фанига оид илмий хулосаларини талабаларга таништириш;

инглиз тилининг фонетик курилишини узбек ва рус тиллари фонетик курилиши билан киёсий тахлил килиш;

талабаларни инглиз тили назарий фонетикаси соҳасида муаммоли ва хали уз ечимини топмаган масалалари билан таништириш;

фонетика фанидан илмий тадқиқотлар утказишда фойдаланиладиган замонавий методлар, айниқса, фонологик тахлил методи, экспериментал-фонетик метод, талаффуз нормалари ва турлари ҳақида тушунчалар бериш;

назарий фонетика фанининг тилшуносликнинг бошқа соҳалари (грамматика, лексикология, стилистика) билан, акустика, анатомия, физиология, психология фанлари билан бевосита алоқадор эканлиги ҳақида маълумот бериш;

маъруза ва амалий машгулотлар давомида таълимнинг илгор методлари, ихтисосликка йуналтирилган инглиз тили талаффуз нормалари, янги педагогик технологиялар, коммуникатив ва интерактив услублар, ҳамда замонавий ахборот технологияларидан самарали фойдаланишдир.

Назарий фонетика тилшунослик тармоғи сифатида

Фонетиканинг тилшуносликда тутган урни. Фонетика нутк товушлари ҳақидаги фан сифатида. Нутк товушларининг ҳосил булиш қонуниятлари. Фонетикада адабий талаффуз нормаси. RP (Received Pronunciation) (Англия адабий талаффуз нормаси) - уқув нормаси сифатида. Инглиз тилининг халқаро тил даражасига кутарилиши ва талаффуз турлари. Британия инглиз тили (BE) ва Америка инглиз тили (AE) талаффузи уртасида мавжуд фарқлар. Адабий талаффузнинг функционал-стилистик хусусиятлари.

Х,озирги инглиз тилида сегмент фонемалар

Сегмент фонемаларнинг артикуляцион томони: товушлар ҳосил булишининг турт механизми (қуч, тебраниш, резонаторлик ва тусикни енгил), уларга алоқадор бўлган нутк органлари. Нутк органларининг тузилиши, фаолияти ва вазифалари. Унли товушларни тасниф қилишда узбек, рус, инглиз ва америка олимларининг фикрлари. Унлиларнинг талаффуз тугунлигига кура (монофтонг, дифтонг, дифтонгоид), тилнинг горизонтал ва вертикал ҳаракатига кура, лабларнинг ҳолатига кура, тарихий чузиклигига кура, нутк органларининг таранглашувига кура таснифи.

Инглиз тили унлиларини рус ва узбек тили унлилари билан қиёслаш.

Ундош товушларни тасниф қилишда рус, узбек, инглиз ва америка олимларининг фикрлари. Ундош товушларни товуш пайчаларининг иштирокига кура ва талаффуз қучига кура; фаол ва пассив нутк органларига кура, товуш ҳосил булишида тусикнинг турига кура ва шовқиннинг ҳаракатига кура, қичик тилнинг фаолиятига кура таснифи. Инглиз тилида

аффрикат товушларининг сони хакида фикрлар. Инглиз тили ундошларини рус ва узбек тили ундошлари билан киёслаш.

Унли ва ундош товушларнинг ҳосил булишида асосий фарклар. Турли тилларда мавжуд бир хил товушларнинг сифат жихатидан фаркланиши. Артикуляцион база тушунчаси. Сегмент фонемалар ҳосил булишининг акустик томони: нутк товушларининг, физик хусусиятлари (товуш тебраниши, чузуклиги, овоз тони), уларнинг артикуляцион шакли. Сегмент фонемаларнинг фонологик томони: фонемага таъриф бериш муаммоси. Фонеманинг уч хусусияти яхлитлигидан иборатлиги: 1) унинг материал (талаффуз) томони; 2) абстрактлиги, умумийлиги ва 3) функционал, яъни маъно фарклай олиш хусусияти. Фонема ва унинг вариантлари (аллофонлари). Сегмент фонемаларнинг конститутив ва дистинктив вазифалари. Инглиз тилида ургусиз унлилар ва уларнинг таснифи. Транскрипция ва унинг турлари. Инглиз тилида нутк товушларининг узгариши ва уларнинг турлари. Бу хакида Москва ва Санкт Петербург олимларининг карашлари. Ассимиляция, аккомодация ва элизия каби товуш узгариши хусусиятлари.

Инглиз тилида бугин курилиши

Бугин фонетиканинг талаффуз бирлиги сифатида. Бугиннинг нуткдаги вазифалари. Инглиз тилида бугин ҳосил килувчи товушлар. Бугиннинг таркибий қисмлари ва турлари. Бугин бошида ва охирида унли ва ундошларнинг бирика олиши. Ҳозирги инглиз тилида бугин ажратиш қоидалари. Бугин хакида мавжуд назариялар. Бугиннинг вазифалари.

Инглиз тилида суз ургуси

Суз ургуси тушунчаси, уларнинг турлари (динамик, мусикий, сифат ва микдор ургулари). Инглиз тилида суз ургусининг хусусиятлари. Ургунинг урни ва даражаси. Ургу урнини белгиловчи омиллар (рецессив, ритмик, грамматик ва семантик), уларнинг узаро муносабати. Инглиз тилида суз ургусининг вазифалари.

Инглиз тилида интонация

Интонация таърифи. Тор ва кенг таъриф. Интонациянинг ташкилий қисмлари ва уларнинг вазифалари. Интонация ва просодия. Интонациянинг мелодик компоненти, унинг таърифи ва вазифалари. Текст ҳосил қилишда мелодик компонентнинг роли. Мелодик компонентнинг турлари. Интонациянинг гап ургуси компоненти, унинг таърифи ва вазифалари. Гап ургусининг турлари. Гап ургуси ва суз ургуси муносабати. Инглиз тилида гап ургусининг матн тузишда ритмик ва интонацион гуруҳлар ҳосил қилишдаги роли. Гап ургусининг мелодик компонент билан узаро муносабати ва гапнинг коммуникатив марказини ҳосил қилиш қобилияти. Гап ургусининг вазифалари. Интонацияни ёзма ифодалаш турлари (Л. Армстронг ва И. Уорд системаси ва Р. Кингдон методи). Америкалик дискриптивистлар томонидан интонациянинг рақамли ва погонали ифодаланиши. Интонацияда нутк тезлиги (темп), овоз бўёги (тембр), пауза (тухтам) ва ритм (ургули ва ургусиз бугинлар кетма-кетлиги) каби бирликларнинг вазифалари. Интонациянинг фонологик вазифаси. Интонация тушунчаси. Интонациянинг матн ҳосил қилиш вазифаси. Нуткнинг фоностилистик хусусиятлари

Фоностилистиканинг асосий урганиш объектлари. Талаффуз нормаси ва унинг стилистик фаркланиши масаласи. Фонетик услубларни ифодалашда экстралингвистик ва паралингвистик воситалар. Товуш ва интонация стилистикаси. Интонацион услуб турлари. Фонетик синонимия масаласи. Товушлар символикаси тушунчаси.

Назарий фонетика

Назарий фонетика фанидан назорат турлари - мавзулар юзасидан рефератлар тайёрлаш ва уларнинг тақдимотини ўтказиш, интернет тизими орқали назарий фонетикага оид янги маълумотлар туплаш ва уларни амалий машгулотларда муҳокама қилиш ва шу йул билан талабалар билимини баҳолаш, шунингдек оғзаки суров, ёзма иш, компьютер тестлари ўтказиш асосида амалга ошириш.

Талабаларнинг кутубхонадан керакли адабиётларни излаб топиши, керакли мавзуларни урганиши ва бу ҳақида амалий машгулотлар пайтида ахборот бериши.

Ўқилган адабиётлар бўйича тайёрланган конспектлар, уларнинг мазмуни ҳақида раҳбар ва талабаларнинг фикрлари муҳокамасини ўтказиш, шу йул билан курс иши ёки битирув малакавий иш лойиҳаларини ўз вақтида ва сифатли ёзилишига замин яратиш. Талабалар билимини назорат қилиш ва баҳолашни белгиланган норматив ҳужжатлар асосида, яъни рейтинг тизими (жорий, оралик ва якуний баҳолаш) орқали амалга ошириш.

Стилистика ва матн таҳлили

Стилистика курсининг долзарблиги ва вазифалари. Стилистика замонавий тилшунослик йуналишлари нигоҳида. Стилистиканинг бошқа фанлар билан боғлиқлиги: стилистика ва коммуникатив лингвистика, стилистика ва прагмалингвистика, стилистика ва лингвокультурология. Стилистика турлари: киёсий стилистика, амалий стилистика, функціонал стилистика, индивидуал услуб стилистикаси, коммуникатив стилистика. Стилистик таҳлил методлари.

Услубий лексика таркиби: адабий сузлар, нейтрал сузлар, адабий сузларнинг стилистик жихатлари, оғзаки сузларнинг стилистик хусусиятлари. Адабий нутқ лексикаси: атама, архаизм, неологизм, чатишма, поэтик сузлар тушунчалари ва уларнинг матндаги стилистик вазифалари. Оғзаки нутқ лексикаси: сленг, вульгаризм, эвфемизм, шева ва жаргон сузларнинг тушунчалари ва уларнинг матндаги стилистик вазифалари.

Тилда меъёр тушунчаси. Шахсий ёндашув ва меъёр. Умумий адабий, оғзаки ва адабий услублар хусусиятлари. Регистр тушунчаси.

Функционал услуб тушунчаси. Функционал услуб ва унинг турлари. Бадиий услуб хусусиятлари: шеърий, драма ва наср услубларининг асосий тил хусусиятлари. Илмий услуб хусусиятлари ва вазифалари. Публицистик услуб хусусиятлари ва вазифалари. Ғ азета услуби хусусиятлари ва вазифалари. Ғ азета матнида жанр турлари ва хусусиятлари. Расмий ҳужжатлар услуби вазифалари, турлари ва уларнинг лисоний хусусиятлари.

Ифода ва стилистик восита тушунчаси. Стилистик вазифа тушунчаси ва турлари. Стилистик воситаларнинг сатҳлараро турланиши.

Лексик стилистик воситалар: метафора, метонимия, ирония, эпитет, гипербола, оксюморон, антономасия, зевгма, суз уйини тушунчаси, лисоний ахамияти ва вазифалари.

Лексик-синтактик стилистик воситалар: ухшатиш, перефраз, литота, градация, антитеза, аллюзия, узлаштира гап тушунчаси, лисоний ахамияти ва вазифалари.

Синтактик стилистик воситаларнинг лисоний ахамияти ва вазифалари. Гап курилишидаги узгаришларга асосланган стилистик воситалар: бир бош булакли гап, инверсия, параллел конструкция, хиазм, такрор, санаш, полисиндетон, асиндетон ва риторик сурок гап. Огзаки нуткдаги гап таркиби узгаришларга асосланган стилистик воситалар: эллипсис, тугалланмаган гап, ажратилган конструкция.

Фонетик стилистик воситар: юфония, аллитерация, ономатопия тушунчаси, лисоний ахамияти ва вазифалари.

Стилистик конвергенция тушунчаси ва унинг вазифалари.

Фразеологиянинг стилистик манбаалари ва услубий кулланилиши.

Морфологиянинг стилистик ресурслари. Суз туркумларининг стилистик имкониятлари.

Матн тақлили фанининг вазифаси. Матннинг адабий ва лингвистик тузилиши хусусиятлари. Матн мазмуни. Образ структураси: муаллиф образи, табиат образи, асар кахрамони образи, бадиий детал тушунчаси ва унинг турлари. Матн шакли.

Матн лингвистикаси асосий тушунчалари, Матн категорияси турлари: информативлик категорияси, модаллик категорияси, матн боғликлиги ва яхлитлиги категорияси, матн сегментацияси, урин пайт категорияси, интертекстуаллик категорияси.

Бадиий асар номлари, турлари ва унинг информативлиги. Бадиий асар номининг концептуал ахборотни очиб беришдаги урни.

Матн тахлили методлари. Матннинг концептуал ахамияти. Матннинг миллий - маданий хусусиятлари. Матнни стилистик, прагматик, лингвокультурологик тахлил этиш.

Курс лойихасининг максади талабаларнинг мустакил ишлаш қобилиятини ривожлантириш, олган назарий билимларини куллашда амалий қуникмалар ҳосил қилишдир. Курс лойихасининг тахминий мавзулари:

1. Услубий воситаларнинг лингвистик моҳияти ва уларнинг нуткдаги вазифалари.
2. Инглиз ва узбек тилидаги услубий воситаларнинг қиёсий тахлили.
3. Функционал услубларнинг узиға ҳос хусусиятлари (бадиий, публицистик ва реклама услублари).
4. Огзаки нутқ услуби масалалари.
5. Суз бойлигининг баъзи бир бўлимлари, яъни неологизм-янги ясалган сузлар, слэнг, термин (алоҳида соҳаға оид) сузларнинг услубий тахлили.
6. Бадиий матндаги тил манбаларининг концептуал қиймати.
7. Бадиий матнни тахлил қилиш категориялари, модаллик категорияси, яширин маънони очиш категорияси, информативлик категорияси, проспекция,

рестроспекция.

8. Бадий адабиёт ва газета матнларида сарлавха.

9. Суз яшаш жараёнида сузларнинг услубий белгиланганлиги.

10. Инглиз ва Америка ёзувчилари асарларидаги узига хос услубий хусусиятлар.

Лексикология

Семасиология. Суз тил лугат таркибининг асосий бирлиги сифатида. Сузнинг морфема, суз шакли, суз бирикмасидан фаркли хусусиятлари. Мотивация тушунчаси. Идиоматик мотивация турлари: фонетик, семантик маъно ва суз маъносининг тузилиши. Инглиз, она тили ва бошқа урганилаётган тиллардаги узаро муқобил сузларнинг семантик тузилиши. Суз маъносининг тузилишини урганишда парадигматика ва синтагматиканинг роли. Контекст ва унинг турлари. Содда, туб, ясама ва қўшма сузларнинг узига хос маънолари. Сузнинг маъносини чегаралаш ва маъноли қисмларини аниқлаш усуллари. Фразеологик бирикмалар маъноларининг хусусиятлари, маъно турлари таснифи. Сузнинг лексик- семантик вариантлари. Маъно тузилишига қўра синхрон ва диахроник қараш ва унинг ривожланиш қонуниятлари. Лугат бирлигини семантик гуруҳларга ажратиш. Семантик майдон. Моносема, полисемия, гипергипонимия муаммолари. Синоним, антоним ва омонимлар муаммолари, ва уларнинг манбаалари, таснифи, уларнинг тилнинг бойиши ва ривожланишидаги аҳамияти.

Сузнинг морфологик тузилиши

Бир ва қўп морфемали сузлар. Морфеманинг лексик birlik эканлиги. Морфемалар турлари ва синфлари. Суз негизи ва унинг турлари. Ҳозирги замон инглиз тилида суз тузилишининг турлари. Суз тузилишидаги диахроник ва синхроник қараш. Морфемалар яшаш. Морфема ва алломорфемалар. Суз тузилишини морфемик таҳлил қилиш асослари ва уларнинг суз яшаш таҳлилидан фарқи.

Суз яшаш

Суз яшаш усуллари. Сузнинг асосий таркибий қисмлари. Суз яшаш негизи. Узакнинг тузилиши ва семантикаси. Кенг ва қам тарқалган усуллар билан суз яшаш. Лексик ном беришда суз яшашнинг роли ва урни. Суз яшаш қаторлари занжири. Олд қўшимчалари ва уларнинг турлари. Ҳар хил мезонларга асосланиб олд қўшимчаларни тасниф этиш. Узак олд қўшимчаларининг семантикаси. Ярим олд қўшимчалари ёрдамида суз яшаш. Конверсия, унинг қелиб чиқиши ва асослари. Суз ясашиш йулини аниқлашда конверсиядаги семантик алоқалар асосий мезон эканлиги. Конверсиянинг кенг тарқалганлигини белгиловчи асосий омиллар. Конверсияни таржима қилиш муаммолари.

Қўшма сузлар суз яшашнинг кенг тарқалган йулларидан бири эканлиги. Анъанавий ва замонавий тилшунослиқда қўшма сузларни тасниф қилиш асослари. қўшма суз яшашнинг ҳар хил турлари, уларнинг кенг тарқалганлиги. қўшма сузларни она тилига таржима қилиш йуллари.

қисқартма сузлар (аббревиация). қисқартма сузларнинг турлари. қисқартма сузлар (клиппинглар) инглиз тилининг америка вариантыда кенг

таркалган қисқартма сузлар. қисқартма сузларни таржима қилишдаги қийинчиликлар.

Суз яшашнинг бошқа усуллари: суз яшаш, кенгайиш, товуш ва ургу қилиши, товушга таклид қилиш ва редупликация, грамматик шаклларнинг лексиказациялашуви ва суз яшашда ҳар хил турларнинг бирикуви.

Фразеология

Фразеологиянинг мақсад ва вазифалари. Тургун ва эркин бирикмаларни фарқлаш муаммоси, уларни фарқловчи белгилар. Лексик бирикиш. Тургун бирикмалар ва уларнинг ҳар хил мезонларга асосан таснифи. Суз ва суз бирикмасининг ухшашлиги ва фарқи. Фразеологик бирикмалар ва уларни таржима қилиш муаммолари.

Этимология

Тил лугат таркибининг этимологик жihatдан таснифи. Инглиз тилида кейин пайдо бўлган ва бошқа тиллардан кириб келган сузлар. Хорижий тиллардан кириб келган сузларнинг турлари, узлаштирилиши, ассимиляцияси, лугат таркибига ва суз яшаш тизимига таъсири. Байналминал сузлар. Этимологик лугатлар.

Лексикография

Лексикографиянинг фан сифатида ривожланиши. Лугатларнинг асосий турлари: энциклопедик, лингвистик, изоҳли лугатлар. Лугат турлари муаммоси ва уларни яратиш услублари. Лугатлар учун суз танлаш, лугат мақолаларининг тузилиши ва бошқалар. Инглизча лугатларнинг асосий турлари: изоҳли лугатлар, синонимлар лугати, фразеологик бирикмалар лугати, этимологик, идеографик, махсус лугатлар, неологизмлар лугатлари ва бошқалар. Уқув лугатларининг тузилиши (сузларнинг бирикиш йуллари лугати, қуп қулланиладиган сузлар лугати). Турли лугатларда суз маъноларини очиқ бериш йуллари. Таржима жараёнида лугат билан ишлаш, сузнинг изоҳли таҳлилини урганиш, бошқа лугатлардаги изоҳлари билан қиёслаш.

Тил лугат таркибининг узгариши социолингвистик воқеа эканлиги. Лугат таркибининг сифат ва сон жihatдан узгариши. Лугат таркибининг лексик ва стилистик таснифи. Сузларни ишлатилиши жihatдан тасниф этиш. Умум истёъмол сузлари ва махсус лексика. Архаизмлар, неологизмлар, Буюк Британия, АҚШ, Канада, Австралия ва бошқа инглиз тилида сузлашадиган мамлакатлардаги инглиз тилининг лексик хусусиятлари, уларнинг тарихий боғлиқлиги ва узаро таъсири. Асосий ва ёрдамчи суз туркумларининг сон жihatидан узаро фарқи. Лексик номлашнинг фаоллиги ва лугат таркибининг бойиш йуллари. Сузнинг маъно тараккиёти ривож, бошқа тиллардан қирган сузлар қатлами. Фразеологизмлар яратиш.

Амалий машгулотлар учун тахминий тавсия этиладиган мавзулар:

1. Лексикологиянинг мақсади ва бўлимлари. 2. Семасиология: Сузларнинг фонетик ва семантик аспектлари. Контекст турлари, маънонинг турлари ва сузнинг лексик-семантик вариантлари, семантик майдон. Моносема, полисемиа, гипер-, гипонимия муаммолари. Синоним, антоним ва омонимлар ва уларнинг таснифи. **3. Сузнинг морфологик қурилиши:** морфемалар типлари ва синфлари. Суз тузилишидаги диахроник ва синхроник қараш. Морфема ва

алломорфемалар. **4.** Суз яшаш: лексик ном беришда суз яшашнинг роли ва урни. Конверсия, унинг келиб чиқиши ва асослари. қўшма сузларни она тилига таржима қилишнинг йуллари. қисқартма сузлар. **5.** Фразеология: тургун в эркин бирикмаларни фарқлаш муаммоси. Уларни фарқловчи белгилар. Фразеологик бирикмалар ва уларни таржима қилиш муаммолари **6.** Этимология: инглиз тилида пайдо бўлган сузлар ва бошқа тиллардан кириб келган сузлар ва уларнинг турлари, узлаштирилиши, ассимиляция, интернационал сузлар ва дублетлар. **7.** Лексикография: инглиз тили лугат таркибининг умумий таснифи, асосий турлари, укув лугатларининг тузилиши, суз маъноларини очиқ бериш йуллари ва таржима жараёнида лугат билан ишлаш.

Курс лойҳасини мақсади талабаларни мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий қўникмалар ҳосил қилишдир.

Курс ишларининг тахминий мавзулари:

1. Лексикология ва тил. **2.** Сузларнинг фонетик ва аналитик аспектлари. **3.** Суз маъносининг тузилишини урганишда парадигматика ва синтагматиканинг роли. **4.** Маънонинг турлари ва сузнинг лексик - семантик маънолари. **5.** Синоним, антоним ва омонимлар. **6.** Сузнинг морфологик қўрилиши. **7.** Тургун ва эркин бирикмалар. **8.** Суз бирикмасининг ухшашлиги ва фарқи. **9.** Лугат таркибининг сифат ва сон жиҳатлари. **10.** Архаизмлар ва неологизмлар, Буюк Британия, АҚШ, Канада, Австралия ва инглиз тилида сузлашадиган мамлакатларда инглиз тилининг лексик хусусиятлари. **11.** Лексик номланишнинг фаоллиги ва лугат таркибининг бойиш йуллари. **12.** Тил лугат таркибининг этимологик жиҳатдан таснифи. **13.** Сузларнинг этимологияси. **14.** Лексикографиянинг долзарб масалалари.

Қиёсий типология

Тилнинг товуш системасини қиёсий-типологик урганиш муаммолари. қиёсий фонетика. қиёсий фонология. Вокализм ва консонантизм асосий фонологик системалар сифатида. Инглиз ва она тиллари товуш системасининг изоморфик ва алломорфик хусусиятлари. Икки тилнинг фонологик системалари уртасидаги типологик тафовутларнинг инглиз тили талаффузини эгаллашдаги қийинчиликларни келтириб чиқариши ҳамда методик ҳулосалар. Суперсегмент фонемалар. Суз ургусини такқослаш мезонлари: ургу қўчиш, қўчмаслик шўлатлари, асосий ва иккинчи даражали ургу. Инглиз ва она тилларида суз ургусининг фарқловчи функциялари. Инглиз ва она тилларида ошангнинг асосий тавсифномалари. Иборанинг инвариант ошанг тузилиши сифатида интонама тушунчаси. Бугинли тузилмалар типологияси. Ҳ,ар иккала тилда унли ва ундошларнинг таркиби бўйича бугинлар тузилишининг асосий турлари. Фонемаларнинг олд, урта ва орқа шўлатда жўйлашувининг хусусиятлари. Ҳ,ар иккала тилда бугин доирасида фонемалар бирикишининг асосий шўллари. Ҳ,ар иккала тилда бугин тузилишидаги изоморфик ва алломорфик ходисалар.

Инглиз ва она тиллари морфологик тизимининг типологияси

Х,ар иккала тилдаги морфологик тизимларнинг типологиясини аниклаш учун зарур булган константаларни танлаб олиш тамойиллари. Морфологик тизимни тахлил килишдаги улчов бирликларининг аникланиши. Морфологик катлам бирликларининг икки томонлама жихати (маъно ва шакл). Суз туркумлари. Суз туркумларини ажратиш коидалари. Асосий суз туркумлари ва уларнинг таркиби. Иккала тилдаги морфологик тизимнинг асосий типологик фарклари. Замонавий инглиз тилида аффиксациянинг ривожланганлиги ва узбек тилида бир белгилик аффиксал морфемаларининг куплиги. Ёрдамчи сузларнинг вазифаларидаги фарklar. қиёсланаётган тиллардаги ҳар бир суз туркумининг асосий грамматик сигналининг таккосланиши. Грамматик категория - морфологик катламдаги типологик ухшашлик ва фарklarни улчаш бирлиги сифатида.

Алоҳида морфологик категориялар, уларнинг иккала тилдаги типологик тавсифи: келишик категорияси, сон категорияси, род категорияси, замон категорияси, нисбат категорияси, тарз (вид) категорияси, шахс категорияси ва х.к.

Суз бирикмаларининг типологияси

Суз бирикмалари турлари тушунчаси. Суз бирикмаларини турларга ажратиш критериялари. Инглиз ва она тилларида атрибутив суз бирикмаларининг турлари. Инглиз ва она тилларида объект алокали суз бирикмаларининг турлари. Предикатив суз бирикмалари ва уларнинг турлари. Х,олли суз бирикмалари ва уларнинг турлари. Изоморфик ва алломорфик хусусиятлар. Суз бирикмалари компонентларининг кенгайиш йулларининг типологияси.

Фразеологик бирликлар типологияси

Тургун ва эркин бирликларни фарклаш муаммоси, уларни фаркловчи белгилар. Тургун бирликлар ва уларнинг ҳар хил мезонларга асосан таснифи. Фразеологик бирликларнинг миллийлик хусусияти. Уларнинг маънолари, тузилишига кура моделлари, лексик таркиби. қиёсланаётган тилларда изоморфик ва алломорфик хусусиятлар.

Ғап типологияси

«Ғап» термини тушунчаси. Ғ апларни турларга булиш критериялари. Инглиз ва она тилларида отлашган ва феъллашган ғап турлари типологияси. Предикацияни ифодалашнинг типологик йуллари. Атрибуцияни ифодалашнинг типологик йуллари. Инглиз ва она тилларида ғаплар типологияси. Изоморфик ва алломорфик хусусиятлар. қушма ғаплар типологияси. Эргаш ғаплар турлари ва уларнинг инглиз ва она тилида мослашуви. Йигик ғап булаклари турлари ва уларни узбек тилида ифодаланиш усуллари. Суз тартиби. Суз тартибининг асосий қурилишлари, уларнинг ҳар иккала тилда намоён булиши ва номутаносиблик сабаблари.

Лексик тизими типологияси

Суз тилнинг лугат таркиби бирлиги сифатида. Узак ва аффиксал морфемаларнинг иккала тилдаги турлари. Тилнинг лексик тизимида суз ясовчи морфемаларнинг хусусияти. Суффикслар ёрдамида суз яшаш. Префикслар ёрдамида суз яшаш. Суз яшашнинг бошқа усуллари: қушма сузлар, конверсия,

аббревиатура. кушма сузларнинг ясалишидаги хусусиятлар. Инглиз тилида конверсия ёрдамида суз ясаш хусусиятлари. Соф тилга оид ва узлаштирилган лексик бирликларнинг узаро муносабати ва халкнинг тарихий, иктисодий ва маданий алоқаларини акс этадиган миллий-маданий хусусиятлари.

Лексик бирликлар типологияси. Асосий ва иккинчи даражали лексик бирликларнинг хар иккала тилда узаро муносабати. Бу воситаларнинг киёсланаётган тилларда кулланиш даражаси. Изоморфик ва алломорфик хусусиятлар.

Тил тарихи

Герман тилларнинг хинд-европа тиллар оиласида тутган урни. Ҳозирги замон герман тиллари, уларнинг тарқалиши ва таснифи.

Герман кабилалари ҳақидаги маълумотлар: (Питеас, Юлий Цезар, Тацит) Герман кабилаларининг таснифи ва “халкларнинг буюк кучиши” даврида уларнинг жойлашиши. Герман тилларининг узига хос хусусиятлари: ундошларнинг биринчи кучиши, Гримм қонуни, Вернер қонуни, унлиларнинг узгариши, отларнинг турланиш тизими, феълларнинг микдор узгариши ва суффиксли феълларга ажралиш тизими, герман алифбоси, герман тилларининг энг муҳим ёзма ёдгорликлари ва уларнинг таснифи. Инглиз тили тарихининг давларга бўлиниш масаласи.

қадимги инглиз тили даври

Британия оролларида ва Европа қитъасида Кельт кабилалари. Рим қушинларининг Британия оролларида босиб олиши, римликлар қурган тарихий обидалар. Минтақада гарбий герман кабилалари ва уларнинг Рим билан алоқаси. Англо-саксон, фриз ва ют кабилаларининг Британия оролларида истило қилиши ва англо-саксон давлатларининг юзага келиши.

Англияда феодализмнинг бошланиши. Инглиз халқининг пайдо бўлиши. Англо-саксон давлатларнинг ҳукмронлик учун қуралиши. VII асрда Англиянинг христиан динига ўтиши. Скандинавлар истилоси.

қадимги инглиз тили товушлар тизимининг тарихий қонуниятлари: палаталашув. Сонор ундош бирикмалари олдида унлиларнинг қузилиши, кейинги ундошнинг тушиб қолиши натижасида унлиларнинг қузилиши.

Урта инглиз тили тарихи

даври Урта инглиз тили даврининг асосий тарихий воқеалари.

Норманларнинг Англияни истило қилиши. Норманлар истилоси натижасида инглиз тили лугат таркибининг бойиши. Урта инглиз тилининг шевалари. Сиёсий-маъмурий ва йирик иктисодий марказ - Лондон шевасининг юзага келиши.

Янги инглиз тили даври

Янги инглиз тили даврининг асосий тарихий воқеалари. Миллий тилнинг вужудга келишида Лондон шевасининг аҳамияти. Инглиз миллий тилининг умумхалқ хусусияти. Маҳаллий шеваларнинг сакланиб қолиши ва уларнинг ижтимоий қурилишлари. Қасб-хунар жаргонларининг пайдо бўлиши. Қитоб нашр қилиниши муносабати билан миллий тил ёзма шаклининг кенг тарқалиб бориши.

Янги инглиз тили даврида содир булган асосий фонетик узгаришлар. «Унлиларнинг буюк кучиши», ургусиз бугиндаги унлиларнинг тушиб колиши. Янги унли товушларнинг пайдо булиши. Унлилар ва ундошлар тизимида содир булган бошка узгаришлар.

Инглиз тили грамматик тизимида содир булган узгаришлар. Феълларнинг нотугри тусланиши тизимидан тугри феъллар гурухига утиши. “Be”, “do”, “go”, “will” феълларининг ривожланиши. Перфект, давомий аспект шаклларининг ривожланиши. Мажхул нисбатнинг ривожланиши, иш-харакат ва холат пассиви маъноларининг фаркланиши. “Do” феълнинг ёрдамчи феъл сифатида шаклланиши.

Чет тили тарихи

Семинар дарсларида талабалар маърузада олган назарий билимларини амалда куллай билиши учун инглиз тилининг турли даврларига мансуб матнларни укиб таржима киладилар.

қадимги инглиз тилидаги матнларда учрайдиган турли грамматик ходисаларнинг хозирги замон инглиз тилидаги муқобил шаклларини топадилар ва кузатиладиган фаркларни изоҳлайдилар.

Х,озирги инглиз тилида учрайдиган ностандарт грамматик шаклларнинг келиб чиқишини изоҳлаб берадилар.

Семинар машгулотларда қуйидаги мавзулар муҳокама қилинади.

1. қадимги инглиз тили фонетикасининг хусусиятлари. Фонетик қонуниятлари ва ходисалари.
2. қадимги инглиз тили морфологияси. От ва унинг грамматик категориялари.
3. қадимги инглиз тилида феъл суз туркуми. Феълнинг структураси ва грамматик категориялари.
4. қадимий инглиз тили синтаксиси. Суз бирикмаси ва содда гап.
5. қадимий инглиз тили лугат таркиби. Лугат таркибининг этимологик характеристикаси.
6. Урта давр инглиз тилидаги асосий фонетик жараёнлар.
7. Унлиларнинг буюк кучиши ходисаси ва унинг оқибатлари.
8. Инглиз адабий тили нормасининг шаклланиши.

Мустақил ишларни ташкил этишнинг шакли ва мазмуни

Инглиз тилида сузлашувчи мамлакатлар даврий нашрлари тилининг узига хос хусусиятлари ва уларнинг таркибий тузилмалари, жанрлари; турли даражадаги ахборот хабарлари: аниқ воқеа-ходисалар тугрисида сиёсий-иктисодий-маданий ахборотлар; энг ахамиятли воқеа ва ходисаларни изоҳлаб бериш; уз мамлакати ва жаҳондаги аниқ сиёсий- иктисодий-маданий воқеалар ва жараёнларни назарий жихатдан умумлаштириш.

Талаба мустақил ишни тайёрлашда муайян фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиши тавсия этилади:

- турли хил лугатлар, грамматик маълумотномалар ёрдамида лексик ва синтактик бирликлар устида чуқур иш олиб бориши; тил ва маданият борасида турли хил ухшашликлар ва тафовутларни аниклаши;
- компьютерлашган лингафон воситалари билан ишлаш;

- эркин мавзуда иншо ёки баён ёзиш; такдимот килиш, дебатда иштирок этиш;
- урганилаётган ва муаммоли мавзуларда лойихавий - тадқиқот ишларини олиб бориш;
- урганилаётган тил ва нутк материалига доир машқлар ва тестлар тузиш;
- газета, журнал мақолаларни уқиш ва улардан таржимаи ҳол, резюме, аннотация ёзишда фойдаланиш;
- бадиий адабиёт уқиш ва уни такдимот килиш;
- турли хил функционал услубдаги матнларни таржима килиш;
- формуляр, анкета тузиш, таржимаи ҳол, резюме, аннотация ёзиш;
- E-mail буйича ахборот жунатиш ва қабул килиш;
- дебат, муҳокама, келишувлар, учрашувлар, уйинлар утказиш.

Талаба мустақил ишни тайёрлашда фаннинг хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш тавсия этилади:

Дарслик ва укув қўлланмалар буйича фан боблари ва мавзуларини урганиш; Таркатма материаллар буйича маърузалар қисмини узлаштириш;

Махсус адабиётлар буйича фанлар бўлимлари ёки мавзулари устида ишлаш; Интернет имкониятларидан фойдаланиш;

Масофавий (дистанцион) таълим имкониятларидан фойдаланиш;

Мустақил иш натижалари юзасидан ёзма ва оғзаки ахборот бериш;

Мустақил иш учун ажратиладиган вақт ҳажмини ва вазифани қўпайтириш; Талабаларнинг мустақил ижодий ишларини назорат килиш ва баҳолаш.

Курс лойиҳасининг мақсади талабаларни инглиз тили назарий фонетикаси ва фонологияси буйича мустақил ишлаш қобилиятини ривожлантириш, олган назарий билимларини қўллашда амалий қўникмалар ҳосил килиш, улардан ўз фаолиятида унумли фойдаланиш, курс лойиҳаларини инглиз тилида ёзиш қўникмасини шакллантиришдан иборатдир.

Курс иши мавзулари фан талабидан келиб чиқиб тузилади ва ҳар йили янгиланиб ва тулдириб борилади. Курс ишлари мавзулари олдинроқ тайёрланади ва талабаларга таништирилади.

Илмий раҳбар ҳар бир талабага шахсий топширик беради, курс ишининг режаси тузилади ва тегишли адабиётлар тавсия қилинади ва доимий равишда назорат қилиб боради.

Дастурнинг информатсион - услубий таъминоти

Асосий урганилаётган чет тили фанини ўқитиш жараёнида таълимнинг замонавий методлари, педагогик ва ахборот коммуникатив технологияларидан фойдаланиш назарда тутилган.

Мазкур фаннинг курси юзасидан машғулотларда аудио-видео воситалари ва компьютер технологиялари ёрдамида такдимотлар утказиш.

Амалий машғулотлар дарсларида аклий ҳужум, гуруҳли фикрлаш, диалог, полилог, коммуникатив мулоқот каби интерфаол усулларидан фойдаланиш.

Кичик гурух мусобакалари, интернет янгиликлари ва илгор педагогик технологияларни куллаш назарда тутилади.

Бундан ташқари тизимли ёндошув асосида талабаларнинг уқиш - билиш фаолиятини тасвирлайдиган таълим жараёнининг лойихаси тузиб чиқилади. Таълим мақсади реал, аниқ диагностик бўлишига эришилади ва талабанинг билим, ушлаштириши сифати объектив баҳоланади. Таълим жараёнининг тузилиши ва мазмуни яхлитлиги, узаро боғлиқ ва узаро таъсирида бўлишига эришилади. Маърузавий ва амалий машгулотлар талабанинг фаоллигига таяниб зигзаг, брейнсторм, скарабей ва шу каби методлар ёрдамида олиб борилади. Оралик ва якуний назорат ва баҳолашнинг керакли уринлари белгиланган мезонларга биноан талабаларнинг тест вазифаларини бажариши орқали амалга ошириладики, бунда талабалар билим даражаси шакллантирувчи ва жамловчи баҳолар ёрдамида аникланади.

Фойдаланиладиган асосий дарслик ва укув кулланмалар руйхати Асосий дарсликлар ва укув кулланмалар

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Working Syllabus

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ



«Тасдиқлайман»

Ректор А. Эминов

« » 2012 йил

“Асосий ўрганилаётган чет тили” фани бўйича

Билим соҳаси	100000	Гуманитар соҳа
Таълим соҳаси	120000	Гуманитар фанлар
Таълим йўналишлари	5120100	Филология ва тилларни ўқитиш

ИШЧИ ЎҚУВ ДАСТУР

Умумий ўқув соати	– 729
Шу жумладан:	
Амалиёт машғулотлари	– 518
Мустақил таълим соати	– 211

Гулистон 2012-2013

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофиқ ишлаб иқилди.

Тузувчилар: **Л.Бозорова** – ГулДУ Инглиз тили ва адабиёти кафедраси ўқитувчиси _____ (имзо)

Маҳкамова М – ГулДУ Инглиз тили ва адабиёти кафедраси ўқитувчиси _____ (имзо)

Такризчи: Тожиев Х. – ГулДУ Инглиз тили ва адабиёти кафедраси доценти _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2012 йил “___” _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири:

Ўразбоев Х

Фаннинг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2013 йил “___” _____ “___” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий
Кенгаши раиси:

доц. М. Байэшонов

1. Кириш

Бу босқич Кадрлар тайёрлаш Миллий дастурининг I босқичи якунланиб, II таълим мазмуни ва сифатини ошириш билан болиқ бўлган вазифаларни ҳал этишни тафқозо этади. ҳозирги босқичда таълимнинг узвийлиги ва узлуксизлигини таъминлашга алоҳида эътибор берилмоқда. Шу талаблар асосида Давлат таълим стандартига мос келадиган намунавий ва ишчи ўқув дастурлари тузилмоқда.

Республикада Олий ва ўрта махсус таълимни ҳар тарафлама такомиллаштириш, жаҳон андозаларига мос келадиган етук мутахассисларни тайёрлаш, олий таълим ислохотини хорижий тажрибадан фойдаланган ҳолда амалга оширилмоқда. Бу вазифани бажариш амалда бўлган ўқув дастурлари режаларини замон талабларига мос равишда қайта кўриб чиқиш билан бевосита боғлиқдир.

1.1. Фаннинг мақсади ва вазифалари

Инглиз тилини амалий ўрганишдан мақсад – нутқ фаолиятининг ҳар икки тури, яъни оғзаки ва ёзма нутқни умумдабий нормалар бўйича мукаммал билишдир. Тил ўрганишда берилган матнга грамматик ва лексик томондан ёндашиш аҳамиятга эга.

Дастлабки босқичлар талабалар эга бўлган грамматик билимлар мустаҳкамланишга йўналтирилган бўлиб, шу билан биргаликда лексик бойликни юксалтириш борасида уларга кўп йўлланиладиган фразеологизмлар ва сўз бирикмалари устида ҳам ишлашни ўргатиш оаки ва ёзма нутқ ривожини асоси бўлиб хизмат қилади. Тил ўрганишда оғзаки ва ёзма нутқнинг мукаммал қонун қоидалар асосида ривож – бу талабаларни тўғри талаффузга йўналтирувчи фонетик билимлар бўлиб, талабалар лексик ва грамматик материаллар ишлаш жараёнида танаффус кўникмаларини мустаҳкамлашига доимий эътибор берилиши оғзаки ва ёзма нутқ ривожининг гаровидир.

Инглиз тилини амалий ўқитишдан асосий мақсад талабаларнинг билимини чуқурлаштириш, дунёқарашини кенгайтириш, оғзаки ва ёзма нутқ луғат бойлигини бойитиш асосларида мукаммаллаштиришдир.

Оғзаки ва ёзма нутқ амалиёти фанининг асосини ташкил этувчи

оммавий ахборот воситалари ва ўйлаб ўқиш машғулотларини ташкил этишнинг асосий мақсади талабалар оммавий ахборот воситалари орқали хабардор бўлаётган янгиликлар, дунё хабарлари, ижтимоий-иқтисодий ҳаётдаги ўзгаришларида оғзаки нутқда ифодалаб беришлари учун кўплаб фразалар, терминлар ёд олиши, уйда ўқиш мағулоти бўйича Инглиз тилидаги адабиётни мунтазам ўқиб бориши, мустаҳкамлаш учун грамматик, перефраза машқлар бажариши, асар ҳақида ўз фикр мулоҳазаларини баён қила олишга ўргатишни таъминлайди

Муомала (нутқ) вазияти мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир. Фаннинг вазифалари: Оғзаки ва ёзма нутқ амалиёти фанининг асосий вазифаси қуйдагилардан иборат:

-талабаларга Инглиз тилини амалда қўллай олишлари учун Инглиз тили грамматикасидан маълум билимларни бериш ва уларни зарур луғат бойлиги билан таъминлаш:

-Кундалик мавзулар юзасидан талабалар билан суҳбат олиб бориш учун уларда оғзаки нутқ малакасини ўстириш:

-Илгари ўтилган грамматик материалларни ва оз миқдордаги нотаниш сўзлар иштирокида тузилган матнларни таржимасиз ўқиб тушунтириш малакаларини ҳосил қилиш:

-Дастлабки босқичда кўпроқ талаффузга аҳамият бериб, келгуси босқичда кўпроқ лексика ва грамматикадан олинган билимларни мустаҳкамлаш:

1.2. Фанни ўзлаштирган талабанинг малакавий даражалари

Фанни ўзлаштиришда талабалар:

- Турли жанрдаги ёзма матнлар, жумладан таклифнома, таржимаи ҳол, шахсий хатларни тўғри ёзишни ўрганадилар ва ушбу матнларнинг ўзига хос хусусиятларини аниқлай оладилар;

Ёзма текстга таянган ҳолда монолог шаклидаги нутқни тўғри тузилишини билиш,

- умумистеъмол лексикани қўллай билиш;
- уларнинг тинглаб тушуниш қобилиятларини ўстириш учун қисқа текстлар, парчаларни асосий мазмунини баён қила олиши;
- ўтилган мавзулар юзасидан саволларга жавоб бера олиш, диалоглар ва ҳолатлар (ситуациялар)ни туза олиш;
- уйда ўқишни ташкил қилиш жараёни бадиий асар муаллифи фойдаланган материалнинг лексик-фразеологик изчиллигига эътибор бериши.
- Грамматик жиҳатдан тўғри бўлган гапларни тузишни машқ қиладилар.
- Талабаларнинг ҳозирги замон инглиз тили морфология ва синтаксис нормалари бўйича мунтазам равишда оладиган билимларини оғзаки ва ёзма нутқда грамматик ҳодисаларни ифодалаш маҳоратини эгаллаши.

1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Инглиз тили фанини чуқур ўзлаштириш, назарий ва амалий масалалар ечимини тўлиқ ниҳоясига етказиш учун қатор фанларга асосланади;

Хусусан амалий фонетика: лексикология,стилистика, немис тили грамматикаси ва орфографияси ва бошқа фанлар билан ҳамбарчас боғлиқ.

Лексикология фанининг сўзларнинг ясалиши, морфема, сўзларнинг шакл ва мазмунига кўра турлари бўлимлари, сўзларнинг кўплик ва бирлик шакллари матнда тўғри қўллай олиш масалалари билан;

Грамматиканинг содда ва мураккаб сўзлар, уларнинг кўплик ва бирликдаги шакллари, гап бўлаклари, синтаксис, морфология бўлимлари, замонлардан, боғловчи ва кўмакчи сўзларни грамматика

1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш

Фанни ўқитишда талабаларнинг билимини рейтинг назорати тизимини қўллаб аниқлашга асосланган замонавий педагогик технологиялар қўлланилади. Талабаларга ушбу фанни ўқитишда компьютер технологиясидан амалий машқлар бажаришда, Internet маълумотларидан фойдаланган ҳолда мустақил ишларни бажаришда фойдаланиш, ҳамда тест саволлари тўпламидан фойдаланиш тавсия этилади.

Оғзаки нутқни ривожлантиришнинг асосий омиллари

- Оғзаки нутқни ривожлантириш (кластер усулида, аклий ҳужум ва х.)
- Оғзаки нутқнинг мақсади ва ўқувчисини аниқлаш ва шунга қараб тегишли услубни танлаш маҳорати.

Лингвистик масалалар

- Гап тузиш (гапда сўз тартиби)
- эга ва кесим мослашуви
- гап турлари (оддий, эргаш, қўшма гап)
- боғловчилар ва кириш сўзлари
- сўз танлаш (расмий ва норасмий услубдаги сўзлар)

Дастурнинг информацион методик таъминоти

Ишлаш тартиби: якка ҳолда, жуфтликда ва кичик гуруҳларда

Вазифалар:

- турли ҳил интерфаол методларга асосланган вазифалар
- турли ёзма матнлар намуналарини таҳлил қилишга қаратилган машқлар

Курс якунида талабалар қуйидаги натижаларга эришади:

- монологик ва диологик характердаги матнларни ўзлаштиради;
- тинглаб тушинишда матнларни таржима қилади ва таҳлил қила олади;
- қўрилган ўқув филмлари устида суҳбатлар, муҳокама олиб бориб, уларни таҳлил қила олади.;
- ёзма нутқда ўз фикрини бемалол ифода қила оладиган бўлади;
- қисқа иншоолар, баёнлар, кундалик ёзиш орқали мантикий фикрлаш ва мустақил мушоҳода юритиш кўникмаларини ривожлантиради.

**Фандан ўтиладиган мавзулар ва улар бўйича машғулоти турларига
ажратилган соатларнинг тақсимооти
Кузги семестр**

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулоти	лаборатория машғулоти
1	United Nations Organization ex.1,2 p.2-8 (touch)	2	-	2	-
2	Text From DOCTOR in the house p.6-8 (arakin)	2	-	2	-
3	Vocabulary ex.1,2,4,5,6,7,8,9,10,11,12 p.8-10 (touch)	2	-	2	-
4	Speech Patterns ex.7,8,9 p.16-17 (arakin)	2	-	2	-
5	Counter-Terrorism ex.1,2,3 p.10-12 (touch)	2	-	2	-
6	Listening comprehension p.11 (touch)	2	-	2	-
7	Globalization ex.1,2,3 p.13-16 (touch)	2	-	2	-
8	Current events	2	-	2	-
9	Comprehension check ex.1,2,3 p.11 (touch)	2	-	2	-
10	Group discussion p.11 (touch)	2	-	2	-
11	Phrases and word combinations.ex.8.9.p.242.243.	2	-	2	-
12	Vocabulary exercises p.16 (touch)	2	-	2	-
13	Essential vocabulary.ex.12,p 241.ex,15,p.245.	2	-	2	-
14	What makes a good teacher ex.1,2,3,4,5 p.31-36 (touch)	2	-	2	-
15	Home reading.p.43-45	2	-	2	-
16	Advertising and promotion ex.1,2,3,4 p.37-43 (touch)	2	-	2	-
17	Current control work	2	-	2	-
18	NGO ex.1,2,3,4,5 p.44-49 (touch)	2	-	2	-
19	Countries,Nationalities and Culture ex.1,2,3,4 p.16-23 (touch)	2		2	-
20	Text Concepts of culture p.17 (touch)	2		2	-
21	Comprehension Check p.18 (touch)	2		2	-
22	Vocabulary exercises p.18 (touch)	2		2	-
23	Grammar (phrasal verb) p.19 (touch)	2		2	-
24	Grammar exercises p.19 (touch)	2		2	-
25	Text Higher Education p.31 (arakin)	2		2	-
26	Write an essay	2		2	-
27	Text From to Kill a Mockingbird p.38 (arakin)	2		2	-
28	Role play-pair work p.42 (touch)	2		2	-
29	Commentary p.43 (arakin)	2		2	-
30	Speech Patterns p.44 (arakin)	2		2	-
31	Comprehension questions p.	2		2	-
32	Phrases and Word Combinations p.45 (arakin)	2		2	-
33	Essential Vocabulary p.45 (arakin)	2		2	-

34	Text Bussiness Manners p.25 (touch)	2		2	-
35	Reading Comprehension Exercises p.50 (arakin)	2		2	-
36	Syntactical stylistic devices p.56 (arakin)	2		2	-
37	Charity in Uzbekistan p.27 (touch)	2		2	-
38	Lexical stylistic devices p.58 (arakin)	2		2	-
39	Assigments to the Analysis of Style p.59 (arakin)	2		2	-
40	Charity in Ancient Christian World p.28 (touch)	2		2	-
41	Vocabulary exercises p.63 (arakin)	2		2	-
42	Comprehension check p.28 (touch)	2		2	-
43	Gamma (phrasal verbs) p.29 (touch)	2		2	-
44	Conversation and Discussion p.31 (touch)	2		2	-
45	Vocabulary p.33 (touch)	2		2	-
46	Crime and Punishment p.69 (arkin)	2		2	-
47	Trial by Jury	2		2	-
48	Grammar p.33 (touch)	2		2	-
49	Witness for the prosecution p.81 (arakin)	2		2	-
50	Text “What makes a good teacher?” p.31 (touch)	2		2	-
51	Characters p.81 (arakin)	2		2	-
52	Scene one p.81 (arakin)	2		2	-
53	Comprehension Check p.35 (touch)	2		2	-
54	Text From W.S. p.84 (arakin)	2		2	-
55	Commentary p.88 (arakin)	2		2	-
56	Vocabulary p.39 (touch)	2		2	-
57	Speech Patterns p.88 (arakin)	2		2	-
58	Phrases and word Combinations p.88 (arakin)	2		2	-
59	Grammar p.40 (touch)	2		2	-
60	Essential vocabulary p.89 (arakin)	2		2	-
61	Reading Comprehension Exercises p.92 (Arakin)	2		2	-
62	Group Discussion p.35 (Touch)	2		2	-
63	Vocabulary exercises p.98 (Arakin)	2		2	-
64	Getting to grips with phrasal verbs p.102 (Arakin)	2		2	-
65	Role play p.36 (Touch)	2		2	-
66	Thematic vocabulary p.105 (Arakin)	2		2	-
67	Graham Greene p.106 (Arakin)	2		2	-
68	Introduction p.37 (touch)	2		2	-
69	Britain’s favourite books p.115 (Arakin)	2		2	-
70	Text From Ragtime p.118 (Arakin)	2		2	-
71	Group Discussion p.38 (Touch)	2		2	-
72	Commentary p.121 (Arakin)	2		2	-
73	Speech Patterns p.122 (Arakin)	2		2	-
74	Vocabulary p.39 (touch)	2		2	-
75	Essential vocabulary p.123 (Arakin)	2		2	-
76	Reading Comprehension Exercises p.127 (Arakin)	2		2	-

77	Grammar p.40 (touch)	2		2	-
78	Vocabulary exercises p.132 (Arakin)	2		2	-
79	Thematic vocabulary p.137 (Arakin)	2		2	-
80	Group Discussion p.41 (Touch)	2		2	-
81	Undertanding Music p.138 (Arakin)	2		2	
82	Afo-America Mucis p.146 (Arakin)	2		2	
83	Role play p.42 (Touch)	2		2	
84	The Proms:A Living Tradition p.149 (Arakin)	2		2	
85	Text The Lumber-Room p.153 (Arakin)	2		2	
86	NGO p.44 (touch)	2		2	
87	Speaking exercises p.46 (touch)	2		2	
88	Speech Patterns p.158 (Arakin)	2		2	
89	Phrases and word Combinations p.159 (arakin)	2		2	
90	Essential vocabulary p.159 (Arakin)	2		2	
	Jami			180	

**Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига
ажратилган соатларнинг тақсимооти
Бахорги семестр**

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулот	лаборатория машғулоти
1	Comprehension Exercises p.163 (Arakin)	2	-	2	-
2	Vocabulary exercises p.173 (Arakin)	2	-	2	-
3	Difficult children p.178 (Arakin)	2	-	2	-
4	Growing up with the Media p.187 (Arakin)	2	-	2	-
5	Television (thematic vocabulary) p.207 (Arakin)	2	-	2	-
6	Text Drawing Back the Curtain p.221 (Arakin)	2	-	2	-
7	Speech Patterns p.226 (Arakin)	2	-	2	-
8	Phrases and word Combinations p.226 (arakin)	2	-	2	-
9	Essential vocabulary p.226 (Arakin)	2	-	2	-
10	Reading Comprehension Exercises p.230 (Arakin)	2	-	2	-
11	Vocabulary exercises p.237 (Arakin)	2	-	2	-
12	Customs and Holiday (thematic vocabulary) p.240	2	-	2	-
13	The Field of Folklore p.241 (Arakin)	2	-	2	-
14	Text Guy p.250 (Arakin)	2	-	2	-
15	Issues for Discussion p.251 (Arakin)	2	-	2	-
16	Text From Thursday Evening p.252 (Arakin)	2	-	2	-
17	Speech Patterns p.259 (Arakin)	2	-	2	-

	Жами			34	-
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1.Ўқув материаллари мазмуни

1.1. United Nations Organization ex.1,2 p.2-8 (touch)

This unit is devoted to the UN.It explains how and when this biggest and most important international organization was established.It also expains its charter, purpose ,principles , membership , structure and official language.[A 2.3.4.5.]

1.2. Text From DOCTOR in the house p.6-8 (arakin)

To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn exp ulanatory notes,to be ready for retelling .[Q 1.3.7.]

1.3 Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek ,to paraphrase the following sentences using

[A1.3.6.Q1 2,3.]

1.4. Speech Patterns ex.7,8,9 p.16-17 (arakin)

Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.

[Q1.34.Q2 52.53]

1.5. Counter-Terrorism ex.1,2,3 p.10-12 (touch) Read a text on the measures against international.To find new informational from and Internet.Translate the articles.

[A 10.11.12.]

1.6. Listening comprehension p.11 (touch) To listen articles from MPT and retell article.To give questions each other.

1.7. Globalization ex.1,2,3 p.13-16 (touch) To read the text.To find new words and translate the text.

[Q3 .2.5.]

1.8. Current events.to speak about news, to make report on current events , to make a poster about political events, to give brief information about Uzbekistan`s life and foreign country`s life.

[newspapers,TV,Web resources]

1.9. Comprehension check ex.1,2,3 p11 (touch) To answer several questions from the text

[A2.38,39.Q1.56.57]

1.10. Read a newspaper article about a Philippine truck driver taken as a hostage by Iraqi militants and discuss it in groups of 2-3.

[A2.9,10,11,12,13,14]

1.11. Words and word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.

[A2,97.98,]

1.12. Vocabulary Notes. MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using new vocabulary.

[A2,104.105]

1.13. Essential vocabulary .To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.

[A1.79.A2.77.78.79.]

1.14 What makes a good teacher ex.1,2,3,4,5 p.31-36 (touch) Read the text do it vocabulary tasks. [Q3 .5.8.]

1.15. Home reading.p.43-45 To read the story and translate.

[newspapers,TV,Web resources]

1.17. To take current control, paraphrasing the sentences,to find new words and combinations, paraphrase sentences from speech patterns,to make up new paraphrasing sentences.

1.18. NGO ex.1,2,3,4,5 p.44-49 (touch) Read the following words and phrases.Discuss in class how these meanings might apply to the topic “Non – Government Organizations”.Not all the vocabulary given below is new to you.Guess the meaning of unknown items,based on word-formation and context.

[A1.129.A2,203.204]

1.19. Countries,Nationalities and Culture ex.1,2,3,4 p.16-23 (touch) Read the following text and have a group discussion about the content.

1.20. Text Concepts of culture p.17 (touch) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

1.21. Comprehension Check p.18 (touch) To answer several questions from the text.

1.22. Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using [A1.46.A2,43,44]

1.23. Grammar (phrasal verb) p.19 (touch)

1.24. Grammar exercises. Doing gap filling and proof reading exercises . The word order in the interrogative sentences. Exchanging and explaining the main ideas of the grammar exercises .

1.25. Text Higher Education p.31 (arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

1.26. Write an essay.Imagine you are going to European countries as a tourist.Write down some questions you would like to ask from the “Tourist Station” about these countries,including some of the following : way of greetings customs habits accommodations clothes Make a list of customs in your country (greetings,having meals,etc.) and see if they are the same as the European ones.Write an essay about it.

1.27. Text From To Kill a Mockingbird p.38 (arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

1.28. Role play-pair work p.42 (touch) Task1.Read the advertisement.

1.29. Text Commentary p.43 (arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

1.30. Speech Patterns p.44 (arakin) Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.

1.31. Comprehension questions p. To answer several questions from the text

1.32. Paraphrasing the sentences,to find new words and combinations, paraphrase sentences from speech patterns,to make up new paraphrasing sentences.

[A2.38,39.Q1.56.57]

1.33. Essential Vocabulary p.45 (arakin) To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.

1.34. Text Business Manners p.25 (touch) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

1.35. Reading Comprehension Exercises p.50 (arakin) To read the story, to translate to find new words to do exercises on the story, to make role playing to make up situations .

1.36. Syntactical stylistic devices p.56 (arakin)

1.37. Charity in Uzbekistan p.27 (touch) Read the text and have group discussion according to the questions given below.

1.38. Lexical stylistic devices p.58 (arakin) to read and do it exercises.

1.39. Assignments to the Analysis of Style p.59 (arakin) to read and do it exercises.

1.40. Charity in Ancient Christian World p.28 (touch) to read and do it exercises.

1.41. Vocabulary exercises p.63 (arakin) Vocabulary notice to listen the text study the vocabulary notice and translate the illustrative examples into uzbek to paraphrase the sentence .

[A 63]

1.42. Comprehension check p.28 (touch) To answer several questions from the text.[Q 28]

1.43. Grammar (phrasal verbs) p.29 (touch) do it exercises.

1.44. Conversation and Discussion p.31 (touch) To develop speaking skills, to discuss important family problems, to exchange different ideas .

1.45. Vocabulary p.33 (touch) Vocabulary notice to listen the text study the vocabulary notice and translate the illustrative examples into uzbek to paraphrase the sentence .

1.46. Crime and Punishment p.69 (arkin) put each of the following words and phrases into its correct place in the passage below.

1.47. Trial by Jury to read and do it exercises.

1.48. Grammar p.33 (touch) do it exercises.

1.49. Witness for the prosecution p.81 (arakin) to read and do it exercises.

- 1.50.** Text “What makes a good teacher?” p.31 (touch) To read the text, to find new words, listening the text, to mark the stresses. to put 15 questions to the text, to learn explanatory notes, to be ready for retelling.
- 1.51.** Characters p.81 (arakin) to read and do it exercises.
- 1.52.** Scene one p.81 (arakin) to read and do it exercises.
- 1.53.** Comprehension Check p.35 (touch) To answer several questions from the text.
- 1.54.** Text From W.S. p.84 (arakin) To read the text, to find new words, listening the text, to mark the stresses. to put 15 questions to the text, to learn explanatory notes, to be ready for retelling.
- 1.56.** Vocabulary p.33 (touch) Vocabulary notice to listen the text study the vocabulary notice and translate the illustrative examples into uzbek to paraphrase the sentence .
- 1.57.** Speech Patterns p.88 (arakin) Translate the following sentences into English using the patterns. Paraphrase the following sentences, using the patterns.
- 1.58.** Phrases and word Combinations p.88 (arakin) Paraphrasing the sentences, to find new words and combinations, paraphrase sentences from speech patterns, to make up new paraphrasing sentences.
- 1.59.** Grammar p.40 (touch) do it exercises.
- 1.60.** Essential vocabulary p.89 (arakin) To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and word combinations. To read and translate, to paraphrase, to learn by heart. to make up sentences using word combinations, make up and practice a short situation using the word combinations and phrases.
- 1.61.** Reading Comprehension Exercises p.92 (Arakin) To read the story, to translate to find new words to do exercises on the story, to make role playing to make up situations .
- 1.62.** Group Discussion p.35 (Touch) Answer the following questions according to this text.
- 1.63.** Vocabulary exercises p.98 (Arakin) Vocabulary Notes MPT. to listen to the text, study the vocabulary notes and translate the illustrative examples into uzbek, to paraphrase the following sentences using
- 1.64.** Getting to grips with phrasal verbs p.102 (Arakin) to read and do it exercises.
- 1.65.** Role play p.36 (Touch) Task1. Read the advertisement.
- 1.66.** Thematic vocabulary p.105 (Arakin) translate learn by heard
- 1.67.** Text Graham Greene p.106 (Arakin) To read the text, to find new words, listening the text, to mark the stresses. to put 15 questions to the text, to learn explanatory notes, to be ready for retelling.
- 1.68.** Introduction p.37 (touch)
- 1.69.** Britain’s favourite books p.115 (Arakin) group discussion.
- 1.70.** Text From Ragtime p.118 (Arakin) To read the text, to find new words, listening the text, to mark the stresses. to put 15 questions to the text, to learn explanatory notes, to be ready for retelling.
- 1.71.** Group Discussion p.38 (Touch) Answer the following questions according to this text.
- 1.72.** Commentary p.121 (Arakin)

- 1.73.** Speech Patterns p.122 (Arakin) Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.
- 1.74.** Vocabulary p.39 (touch) Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using
- 1.75.** Essential vocabulary p.123 (Arakin) To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.
- 1.76.** Reading Comprehension Exercises p.127 (Arakin) To read the story, to translate to find new words to do exercises on the story, to make role playing to make up situations .
- 1.77.** Grammar p.40 (touch) do it exercises.
- 1.78.** Vocabulary exercises p.132 (Arakin) Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using
- 1.79.** Thematic vocabulary p.137 (Arakin) translate learn by heard
- 1.80.** Group Discussion p.41 (Touch) Answer the following questions according to this text.
- 1.81.** Text Undertanding Music p.138 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn exp ulanatory notes,to be ready for retelling.
- 1.82.** Text Afo-America Mucis p.146 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn exp ulanatory notes,to be ready for retelling.
- 1.83.** Role play p.42 (Touch) Task1.Read the advertisement.
- 1.84.** Text The Proms:A Living Tradition p.149 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn exp ulanatory notes,to be ready for retelling.
- 1.85.** Text The Lumber-Room p.153 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn exp ulanatory notes,to be ready for retelling.
- 1.86.** NGO p.44 (touch) Read the following words and phrases.Discuss in class how these meanings might apply to the topic “Non – Goverment Organizations”.Not all the vocabulary given below is new to you.Guess the meaning of unknown items,based on word-formation and context.
- 1.87.** Speaking exercises p.46 (touch) to talk about different topic.
- 1.88.** Speech Patterns p.158 (Arakin) Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.
- 1.89.** Phrases and word Combinations p.159 (arakin) Paraphrasing the sentences,to find new words and combinations, paraphrase sentences from speech patterns,to make up new paraphrasing sentences.
- 1.90.** Essential vocabulary p.159 (Arakin) To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and

word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.

2.1. Comprehension Exercises p.163 (Arakin) watch films and write about this film.

2.2. Vocabulary exercises p.173 (Arakin) Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using

2.3. Text Difficult children p.178 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.4. Text Growing up with the Media p.187 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.5. Television (thematic vocabulary) p.207 (Arakin) translate and learn by heart

2.6. Text Drawing Back the Curtain p.221 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.7. Speech Patterns p.226 (Arakin) Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.

2.8. Phrases and word Combinations p.226 (arakin) Paraphrasing the sentences,to find new words and combinations, paraphrase sentences from speech patterns,to make up new paraphrasing sentences.

2.9. Essential vocabulary p.226 (Arakin) To translate sentences according to the new words. Using new words and word combinations in the vocabulary, Words and word combinations.To read and translate,to paraphrase,to learn by heart.to make up sentences using word combinations ,make up and practice a short situation using the word combinations and phrases.

2.10. Reading Comprehension Exercises p.230 (Arakin) To read the story, to translate to find new words to do exercises on the story, to make role playing to make up situations .

11. Vocabulary exercises p.237 (Arakin) Vocabulary Notes MPT.to listen to the text ,study the vocabulary notes and translate the illustrative examples into uzbek,to paraphrase the following sentences using

2.12. Customs and Holiday (thematic vocabulary) p.240 translate and learn by heart

2.13. Text The Field of Folklore p.241 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.14. Text Guy p.250 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.15. Issues for Discussion p.251 (Arakin) Answer the following questions according to this text

2.16. Text From Thursday Evening p.252 (Arakin) To read the text, to find new words,listening the text ,to mark the stresses.to put 15 questions to the text,to learn explanatory notes,to be ready for retelling.

2.17. Speech Patterns p.259 (Arakin) Translate the following sentences into English using the patterns.Paraphrase the following sentences,using the patterns.

РЕЙТИНГ ЖАДВАЛ (БАХОРГИ СЕМЕСТР)

			Феврал ь		Март			апрель				Май				июнь				
			18 - 23	25 – 2	4 – 9	11 – 16	18 – 23	25 – 30	1 – 6	8 – 13	15 – 20	22 – 27	29 – 4	6 – 11	13 – 18	20 – 25	27 - 1	3 – 8	10 – 15	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	ЖН 70 %	Амал ий	10	10	10	10	10													50
		Муста қил таъли м	4	4	4	4	4													20
2	ЯН – 30%																		30	30
	Жами		70															30	70	
	Жами ГП бўйича		70															30	100	

Эслатма: 8-семестрда ўқитиладиган “Асосий ўрганилаётган чет тили” фанининг ўқув ҳажми 50 соатни ташкил этганлиги сабабли фан коэффиценти 0.5 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0.5 га кўпайтирилади ва бутунгача яхлитлаб олинади.

3. ФАН БЎЙИЧА РЕЙТИНГ ИШЛАНМА ВА БАҲОЛАШ МЕЗОНИ

№		Назорат Сони	Балл	Умумий балл
Ж.Н				
1	Матн баёни	10	2	20
2	Диктант	3	1	3
3	Тест	2	3	6
4	Каллоквиум	3	2	6
5	Таржима машқларини бажариш	3	2	6
6	Баён	4	2	8
1	Ижодий иншо	5	2	10
2	Ҳикоялар таҳлили	5	1	5
3	Матбуот материаллари устида ишлаш	2	2	4
4	Бадий таржима	2	1	2
				70

ЯН				
1	Ёзма иш	3	10	30
				30
Жами				100 балл

ТАЛАБАЛАРНИ БАҲОЛАШ МЕЗОНИ

Талаба матн баёни жараёнида жами 10 та матн учун 2 баллдан 20 балл тўплаши мумкин. Агар матн баёни тўлиқ бўлмаса грамматик ва луғавий ҳатоларга юл қуйилса 1 баллдан 1.5 баллгача туплаши мумкин.

Диктант ёзиш.

Жорий баҳолашлар давомида 3 марта диктант ёздирилади ва диктант талаба томонидан бехато бажарилса, талаба 1 балл олади. Аксинча имло ҳатоларига йўл қўйиб, ёзувда тартибсизликларга йўл қўйса, 0,5 балл олиши ёки иш бали (0,1 ёки 0,2) билан ҳам якунланиши ҳам мумкии.

Жорий назорат давомида талабадан 2 марта тест олинади ва у 6 баллгача баҳоланади.

Коллоквиум оғзаки сўров бўлиб, у 3 марта ўтказилади. Унда талаба 2 баллдан 6 баллгача тўплаши мумкин. Агар тўлиқсиз жавоб берилса, у ҳолда талаба 1.5 дан 2 баллгача олиши мумкин.

Баён. талаба жорий назорат давомида 4 та бадиий филм кўриб, у асосида баён ёзади. Унда фикрлар теранлиги, мазмуннинг ёритилиши, Грамматик ва лексик ҳатолар эътиборга олинади ва талаба 4 мартада 2 баллдан 8 балл тўплаши мумкин.

Таржима машқларини бажариш вазифа туридан талаба 2 баллдан жами 6 балл тўплаши мумкин.

ТМИ

Ижодий иншо 5 мартагача ёзилади ва ҳар бир иншо учун 2 баллдан олиш мумкин. Агар иншо мазмунсиз, лексик ва Грамматик ҳатоларга йўл қуйилган ҳолда ёзилган бўлса 1 баллдан 1.5 гача баҳоланади.

Ҳикоялар таҳлили 5 та бўлиб унда инглиз тилида берилган ҳикоялар таржима қилинади ва стилистик ва бадиийлиги жиҳатидан таҳлил қилинади. Унда талаба 1 баллдан 5 балл туплаши мумкин.

Матбуот материаллари асосида талабалар сиёсий янгиликлар тайёрлашади ва уларни инглиз тилидан ўзбек тилига ёки аксинча таржима қилади. Унда талаба 2 баллдан 4 балл тўплаши мумкин.

Бадиий таржимада талабалар асарлардан парча ёки шерларнинг бадиий таржимаси билан шуғулланади. Унда талаба 1 баллдан 2 баллгача туплаши мумкин.

Якуний назорат ёзма тарзда ўтказилади ва 3 та шартдан иборат бўлиб, ҳар бир шарт учун 10 баллдан ажратилган.

4 Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг маъруза, амалий ва лаборатория машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун

кафедра ўқитувчилари томонидан маъруза матнлари ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралиқ ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 20 соат ажратилган.

**Талабалар мустақил таълимининг мазмуни ва ҳажми
(амалий машғулот ишлари)**

The units and themes of working syllabus	The tasks and some suggestions for self independent work	Time	Measure (hour)
“The book and the meaning of the theme”.	Describing how illustrations can help a reader to enjoy the book. Refer two or three books you have read.	1 week	2
“One point for mass media”	Giving positive or critical ideas, approaches to the factual reports and articles of the newspaper	1 week	2
“ Courts and trails”	Give the information about British, American and Uzbek courts, write summary illustrating the differences between the courts	1 week	2
Modal verbs	Exercises 15, 16, 17, page 120. Exercises 31, 32, page 125-126	2 week	2
Non – finite forms of the verb (infinitive)	Exercises 5, 7, page 143-147. Gerund. Exercise 3 page 158.	2 week	2
The subjunctive mood	Exercises 9, 10, 12, page 88 Exercises 4, 6, page 102	2 week	2
“Development of technology in education system”	Technology creates more problems then it solves and may bring the success and quality to education system	3 week	2
“Discovers and inventions”	The most important discovers and creations in the world and their contributions	3 week	2
Presentation. My favourite library (optional) Wide World Man and Music. English or American	Preparing the presentation on the theme, using internet materials and the information from the book or newspaper/magazine.	4 week	2

writer.			
Story translation and analyses. Extract from “Sister Carrie” By Theodor Driser	Translating the first stage and analyzing it in lexical and stylistic devises. Retelling it in oral form.	4 week	2
Total			20

5.ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

5.1. АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
1.	Bakiyeva.G.H.Iri.kulov.A.T. “Touch the future”-T.Filolog.2005.312 bet.	24
2.	Arakin/V.D. Prakticheskiy kurs angliyskogo yazika.418 bet	14
3.	Bakiyeva.G.H.Irisqulov.A.T.”Stay in touch”.T.Filolog.2005.170 bet.	22
4.	Barkley.M.Ibragimova.”Keep in touch”-T.Filolog.2004.280 bet.	24
5.	Abduazizov.A.A.”Theoretical Phonetics of Modern English”-T.2007	57
6.	Ilish.B .A.”Istoriya angliyskogo yazika”-V.Sh.M.	15
7.	Bo`ronov.J.”Sravniyelnaya tipologiya angliyskogo I tyurkskix yazikov”M.V.Sh.	128
8.	Sokolova.M.A”.English phonetics”.A.Theoritical course.-M.2004.184bet	23
9.	Muminov.A.”English lexicology”.T.2006.	234

5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутуб-хонада мавжуд нусхаси
1.	“Vocabulary in use” T .Cambridge. 512 б	-
2.	Rogova.N”Reading and speaking”-M.1990.400.bet	30
3.	Doyl.A.K.”Adventures of Sherlock Holmes”.G.2012.78.b.	6
4.	. Ivanova.I.P.Burlakova.V.V.”Teoriticheskaya grammatika angliyskogo yazika” Москва Высшая школа 1989 й, 347 .bek	20
5.	Bo`ronov.J” Ingliz va o`zbek tillari qiyosiy grammatikasi.T.”O`qituvchi”1973	18
6.	Boboxonova.I. “Ingliz tili stilistikasi”.T.“O`qituvchi“1995.234 b	22

5.3. ТАВСИЯ ҚИЛИНАДИГАН ҚЎШИМЧА АДАБИЁТЛАР ВА АХБОРОТ МАНБАЛАРИ

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
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1.	Golintsinskaya.G."Reading and speaking English". Москва 1989 г.GDU kutubxonasi.	43
2.	Xristorjdstvenskaya.N." Angliyskiy yazik"M.1996.	
3.	Telman.Y."English vocabulary in use".C.2004.Eglish department.gulom@mail.ru.	
4.	"New headway".C.2007.gulom.@,mail.ru	
5.	Watt,J."Western literature".C.1998. Eglish department.gulom@mail.ru.	

TECHNOLOGY OF EDUCATION

ФАННИ ЎҚИТИШ ТЕХНОЛОГИЯСИ (ТАЪЛИМНИНГ ШАКЛИ, МЕТОДЛАРИ ВА ВОСИТАЛАРИ, ТЕХНОЛОГИК ХАРИТАСИ)

United Nations Organization

Time (ajratilgan soat): 2	hours	Number of students(talabalar soni): 15
Type and form of session		Practical(visual type)
Structure of session (lesson plan)	Soati	<p>To – discuss about united nations organization-to explain how and when this biggest and most important international organization was established.</p> <p>- It also explains its charter, purposes, principles, membership, structure and official languages.</p> <ol style="list-style-type: none"> 1.United nations organization 2. Responsibilities of this organization 3. Member of this organization 4. Representatives of this organization
Aim of the lesson		To provide students with information about united nations organization
Pedagogical tasks <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of united nations organization • To give information basic fact about the united nations 	2	<ul style="list-style-type: none"> • Be able to understand the text • Be able to understand the main • Be able to analyze the text

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	11. The aim, theme, plan and the result of the lesson. 12. List of used literature. 13. The size and the types of assessment of the subject	2. Writing, listening, 3. Writing, listening 4. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	9. Writing, reading, listening, speaking. 10. Writing, reading, listening, speaking. 11. Listening, speaking.
3-stage. Conclusion (10 min.)	21. Getting to the end of the lesson, developing students ideas. Marking them. 22. Revision 23. Home task. (Ex-s 10, 11, 12, 13 P: 62)	28. Listening, speaking 29. Making conclusion 30. Write down the tasks.

Text From DOCTOR in the house

Structure of session (lesson plan)		<ol style="list-style-type: none"> 1. Translate and discuss the following passages from the text “Doctor in the House” by R. Gordon: 2. Complete the following sentences, using the phrases and word combinations: 3. Pair work. Make up and act out situations, using the phrases and word combinations: <ul style="list-style-type: none"> - Imagine you are instructing a young teacher who is to be an invigilator at the written exam. 4. Translate the following sentences into English, using the phrases and word combinations: 5. Explain what is meant by:
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		Answer the following questions to the text and do the given assignments:
Aim of the lesson		to acquaint the students with the background of the text to teach the students translate the text into Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition
Pedagogical tasks 1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations.		Give a summary of the text dividing it into several logical parts. Use the phrases and word combinations and act out the dialogues between

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	14. The aim, theme, plan and the result of the lesson. 15. List of used literature. 16. The size and the types of assessment of the subject	5. Writing, listening, 6. Writing, listening 7. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 4. Doing the speech exercises. Make up sentences. 5. Answering the questions	12. Writing, reading, listening, speaking. 13. Writing, reading, listening, speaking. 14. Listening, speaking.

3-stage. Conclusion (10 min.)	24. Getting to the end of the lesson, developing students ideas. Marking them. 25. Revision 26. Home task. (Ex-s 10, 11, 12, 13 P: 62)	31. Listening, speaking 32. Making conclusion 33. Write down the tasks.
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Theme: Vocabulary exercises

Structure of session (lesson plan)		<ol style="list-style-type: none"> 1. Explaining the meaning of new essential vocabulary: 2. Translate the following sentences into or Uzbek: 3. Give the equivalents for: 4. Paraphrase the following sentences using the essential vocabulary: 5. Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		<p>to acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		<p>Translate the following sentences into English using the essential vocabulary:</p> <ol style="list-style-type: none"> a) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge.m Who chatters to you will chatter of you.

Scheme of the lecture Technological scheme of the practical lesson

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Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	17. The aim, theme, plan and the result of the lesson. 18. List of used literature. 19. The size and the types of assessment of the subject	8. Writing, listening, 9. Writing, listening 10. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 6. Doing the speech exercises. Make up sentences. 7. Answering the questions	15. Writing, reading, listening, speaking. 16. Writing, reading, listening, speaking. 17. Listening, speaking.
3-stage. Conclusion (10 min.)	27. Getting to the end of the lesson, developing students ideas. Marking them. 28. Revision 29. Home task. (Ex-s 10, 11, 12, 13 P: 62)	34. Listening, speaking 35. Making conclusion 36. Write down the tasks.

Speech Patterns

Structure of session (lesson plan)		1. Paraphrase the following sentences, using speech patterns. 2. Make up five sentences on each speech pattern 3. Pair work. Make up and act out a dialogue, using the patterns. 4. Translate the following sentences into English: 5. As you read the following paragraph
Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks		Write a ten paragraph essay on the

a) Try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to move from one example to the other and the paragraph terminator:		Uzbek and American systems of higher education, specifying the following: admission requirements, students' grants and financial aid, academic calendar, courses, political and cultural activities.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	20. The aim, theme, plan and the result of the lesson. 21. List of used literature. 22. The size and the types of assessment of the subject	11. Writing, listening, 12. Writing, listening 13. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 8. Doing the speech exercises. Make up sentences. 9. Answering the questions	18. Writing, reading, listening, speaking. 19. Writing, reading, listening, speaking. 20. Listening, speaking.
3-stage. Conclusion (10 min.)	30. Getting to the end of the lesson, developing students ideas. Marking them. 31. Revision 32. Home task. (Ex-s 10, 11, 12, 13 P: 62)	37. Listening, speaking 38. Making conclusion 39. Write down the tasks.

Theme: Counter-Terrorism

Structure of session (lesson plan)		Explaining the meaning of new essential vocabulary: Translate the following sentences into or Uzbek: Give the equivalents for: Paraphrase the following sentences using the essential vocabulary:
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		Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		To acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		Translate the following sentences into English using the essential vocabulary: b) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	23. The aim, theme, plan and the result of the lesson. 24. List of used literature. 25. The size and the types of assessment of the subject	14. Writing, listening, 15. Writing, listening 16. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson.	21. Writing, reading, listening, speaking. 22. Writing, reading, listening, speaking. 23. Listening, speaking.

	10. Doing the speech exercises. Make up sentences. 11. Answering the questions	
3-stage. Conclusion (10 min.)	33. Getting to the end of the lesson, developing students ideas. Marking them. 34. Revision 35. Home task. (Ex-s 10, 11, 12, 13 P: 62)	40. Listening, speaking 41. Making conclusion 42. Write down the tasks.

Phonetic exercises

Structure of session (lesson plan)		<ol style="list-style-type: none"> 1. Consult a dictionary and practise the pronunciation of the following words: Listen to your partners' reading of the exercise. Correct their mistakes, if they have any. 2. Practise the pronunciation of the following words paying attention to: 3. Read the following word combinations paying attention to the phonetic phenomena of connective speech. Mind the pronunciation of the vowels and observe proper rhythm: <p>As you read the text "Higher Education"</p>
Aim of the lesson		<p>to develop the skill of picking out thematic words and word-combinations from the text</p> <p>to teach the students translate the text professionally taking into consideration special terms and expressions</p> <p>to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging</p>
Pedagogical tasks 1. What are the admission requirements to the colleges and		<p>A panel discussion programme appears on TV. Four members of the public are invited to give their</p>

universities? 2. What are the three types of schools in higher education? 3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of theist degrees? 4. What are the peculiarities of the curricula offered by a college or a university?		opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel. a) Open the group discussion by describing the members of the panel and the chairperson
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	26. The aim, theme, plan and the result of the lesson. 27. List of used literature. 28. The size and the types of assessment of the subject	17. Writing, listening, 18. Writing, listening 19. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 12. Doing the speech exercises. Make up sentences. 13. Answering the questions	24. Writing, reading, listening, speaking. 25. Writing, reading, listening, speaking. 26. Listening, speaking.
3-stage. Conclusion (10 min.)	36. Getting to the end of the lesson, developing students ideas. Marking them. 37. Revision 38. Home task. (Ex-s 10, 11, 12, 13 P: 62)	43. Listening, speaking 44. Making conclusion 45. Write down the tasks.

Globalization

Structure of session (lesson plan)		1. Translate the following passages from the text. 2. Paraphrase the following sentences using the phrases and word combinations:
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		3. Make up two sentences of your own on each phrase and word combination. 4. Make up and practise a suitable dialogue using the phrases and word combinations. 5. Translate the following sentences into English using the phrases and word combinations:
Aim of the lesson		to acquaint the students with the background of the text to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition
Pedagogical tasks Pair work. Make up and act out situations using the phrases and word combinations.		Write an essay praising your favorite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/stories.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	29. The aim, theme, plan and the result of the lesson. 30. List of used literature. 31. The size and the types of assessment of the subject	20. Writing, listening, 21. Writing, listening 22. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks,	27. Writing, reading, listening, speaking. 28. Writing, reading, listening, speaking.

	aim, meaning of the practical lesson. 14. Doing the speech exercises. Make up sentences. 15. Answering the questions	29. Listening, speaking.
3-stage. Conclusion (10 min.)	39. Getting to the end of the lesson, developing students ideas. Marking them. 40. Revision 41. Home task. (Ex-s 10, 11, 12, 13 P: 62)	46. Listening, speaking 47. Making conclusion 48. Write down the tasks.

Current events

Structure of session (lesson plan)		6. Translate the following passages from the text. 7. Paraphrase the following sentences using the phrases and word combinations: 8. Make up two sentences of your own on each phrase and word combination. 9. Make up and practise a suitable dialogue using the phrases and word combinations. 10. Translate the following sentences into English using the phrases and word combinations:
Aim of the lesson		to acquaint the students with the background of the text to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition
Pedagogical tasks		Write an essay praising your favorite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/stories.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	32. The aim, theme, plan and the result of the lesson. 33. List of used literature. 34. The size and the types of assessment of the subject	23. Writing, listening, 24. Writing, listening 25. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 16. Doing the speech exercises. Make up sentences. 17. Answering the questions	30. Writing, reading, listening, speaking. 31. Writing, reading, listening, speaking. 32. Listening, speaking.
3-stage. Conclusion (10 min.)	42. Getting to the end of the lesson, developing students ideas. Marking them. 43. Revision 44. Home task. (Ex-s 10, 11, 12, 13 P: 62)	49. Listening, speaking 50. Making conclusion 51. Write down the tasks.

Comprehension check

Structure of session (lesson plan)	<p>1. There was something disturbingly resolute and self-important in the way he asked her...</p> <p>There was something strange in (about) the way he greeted me that morning.</p> <p>There was something disturbing (in) about the way the girl entered the room.</p> <p>There is something special in the way she dresses on Sundays.</p> <p>2. He was a stocky man with large dark eyes so intense as to suggest they were about to cross.</p> <p>I think the speaker is about to conclude his speech.108</p>
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		109 The satellite launch is about to commence.
Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks Translate the following words and phrases using essential vocabulary of the lesson:		Make up and set out dialogues using the phrases and word combinations (pair work). Translate the following sentences into English:

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	35. The aim, theme, plan and the result of the lesson. 36. List of used literature. 37. The size and the types of assessment of the subject	26. Writing, listening, 27. Writing, listening 28. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 18. Doing the speech exercises. Make up sentences. 19. Answering the questions	33. Writing, reading, listening, speaking. 34. Writing, reading, listening, speaking. 35. Listening, speaking.
3-stage. Conclusion (10 min.)	45. Getting to the end of the lesson, developing students ideas. Marking them. 46. Revision 47. Home task. (Ex-s 10, 11, 12, 13 P: 62)	52. Listening, speaking 53. Making conclusion 54. Write down the tasks.

Group discussion

Structure of session (lesson plan)		Suppose the fundamentals of a new criminal code of Uzbekistan are
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		being worked out. Six experts are invited to a panel discussion to your University. They are Dr. 1, a leading researcher with the Institute of State and Law of the Uzbek Academy of Sciences, Dr. 2 from the same Institute, several lawyers, supreme judge, people's assessor, and a criminal reporter for the national newspaper.
Aim of the lesson		to enlarge students' lexicon with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects.		Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. Should drug-addiction entail legal prosecution? The reformatory function of imprisonment is little more than fiction.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	38. The aim, theme, plan and the result of the lesson. 39. List of used literature. 40. The size and the types of assessment of the subject	29. Writing, listening, 30. Writing, listening 31. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 20. Doing the speech exercises. Make	36. Writing, reading, listening, speaking. 37. Writing, reading, listening, speaking. 38. Listening, speaking.

	up sentences. 21. Answering the questions	
3-stage. Conclusion (10 min.)	48. Getting to the end of the lesson, developing students ideas. Marking them. 49. Revision 50. Home task. (Ex-s 10, 11, 12, 13 P: 62)	55. Listening, speaking 56. Making conclusion 57. Write down the tasks.

Phrases and word combinations

Structure of session (lesson plan)		1. Working with a text. Picking out special terms and thematic vocabulary. a) Read, translate, and discuss the text Text: The US Court System
Aim of the lesson		To develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging
Pedagogical tasks . Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following		Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. Use clichés of persuasion, agreement/disagreement

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	41. The aim, theme, plan and the result of the lesson.	32. Writing, listening, 33. Writing, listening

min.)	42. List of used literature. 43. The size and the types of assessment of the subject	34. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 22. Doing the speech exercises. Make up sentences. 23. Answering the questions	39. Writing, reading, listening, speaking. 40. Writing, reading, listening, speaking. 41. Listening, speaking.
3-stage. Conclusion (10 min.)	51. Getting to the end of the lesson, developing students ideas. Marking them. 52. Revision 53. Home task. (Ex-s 10, 11, 12, 13 P: 62)	58. Listening, speaking 59. Making conclusion 60. Write down the tasks.

Vocabulary exercises

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for: 4.Paraphrase the following sentences using the essential vocabulary: 5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over		Translate the following sentences into English using the essential vocabulary: c) Give the equivalents for the following English proverbs:

again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	44. The aim, theme, plan and the result of the lesson. 45. List of used literature. 46. The size and the types of assessment of the subject	35. Writing, listening, 36. Writing, listening 37. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 24. Doing the speech exercises. Make up sentences. 25. Answering the questions	42. Writing, reading, listening, speaking. 43. Writing, reading, listening, speaking. 44. Listening, speaking.
3-stage. Conclusion (10 min.)	54. Getting to the end of the lesson, developing students ideas. Marking them. 55. Revision 56. Home task. (Ex-s 10, 11, 12, 13 P: 62)	61. Listening, speaking 62. Making conclusion 63. Write down the tasks.

Essential vocabulary

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for:
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		<p>4.Paraphrase the following sentences using the essential vocabulary:</p> <p>5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:</p>
Aim of the lesson		<p>To acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		<p>Translate the following sentences into English using the essential vocabulary:</p> <p>d) Give the equivalents for the following English proverbs:</p> <p>Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	47. The aim, theme, plan and the result of the lesson. 48. List of used literature. 49. The size and the types of assessment of the subject	38. Writing, listening, 39. Writing, listening 40. Writing, listening

2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 26. Doing the speech exercises. Make up sentences. 27. Answering the questions	45. Writing, reading, listening, speaking. 46. Writing, reading, listening, speaking. 47. Listening, speaking.
3-stage. Conclusion (10 min.)	57. Getting to the end of the lesson, developing students ideas. Marking them. 58. Revision 59. Home task. (Ex-s 10, 11, 12, 13 P: 62)	64. Listening, speaking 65. Making conclusion 66. Write down the tasks.

What makes a good teacher?

Structure of session (lesson plan)		What kind of teacher ? Suppose you have chosen a teaching carrer. What kind of teacher do you want to be.
Aim of the lesson		What is role of a teacher in the learning process.
Pedagogical tasks Substitute one of the speech patterns (p. 77) for the parts of the sentence in bold type.		

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	50. The aim, theme, plan and the result of the lesson. 51. List of used literature. 52. The size and the types of assessment of the subject	41. Writing, listening, 42. Writing, listening 43. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.	48. Writing, reading, listening, speaking. 49. Writing, reading,

	- Giving the information about tasks, aim, meaning of the practical lesson. 28. Doing the speech exercises. Make up sentences. 29. Answering the questions	listening, speaking. 50. Listening, speaking.
3-stage. Conclusion (10 min.)	60. Getting to the end of the lesson, developing students ideas. Marking them. 61. Revision 62. Home task. (Ex-s 10, 11, 12, 13 P: 62)	67. Listening, speaking 68. Making conclusion 69. Write down the tasks.

Home reading

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for: 4.Paraphrase the following sentences using the essential vocabulary: 5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
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Aim of the lesson		To acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the		Translate the following sentences into English using the essential vocabulary:

same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		e) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	53. The aim, theme, plan and the result of the lesson. 54. List of used literature. 55. The size and the types of assessment of the subject	44. Writing, listening, 45. Writing, listening 46. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 30. Doing the speech exercises. Make up sentences. 31. Answering the questions	51. Writing, reading, listening, speaking. 52. Writing, reading, listening, speaking. 53. Listening, speaking.
3-stage. Conclusion (10 min.)	63. Getting to the end of the lesson, developing students ideas. Marking them. 64. Revision 65. Home task. (Ex-s 10, 11, 12, 13 P: 62)	70. Listening, speaking 71. Making conclusion 72. Write down the tasks.

Advertising and promotion

Structure of session (lesson plan)		to give definition for the word advertising and promotion. To answer the following questions
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Aim of the lesson		to give definition for the word advertising and promotion. To answer the following questions
Pedagogical tasks		II read an extract from Introduction to Advertising and promotion.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	56. The aim, theme, plan and the result of the lesson. 57. List of used literature. 58. The size and the types of assessment of the subject	47. Writing, listening, 48. Writing, listening 49. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 32. Doing the speech exercises. Make up sentences. 33. Answering the questions	54. Writing, reading, listening, speaking. 55. Writing, reading, listening, speaking. 56. Listening, speaking.
3-stage. Conclusion (10 min.)	66. Getting to the end of the lesson, developing students ideas. Marking them. 67. Revision 68. Home task. (Ex-s 10, 11, 12, 13 P: 62)	73. Listening, speaking 74. Making conclusion 75. Write down the tasks.

Current control work

Structure of session (lesson plan)		11. Translate the following passages from the text. 12. Paraphrase the following sentences using the phrases and word combinations: 13. Make up two sentences of your own on each phrase and word
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		<p>combination.</p> <p>14. Make up and practise a suitable dialogue using the phrases and word combinations.</p> <p>15. Translate the following sentences into English using the phrases and word combinations:</p>
Aim of the lesson		<p>to acquaint the students with the background of the text</p> <p>to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases</p> <p>to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition</p>
Pedagogical tasks Pair work. Make up and act out situations using the phrases and word combinations.		Write an essay praising your favorite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/stories.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	59. The aim, theme, plan and the result of the lesson. 60. List of used literature. 61. The size and the types of assessment of the subject	50. Writing, listening, 51. Writing, listening 52. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases.	57. Writing, reading, listening, speaking. 58. Writing, reading,

	- Giving the information about tasks, aim, meaning of the practical lesson. 34. Doing the speech exercises. Make up sentences. 35. Answering the questions	listening, speaking. 59. Listening, speaking.
3-stage. Conclusion (10 min.)	69. Getting to the end of the lesson, developing students ideas. Marking them. 70. Revision 71. Home task. (Ex-s 10, 11, 12, 13 P: 62)	76. Listening, speaking 77. Making conclusion 78. Write down the tasks.

Text NGO

Structure of session (lesson plan)		1. Practise this brier conversation 2. Translate the following sentences into : 3. Give the English equivalents for: 4. Paraphrase the following sentences using the essential vocabulary:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. Can you tell me how the accident happened? 2. A good job that you enjoy doing is hard to find. 3. She held a large round thing in her hand. 4. Your suggestion pleases me in every way. 5. I can't do anything with him. 6. I am against this trip.		1. What do we say about a patient who is doing well? 2. What do we say about a doctor who gives his attention to the patient? 3. What sort of person tries to be unaffected by personal feelings or prejudices? 4. What is another way of saying that we disapprove of rudeness? 5. What does one say to reassure a person who is frightened? 6. What

		is another way of saying that people sit facing each other? 7. What do they call a political party opposed to the government?
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	62. The aim, theme, plan and the result of the lesson. 63. List of used literature. 64. The size and the types of assessment of the subject	53. Writing, listening, 54. Writing, listening 55. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 36. Doing the speech exercises. Make up sentences. 37. Answering the questions	60. Writing, reading, listening, speaking. 61. Writing, reading, listening, speaking. 62. Listening, speaking.
3-stage. Conclusion (10 min.)	72. Getting to the end of the lesson, developing students ideas. Marking them. 73. Revision 74. Home task. (Ex-s 10, 11, 12, 13 P: 62)	79. Listening, speaking 80. Making conclusion 81. Write down the tasks.

Countries, Nationalities and Culture

Structure of session (lesson plan)		The course of the lesson: Books: Absorbing; adult; amusing; controversial; dense; depressing; delightful; dirty; disturbing; dull; fascinating; gripping; moralistic; nasty; obscene; outrageous; profound; whimsical; unputdownable.
Aim of the lesson		to enlarge students' lexicon with new words having a

		certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks 1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer?		Read the interview with Martin Amis and translate using topical vocabulary Express briefly in your own words what the talk is about. What makes it sound natural and spontaneous?

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	65. The aim, theme, plan and the result of the lesson. 66. List of used literature. 67. The size and the types of assessment of the subject	56. Writing, listening, 57. Writing, listening 58. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 38. Doing the speech exercises. Make up sentences. 39. Answering the questions	63. Writing, reading, listening, speaking. 64. Writing, reading, listening, speaking. 65. Listening, speaking.
3-stage. Conclusion (10 min.)	75. Getting to the end of the lesson, developing students ideas. Marking them. 76. Revision 77. Home task. (Ex-s 10, 11, 12, 13 P: 62)	82. Listening, speaking 83. Making conclusion 84. Write down the tasks.

Text Concepts of culture

Structure of session (lesson plan)		<p>1.Explaining the meaning of new essential vocabulary:</p> <p>2.Translate the following sentences into or Uzbek:</p> <p>3.Give the equivalents for:</p> <p>4.Paraphrase the following sentences using the essential vocabulary:</p> <p>5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:</p>
Aim of the lesson		<p>To acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
Pedagogical tasks <p>1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?</p>		<p>Translate the following sentences into English using the essential vocabulary:</p> <p>f) Give the equivalents for the following English proverbs:</p> <p>Familiarity breeds contempt.</p> <p>Experience is the best knowledge.m</p> <p>Who chatters to you will chatter of you.</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student

1-stage. Introduction (10 min.)	68. The aim, theme, plan and the result of the lesson. 69. List of used literature. 70. The size and the types of assessment of the subject	59. Writing, listening, 60. Writing, listening 61. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 40. Doing the speech exercises. Make up sentences. 41. Answering the questions	66. Writing, reading, listening, speaking. 67. Writing, reading, listening, speaking. 68. Listening, speaking.
3-stage. Conclusion (10 min.)	78. Getting to the end of the lesson, developing students ideas. Marking them. 79. Revision 80. Home task. (Ex-s 10, 11, 12, 13 P: 62)	85. Listening, speaking 86. Making conclusion 87. Write down the tasks.

Comprehension Check

Structure of session (lesson plan)		1. Working with the text. Translate and discuss the following text passages Muriel Spark
Aim of the lesson		to develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging
Pedagogical tasks 1. What profession stereotypes		Prepare to give a talk on an important library, its history

are there? What is a stereotypical "student"? "lecturer"? "poet"? 2. Is the "classic image of a writer" completely false? Be specific. 3. Would you agree that artistic people are often superstitious?		and facilities. Group work. Work in groups of three or four to discuss the pros and cons of reading detective novels and thrillers. Consider the following:
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	71. The aim, theme, plan and the result of the lesson. 72. List of used literature. 73. The size and the types of assessment of the subject	62. Writing, listening, 63. Writing, listening 64. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 42. Doing the speech exercises. Make up sentences. 43. Answering the questions	69. Writing, reading, listening, speaking. 70. Writing, reading, listening, speaking. 71. Listening, speaking.
3-stage. Conclusion (10 min.)	81. Getting to the end of the lesson, developing students ideas. Marking them. 82. Revision 83. Home task. (Ex-s 10, 11, 12, 13 P: 62)	88. Listening, speaking 89. Making conclusion 90. Write down the tasks.

Vocabulary exercises

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for: 4.Paraphrase the following sentences using the essential vocabulary:
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		5. Use the essential vocabulary in answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combinations while speaking
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		Translate the following sentences into English using the essential vocabulary: g) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	74. The aim, theme, plan and the result of the lesson. 75. List of used literature. 76. The size and the types of assessment of the subject	65. Writing, listening, 66. Writing, listening 67. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational	72. Writing, reading, listening, speaking.

	phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 44. Doing the speech exercises. Make up sentences. 45. Answering the questions	73. Writing, reading, listening, speaking. 74. Listening, speaking.
3-stage. Conclusion (10 min.)	84. Getting to the end of the lesson, developing students ideas. Marking them. 85. Revision 86. Home task. (Ex-s 10, 11, 12, 13 P: 62)	91. Listening, speaking 92. Making conclusion 93. Write down the tasks.

Grammar (phrasal verb)

Structure of session (lesson plan)		1. There was something disturbingly resolute and self-important in the way he asked her... 2. . He was a stocky man with large dark eyes so intense as to suggest they were about to cross. 3. This was the most she had said in all the months she had lived in the house 4. Tuned or not the Aeolian had never made such sounds
Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks 1. He has a pleasant way of looking at her. 2. She has a poetical way of speaking. 3. This was the biggest meal David Copperfield had eaten for a week. 4. She had never before		1. We are losing money right and left. 2. Days went past without any news. 3. Judge its size, please. 4. He presumed to tell his manager how the work ought to be done. 5. I don't

said anything so unpleasant to him. 5. No matter how tired she was she was always ready to give a helping hand.		mind living in the city but I regret being without my horse. 6. I would never question his honesty. 7. She suffered the loss of her pupils' respect. 8. "I believe you like your job." "On the contrary,
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	77. The aim, theme, plan and the result of the lesson. 78. List of used literature. 79. The size and the types of assessment of the subject	68. Writing, listening, 69. Writing, listening 70. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 46. Doing the speech exercises. Make up sentences. 47. Answering the questions	75. Writing, reading, listening, speaking. 76. Writing, reading, listening, speaking. 77. Listening, speaking.
3-stage. Conclusion (10 min.)	87. Getting to the end of the lesson, developing students ideas. Marking them. 88. Revision 89. Home task. (Ex-s 10, 11, 12, 13 P: 62)	94. Listening, speaking 95. Making conclusion 96. Write down the tasks.

Grammar exercises

Structure of session (lesson plan)		1. Working with the text. 2. Give a summary of the text (p. 104). 3. Make up and act out dialogues between:
Aim of the lesson		to acquaint the students with the background of the text

		to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition
Pedagogical tasks Make up and act out dialogues between:		Mother and Father before the tea. Mother and Sarah after the visit of the Negro pianist. Father and Mother's Younger Brother about the pieces the pianist had played.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	80. The aim, theme, plan and the result of the lesson. 81. List of used literature. 82. The size and the types of assessment of the subject	71. Writing, listening, 72. Writing, listening 73. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 48. Doing the speech exercises. Make up sentences. 49. Answering the questions	78. Writing, reading, listening, speaking. 79. Writing, reading, listening, speaking. 80. Listening, speaking.
3-stage. Conclusion (10 min.)	90. Getting to the end of the lesson, developing students ideas. Marking them. 91. Revision 92. Home task. (Ex-s 10, 11, 12, 13 P: 62)	97. Listening, speaking 98. Making conclusion 99. Write down the tasks.

Text Higher Education

Structure of session (lesson plan)		Higher Education in the United States of America Topical Vocabulary Who is who: applicant/prospective student; freshman; sophomore, junior, senior, undergraduate student; graduate (grad) student; part- time student; transfer student; night student; faculty: teaching assistant, assistant professor, associate professor, (full) professor; counselor.
Aim of the lesson		to enlarge students' lexicon with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks Academic Year is usually nine months duration, or two semesters of four and a half months each. Classes usually begin in September and end in July. There are summer classes for those who want to improve the grades or take up additional courses.		Students Union. There are several national nongovernmental associations of students. The largest and most active has been the United States National Student Association, with headquarters in Washington, D.C. (USNSA).

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	

	Teacher	Student
1-stage. Introduction (10 min.)	83. The aim, theme, plan and the result of the lesson. 84. List of used literature. 85. The size and the types of assessment of the subject	74. Writing, listening, 75. Writing, listening 76. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 50. Doing the speech exercises. Make up sentences. 51. Answering the questions	81. Writing, reading, listening, speaking. 82. Writing, reading, listening, speaking. 83. Listening, speaking.
3-stage. Conclusion (10 min.)	93. Getting to the end of the lesson, developing students ideas. Marking them. 94. Revision 95. Home task. (Ex-s 10, 11, 12, 13 P: 62)	100. Listening, speaking 101. Making conclusion 102. Write down the tasks.

Write an essay

Structure of session (lesson plan)		1. He was given a little money and at times, in the spirit of adventure, he would set off to explore the town. 2. You should set aside some money for a rainy day. 3. He tried to set aside his dislike of his daughter's fiancée. 4. We should set off before dawn to get there on time. 5. Tip redundancies set off strikes throughout the area.
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Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks
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		to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. Please, will somebody start the discussion? 2. Mrs. Cassidi was fully determined to give her son a good education. 3. If you don't want to get some lung disease you must give up smoking altogether. 4. Is there any wonder she felt injured about your criticism, it was so bitter. 5. Let's resolve this problem once and for all.		The ballet was as good as I had expected it to be. The two rooms face the garden. There are several urgent matters that attracted my attention

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	86. The aim, theme, plan and the result of the lesson. 87. List of used literature. 88. The size and the types of assessment of the subject	77. Writing, listening, 78. Writing, listening 79. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 52. Doing the speech exercises. Make up sentences. 53. Answering the questions	84. Writing, reading, listening, speaking. 85. Writing, reading, listening, speaking. 86. Listening, speaking.
3-stage. Conclusion (10 min.)	96. Getting to the end of the lesson, developing students ideas. Marking them. 97. Revision 98. Home task. (Ex-s 10, 11, 12, 13 P: 62)	103. Listening, speaking 104. Making conclusion 105. Write down the tasks.

Text From to Kill a Mockingbird

Structure of session (lesson plan)		<p>1. Translate the following passages from “To Kill a Mockingbird” by Harper Lee.</p> <p>- Harper Lee was born in 1926 in the state of Alabama. In 1945-1949 she studied law at the University of Alabama. "To Kill a Mockingbird" is her first novel. It received almost unanimous critical acclaim and several awards, the Pulitzer Prize among them (1961). A screen play adaptation of the novel was filmed in 1962.</p>
Aim of the lesson		<p>to acquaint the students with the background of the text</p> <p>to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases</p> <p>to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition</p>
Pedagogical tasks Give a summary of the text Retell the text. .		<p>Dialogue making and critical thinking</p> <p>a) Make up and act out dialogues between:</p> <ol style="list-style-type: none"> 1. Atticus Finch and Judge Taylor before the trial. 2. Atticus Finch and Judge Taylor after the trial. 3. Scout and Jem discussing the trial.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	89. The aim, theme, plan and the result of the lesson. 90. List of used literature. 91. The size and the types of assessment of the subject	80. Writing, listening, 81. Writing, listening 82. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 54. Doing the speech exercises. Make up sentences. 55. Answering the questions	87. Writing, reading, listening, speaking. 88. Writing, reading, listening, speaking. 89. Listening, speaking.
3-stage. Conclusion (10 min.)	99. Getting to the end of the lesson, developing students ideas. Marking them. 100. Revision 101. Home task. (Ex-s 10, 11, 12, 13 P: 62)	106. Listening, speaking 107. Making conclusion 108. Write down the tasks.

Role play-pair work

Structure of session (lesson plan)		<p>1. Punishment in bringing up the children and what does it result in? How are the ideas of punishment and pleasure treated in the story in general? 3. Had the trip to the sands any appeal to the boy and what did he think of the pleasures promised by the aunt? What is his idea of a "treat"? 4. The author calls the boy "a skilled tactician" and not for nothing. What strategy did Nicholas work out to get into the lumber-room unnoticed and leave it</p>
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		without trace?
Aim of the lesson		to acquaint the students with the background of the text to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition
Pedagogical tasks Give a summary of the text, dividing it into several logical parts.		Suppose Nicholas turned up at the same house 20 years later after his aunt's death. Describe his reactions to his childhood surrounding.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	92. The aim, theme, plan and the result of the lesson. 93. List of used literature. 94. The size and the types of assessment of the subject	83. Writing, listening, 84. Writing, listening 85. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 56. Doing the speech exercises. Make up sentences. 57. Answering the questions	90. Writing, reading, listening, speaking. 91. Writing, reading, listening, speaking. 92. Listening, speaking.
3-stage. Conclusion (10 min.)	102. Getting to the end of the lesson, developing students ideas. Marking them. 103. Revision 104. Home task. (Ex-s 10, 11, 12, 13	109. Listening, speaking 110. Making conclusion 111. Write down the tasks.

	P: 62)	
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Commentary

Structure of session (lesson plan)		1. What I really lacked was experience. 2. I will say this for Sue, she was a kind soul. 3. Little did she guess what he had on his mind.
Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks 1. What will a mother feel if her child is late in returning? 2. What do you say when a room wants ventilating? 3. What kind of news will cause fear or anxiety? 4. What would you say of a woman of worldly knowledge and refinement? 5. What would you say of grandparents when they try to please their grandchildren in every way?		1. The statement that television is destroying the art of conversation seems to be irrelevant 2. Television is dulling viewers' reactions to violence and tragedy. 3. Television is broadening people's horizons.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	86. Writing, listening, 87. Writing, listening 88. Writing, listening

2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	93. Writing, reading, listening, speaking. 94. Writing, reading, listening, speaking. 95. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	112. Listening, speaking 113. Making conclusion 114. Write down the tasks.

Speech Patterns

Structure of session (lesson plan)	2	1. Paraphrase the following sentences, using speech patterns. 2. Make up five sentences on each speech pattern 3. Pair work. Make up and act out a dialogue, using the patterns. 4. Translate the following sentences into English: 5. As you read the following paragraph
Aim of the lesson	2	1. to acquaint the students with the meaning of new Speech Patterns 2. to teach the students use these patterns in their writings 3. to teach them use these patterns while speaking
Pedagogical tasks a) Try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to	2	Write a ten paragraph essay on the Uzbek and American systems of higher education, specifying the following: admission

move from one example to the other and the paragraph terminator:		requirements, students' grants and financial aid, academic calendar, courses, political and cultural activities.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	89. Writing, listening, 90. Writing, listening 91. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 4. Doing the speech exercises. Make up sentences. 5. Answering the questions	96. Writing, reading, listening, speaking. 97. Writing, reading, listening, speaking. 98. Listening, speaking.
3-stage. Conclusion (10 min.)	105. Getting to the end of the lesson, developing students ideas. Marking them. 106. Revision 107. Home task. (Ex-s 10, 11, 12, 13 P: 62)	115. Listening, speaking 116. Making conclusion 117. Write down the tasks.

Comprehension questions

Structure of session (lesson plan)		1. I learned much from those visits, restricted though they were. 2. The Moscow Arts Theatre performed Chekhov as sad comedy rather than as tragedy with humor. 3. The ballet ... called on her to act rather than to dance
Aim of the lesson		to acquaint the students

		with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks Give a summary of the text, dividing It into several logical parts.		Give a summary of the text, dividing It into several logical parts. When in Rome, do as the Romans do, b) Explain in English the meaning of each proverb. c) Make up a dialogue to illustrate one of the proverbs.

Phrases and Word Combinations

Structure of session (lesson plan)		1. It makes me wild to think of working and working like a dog... 2. Mrs. Jones (Mrs. Sheffield) speaking with her husband about the quarrel and their ingenious plan of making up that quarrel.
Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks 1. Why do some men agree to help with the housework, at least in theory? 2. Do you think "dirty chores" is a suitable heading for the list of work that follows? 3. Do you find the additional meanings to the first		One of the main problems of family life is the relationship between young adults and parents. Discuss the problem considering the following: 1. When do usually young people move out of their parents' home

excuse accurate?		and start living in their own place? Is it different for sons and daughters? How and why?
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	92. Writing, listening, 93. Writing, listening 94. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	99. Writing, reading, listening, speaking. 100. Writing, reading, listening, speaking. 101.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	118.Listening, speaking 119.Making conclusion 120.Write down the tasks.

Essential Vocabulary

Aim of the lesson	2	4. to acquaint the students with the meaning of new Speech Patterns 5. to teach the students use these patterns in their writings 6. to teach them use these patterns while speaking
Pedagogical tasks		Essential Vocabulary:

1. Why do some men agree to help with the housework, at least in theory? 2. Do you think "dirty chores" is a suitable heading for the list of work that follows? 3. Do you find the additional meanings to the first excuse accurate?		<p>smart</p> <ul style="list-style-type: none"> - quick in movement, brisk, trot, etc. - clever, quick-witted, skilful, as a smart man - clever, often in-an impudent way - bright in appearance, new looking, as a smart house (car, garden, ship, etc.) - a smart alec(k) an impudent person who thinks he is clever - smarten up to get you act together, e. g. The manager told workers to smarten up and increase their weekly output.
Aim of the lesson		<p>to acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
<p>Pedagogical tasks</p> <p>Paraphrase the following sentences using the essential vocabulary:</p> <p>1. Bob Ewell laid the blame on Tom Robinson. 2. He is an impudent fellow who thinks he is clever. 3. Are you sure our arguments will influence him?</p>		<p>Choose the right word:</p> <p>a) guilt, fault, blame</p> <p>1. John's attempt to shift the ... onto his companion met no response. 2. His... are accepted as the necessary compliment to his merit. 3. The colonial system bears the ... for the present day backwardness of some African states. 4. The boy is punished for the slightest.... 5. If anything had gone wrong, I ... them.</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	95. Writing, listening, 96. Writing, listening 97. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	102. Writing, reading, listening, speaking. 103. Writing, reading, listening, speaking. 104.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	121.Listening, speaking 122.Making conclusion 123.Write down the tasks.

Text Bussiness Manners

Structure of session (lesson plan)		<p>1. You can just leave. I'm about to tell Bucky to forget it....</p> <p>2. I'm done for the moment and ready to join you. I've rinsed my plate and my spoon and run a damp sponge across the kitchen counter. I didn't intend to do any more cleaning....</p> <p>3. I'll write you a check. We're still trying to get my dad's affairs sorted but ...we do appreciate your help.</p> <p>4. Do you want me to make a quick run to the market? I'd surely appreciate it. Since we're low on milk, I have to do it myself....</p>
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Aim of the lesson		to acquaint the students with the meaning of new Speech Patterns to teach the students use these patterns in their writings to teach them use these patterns while speaking
Pedagogical tasks 1. I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done. 2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman" 3. Can I lend you a hand? No, thanks... I'm almost done. I never hoped to find anything here so far.		Write a ten paragraph essay on the Uzbek and American systems of higher education, specifying the following: admission requirements, students' grants and financial aid, academic calendar, courses, political and cultural activities.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	98. Writing, listening, 99. Writing, listening 100. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	105. Writing, reading, listening, speaking. 106. Writing, reading, listening, speaking. 107.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P:	124.Listening, speaking 125.Making conclusion 126.Write down the tasks.

Reading Comprehension Exercises

Structure of session (lesson plan)		<p>1. 1.Richard Gordon was born in 1921. He has been an anesthetist at St. Bartholomew's Hospital as a ship's surgeon and an assistant editor of the British Medical Journal. He left medical practice in 1952 and started writing his "Doctor" series. 2."Doctor in the House" is one of Gordon's twelve "Doctor" books and is noted for witty description of a medical student's years of professional training. 3.To a medical student the final examinations are something like death: an unpleasant inevitability to be faced sooner or later, one's state after which is determined by care spent in preparing for the even</p>
Aim of the lesson		<p>to acquaint the students with the background of the text to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition</p>

Pedagogical tasks		To a medical student the final examinations are something like death: an unpleasant inevitability to be faced sooner or later, one's state after which is determined by care spent in preparing for the even

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	101. Writing, listening, 102. Writing, listening 103. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	108. Writing, reading, listening, speaking. 109. Writing, reading, listening, speaking. 110.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	127.Listening, speaking 128.Making conclusion 129.Write down the tasks.

Syntactical stylistic devices

Structure of session (lesson plan)		. Explaining the meaning of new essential vocabulary: annoy - to make a little angry, especially by repeat-acts; to disturb and nervously upset a
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		<p>person</p> <ul style="list-style-type: none"> - syn. vex, irk, bother - persistent interrupting - syn. worry, harass, plague, pester, tease - ant. soothe, comfort <p>to be annoyed at/over smth, e. g. He was annoyed at their stupidity.</p>
Aim of the lesson		<p>to acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
Pedagogical tasks Give the equivalents for:		<p>Replace the phrases in bold type by suitable phrasal verbs based on the verb "to go":</p> <p>1. I'll have to examine those papers closely before I can say anything definite. 2. I had the idea of making a raft but couldn't figure out how to start it. 3. The engineers examined the machine carefully trying to establish the cause of trouble.</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	104. Writing, listening, 105. Writing, listening 106. Writing, listening
2-stage. Main	1.Reading and translating the	111. Writing, reading,

part (60 min.)	Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	listening, speaking. 112. Writing, reading, listening, speaking. 113. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	130. Listening, speaking 131. Making conclusion 132. Write down the tasks.

Charity in Uzbekistan

Structure of session (lesson plan)		Higher Education in the United States of America Topical Vocabulary Who is who: applicant/prospective student; freshman; sophomore, junior, senior, undergraduate student; graduate (grad) student; part-time student; transfer student; night student; faculty: teaching assistant, assistant professor, associate professor, (full) professor; counselor.
Aim of the lesson		to enlarge students' lexicon with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks Academic Year is usually nine months duration, or two		Students Union. There are several national nongovernmental associations

semesters of four and a half months each. Classes usually begin in September and end in July. There are summer classes for those who want to improve the grades or take up additional courses.		of students. The largest and most active has been the United States National Student Association, with headquarters in Washington, D.C. (USNSA).
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	107. Writing, listening, 108. Writing, listening 109. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	114. Writing, reading, listening, speaking. 115. Writing, reading, listening, speaking. 116.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	133.Listening, speaking 134.Making conclusion 135.Write down the tasks.

Lexical stylistic devices

Structure of session (lesson plan)		1. Whenever a white man does that to a black man, no matter who he is, that white man is trash. No matter who the man might be, you had no right to act in such way. No matter who the boy is, they
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		<p>shouldn't have been so rude. No matter who she is, she oughtn't to have done it. No matter what she says, don't take it for granted. No matter what she said, they seldom agreed. No matter what Betsy may suggest, they usually find fault with it. No matter what he might do, you shouldn't interfere.</p>
Aim of the lesson		<p>to acquaint the students with the meaning of new Speech Patterns</p> <p>to teach the students use these patterns in their writings</p> <p>to teach them use these patterns while speaking</p>
<p>Pedagogical tasks</p> <p>Paraphrase the following sentences. Use the speech patterns (p. 45):</p> <p>1. Atticus Finch was never afraid to speak with his children very complicated topics.</p> <p>2. She is very lonely and is very glad when somebody comes to see her.</p> <p>3. Atticus Finch said that any man who tried to take advantage of a Negro's ignorance was trash.</p>		<p>Make up two sentences of your own on each pattern. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work)</p> <p>Translate the following sentences into English using the speech patterns:</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<p>1. The aim, theme, plan and the result of the lesson.</p> <p>2. List of used literature.</p> <p>3. The size and the types of assessment of the subject</p>	<p>110. Writing, listening,</p> <p>111. Writing, listening</p> <p>112. Writing, listening</p>

2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	117. Writing, reading, listening, speaking. 118. Writing, reading, listening, speaking. 119. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	136. Listening, speaking 137. Making conclusion 138. Write down the tasks.

Assignments to the Analysis of Style

Structure of session (lesson plan)		1. Translate the following passages from "To Kill a Mockingbird" by Harper Lee. - Harper Lee was born in 1926 in the state of Alabama. In 1945-1949 she studied law at the University of Alabama. "To Kill a Mockingbird" is her first novel. It received almost unanimous critical acclaim and several awards, the Pulitzer Prize among them (1961). A screen play adaptation of the novel was filmed in 1962.
Aim of the lesson		Dialogue making and critical thinking a) Make up and act out dialogues between: 1. Atticus Finch and Judge Taylor before the trial. 2. Atticus Finch and Judge Taylor after the trial. 3. Scout and Jem discussing the trial.
Pedagogical tasks		Dialogue making and critical

Give a summary of the text Retell the text. .		thinking a) Make up and act out dialogues between: 1. Atticus Finch and Judge Taylor before the trial. 2. Atticus Finch and Judge Taylor after the trial. 3. Scout and Jem discussing the trial.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	113. Writing, listening, 114. Writing, listening 115. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	120. Writing, reading, listening, speaking. 121. Writing, reading, listening, speaking. 122.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	139.Listening, speaking 140.Making conclusion 141.Write down the tasks.

Charity in Ancient Christian World

Structure of session (lesson plan)		Essential Vocabulary: smart - quick in movement, brisk, trot, etc. - clever, quick-witted, skilful,
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		<p>as a smart man</p> <ul style="list-style-type: none"> - clever, often in-an impudent way - bright in appearance, new looking, as a smart house (car, garden, ship, etc.) - a smart alec(k) an impudent person who thinks he is clever - smarten up to get you act together, e. g. The manager told workers to smarten up and increase their weekly output.
Aim of the lesson		<p>to acquaint the students with new words and word-combinations</p> <p>to teach the students use these new words and word-combinations in written tasks</p> <p>to teach them use these new words and word-combination while speaking</p>
<p>Pedagogical tasks</p> <p>Paraphrase the following sentences using the essential vocabulary:</p> <p>1. Bob Ewell laid the blame on Tom Robinson. 2. He is an impudent fellow who thinks he is clever. 3. Are you sure our arguments will influence him?</p>		<p>Choose the right word:</p> <p>a) guilt, fault, blame</p> <p>1. John's attempt to shift the ... onto his companion met no response. 2. His... are accepted as the necessary compliment to his merit. 3. The colonial system bears the ... for the present day backwardness of some African states. 4. The boy is punished for the slightest.... 5. If anything had gone wrong, I ... them.</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student

1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	116. Writing, listening, 117. Writing, listening 118. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	123. Writing, reading, listening, speaking. 124. Writing, reading, listening, speaking. 125.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	142.Listening, speaking 143.Making conclusion 144.Write down the tasks.

Vocabulary exercises

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for: 4.Paraphrase the following sentences using the essential vocabulary: 5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking

Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		Translate the following sentences into English using the essential vocabulary: h) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1. The aim, theme, plan and the result of the lesson. 2. List of used literature. 3. The size and the types of assessment of the subject	119. Writing, listening, 120. Writing, listening 121. Writing, listening
2-stage. Main part (60 min.)	1. Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	126. Writing, reading, listening, speaking. 127. Writing, reading, listening, speaking. 128. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	145. Listening, speaking 146. Making conclusion 147. Write down the tasks.

Vocabulary

Structure of session (lesson plan)		1.Explaining the meaning of new essential vocabulary: 2.Translate the following sentences into or Uzbek: 3.Give the equivalents for: 4.Paraphrase the following sentences using the essential vocabulary: 5.Use the essential vocabulary hi answering the following questions. Give fun answers repeating the words of the question:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight?		Translate the following sentences into English using the essential vocabulary: i) Give the equivalents for the following English proverbs: Familiarity breeds contempt. Experience is the best knowledge. Who chatters to you will chatter of you.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage.	1.The aim, theme, plan and the result of	122. Writing, listening,

Introduction (10 min.)	the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	123. Writing, listening 124. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	129. Writing, reading, listening, speaking. 130. Writing, reading, listening, speaking. 131.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	148.Listening, speaking 149.Making conclusion 150.Write down the tasks.

Crime and Punishment

Structure of session (lesson plan)	2	Suppose the fundamentals of a new criminal code of Uzbekistan are being worked out. Six experts are invited to a panel discussion to your University. They are Dr. 1, a leading researcher with the Institute of State and Law of the Uzbek Academy of Sciences, Dr. 2 from the same Institute, several lawyers, supreme judge, people's assessor, and a criminal reporter for the national newspaper.
Aim of the lesson	2	to enlarge students' lexicon with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some

		thematic words and terms in their speech
Pedagogical tasks If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects.	2	Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. Should drug-addiction entail legal prosecution? The reformatory function of imprisonment is little more than fiction.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	125. Writing, listening, 126. Writing, listening 127. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	132. Writing, reading, listening, speaking. 133. Writing, reading, listening, speaking. 134.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	151.Listening, speaking 152.Making conclusion 153.Write down the tasks.

Text From W.S.

Structure of session (lesson plan)		Working with the text. From: W.S. By L. P. Hartley 1. Translate the following
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		<p>passages from the text.</p> <p>- Leslie Poles Hartley (1895-1972), the son of a solicitor, was educated at Balliol College, Oxford and for more than twenty years from 1932 was a fiction reviewer for such periodicals as the Spectator, Sketch, Observer and Time and Tide. He published his first book, a collection of short stories entitled "Night Fears" in 1924. His novel "Eustace and Hilda" (1947) recognized immediately as a major contribution to English fiction.</p>
Aim of the lesson		<p>to acquaint the students with the background of the text</p> <p>to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases</p> <p>to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition</p>
Pedagogical tasks Trace out on the map of Great Britain W.S.'s itinerary and do library research on the geographical names mentioned.		Write an essay praising your favorite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/stories.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	

	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	128. Writing, listening, 129. Writing, listening 130. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	135. Writing, reading, listening, speaking. 136. Writing, reading, listening, speaking. 137.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	154.Listening, speaking 155.Making conclusion 156.Write down the tasks.

Vocabulary

Structure of session (lesson plan)		5. Practise this brier conversation 6. Translate the following sentences into : 7. Give the English equivalents for: 8. Paraphrase the following sentences using the essential vocabulary:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. Can you tell me how the		1. What do we say about a patient who is doing well?

<p>accident happened? 2. A good job that you enjoy doing is hard to find. 3. She held a large round thing in her hand. 4. Your suggestion pleases me in every way. 5. I can't do anything with him. 6. I am against this trip.</p>		<p>2. What do we say about a doctor who gives his attention to the patient? 3. What sort of person tries to be unaffected by personal feelings or prejudices? 4. What is another way of saying that we disapprove of rudeness? 5. What does one say to reassure a person who is frightened? 6. What is another way of saying that people sit facing each other? 7. What do they call a political party opposed to the government?</p>
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<p>1. The aim, theme, plan and the result of the lesson.</p> <p>2. List of used literature.</p> <p>3. The size and the types of assessment of the subject</p>	<p>131. Writing, listening,</p> <p>132. Writing, listening</p> <p>133. Writing, listening</p>
2-stage. Main part (60 min.)	<p>1. Reading and translating the Vocabulary notes Conversational phrases.</p> <p>- Giving the information about tasks, aim, meaning of the practical lesson.</p> <p>2. Doing the speech exercises. Make up sentences.</p> <p>3. Answering the questions</p>	<p>138. Writing, reading, listening, speaking.</p> <p>139. Writing, reading, listening, speaking.</p> <p>140. Listening, speaking.</p>
3-stage. Conclusion (10 min.)	<p>1. Getting to the end of the lesson, developing students ideas. Marking them.</p> <p>2. Revision</p> <p>3. Home task. (Ex-s 10, 11, 12, 13 P: 62)</p>	<p>157. Listening, speaking</p> <p>158. Making conclusion</p> <p>159. Write down the tasks.</p>

Speech Patterns

Structure of session (lesson plan)		<ol style="list-style-type: none"> 1. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk. 2. She was a woman of few ideas, with immense power of concentration. 3. There was a piece of tapestry that was evidently meant to be a fire-screen. 4. That part of the picture was simple if interesting.
Aim of the lesson		<p>to acquaint the students with the meaning of new Speech Patterns</p> <p>to teach the students use these patterns in their writings</p> <p>to teach them use these patterns while speaking</p>
Pedagogical tasks We've discussed the problem fully, let's talk about something else. The woman travelled all over the country in order to find the child.		<p>The ballet was as good as I had expected it to be.</p> <p>The two rooms face the garden.</p> <p>There are several urgent matters that attracted my attention</p>

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	<ol style="list-style-type: none"> 1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject 	<ol style="list-style-type: none"> 134. Writing, listening, 135. Writing, listening 136. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational	141. Writing, reading, listening, speaking.

	phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	142. Writing, reading, listening, speaking. 143. Listening, speaking.
3-stage. Conclusion (10 min.)	1. Getting to the end of the lesson, developing students ideas. Marking them. 2. Revision 3. Home task. (Ex-s 10, 11, 12, 13 P: 62)	160. Listening, speaking 161. Making conclusion 162. Write down the tasks.

Essential vocabulary

Structure of session (lesson plan)		9. Practise this brier conversation 10. Translate the following sentences into : 11. Give the English equivalents for: 12. Paraphrase the following sentences using the essential vocabulary:
Aim of the lesson		to acquaint the students with new words and word-combinations to teach the students use these new words and word-combinations in written tasks to teach them use these new words and word-combination while speaking
Pedagogical tasks 1. Can you tell me how the accident happened? 2. A good job that you enjoy doing is hard to find. 3. She held a large round thing in her hand. 4. Your suggestion pleases me in every way. 5. I can't do anything with him. 6. I am against this trip.		1. What do we say about a patient who is doing well? 2. What do we say about a doctor who gives his attention to the patient? 3. What sort of person tries to be unaffected by personal feelings or prejudices? 4. What is another way of saying that we disapprove of rudeness? 5. What does one say to reassure a person

		who is frightened? 6. What is another way of saying that people sit facing each other? 7. What do they call a political party opposed to the government?
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	137. Writing, listening, 138. Writing, listening 139. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	144. Writing, reading, listening, speaking. 145. Writing, reading, listening, speaking. 146.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	163.Listening, speaking 164.Making conclusion 165.Write down the tasks.

Group Discussion

Structure of session (lesson plan)		The course of the lesson: Books: Absorbing; adult; amusing; controversial; dense; depressing; delightful; dirty; disturbing; dull; fascinating; gripping; moralistic; nasty; obscene; outrageous; profound; whimsical; unputdownable.
Aim of the lesson		to enlarge students' lexicon

		with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks Express briefly in your own words what the talk is about. What makes it sound natural and spontaneous?		Read the following extract and observe the way literary criticism is written: Group discussion.

Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	140. Writing, listening, 141. Writing, listening 142. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	147. Writing, reading, listening, speaking. 148. Writing, reading, listening, speaking. 149.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	166.Listening, speaking 167.Making conclusion 168.Write down the tasks.

Group Discussion

Structure of session (lesson plan)		Panel discussion: Suppose the fundamentals of a new criminal code of Uzbekistan are being worked out. Six experts are invited to a panel discussion to your University. They are Dr. 1, a leading researcher with the Institute of State and Law of the Uzbek Academy of Sciences, Dr. 2 from the same Institute, several lawyers, supreme judge, people's assessor, and a criminal reporter for the national newspaper.
Aim of the lesson		to enlarge students' lexicon with new words having a certain thematic direction to teach the students gather different words they know according to their thematic belonging to teach students compare, change and drop some thematic words and terms in their speech
Pedagogical tasks The following issues are to be discussed: 1. If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects. 2. Punishment is not an end in itself, but a means of restoring social justice. It's a		. Do some library research and write an essay on one of the given topics: 1. The stricter the punishment, the lesser the crime rate, or is it? 2. Law is developing: it has no impunity in the course of time. 3. What is the best way to combat juvenile delinquency?

tool for re-education.		
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Scheme of the lecture Technological scheme of the practical lesson

Time limit	Type of activity	
	Teacher	Student
1-stage. Introduction (10 min.)	1.The aim, theme, plan and the result of the lesson. 2.List of used literature. 3. The size and the types of assessment of the subject	143. Writing, listening, 144. Writing, listening 145. Writing, listening
2-stage. Main part (60 min.)	1.Reading and translating the Vocabulary notes Conversational phrases. - Giving the information about tasks, aim, meaning of the practical lesson. 2. Doing the speech exercises. Make up sentences. 3. Answering the questions	150. Writing, reading, listening, speaking. 151. Writing, reading, listening, speaking. 152.Listening, speaking.
3-stage. Conclusion (10 min.)	1.Getting to the end of the lesson, developing students ideas. Marking them. 2.Revision 3.Home task. (Ex-s 10, 11, 12, 13 P: 62)	169.Listening, speaking 170.Making conclusion 171.Write down the tasks.

Understanding Music

Structure of session (lesson plan)		Aim of the lesson
Aim of the lesson		to develop the skill of picking out thematic words and word-combinations from the text to teach the students translate the text professionally taking into consideration special terms and expressions to enlarge students'

		vocabulary with certain groups of words according to their thematic and topical belonging
Pedagogical tasks As you read the text a) Look for the answers to these questions: 1. What is the purpose of music in your opinion? Can music be defined in only one way? 2. In what genres did the music develop?		Find in the text the facts the author gives to illustrate the following: 1. Music like language is a living moving thing. 2. Music may be used as the lines, of communication between people. 3. Jazz does not cling to a flee rhythms any longer, century European music relates African rhythms.

COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

I. Structure and written expression

2. Fill in the gaps with the appropriate preposition.

1. An untold number of people were victimized on 9/11,2001 and disappeared the memory hall of history.
2. Terror means intimidating great intensity.
3. Many people die starvation during famine every year.
4. The murder of a famous or important person, especially political reason, has become a common event.
5. What could be the reason that caused assassinations civilians?
6. Resolution 373 also established the counter terrorism committee (the CTC) made..... all 15 member of the security council.
- 7.1л December 1995, Ministers..... the G7 and Russia (G8) countries attended the conference in Ottawa to discuss ways of combating terrorism.
8. The G8 Finance Ministers' action plan called ...immediate and concerted international action to freeze terrorists' assets.
9. Over 200 countries and jurisdictions have joined. the G7 in expressing support for the fight against terrorist financing.
10. Significant progress has been made. the co-operative efforts of finance, foreign affairs, justice, law enforcement and intelligence officials.

II. Vocabulary and reading comprehension.

1. Match the word with the appropriate definition.

- | | |
|------------------|--|
| 1. Hijacking | a) intentionally hidden or kept secret |
| 2. Assassination | b) to cause a feeling or attitude to exist |
| 3. Hostage | c) to make it difficult for someone to do something |
| 4. To inhibit | d) illegally taking control of a vehicle using violence or threat |
| 5. mtimidating | e) a means of earning a living and providing for needs |
| 6. Sustenance | f) something that you try to achieve |
| 7. Ulterior | g) the murder of a famous or important person |
| 8. Vulnerable | h) a prisoner threatened with death if their captor's demands aren't met |
| 9. To engender | j) making you feel nervous, frightened, or less confident |
| 10. Target | k) weak or easy to hurt physically or mentally |

2. a) Find the appropriate partner to make a complete phrase.

- | | |
|-----------------|------------------------------------|
| 1. hitting | a) the act of threatening |
| 2. ulterior | b) terrorist organizations |
| 3. a deliberate | c) with the new social environment |

- | | |
|-------------------|--------------------|
| 4.intimidating is | d) the target |
| 5.to victimize | e) negotiations |
| 6.the source of | f) motive |
| 7.to keep up | j) use of violence |
| 8.to promote | h) innocent people |

b) Use the phrases above to complete the sentences given below.

1. The catastrophe that enveloped wholesale death and destruction was set up for the purpose of achieving some longer range
- 2.....the purpose of which is to make people adopt certain points and behaviors.
3. The fourth plane crashed in a field before
4. Terrorism despises humanity and human life to get the political targets lacking any moral basis,
5. The person who feels lonely may join terrorists' activities to have social status.
6. Chirac promised to do what he couldthe Arab – Israeli
7. Terrorism is not random or spontaneous; it's a against civilians for political or religious ends.
8. **Young** people **at** the ages of 15 to 25 who can't find a correct **and decent way** to express themselves become the

III. Read the following extract from an article and answer the questions.

The Troubling New Face of America

by President Jimmy Carter

Fundamental changes are taking place in the historical policies of the United States with **regard** to human rights, **our** role in the community **of** nations and the Middle East peace process - largely without definitive debates (except, **at** times, within the administration). Some **new** approaches have understandably evolved from quick **and well-**advised reactions by president Bush to the tragedy **of** September 11, but others seem **to** be developing from a core group of conservatives who are trying to realize long-pent-up ambitions under the cover of the proclaimed war against terrorism.

Formerly admired almost universally as the pre-eminent champion of human rights, our country has become the foremost target of respected international organizations concerned about tiiese basic principles of democratic life. We have ignored or condoned abuses in nations that support our anti-terrorism effort, while detaining American citizens as "enemy combatants", incarcerating them secretly and indefinitely without being charged with any crime or having the right to legal council. This policy has been condemned by the federal courts, but the Justice Department seems adamant, and the issue is still in doubt. Several hundred captured Taliban soldiers remain imprisoned at Guantanamo Bay under the same circumstances, with the defense secretary declaring that they would not be released even if they were

someday tried and found to be innocent. These actions are similar to those of abusive regimes that historically had been condemned by American presidents. While the president has reserved judgment, the American people are inundated almost daily with claims from the vice president and other top officials that we face a devastating threat from Iraq's weapons of mass destruction, and with pledges to remove Saddam Hussein from office with or without support from any allies. As has been emphasized vigorously by foreign allies and by responsible leaders of former administrations and incumbent office holders, there is no current danger to the United States from Baghdad. In the face of intense monitoring and overwhelming American military superiority, any belligerent move by Hussein against a neighbor even the smallest nuclear test (necessary before weapons construction) a tangible threat to use a weapon of mass destruction or sharing this technology with terrorist organizations would be suicidal. But it is quite possible that such weapons would be used against Israel in response to an American attack.

We cannot ignore the development of chemical, biological or nuclear weapons, but a unilateral war with Iraq is not the answer. There is an urgent need for UN action to force unrestricted inspections to Iraq. But perhaps deliberately so, this has become less likely as we alienate our necessary allies. Apparently disagreeing with the president and secretary of state, in fact, the vice president has now discounted this goal as a desirable option.

1. What do *long-pent-up* ambitions mean?

a) coming to light b) strong ambitions that you don't express c) quiet

2. What ideas do you get about J. Carter's article? He's concerned about

a) the future of the USA b) the future of the world c) his own career

3. What does the word *incumbent* mean?

a) short-sighted b) holding an official position c) indecisive

Choose the right answer.

I.

1. Globalization is the result of advances in

- a) communication
- b) transportation
- c) information technologies
- d) a,b,c

2. Who opposes globalization in its entirety?

- a) the rich do
- b) very few people, groups or governments do
- c) the poor do
- d) both the rich and the poor do

3. What do some critics think about neoliberal policies?

- a) as producing global catastrophe

- b) as producing global development in various fields
- c) as producing greater poverty, in equality, social conflict, cultural destruction, and environmental damage
- d) as producing global problems related to customs, spirituahty and national values.

4. How are citizens of various nations engaged with the lives of people in other countries?

- a) culturally, materially, and psychologically
- b) financially, spiritually, psychologically
- c) unanimously, friendly, closely
- d) materially and morally

5 What is known as the World Bank?

- a) RBID
- b) RIBD
- c) IBRD
- d) BIRD

6. Why did the World Bank make loans to developing countries?

- a) to lower costs for state sector of business
- b) to help people become rich
- c) to help people become poor
- d) to assist the development in the contry

7. What does IMF stand for?

- a) International Friend Fund
- b) International Monetary Foundation
- c) Intenational Money Fund
- d) International Monetary Fund

8. How does IMF help other countries?

- a) helps foreign contries balance their payments position
- b) only makes loans to any country which is in debt
- c) requires structural adjustment programs from borrowers

II.

1. What other key institution shaping globalization do you know?

- a) IMF
- b) WB
- c) IBRD
- d) WTO

2. What does GATT stand for?

- a) Government Agreement on Tariffs and Trade

- b) General Agreement on Tariffs and Trade
- c) Government Association on Tariffs and Trade
- d) Global Association on Tariffs and Trade

3. When did the WTO begin operating?

- a) i 1948
- b) in 1995
- c) in 1990
- d) in 1956

4. What does ILO stand for?

- a) International Liberty Organization
- b) Internal Labor Organization
- c) International Labor Organization
- d) International Liability Organization

5. How many labor standards does the Declaration include?

- a) three
- b) two
- c) five
- d) four

6. What does labor standards include?

- a) freedom of association and states to form organizations
- b) the right of all forms of coerced or compulsory labor
- c) the ebmination of all forms of coerced or compulsory labor
- d) the effective abolition of child labor
- e) the eUmination of discrimination in employment based on race, sex, religion, political opinion or national and social origin.

7. What is the ILO's Minimum Age Convention?

- a) 14
- b) 16
- c) 15
- d) 18

8. When can the minimum age be lower?

- a) if a country is less developed
- b) if a child wants it
- c) if child's parents want it

I. Structure and written expressions.

2. Fill in the gaps with appropriate prepositions given in the box.

with, in, out, into, out of, to, of, through, on

- 1) If you are not sure whether you are understood in the right way, look for signs confusion.
- 2) Culture is transmitted and maintained only communication and learning.
- 3) It is most common to shake hands your partner when meeting.
- 4) It is not recommended to rely the home side's interpreter who may represent the interests of his own employer.
- 5) A group people united a common language, history and culture is called a nation.
- 6) You will hurt an Englishman's or Americans's feelings if you shove his visiting cards your pocket. You'd better lay them on the table front of you.
- 7) Culture refers not only music, literature and arts of a society but systems education, government and law, too.
- 8) It's customary to take turns speaking, but the interrupter is always jumping the conversation..... turn.

3. Determine whether the following facts are true or false according to the text.

- | | |
|--------------------------------|--|
| True/False
people who | 1. It is appropriate to speak a foreign language in front of
don't understand it. |
| True/False | 2. Asking a woman's age is quite normal |
| True/False
meeting. | 3. It is polite to shake hands with an official man when |
| True/False
it is recognized | 4. A new nation acquires certain rights and duties when
by other nations. |
| True/False | 5. It is acceptable to ask people how much they earn. |
| True/False
appropriate. | 6. Embracing a friend when you meet him or her is quite |
| True/False
name. | 7. It is customary to address a teacher by his or her first |
| True/False
taste in music, | 8. A person highly educated, well-read, with refined
literature and arts is considered to be a cultured individual. |

4. Fill in the gaps with articles (a, an, the) Culture of behavior at the table while eating

1. Never stretch over ... table for something you want; ask your neighbor to pass it.
2. Take ... slice of bread from ... bread-late by hand; don't harpoon your bread with ... fork.
3. Don't bite into ... whole slice; break it off piece by piece.

4. When ... dish is placed before you don't eye it suspiciously as though it were ... first time you had seen it, and don't give ... impression that you are about to sniff it.
5. Don't use ... knife for fish, cutlets or omeletes.
6. In between courses don't make bread-balls to while ... time away and don't play with ... silver.
7. Sit facing ... table; don't sit sideways. Keep your feet under you; don't stretch them all ... way under ... table.
8. After stirring your tea remove ... spoon, and place it on ... saucer.
9. Don't use ... spoon for what can be eaten with ... fork. ...
forks are placed at ... side of ... dish in the order in which they are to be used.
10. When eating stewed fruit use your spoon to put... stones on your saucer.

II Vocabulary and reading comprehension

1. Find the appropriate partner to make a complete phrase.

- | | | |
|--------------------|-----------------|---------------|
| 18 | well-read | a. value |
| 19 refined | b. achievements | |
| 20 vague | c. man | |
| 21 integrated | d. taste | |
| 22 | distinctive | e. expression |
| 23 learned | f. person | |
| 24 prevailing | g. term | |
| 25 highly educated | h. building | |
| 26 public | i. behavior | |
| 27 encompassing | j. system | |

2. Choose features and characteristics of a cultured man from the following list.

6. modes of dress
7. refined taste
8. well-read
9. learned behavior patterns
10. highly educated
11. knowledgeable in music, arts, literature
12. skilled
13. architecture of houses
14. public buildings
15. layout of fields and farms
16. food products
17. to know the best attributes of the society
18. intelligent

3. Find the appropriate words in the text corresponding to the following definitions.

1. clearly and fully expressed
2. complete (system)
3. comprising, encircling (term)
4. causing to become more cultured
5. implied though not plainly expressed
6. favoring one person over another
7. to decide in advance
8. minister representing the government of his country in a foreign country
9. land occupied by a nation
10. large community of people (associated with a particular territory, usually speaking a single language)

1. Choose the right answer

1 . How can one avoid causing offense?

- a) not accepting an invitation for lunch
- b) reading about a **to-be**-partner
- c) knowing other people's customs

2. Must one do "When in Rome as Romans do"?

- a) Yes, he does.
- b) No, **he** doesn't
- c) For sure, he should

3. What is the most common problem in Europe when you eat with your future partner?

- a) The way you behave
- b) The way you eat
- c) **The content of** the food

4. Who pays the bill when you are invited for a business lunch?

- a) your partner does
- b) you have to pay Dutch
- c) you do

5. What is admired in business?

- a) smart clothing
- b) good manners
- c) having much money

6. What is the purpose of setting up a business?

- a) to earn much money
- b) to cheat one's partner as much as possible

c)to let one's partner make much money

II. Choose the right answer

1. What can influence your business to run smoothly?

- a)primary work
- b)an efficiently designed workplace
- c)business etiquette

2.What do need for your office to run smoothly first of all?

- a)much money
- b)a good working plan
- c)a lot of friends

3.What will your next step be after you have done a thorough job on developing your business plan?

- a)to have people who will serve you loyally
- b)to have patience and much money
- c)to have a clear idea of what equipment is needed

4.Is it important to choose office space?

- a)not very much
- b)it depends
- c)definitely

5.What do managerial procedures include?

- a)office space and equipment
- b)mail services and good organization**
- c)suppliers

6.Where does a businessman find good suppliers?

- a)sponsors will tell you
- b)business partner can advise
- c)professional and trade organizations

Structure and written expression 1. Find the mistakes in the following sentences:

A B

2. Fill in the gaps with the appropriate prepositions given in the box

over, in, of, for, about, with, along with, on

1.When deciding ... a charity, be sure to ask for written information.

2.For proof that donations are tax deductible, ask ... a copy of the group's "determination letter".

3. Businesses that are open to the public coin canisters, display cards or ribbons ... an accessible area so that customers can donate their change to a charitable cause.

4. Charity became the source for fund-raising ... the ages that have passed in history.

5. Charity helping the poor, served as a main factor for promotion of the company or fund.

6. The poor could hardly survive having nothing to do it, though they had a chance to find a job and create good living conditions for their children and relatives.

7 his speech Mr. Brown spoke about the situation in the world concerning the fight against poverty.

8. They could depend ... him, who had a prestigious job in the company and could help them in changing their life style.

3. Read the following statements and identify each as true or false:

1. Charity appeals are conducted with the purpose of fund- raising only.

True False

2. Charity exists in Islam since ancient times.

True False

3. Charity is practiced in Christianity only.

True False

4. Muslims organise activities directed to charity once a year, e.g. in the month of Ramadan.

True False

5. One should have all the information about charity organizations before starting one.

True False

6. People with canisters or ribbons, asking for donations, are always helping the poor, making their lives easier.

True False

7. Every Muslim should help the poor by participating in charity appeals.

True False

8. All the companies all over the world are participating in charity appeals.

True False

9. Any company can participate in charity appeals if interested.

True False

10. Charity appeals are usually organised by rich companies.

True False

4. Fill in the gaps with articles (a, an, the) where necessary.

1. Charity is ... activity directed to render assistance to poor people who cannot cope with the difficulties of life.

2. Monasteries helped... poor and created ... social conditions to make their lives better.

3. Monks in ... monasteries were to help ... poor.

4. For centuries they were the centres for all ... religious, charitable and cultural activities - that is, until ... end of ... XV century.

5. One should take care of... poor living in ... different parts of... world.

6. Islam was ... religion where all ... people who needed it could get... help.

7. Connected with ... monasteries were ... hospitals for ... treatment and relief of all ... forms of distress.

8. Places where ... poor people received donations were ... monasteries.

Vocabulary and reading comprehension

1. Read each sentence or definition and guess what it describes.

1. Place where the poor could expect to get help to make their lives better in Christianity.

2. People who served in the monasteries and helped the poor.

3. Religions that are meant to help people who can't help themselves in life.

4. Process that is designed to make people feel kindness and love.

5. Method that is used for fund-raising purposes.

6. Boxes that are used in charity appeals where coins are inserted.

7. Companies that deal with charitable activities and with fund-raising.

2. Write an essay about Charity or Charity appeals.

Structure and written expressions

2. Fill in the gaps with the appropriate prepositions given in the box.

over, in, of, for, about, with, along with, on

1. The number of teachers with advanced degrees has increased the past 30 years.

2. The ability to communicate is developed the act of teaching.

3. The student's obtaining an academic degree can only **be** a starting point. Good teaching is much more than knowledge.... facts.

4. The students' confidence the teacher's command of the subject (material) will be a root cause of their respect the teacher.

5. "At the first parents evening of the year some of them were shocked to see me a wheel chair, because their children had never mentioned it," she said pride.

6. The teacher's competence, caring deeply each student, and distinctive character has changed the life of many people.

7. Students have a weekly three-hour English course during the five semesters they are campus.

8. I'll be teaching physical science.... physics and chemistry.

9. Inside and outside of the classroom a good teacher fights what is right for children. This also demonstrates a certain unselfishness the teacher's part.

10. The teacher's keen understanding the subject matter caused students to see the world differently.

3. Read the following statements and identify each as true or false:

1. The ability to communicate understanding of the subject matter with enthusiasm, empathy and creativity to someone else is what makes a good teacher.

2. Understanding the subject matter is very important for any teacher.

3. The students don't pay much attention to the teacher's dexterity of explanation of the subject

4. It is alien to the teacher to care about students and their success.

5. Those who love children, but have no ability to communicate with them are considered to be a good teacher.

6. Class discussions allow students to share their observations with each other.

7. Good teachers are knowledgeable in their profession and in their subject and they continue to investigate in their field, growing in their knowledge.

8. Discussions in class enable students to perceive similarities and differences in personal opinions.

9. Sharing of information allows students notto discover things they had not noticed individually as they had not analyzed every single word or situation.

10. Seen and noticed connections, similarities, contradictions and oppositions between concepts become visible on the blackboard.

4. Fill in the gaps with articles (a, an, the,) where necessary.

1 ... good teaching is much more than knowledge of facts.

2. Placing greater emphasis on having teachers obtain academic degree might be good starting point for increasing student performance in technical fields.

3. I am working in small science department next year and have pretty much fuh control over physical science, physics and chemistry classes. This is both little daunting and really, really exciting.

4. I'll be writing something or other as my ... teaching career begins.

5. Everyone is ready to take off for vacation, but we're actually doing pretty good job of keeping everyone learning during these past couple days.

6. All that's left now is week of teaching and grading and then I'll be fully licensed teacher.

7. Explaining.... phases of.... moon is very tough - especially without pictures or models.

8. There is nothing wrong with tooling do wn lab

9. Autobiographers frequently cited teachers whose keen understanding of subject matter caused students to see world differently.

10. The role of teacher in learning process is characterized by several explanations, such as to accompany students through analysis.

II. Vocabulary and reading comprehension

1. What is this? Read each sentence or definition and guess what it describes?

1.An important tool where the teacher or students **write** simple words, draw lines, plus and minus signs and so on

2.A room where a group of persons is taught

3.Soft, natural substance (a kind of limestone) used for writing on blackboards

4.Institution for the advancement of knowledge, conferring degrees and engaging in academic research

5.At Oxford and Cambridge senior resident member of university staff

6.University teacher who guides the studies of a number of students in Great Britain

7.Fee for studying

8.Sleeping room with several or many beds esp. in a school or institution

9.Present or past member of the same class or group

10.Building in which room and board are provided (with the support of the authorities concerned) for students and workmen in training

2. Find the appropriate partner to make a complete phrase as in the texts.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and practise the pronunciation of the following words:

authority; contest *n*, prize-fighter; enthusiastic; solo; despondently; paths; invigilator; flagrant; dispassionately; anonymous; nonchalant; frustrated; recognize; trips; admirably; remoteness; viva; imminent; irritatingly; desperate; photographer; prejudice; admiring; tetanus; previously; triumphal; plough; opiate *a*; sponge.

b) Listen to your partners' reading of the exercise. Correct their mistakes, if they have any.

2. Practise the pronunciation of the following words paying attention to:

a) two principal stresses;

b) the secondary and principal stresses. Beat the time:

a) well-established; thenceforward; meanwhile; well-trodden; self-consciousness; unhurriedly; dissatisfied; undeserved; un-exploded; blackjack.

b) examination; inevitability; investigation; representative; differentiate; superiority; interrogation; invitation; familiarity; inescapable; anatomic; disadvantage; preparation; congratulation; disappear.

3. Read the following word combinations paying attention to the phonetic phenomena of connective speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").

Mind the pronunciation of the vowels and observe proper rhythm:

that the authorities have found the most fair and convenient to both sides; they are a straight contest between himself and the examiners; there is rarely any frank cheating in medical examinations; standing at the front and gazing at him; like the policemen that flank the dock at the Old Bailey; they were able to complete the examination in an hour and a half; the last question was rushed through; I walked down the stairs; in the square outside; without the threat of immediate punishment; who treated the whole thing; he looked upon the viva simply as another engagement; she would get through; reeling out the lines of treatment; but they were a subdued, muttering crowd; a clock tingled twelve in the distance; I expected the windows to rattle; the clouds hung in the air.

4. Read the following passages:

a) from "I walked down the stairs" up to "... without arousing any comment";

b) from "... I stood before table four" up to "... and stumbled through the answer...";

c) from "... The elder porter raised his voice..." up to the end of the text.

Use proper intonation groups and observe the rhythm. Bear in mind the character of the passage.

5. Make the following sentences complete using the patterns (p. 10)

1. You can just leave. I'm about to tell Bucky to forget it... 2. I'm done for the moment and ready to join you. I've rinsed my plate and my spoon and run a damp sponge across the kitchen counter. I don't intend to do any more cleaning 3. I'll write you a check. We're still trying to get my dad's affairs sorted out. ... we do appreciate your help. 4. — Do you want me to make a quick run to the market? — I'd surely appreciate it. Since we're low on milk, I have to do it myself...

6. Paraphrase the following sentences, using the patterns:

1. — I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done. 2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman I met through a pen pal ad." 3. — Can I lend you a hand? — No, thanks. I'm almost done. I never hoped to find anything here so far. 4. If a man shows signs of nervous tension or being under stress you must make him consult a doctor. 5. The teacher must make his children develop a critical way of thinking. 6. If you want to help a worried person under stress you, must be patient and encourage him to talk. 7. His behavior in those trying circumstances does him honor. You must make him write about it. 8. You explained that "trying to keep up with the Joneses" means to have as much as one's neighbors (the Joneses) and, if possible, even more. 9. You have promised to take the children for a drive, so you must keep your word. 10. The professor drew their attention to the difference between the two theories. It is now clear to the students.

7. Make up five sentences on each pattern.

8. Pair work. Make up and act out a dialogue, using the patterns.

9. Translate the following sentences into English:

10. Note down from the text (p. 6) the sentences containing the phrases and word combinations (p. 11) and translate them into Russian.

11. Complete the following sentences, using the phrases and word combinations:

1. If you are smart enough to cheat in this exam ... 2. Tick the names off ... 3. I hate swotting up before exams 4. Keep an eye open for ... 5. Young teachers ... mark and grade the papers. 6. The results of the written test will come out ... 7. ... adopted such an attitude towards people. 8. ... get through. 9. He's just the sort of person ... cut you short. 10. ... rallied her thoughts. 11. The chairperson called out the names of the students who ... 12. Never raise your voice ...

12. Pair work. Make up and act out situations, using the phrases and word combinations:

1. Imagine that you are sharing your experience in the technique of taking examinations with a freshman. You are not exactly a hardworking student.

2. Imagine you are instructing a young teacher who is to be an invigilator at the written exam.

13. Translate the following sentences into English, using the phrases and word combinations:

14. Explain what is meant by:

1. Examinations touch off his fighting spirit. 2. A single invigilator sat on a raised platform to keep an eye open for flagrant cheating. 3.... hoping by an incomplete sentence to give the examiners the impression of frustrated brilliance. 4. Confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog. 5. "It's the same idea as talking about passing away and going above instead of plain dying."

15. Answer the following questions and do the given assignments:

a) 1. Why does Gordon equate the final examinations with death? How does he define an examination? 2. What is the usual way medical students prepare for examinations? 3. Why were the students so particular to humour Malcolm Maxworth? 4. Describe the procedure of the written examination as presented by the author. 5. In Gordon's opinion why are oral examinations so unpopular with the students? 6. Describe the psychological types fairly commonly seen in viva waiting-

rooms. 7. Why were the days after the oral examination black ones for the students? 8. What was Grimsdyke's theory about failing exams? 9. In what way are the examination results usually announced? 10. How did Gordon feel when he learned that he had passed the exams?

b) 1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations. 4. Explain and discuss the effectiveness of the allusion "judgement day" for conveying the students' fear of the examinations. 5. How does the author describe the difference between the psychological types of students at the examinations? What makes the description convincing? 6. Show how the writer conveys a sense of futility and despair in the description of the aftereffect of the examination on the students. Bring out the effectiveness of the sustained metaphor in creating the sense of futility Richard had after the examinations. 7. In what way is the atmosphere of growing suspense created? Show its function in conveying the sense of anticipation and excitement which is generated towards the end of the extract. 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. By referring to four examples from the text, comment on the writer's sense of humour. 10. What impressions of Gordon's character do you derive from this passage?

16. Give a summary of the text (p. 6) dividing it into several logical parts.

17. Use the phrases and word combinations and act out the dialogues between:

1. Benskin and Richard Gordon on the technical details of the coming examinations. 2. Richard and his friend discussing the written examinations they've been through. 3. Richard and Grimsdyke discussing the psychological types of students taking examinations. 4. Gordon and his friend in anticipation of the coming examination results.

18. As you read the following paragraph a) try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to move from one example to the other and the paragraph terminator:

1. In the United States any person who completes elementary and secondary school (grades 1 to 12) has a variety of advanced educational opportunities from which to choose. 2. For those people interested in a four year general education in preparation for work or further university study in such professional schools as law, medicine, or dentistry, there are hundreds of liberal arts colleges throughout the country, with widely vary-ing curricula. 3. For those who want a four year technical education in one of the arts or sciences, there are specialized schools in, for example, music or engineering or architecture. 4. For the person who wants to enter the labour force in a particular vocation and with modest preparation in general education, most

cities provide two year community colleges. 5. Increasingly important in recent years are technical institutes sponsored by various businesses and industries solely for the training of their own employees. 6. The brief summary of educational opportunities available to high school graduates in the United States suggests that organized learning can continue for several years beyond the basic twelve grades.

As you have observed, the plan of the paragraph is the following: the topic sentence (1) states the main idea of the whole paragraph; sentences (2, 3, 4, 5) — example sentences that give details to support the main idea of the topic sentence; the paragraph terminator, or a restatement sentence (6) reaffirms the central idea of the topic sentence.

b) Think about the educational opportunities in Russia. Write a paragraph about educational alternatives in Russia for people who have completed their basic education. The paragraph should contain six sentences: a topic sentence, four developers, and a restatement.

19. Write a ten paragraph essay on the Russian and American systems of higher education, specifying the following: admission requirements, students grants and financial aid, academic calendar, courses, political and cultural activities.

VOCABULARY EXERCISES

1. Study the essential vocabulary. Give the Russian equivalents for every unit and translate the examples into Russian.

2. Translate the following sentences into Russian:

A. 1. "You are making too much fuss of me, don't worry", he said, with a smile, suggestive of annoyance. 2. I had seldom seen him like this. He seemed, indeed, annoyed with me for having asked this question. 3. He was annoyed at the way she tried to take over the whole meeting. 4. I want you, Lady Willard, to ascertain for me exactly how much is newspaper chatter, and how much may be said to be founded on facts. 5. The woman kept chattering in and out as she prepared the table. In a nearby tree a squirrel chattered. 6. The noise of old-fashioned computer printers chattering away gave me a headache. 7. Then the fever came on again and his teeth chattered. 8. His friends cheered him on when he was about to give up. 9. No one could help but cheer the verdict "not guilty". 10. "See you tonight then. Cheers!", I said and put down the receiver. 11. You can hear the cheers of the crowd two miles away from the football ground. 12. He gave me a cheery greeting. 13. His cheerful acceptance of responsibility encouraged us all. 14. You could never be unhappy in such a cheerful house. 15. A cheerful fire was burning in the grate. 16. "It's not a wrestling match, not a contest of strength", he said. 17. She contested five of seven titles. 18. There is always a contest between the management and the unions. 19. She's won a lot of dancing contests. 20. The championship is being keenly contested by seven athletes. 21. In tonight's quiz the contestants have come from all over the country to fight for

the title of "Superbrain". 22. The contest for leadership of the Party is gathering speed. 23. He became seriously depressed and suicidal, and applied for emergency psychotherapy. 24. She emerged from the sea cold but exhilarated and towed herself vigorously. 25. The method of this comprehensive study is to highlight the issues that emerged in the 1960s in University life. 26. The President has emerged unseated from the scandal. 27. He seemed to emerge from his reverie. 28. His professional training enabled her to act swiftly and decisively when faced with an emergency. 29. My wife had to open the tins we kept for an emergency. 30. It has emerged that secret talks were under way between the two companies.

B. 1. He wanted to be left alone to go about his business. 2. His new book was going along nicely. 3. The breakfast arrived and he went at it like a starving refugee. 4. I'll try to go by reason as far as possible. I'm sorry, madam, but we have to go by rules. 5. "I think my presentation went down rather well, don't you?" 6. In spite of going down badly with the critics, the film has been a tremendous commercial success. 7. I'd rather not go into that now. 8. Don't sign anything until you have gone over it thoroughly. 9. Go easy on salt, it's bad for your heart. 10. Some jokes go round year after year. 11. Could I have a glass of water to help these pills go down? 12. They were looking for a minute at the soft hinted green in the branches against the sky. 13. Although it was a raw March afternoon, with a hint of fog coming in with the dusk, he had the window wide open. 14. I coughed politely as she lit a cigarette but she didn't take the hint. 15. There's only a hint of brandy in the sauce, so I don't think it'll make you drunk. 16. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working. 17. Druet was rattling on boasting about his recent victories and Hurstwood grew more and more resentful. 18. The quiet deliberate footsteps approaching my door rattled me/got me rattled. 19. She seemed rattled about my presence/by my question. 20. I had taken a taxi which rattled down the road. 21. He was left alone except Rachel rattling pots in the kitchen. 22. Reduced to extreme poverty, begging, sometimes going hungry, sometimes sleeping in the parks, Hurstwood admitted to himself the game was up. 23. The Education Department had threatened the headmaster with a reduction in the staff, which meant more work and reduced salaries for the remaining teachers and himself. 24. Every building in the area was reduced to rubble. 25. The captain was reduced to the ranks for his dishonorable action. 26. The contractor had reduced his price from sixty to forty thousand dollars. 27. Mr. Lamb resented these intrusions and reduced them to a minimum. 28. They were reduced to selling the car to pay the phone bill. 29. They have made substantial reductions in the labor costs. 30. By the end of the interview Martin was reduced to almost speechless anger.

4. Paraphrase the following sentences using the essential vocabulary:

1. The girls talked very quickly without stopping as if unaware of my presence. 2. The sounds of approval of the audience filled the theatre. 3. Don't be sad, I've got good news for you. 4. You shouldn't argue a point or a statement trying to show that it is wrong, when you don't rely on facts. 5. Let's rehearse this scene again. 6. How did you happen to find out about it? There wasn't even a slight suggestion of it in his

letter. 7. An old cart passed by quickly making a lot of noise. 8. If you don't want to get some lung disease you must give up smoking or cut it to a minimum.

5. Use the essential vocabulary in answering the following questions. Give full answers repeating the words of the question:

1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if serious problems with the plane's engine arise midflight? 6. Do you agree that failing health too often accompanies old age? 7. Do students have to examine a deeper level of the writer's words while preparing for the interpretation of the text? 8. What kind of cars usually move noisily and not very quickly? 9. Why did Hurstwood have to start to beg for his living?

6. Make up and act out short dialogues or stories using the essential vocabulary.

7. Replace the phrases in bold type by suitable phrasal verbs based on the verb "to go":

1. I'll have **to examine** those papers closely before I can say anything definite. 2. I had the idea of making a raft but couldn't figure out how **to start** it. 3. The engineers **examined** the machine carefully trying to establish the cause of trouble. 4. In his report the speaker **attacked** the hedgers who were forever trying to shift the responsibility onto somebody else. 5. As you **get better** in English, you'll find it easier to communicate. 6. I hope I can **base my judgement** of these events on your information. 7. He **didn't fulfil his promise** to work harder. 8. How did your pupils **accept** your first lesson? 9. My opinion of him **dropped considerably** when I found out the truth. 10. **Be kind to** the dog, he didn't mean to hurt you. 11. I **wouldn't dare** criticise him to his face. 12. You shouldn't **make** your feelings so obvious to everyone.

8. Supply the appropriate word chosen from those at the end of the exercise:

1. A lamb ... 2. A mouse ... 3. A pigeon ... 4. A bird ... 5. An owl ... 6. A crow ... 7. A tiger ... 8. A rattlesnake ... 9. A nightingale ... 10. A monkey ...

(warbles, rattles, roars, croaks, squeaks, chatters, chirps, hoots, bleats, cooes)

9. Supply the appropriate word chosen from those at the end of the exercise:

1. The brakes ... as the driver brought the car to a sudden stop. 2. The dry leaves ... in the wind. 3. The hail ... on the roof. 4. Old Thomas heard little feet ... down the corridor and then stopping at his door. 5. The clock... twelve. 6. The bells ... merrily

as the horses drawing the carriage broke into a steady trot. 7. His teeth ... with cold. 8. The air ... as it escaped the punctured tyre. 9. She heard the door ... and sighed in relief.

(bang, chime, chatter, patter, jingle, rattle, grate, hiss, rustle)

10. Which words given in brackets denote:

1. a clumsy, awkward person; 2. an offensively inquisitive person; 3. an impudent person who thinks he is clever; 4. a person who doubts everything; 5. a person who discourages hope, enthusiasm or pleasure; 6. a person who's always in the company of others even when he is not wanted

(smart alec, doubting Thomas, butter-fingers, wet blanket, Nosy Parker, a hanger-on)

1. As you read the text a) look for the answers to the questions:

1. What are the admission requirements to the colleges and universities? 2. What are the three types of schools in higher education? 3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of these degrees? 4. What are the peculiarities of the curricula offered by a college or a university? 5. What is a credit in the US system of higher education? How many credits must an undergraduate student earn to receive a bachelor's degree? How can they be earned?

b) Find in the text the factors which determine the choice by an individual of this or that college or university.

c) Summarize the text in three paragraphs.

2. Use the topical vocabulary and the material of the Appendix (p. 262) in answering the following questions:

1. What steps do students have to take to enroll in a college/ university for admission? Speak about the exams they take — PSAT, SAT, ACT. 2. What financial assistance are applicants eligible for? What is college scholarship, grants, loan? Explain and bring out the essence of student financial aid. 3. Speak about the academic calendar of a university. How does an academic year differ from the one in Russia? 4. How many credit hours does a student need to graduate? What type of extracurricular courses and how many does a student have to take to earn a degree? 5. What is a GPA (grade point average) ? 6. What is there to say about a college faculty? What is a tenure? 7. What is the role of a student's counsellor? Specify the function of career development and job placement within a university. 8. Should there be an age limit for university full-time students? What are your attitudes to mature students? 9.

What are the sources of funding for universities and colleges (both public and private)? 10. What is an undergraduate student ? A graduate student ?

3. a) Study the following and extract the necessary information:

1) As you read the extracts below pay attention to the difference between the 3 different strategies of persuasion — hard, soft and rational:

a) (*parent to child*) Get upstairs and clean your room! Now. (hard); b) (*professor to student*) I'm awfully sorry to ask you to stay late but I know I can't solve this problem without your help, (rational); c) (*professor to student*) I strongly suggest that you work this problem out, if not, I will have to write a negative report about you. (hard); d) (*teacher to freshman*) That was the best essay I ever read. Why don't you send it to the national competition ? You could do very well there, (soft).

2) Turn the given situation below into four possible dialogues by supplying the appropriate request of the first speaker:

John, a high school undergraduate, asks his Latin teacher to write a recommendation for him to apply to the University of Pennsylvania for admission.

a) J.:

T.: Sure, John.

b) J.:

T.: Of course, John.

c) J.:

T.: I suppose that's all right, John.

d) J.:

T.: Yeah, that's OK, John.

3) In the text below: The teacher is giving Jeff, talented but a very lazy student, his advice, a) Decide if the teacher's strategies are hard, soft or rational:

I guess there is nothing more I can say or do to persuade you to try harder, Jeff. At this point it is crucial that you decide what you really want to do in order to know the language well. It's important to start early. You are very bright but it is still essential that you practise on a daily basis. It is also very important for you to come to class regularly. No one can do these things for you and no one should. It's necessary that you decide yourself whether to make these changes in your attitude or to give up your future as a teacher of English.

b) Act out a dialogue based on the above given situation. Vary the teacher's strategies by changing the Subjunctive Clauses to Infinitive Clauses and the Infinitive Clauses to Subjunctive Clauses.

6. Pair work. 1) From the dialogue in Ex. 4 Use the problems which young people face choosing a career in the USA. Team up with another student and discuss the problem of a career choice. Try to be convincing in defending your views. 2) Use the art of persuasion in making your son apply to the university of your choice which does not appeal to him. Vary the strategies from soft to hard.

7. In some US universities and high schools there are summer schools where high school students may repeat the courses to improve their grades or they may take up some additional courses to get better opportunities while applying for admission to a university. College students attend summer schools for the above mentioned reasons and also to speed up getting a degree by earning additional credits. (The classes are paid for on a per hour basis). There have been years of debate to introduce a year-round compulsory schooling. Below is the text about an experiment which was made in Los Angeles.

a) Read it carefully and note down the arguments for and against the idea of a year-round compulsory schooling.

Year-Round Schooling Is Voted In Los Angeles

The L.A. board of education, has voted to put all its schools on a year-round schedule. This decision does not necessarily increase the number of school days, but it is expected to save money on new construction and allow more efficient use of existing school facilities. Students would go to school for the same total 180 days a year, but they would have more, shorter vacations. In crowded schools, vacations would be staggered to ease the demand for space. Educational experts would study closely whether the benefits of a year-round program are worth the sacrifice of the traditional summer vacation. If it is proven that test scores of students are improved and performance is up, other cities will emulate the program.

The supporters of year-round education believe educators simply cannot justify that long three-month summer vacation any more. The nine-month schedule was never designed for education. It is a 19th century agricultural-economic schedule. Supporters, many from Hispanic and black inner-city areas, contend that the year-round schedules are the only economically practical way to cope with continuing influx of new students into schools that are already strained beyond capacity.

But there is a lot of opposition simply because it's a change. It's a deep-seated tradition that kids don't go to school in the summer and teachers don't teach.

The decision in Los Angeles was driven primarily by a need to alleviate overcrowding in the schools. Besides many educators also back the theory that children learn and retain more when breaks from class-room work are shorter and academic performance often improves in year-round schools. The exact calendar to be used is still under study, but most students will either go to school on a cycle of 60 weekdays of class followed by 20 weekdays of vacation, or 90 weekdays of class followed by 30 weekdays of vacation. For example students would have one-month vacation in August, December and April. In most crowded schools students would be

broken into "tracks", or groups that would follow overlapping schedules to ensure that school facilities are in constant use with a minimum of overcrowding.

Parents in Los Angeles had jammed hearing on the issue for several years with many protesting that vacations would be hard to coordinate, especially if children in different schools were in different schedules, and that it would be difficult for older children to find summer jobs. Others say that they would just as soon have vacation time to ski in the winter as they would have time off in the summer.

b) The issue of putting your school on a year-round schedule is to be debated at the sitting of the school board of education. Pair work. Enact a dialogue between a parent and a teacher on the issue offering valid arguments noted down from the text above.

c) Work in groups of 3 or 4 (buzz groups) and assign one of the views on the issue of a year-round schooling to each group.

d) Spend a few minutes individually thinking of further arguments you will use to back up the opinion you have been assigned.

e) Enact the debates on a year-round schooling at the sitting of the school board of education. Do your best to support those who share a similar point of view and try to persuade those who disagree (use phrases of persuasion and agreement/disagreement given in the Appendix).

8. Below are the extracts bringing out some problems American higher education is faced with at present. Read the selections carefully and comment on the way constitutional statement guaranteeing the theory equality of educational opportunities to the people of the USA is carried out the practice:

1. "After ten years of affirmative action and federal legislation prohibiting sex discrimination, women are still second class citizens on the campus, but women are a new advocacy group — this is how we have to think of ourselves in the 1990s."

2. "Having come with too little too late to the slums, our country has failed to provide lower educational resources through which many of our young black Americans may realize their potential. We have failed to provide adult-learning institutions effectively addressed to the backwash of racism and slavery."

3. "... Deep split in American life transcends black and white, rich and poor, educated and ignorant, slum and suburb.

Black America is the testing ground for our moral crisis. There is no more prevailing American tradition than having our black do the dirty, messy, difficult business of society. In those institutions where people can be hurt — in bad schools, in inferior and demeaning occupations, in wars — the black people have manned the front lines."

9. Group discussion. Read the following selections. The issue discussed is the role of the student in the university. Consider each of the categories presented below and discuss the position of the Russian students at the institute in view of the recent changes in the Russian system of higher education:

1. "Is the student's role similar to that of an apprentice — studying the master and gradually becoming a master? Or is the proper relationship one of a ward of the university, which is responsible for the student's welfare and moral and intellectual training? Or is the student a client of the university — where the student seeks out professors to help in areas of interest and need?

2. "It is probably safe to say that in England, Canada and the United States, until recent years, there has always been a sharp distinction between the role and status of the teacher and the role and status of the student — a simple recognition of the fact that the former by virtue of his knowledge, age and experience should exercise some domination and direction over the latter."

3. "A person's role in any given situation is defined not only by the individual but by other people and institutions in the environment. Up to 1950 there seemed few differences in the views of students, professors, or the university in respect of the student's role in the university.

Quite clearly the student was not a member of the university if membership is defined as having a shared responsibility for the program, regulations, welfare of the institution. In these respects the student was without status or recognition. The attitude of the university was paternalistic and authoritarian; this was accepted by all concerned."

4. "It was obvious in the seventies that student protest had altered the ethos of the campus in many significant ways. There was, for example, the relaxation of admission requirements, the adoption of pass-fail grading in many courses, the increasing provisions for independent study, the emphasis on creative art; the growth of work-study programs, the free choice of a wide variety of subjects.

There was now no argument: students did share the power. The vital question was to what extent and in what areas?

But in respect of the student's role in the university, a significant point in the history of the university was turned. Students could no longer be considered children, they were adults with responsibility for their own behaviour and conduct; they were franchised members of the university with voting rights on some issues and potentially on all issues within the university community."

10. Enact a panel discussion:

A panel discussion programme appears on TV. Four members of the public are invited to give their opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.

a) Open the group discussion by describing the members of the panel and the chairperson.

b) Split into groups of four students. Pretend you are the TV panel. Elect a chairperson and decide which of the four roles each of you will take: Mrs/Mr Terrie/John Hill, the academic vice president: Mrs/Mr Lilian/Joseph Ubite, a professor in the department of education; Mrs/Mr Denis/Gary Bell, a grad student in education: Florence/Donald Burrell, an undergraduate.

c) Consider the questions under discussion and enact the panel:

1. How should higher education be organized, governed, directed? How much, if any, freedom and autonomy should there be for universities and institutes? 2. Students should share the responsibilities in a university and enjoy equal rights with the faculty. The vital question is to what extent and in what ways? 3. Pros and cons of written and oral examinations.

11. Do library research and write an essay on one of the given topics:

1. Education for national minorities. The problem of bilingualism in the USA and Russia.
2. The principal tasks of higher education.
3. Teacher training in the USA.
4. Problems in higher education in the USA and in Russia.

READING COMPREHENSION EXERCISES

1. a) Consult a dictionary and transcribe the following words from the text. Practise their pronunciation paying attention to stresses:

unanimous, corroborative, appreciation, naked, aridity, iota, subsequent, contraband, sheriff, circumstantial, persevering, unmitigated, aisle, exit, caliber, perspire, distaff, executive, inferiority, gavel, conduct (*v, n*), minute, indict, loosen.

b) Listen to your partners' reading of the above exercise. Correct their mistakes.

2. Read out the following word combinations paying attention to the phonetic phenomena of connected speech (assimilation, the linking "r", the sonorant between two vowels, lateral and nasal plosions, the loss of plosion):

where a man ought to get a square deal; the enormity of her offense; so long in a case like that; putting a man's life at stake; the jury seemed to be attentive; to get rid of her own guilt; no doubt signing it with his left hand; white men cheat black men; and placed them on the table; I was reluctant to take off my eyes; received almost unanimous critical acclaim; unbuttoned his vest, loosened his tie; it came crashing

down on her afterwards; one more thing before I quit; watching Atticus walk into the street; indicted on a capital charge.

3. Single out the communicative centres and make them prominent by tone and (stress in the following sentences:

1. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man/he was sure that Atticus would not win the case, he could not win it... 2. "In our courts, when it is a white man's word against a black man's, the white man always wins." 3. "... whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash..." 4. "The defendant is not guilty, but somebody in this court-room is." 5. "I have nothing but pity in my heart for the chief witness for the state." 6. "We know all men are not created equal in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they were born with it, some men make more money than others, some ladies make better cakes than others, some people are born gifted beyond the normal scope of most men."

4. Complete the following sentences:

1. No matter who he is, he... 2. No matter who told you that.... 3.... no matter who you are. 4. No matter what I do... 5. No matter what it may seem.... 6. ... no matter how well he knows the facts. 7. No matter how fine the weather was.... 8.... no matter what it might be. 9. No matter how hard she tried.... 10. I feel nothing but..". 11. The girl was conscious of nothing but.... 12. They were afraid they would have nothing but...

5. Combine the following sentences into one:

Model: I don't care who this man is. I must tell him not to interfere. No matter who this

man is, he mustn't interfere.

a) 1. It doesn't matter who told you about it. Don't believe it. 2. Somebody may come. You must be ready to receive him. 3. It is not important which of you will carry out this task. It must be done without delay. 4. I don't think she must take these facts for granted. Somebody might tell her about them. 5. She doesn't care who helps her with her work. She never feels obliged.

Model: a) I don't care how late you may come. Ring me up. I'll be expecting your call.

No matter how late you come, ring me up.

b) She may say anything. Don't believe it. No matter what she says, don't believe

it.

b) 1. Andrew would come very late. His wife would always sit up for him. 2. He does a lot of things. He always does them thoroughly. 3. She is hard to please. She will always find fault with everything I do. 4. You may suggest this or that it will make no difference. He will always object.

6. Paraphrase the following sentences. Use the speech patterns (p. 45):

1. Atticus Finch was never afraid to speak with his children on very complicated topics. 2. She is very lonely and is very glad when somebody comes to see her. 3. Atticus Finch said that any man who tried to take advantage of a Negro's ignorance was trash. 4. They tried to spend as little as possible, yet they could not save enough money. 5. You may say whatever you like, yet he will have his own way. 6. I'm too tired and am going to bed. I'm not at home if anybody calls. 7. I'm afraid only of the dark. 8. He did not know the material. He knew only some points which were of no importance. 9. The only thing I'd like to have now is a cup of very hot strong tea.

7. Make up two sentences of your own on each pattern. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work)

8. Translate the following sentences into English using the speech patterns:

1. Кто бы ни был этот человек, он не имел права так поступать. 2. Врач всегда должен быть внимателен, кто бы к нему ни обратился, какой бы странной ни казалась жалоба пациента. 3. Она всегда готова помочь, кто бы ни попросил ее о помощи. 4. Что бы ты ни говорил, я все равно тебе не верю. 5. Аттикус Финч знал, что он проиграет процесс, как бы он ни старался доказать, что Том Робинсон невиновен. 6. Как бы она ни устала, она имеет обыкновение убирать, квартиру, прежде чем лечь спать. 7. Его лицо не выражало ничего, кроме негодования. 8. Только операция может спасти вашего сына. 9. Скажите ему правду, ничего кроме правды, как бы тяжела она ни была. 10. Мы слышали только легкий шум.

9. Note down from the text (p. 40) the sentences containing the phrases and word combinations (p. 46) and translate them into Russian.

10. Complete the following sentences:

I. 1 understand that it's only his word against mine but... . 2. 1 ... to get a square deal in this court. 3. Douglas was half way through his presentation when... . 4. ... in private... . 5. You must be stark raving mad to 6. ... remaining time. 7. At one time or another... . 8. ... in part... . 9. Under the circumstances... . 10. In itself... . 11. ... no better than... . 12. She was reluctant... .

II. Make up two or three sentences of your own on each phrase and word combination.

12. Using the phrases make up a suitable dialogue and act it out in front of the class.

13. Translate the following sentences into English using the phrases and word combinations:

1. Вы выступаете против того, что утверждает он, но это все слова, вы не приводите никаких доказательств. 2. Финч хотел, чтобы с обвиняемым поступили справедливо. 3. Не делайте замечание своему сыну при людях, поговорите с ним наедине. 4. Надо быть совершенно сумасшедшим, чтобы отказаться от такой возможности. 5. Я хочу использовать оставшееся время, чтобы обсудить с вами вопрос с глазу на глаз. 6. Я частично с вами согласен, что в любом случае должен это сделать, однако при данных обстоятельствах мне не хотелось бы воспользоваться его затруднительным положением. 7. Само по себе его предложение интересно, но оно не лучше вашего. 8. В чем вы его обвиняете? — Он солгал и не очень-то хочет в этом признаваться, что плохо само по себе, более того, он упорно повторяет эту ложь.

14. Answer the questions and do the given assignments:

a) 1. Where is the scene set? 2. What was Tom Robinson charged with? 3. Why did Judge Taylor appoint Atticus Finch to defend him? 4. In what way did Atticus Finch speak to the jury and why? 5. What did Atticus Finch say about the case? 6. What did Atticus Finch say about Mayella Ewell? 7. What did the girl do to get rid of her own guilt? 8. What were the witnesses for the state sure of when giving their testimony? 9. What was the evil assumption of the witnesses for the state? 10. What did Atticus Finch say about people not being created equal? 11. Why didn't Atticus Finch believe firmly in the integrity of their courts and in the jury system?

b) 1. To what literary mode does this excerpt belong, *e. g.* the realistic novel, science fiction, fantasy, etc.? 2. Point out the sentences employed in the text to convey concise information compactly. 3. List the words from the passage which belong particularly to the vocabulary of a lawyer. 4. How would you describe the basic style of the passage, *e. g.* formal, colloquial, etc.? 5. Select some of the words or phrases which are slightly unexpected in the present context thus giving a personal character to the narration. 6. Point out details which add a dramatic flavour to the extract. 7. What is the purpose of oratory? What is Atticus's aim? 8. Sum up your observations and say what peculiarities of the text testify to its belonging to oratorical style. What devices help the author keep the reader in the state of expectation?

c) 1. As you know, in its leading features oratorical style belongs to the written variety of language, though it is modified by the oral form of the utterance. Say what features of 1) the written variety, 2) the spoken variety of language are present in Atticus's speech.

2. Find points of opposition between concepts. What do they call this device employed by the author?
3. How are the details piled up to create a state of suspense and to prepare the reader for the only logical conclusion of the utterance?
4. What kinds of repetition does Atticus resort to? Observe how the oratorical character of the writing is assisted by the repetition.
5. How is emotional appeal achieved? (metaphors, similes, periphrasis, epithets, etc.)
6. Make your specific interpretation of "first".
7. Point out the sentences employed in the text to convey concise information about the jury system at the time of the writing of the text.

15. Explain what is meant by:

with what seemed to be appreciation; this was the equivalent of him standing before us stark naked; no minute sifting of complicated facts; to be sure beyond all reasonable doubt; evidence has been called into serious question on cross-examination; my pity does not extend so far as to her putting a man's life at stake; the unmitigated temerity; confident that you, gentlemen, would go along with them on the assumption that all Negroes lie.

16. Give a summary of the text.

17. Retell the text a) close to the text; b) as if you were one of the characters present in the court-room.

18. a) Make up and act out dialogues between:

1. Atticus Finch and Judge Taylor before the trial.
2. Atticus Finch and Judge Taylor after the trial.
3. Scout and Jem discussing the trial.

Legality is only one aspect of the question of right and wrong. Everyone has his or her own beliefs which do not always conform to current laws. Can Judge's personal beliefs interfere in interpretation and application of the law? Write an account of your findings.

VOCABULARY EXERCISES

1. Study the essential vocabulary and translate the illustrative examples into Russian.

2. Translate the following sentences into Russian:

A. 1. When Jean and Henry left the night club in his smart car, they took the road that cut through the woods. 2. Anthony saw Jean drive at a smart speed in her two-seater. 3. Captain Nicholas looked upon it as a smart piece of work on Strickland's part that he had got out of the mess by painting the portrait of Tough Bill. 4. For a long time there was silence. When Andrew and Ben did speak again, it was merely to exchange war experiences. 5. Steve exchanged the house in the suburbs of London for a flat in

a smart neighborhood. 6. "I hardly know her, really," said Cherry. "Just exchanged a few conventional remarks at one time or another." 7. To the usual question "Do you plead guilty?" Anthony replied in a quiet and deliberate voice "Not guilty, my Lord." 8. Don't try to shift the blame onto me, it's not my fault. 9. It is an equal failing to trust everybody and to trust nobody. 10. Old Len used to say: "Put your trust in God". 11. Elizabeth couldn't trust herself not to laugh. 12. Trust him to make a mistake! 13. Little Jack can't be trusted out of my sight. He's so naughty.

B. 1. The display of wealth was calculated for effect. 2. It was an effective rejoinder and reduced his opponent to silence. 3. Can you speak about the effect of demand upon supply?

4. Jane pulled the curtain aside with a hasty jerk, threw the window open and leaned out. 5. Peter jerked his head back and angrily walked away. 6. His mouth twitched with repressed laughter. 7. Within a year he was promoted from assistant clerk to head clerk. 8. The company's commercials and other promotion materials boosted the sales. 9. Her constitution is as sound as a bell, illness never comes near her. 10. No sound reason can be given for his conduct. 11. No matter how hard the situation might be Lisa would never undertake anything that would put her reputation at stake. 12. Look before you leap, (*proverb*). 13. After hard work during a week Paul was looking forward to a decent night's sleep. 14. "If you come to England look in on us, you know our address", insisted Steve. 15. Rachel merely looked on and did nothing. 16. Business in their company is looking up. 17. Margaret looks down in her mouth at anyone who hasn't a title. 18. "You know what I mean. You look like a million dollars", Mary said with a happy smile. 19. Old Emily would stand on the porch looking out for the postman. 20. He was definite that he would look back in an hour's time.

VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

ЯКУНИЙ НАЗОРАТ ИШ ВАРИАНТЛАРИ

7-семестр якуни бўйича

(20 та вариант)

Variant - I

Writing

1. Essay: One never knows the value of water till the well is dry. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the oral examination procedure of a medical student. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the World of Music. Support your ideas with examples. Use words taken from 1st, 2nd, 3rd 4th, and 5th units.

Variant - II

Writing

1. Essay: Originality does not mean thinking something that was never thought before; it means putting old ideas together in new ways." Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the procedure. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the US Court System Support your ideas with examples. Use words taken from 1st, 2nd, 3rd 4th, and 5th units.

Variant - III

Writing

1. Essay: Laws should not be unyielding or fixed. Instead, they should be flexible enough to take account of various circumstances, times, and places." Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the main characters attitude toward examinations and studying in a medical school. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the US Court System. Support your ideas with examples. Use words taken from 1st, 2nd, 3rd 4th, and 5th units.

Variant - IV

Writing

1. Essay: It is dangerous to trust only intelligence. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about traveling. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. How it is easy to deal with people especially in teaching? Support your ideas with examples. Use words taken from 1st, 2nd, 3rd 4th, and 5th units.

Variant - V

Writing

1. Essay: What should a book obligatory to read during the school years contain? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the book which have made a great impression on you? An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about your reaction to success and failure

Variant - VI

Writing

1. Essay: Education should be equally devoted to enriching the personal lives of students and to training students to be productive workers. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Paragraph writing. What is your favorite book character? Use specific reasons and examples to support your ideas. An answer should contain phrases and

word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Imagine as if you are a man of business. Speak about your feelings, plans and ideas.

Variant - VII

Writing

1. Essay: Technology creates more problems than it solves, and may threaten or damage the quality of life. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the trial procedure. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. My initial imagination working with pupil at school.

Variant - VIII

Writing

1. Essay: The purpose of education should be to provide students with a value system, a standard, a set of ideas—not to prepare them for a specific job. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the fictional character you dislike. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. How can I be faithful to my profession?

Variant - IX

Writing

1. Essay: The best way to understand the character of a society is to examine the character of the men and women that the society chooses as its heroes or its heroines. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the character, habits and interests of yourself. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. What should children take from parents' life experience

Variant - X

Writing

1. Essay: If a goal is worthy, then any means taken to attain it is justifiable. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.
2. Write a paragraph about the differences between ideas of Uzbek and western literature. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about your favorite novel you have ever read.

Variant - XI

Writing

1. Essay: The best way to teach—whether as an educator, employer, or parent—is to praise positive actions and ignore negative ones. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.
2. Write a paragraph about the similarities and differences between Uzbek and US Court System. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

Oral

3. How am I inclined to my future profession?

Variant - XII

Writing

1. Essay: The best way to learn a new subject or skill is to study small segments or details in great depth rather than to start by trying to develop a sense of the whole. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion.
2. Write a paragraph about architecture. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the benefits of being a teacher.

Variant - XIII

Writing

1. Essay: The most effective way to understand contemporary culture is to analyze the trends of its youth. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the university education in the USA. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the books which may help to bring up a harmoniously developed generation

Variant - XIV

Writing

1. Essay: It is necessary for everyone to read poetry, novels, mythology and other types of imaginative literature. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph in 250 words on your favorite household activity. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. **Presentation:** How am I successful in making friends?

Variant - XV

Writing

1. Essay: To be an effective leader, a public official must maintain the highest ethical and moral standards. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph in 250 words on a medicine theme. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. As a succeeding writer how should he or she contribute to the development of literature

Variant - XVI

Writing

1. Essay: Education will be truly effective only when it is specifically designed to meet the individual needs and interests of each student. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph in 250 words describing one of your relatives. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the World of Music.

Variant - XVII

Writing

1. Essay: College and university education should be free for all students, fully financed by the government. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about characters of the book you read. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. How do I adore a teacher who is really actor before his students?

Variant - XVIII

Writing

1. Essay: The depth of knowledge to be gained from books is much richer and broader than what can be learned from direct experience. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about your favorite writer, poet or a playwright. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. The usage of new technology in learning process.

Variant - XIX

Writing

1. Essay: The past is no predictor of the future. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should

contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the differences between Uzbek national music and western music. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. Speak about the qualities of a strict leader.

Variant - XX

Writing

1. Essay: Technology is a necessary but not always a positive force in modern life. Do you agree or disagree? Use specific reasons and examples or details to explain your opinion. An answer should contain phrases and word combinations, words from essential and topical vocabulary taken from all 5 units.

2. Write a paragraph about the types of music. An answer should contain phrases and word combinations, words from essential and topical vocabulary and consist of at least 250 words.

Oral

3. The role of strict and liberal approach in educating children

**8 – семестр якуни бўйича
(26та ВАРИАНТ)**

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 1

1. Translate the following extract into Uzbek (Russian).

What do you remember most about your childhood? Running through the long dewy grass of a meadow or the Saturday morning TV cartoons? Sitting in the kitchen watching your mother cook supper or sitting in the living-room watching Caprain Kangaroo! Which came first on Sunday morning – breakfast or the comics?

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to come first (second, ...)

to become addicted to

up to date -

to come into existence

to date back to

3. (ORAL) Give a brief summary of the text “Doctor in the House” in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 2

1. Translate the following extract into Uzbek (Russian).

That the great boom in television's popularity is destroying "the art of conversation" — a widely-held middle-class opinion — seems to be at best irrelevant, and at worst demonstrably false. How many conversations does one hear prefaced with the remarks, "Did you see so-and-so last night? Good, wasn't it!" which suggests that television has had a beneficial rather than a detrimental effect on conversational habits: at least people have something to talk about! More disturbing is the possible effect on people's mind and attitudes. There seems to be a particular risk of television bringing a sense of unreality into all our lives.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction
to be all the rage
to sweep (the country, the place) like a hurricane
to reinforce the hostility

3. (ORAL) Give a brief summary of the text "To Kill a Mockingbird" in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 3

1. Translate the following extract into Uzbek (Russian).

After the war I found that my friend had disappeared during the great purges, and that Lady Macbeth had been banned. This helped to reinforce the bitter hostility I had developed for Soviet policies both at home and abroad. Most of our visit was spent in sightseeing. We were of course, with our consent, taken to schools, factories, and collective farms. It also included the visits to the Hermitage in Leningrad and the magnificent summer palace of Peter the Great overlooking the Gulf of Finland, its fountains sparkling in the autumn sun, its rococo buildings gleaming with white and gold; like most other palaces, it had been meticulously restored to its former glory after almost total destruction by the Nazis.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth
to go back on somebody
to rummage through
to be down on
to attend to (one's affairs, business)
a word of praise

3. (ORAL) Give a brief summary of the text "From: W.S." in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 4

1. Translate the following extract into Uzbek (Russian).

There is rarely any frank cheating in medical examinations, but fee candidates spend almost as much time over the technical details of fee contest as they do learning general medicine from their textbooks.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to cheat in exams

to tick smth off

to swot up (*colloq for* to study)

to keep an eye open for smth/smb

mark and grade the papers out (about results)

3. (ORAL) Give a brief summary of the text “Ragtime” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 5

1. Translate the following extract into Uzbek (Russian).

Atticus paused, then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying, "With the court's permission ____"

Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us stark naked. We exchanged horrified glances.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

smb's word against another's (it's your word against mine)

to get a square deal (a fair deal)

in private and in public

(to be) half way (through, down, ..up)

stark naked (stark raving mad)

the (one's) remaining time (money, etc.) (formal)

3. (ORAL) Give a brief summary of the text “Lumber Room” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 6

1. Translate the following extract into Uzbek (Russian).

Such was the coming of the colored man in the car to Broadview Avenue. His name was Coalhouse Walker Jr. Beginning with that Sunday he appeared every week, always knocking at the back door. Always turning away without complaint upon Sarah's refusal to see him. Father considered the visits a nuisance and wanted to discourage them. I'll call the police, he said. Mother laid her hand on his arm. One Sunday the colored man left a bouquet of yellow chrysanthemums which in this season had to have cost him a pretty penny.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to go past

to suffer (no) embarrassment

(to look) right and left

on the contrary

to judge one's age

3. (ORAL) Give a brief summary of the text “Ragtime” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 7

1. Translate the following extract into Uzbek (Russian).

One of the first widespread Afro-American influences was Ragtime, essentially a style of syncopated piano-playing that reached its peak about 1910. Ragtime music provided the stimulus for the spontaneous development of jazz, a specialized style in music which by the year 1920 had become a dominating force in popular music, and New Orleans, one of the first cities to foster it.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to be in disgrace

to change the subject

to describe with much detail

for) the greater part of the day(the time; the year; of one's time)

as a matter of fact

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 8

1. Translate the following extract into Uzbek (Russian).

I was shown to a tiny waiting-room furnished with hard chairs, a wooden table, and windows that wouldn't open, like the condemned cell. There were six other candidates waiting to go hi with me, who illustrated the types fairly commonly seen in viva waiting-rooms. There was the Nonchalant, lolling back on the rear legs of his chair with his feet on the table. Next to him, a man of the Frankly Worried class sat on the edge of his chair tearing little bits off his invitation card and jumping irritatingly every time the door opened. There was the Crammer, fondling the pages of his battered textbook in a desperate farewell embrace, and his opposite, the Old Stager, who treated the whole thing with the familiarity of a photographer at a wedding. He had obviously failed the examination so often he looked upon the viva simply as another engagement to be fitted into his day.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction

to be all the rage

to sweep (the country, the place) like a hurricane
to reinforce the hostility

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 9

1. Translate the following extract into Uzbek (Russian).

I was shown to a tiny waiting-room furnished with hard chairs, a wooden table, and windows that wouldn't open, like the condemned cell. There were six other candidates waiting to go hi with me, who illustrated the types fairly commonly seen in viva waiting-rooms. There was the Nonchalant, lolling back on the rear legs of his chair with his feet on the table. Next to him, a man of the Frankly Worried class sat on the edge of his chair tearing little bits off his invitation card and jumping irritatingly every time the door opened. There was the Crammer, fondling the pages of his battered textbook in a desperate farewell embrace, and his opposite, the Old Stager, who treated the whole thing with the familiarity of a photographer at a wedding. He had obviously failed the examination so often he looked upon the viva simply as another engagement to be fitted into his day.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction to be all the rage to sweep (the country, the place) like a hurricane to reinforce the hostility to be restored to glory to be in key positions	to see smb at smb's best to be beyond price to give smb a headache an ally against smb in the early years after the War signs of the cultural thaw
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3. (ORAL) Give a brief summary of the text “Growing up with the Media” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 10

1. Translate the following extract into Uzbek (Russian).

Graduate schools in America award Master's and Doctor's degrees in both the arts and sciences. Tuition for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a Doctor's degree requires a minimum of tavern years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) of completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-

hour-a week courses every semester. (Semesters usually ran from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth to go back on somebody to rummage through to be down on to attend to (one's affairs, business) a word of praise to be made much of smth	to result in to slave over smth - to bring back old times to leave somebody out of to carry smth too far to get promoted to take (great) pains to do
---	--

3. (ORAL) Give a brief summary of the text “Drawing back the Curtain” in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 11

1. Translate the following extract into Uzbek (Russian).

Christopher Morley (1890-1957), an American author, received unusual recognition early in his career. Among his widely known novels are Kitty Foyle and The Trojan Horse. In his popular short play Thursday В четверг Evening, Christopher Morley opposes the common mother-in-law stereotype with two very likable and charming women.

The scene is in the small kitchen of the modest suburban home of Mr and Mrs Gordon Johns. A meal has recently been cooked, as is shown by a general confusion of pots and pans and dishcloths.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth to go back on somebody to rummage through to be down on to attend to (one's affairs, business) a word of praise to be made much of smth

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.
Final Control Work on Practical Course of the English Language for the 4th
Year Students

Variant 12

1. Translate the following extract into Uzbek (Russian).

Laura: Well, if you think I'm going to keep a lot of half-eaten salad your mother picked over

Gordon (seizes garbage pail, lifts it up to the sink and begins to explore its contents. His fuse also is rapidly shortening): My Lord, it's no wonder we never have any money to spend if we chuck half of it away in waste. (Picking out various selections.) Waste! Look at that piece of cheese, and those potatoes. You could take those things, and some of this meat, and make a nice economical hash for lunch –

Lura: It's a wonder you wouldn't get a job as a scavenger, I never heard of a husband like you, rummaging through the garbage pail.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to come first (second, ...)	to be in key positions
to become addicted to	to see smb at smb's best
up to date -	to be beyond price
to come into existence (being,	to give smb a headache
to date back to	an ally against smb
ill-informed	in the early years after the War
for that matter	signs of the cultural thaw
(ill-mannered, ill-bred, etc.)	

3. (ORAL) Give a brief summary of the text “Doctor in the House” in oral form.
Final Control Work on Practical Course of the English Language for the 4th
Year Students

Variant 13

1. Translate the following extract into Uzbek (Russian).

That the great boom in television's popularity is destroying "the art of conversation" — a widely-held middle-class opinion — seems to be at best irrelevant, and at worst demonstrably false. How many conversations does one hear prefaced with the remarks, "Did you see so-and-so last night? Good, wasn't it!" which suggests that television has had a beneficial rather than a detrimental effect on conversational habits: at least people have something to talk about! More disturbing is the possible effect on people's mind and attitudes. There seems to be a particular risk of television bringing a sense of unreality into all our lives.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth	to get promoted
to go back on somebody	to take (great) pains to do

to rummage through to be down on to attend to (one's affairs, business) a word of praise	to be made much of smth to result in to slave over smth - to bring back old times
---	--

3. (ORAL) Give a brief summary of the text “To Kill a Mockingbird” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 14

1. Translate the following extract into Uzbek (Russian).

Words introduced in the media frequently enlarge into meanings far beyond the scope originally intended for them. How many meanings do the words Mickey Mouse have today? Which show approval? Which disapproval? The impact of the mass media is very strong. It changes our language, stimulates our emotions, informs our intellect influences our ideas, values, and attitudes. When you were young and absorbing uncritically, you could not possibly know that the majority of the material you saw and heard was designed to produce specific responses from you. Some adults, for that matter, either do not know or refuse to admit the following basic fact of media production: the MAJORITY of material is chosen or designed to produce a predetermined response. Even that part of media output called "entertainment" is chosen to keep you quiet, unquestioning, available, and receptive to commercial messages inserted throughout. This is evident whether the entertainment is a TV drama with commercials every few minutes or

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth to go back on somebody to rummage through to be down on to attend to (one's affairs, business) a word of praise	to get promoted to take (great) pains to do to be made much of smth to result in to slave over smth - to bring back old times
--	--

3. (ORAL) Give a brief summary of the text “The Story so Far” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 15

1. Translate the following extract into Uzbek (Russian).

Our guide was a gentle young man called Kolya who had just got his degree in foreign languages. He had been at the World Youth Congress that summer in Moscow, and greatly enjoyed reciting phrases of hair-raising obscenity which he had picked up from his American comrades. Jazz was now all the rage, and since imports of Western records had been stopped, a disk by Dave Brubeck was beyond price.

Since then the international youth culture has swept the whole of Russia like a hurricane.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to come first (second, ...)

to become addicted to

up to date -

to come into existence

to date back to

3. (ORAL) Give a brief summary of the text “Doctor in the House” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 16

1. Translate the following extract into Uzbek (Russian).

... Another indicating of media influence is in the language we use. Whole new vocabularies come into existence with new inventions. Look back at the first two paragraphs of this chapter. How many expressions can you identify that came into popular usage with the development of a medium? How about TV cartoons'? Or the abbreviated version of the word television'? In this country, we say TV and spell it several different ways: tv, T.V., TV, teevee. In Britain, it's the telly, as everyone who watches the British "stand-up" comedian will know. That term, stand-up comic, seems to be another media invention.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction to be all the rage to sweep (the country, the place) like a hurricane to reinforce the hostility to be restored to glory to see smb at smb's best	to be beyond price to give smb a headache an ally against smb in the early years after the War signs of the cultural thaw to be in key positions
--	---

3. (ORAL) Give a brief summary of the text “To Kill a Mockingbird” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 17

1. Translate the following extract into Uzbek (Russian).

Three hours were allowed for the paper. About half-way through the anonymous examinees began to differentiate them-selves. Some of them strode up for an extra answer book, with ив awkward expression of self-consciousness and superiority in their faces. Others rose to their feet, handed in their papers and lent Whether these people were so brilliant they were able to Complete the examination in an hour and a half or whether this was the time required for them to set down

unhurriedly their entire knowledge of medicine was never apparent from the nonchalant air with which they left the room.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth

to go back on somebody

to rummage through

3. (ORAL) Give a brief summary of the text "From: W.S." in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 18

1. Translate the following extract into Uzbek (Russian).

The man had only two arrows left in his quiver, and he might miss with one or both of them; all one knew about his skill in shooting was that he could hit a large stag at a ridiculously short range. Nicholas sat for many golden minutes revolving the possibilities of the scene; he was inclined to think that there were more than four wolves and that the man and his dogs were in a tight corner.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to cheat in exams to tick smth off to swot up (<i>colloq for</i> to study) to keep an eye open for smth/smb mark and grade the papers out (about results)	to get through to cut smb short to rally one's thoughts to call out names to raise one's voice to adopt an attitude of... towards
--	--

3. (ORAL) Give a brief summary of the text "Ragtime" in oral form.

**Final Control Work on Practical Course of the English Language for the 4th
Year Students**

Variant 19

1. Translate the following extract into Uzbek (Russian).

Coalhouse Walker Jr. turned back to the piano and said "The Maple Leaf". Composed by the great Scott Joplin. The most famous rag of all rang through 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 open.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

smb's word against another's (it's your	no better (worse, etc.) than...
---	---------------------------------

word against mine) to get a square deal (a fair deal) in private and in public (to be) half way (through, down, ..up) stark naked (stark raving mad) in itself	(at) one time or another to be reluctant to do smth in part (formal) under the circumstances the (one's) remaining time (money, etc.)
---	---

3. (ORAL) Give a brief summary of the text “Lumber Room” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 20

1. Translate the following extract into Uzbek (Russian).

My visit to Russia in 1959 began to give me some sense of these cultural changes. I was immensely impressed by the charm and quality of the young sixth formers we met in Lenin grad at school.

In manner and appearance they could have come from any of the upperclass families described by Turgenev or Tolstoy. Similarly, the colleges which taught foreign languages and international affairs were giving a rounded education to able young men and women, who are now in key positions in their country, where their knowledge of the outside world is invaluable.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to go past to suffer (no) embarrassment (to look) right and left on the contrary to judge one's age	to presume to do smth to bring to a conclusion to regret smth to clear one's throat (to do smth) to one's satisfaction
---	--

3. (ORAL) Give a brief summary of the text “Ragtime” in oral form.

Final Control Work on Practical Course of the English Language for the 4th Year Students

Variant 21

1. Translate the following extract into Uzbek (Russian).

The theatre and ballet had changed little since the revolution, the best had been preserved.

The Moscow Arts Theatre performed Chekhov as Stanislavsky had produced it half a century earlier — as sad comedy rather than as tragedy with humour. The only ideological change I noticed was in Uncle Vanya: Astrov was presented as a handsome, vigorous young prophet of a better future, rather than as the wrinkled cynic of Olivier's interpretation at the Old Vic. We saw the aging Ulanova at the Bolshoi in a ballet based on a novel by Peter Abrahams about Apartheid⁴ in South Africa, which called on her to act rather than to dance. On the other hand we saw

Plisetskaya at her best as prima ballerina in Prokofiev's The Stone Flower. I shall never forget her rippling sinuosity.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to be in disgrace to change the subject to describe with much detail (for) the greater part of the day(the time; the year; of one's time) as a matter of fact to picture to oneself	in the direction of to be in a tight corner (spot) in the first (second, last) place to claim one's attention to look, to come, etc. in one's to come up to one's expectation
---	--

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 22

1. Translate the following extract into Uzbek (Russian).

Gordon: If you're so down on mothers-in-law, it's queer you're anxious to be one yourself. The expectant mother-in-law!

Laura: All right, be vulgar, I dare say you can't help it.

Gordon: Great Scott, what did you think marriage was like, anyway? Did you expect to go through life having everything done for you, without a little hard work to make it interesting?

Laura: Is it necessary to shout?

Gordon: Now let me tell you something. Let's see if you can ratify it from your extensive observation of life. Is there anything in the world so cruel as bringing up a girl in absolute ignorance of housework? Marriage ought not to be performed before an altar, but before a kitchen sink.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction to be all the rage to sweep (the country, the place) like a hurricane to reinforce the hostility to be restored to glory to be in key positions	to be beyond price to give smb a headache an ally against smb in the early years after the War signs of the cultural thaw to see smb at smb's best
--	---

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.

Final Control Work on Practical Course of the English Language for the 4th

Year Students

Variant 23

1. Translate the following extract into Uzbek (Russian).

Laura (will not be checked): Talk about being spoiled — why, your mother babies you so, you think you're the only man on earth. (Sarcastically) Her poor, overworked boy, who tries so hard and gets all fagged out in the office and struggles so nobly to support his family! I wonder how you'd like to run this house and bear a child and take care of it and cook a big dinner and be sneered at and never a word of praise. All you can think of is picking over the garbage pail and finding fault —

Gordon (like a fool): I didn't find fault! I found some good food being wasted.

Laura: All right, if you love the garbage pail better than you do your wife, you can live with it. (Flings her dish towel on the floor and exits into dining-room.)

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to carry the seeds of destruction	to see smb at smb's best
to be all the rage	to be beyond price
to sweep (the country, the place) like a hurricane	to give smb a headache
to reinforce the hostility	an ally against smb
to be restored to glory	in the early years after the War
to be in key positions	signs of the cultural thaw

3. (ORAL) Give a brief summary of the text “Growing up with the Media” in oral form.

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Variant 24

1. Translate the following extract into Uzbek (Russian).

Mrs Sheffield: I think every marriage ought to be preceded by a treaty of peace between the two mothers. If they understand each other, everything will work out all right.

Mrs Johns: You're right. When each one takes sides with her own child, it's fatal.

Mrs Sheffield (lowering her voice): Look here, I think I know how we can make them ashamed of themselves. Where are they now?

Mrs Johns (goes cautiously to dining-room door, and peeps through): Laura is lying on the couch in the living-room. I think she's crying — her face is buried in the cushions.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to pick over smth	to result in
to go back on somebody	to slave over smth -
to rummage through	to bring back old times
to be down on	to leave somebody out of
to attend to (one's affairs, business)	to carry smth too far
a word of praise	to get promoted
to be made much of smth	to take (great) pains to do

3. (ORAL) Give a brief summary of the text “Drawing back the Curtain” in oral form.

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Variant 25

1. Translate the following extract into Uzbek (Russian).

The journalism, urgent issues, news, or information-giving portion of media output is selected, edited, produced, placed in time slots or positioned in the newspaper or magazine to reflect and support the owner's policies. These policies are sometimes intricate and interwoven strands, difficult to isolate individually, because ownership is a giant conglomerate made up of intertwining sections of the current commercial-military-governmental complex. However, no reporter, photographer, film or copy editor, script or continuity writer in either print or electronic media has ever needed to be told specifically what the boss's policies are. You pick them up through your pores within a week or two of accepting a job, and you work accordingly.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to attend to (one's affairs, business)	to leave somebody out of
a word of praise	to carry smth too far
to get promoted	to be man enough
to take (great) pains to do	to work out joetcutJb
to be made much of smth	to put smb wise as to what (how, when, where, etc.)
to result in	to take sides with smb
to slave over smth -	to burst
to bring back old times	to set smb against smth

3. (ORAL) Give a brief summary of the text “Thursday Evening” in oral form.

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Variant 26

1. Translate the following extract into Uzbek (Russian).

The major media can be divided into two kinds, print and electronic. The print media — newspapers, magazines, books, pamphlets, catalogues, circulars, brochures, anything you read — are the oldest, dating back to the invention of the printing press in the fifteenth century. The electronic media — radio, television, films of all kinds, records, tapes, anything that is transmitted by the use of electricity — are less than a hundred years old.

2. Make up a situation using the below given word combinations. Paying attention to the logical sequence of ideas and sentences.

to come first (second, ...)	to be in key positions
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to become addicted to up to date - to come into existence (being, to date back to ill-informed for that matter (ill-mannered, ill-bred, etc.)	to see smb at smb's best to be beyond price to give smb a headache an ally against smb in the early years after the War signs of the cultural thaw
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3. (ORAL) Give a brief summary of the text “Doctor in the House” in oral form.

TEST QUESTIONS

Unit 1

I feel just despair of her treatment.

- A. I feel nothing but despair of her treatment
- B I feel slight cheer of her treatment
- C. I feel to be put at stake of her treatment
- D. I feel to have been encouraged of her treatment

2. Complete the sentences.

You shouldn't scold your son presence of others. You must have a word with him

- A. in private
- B. when you are free
- C. when he has been complained
- D. when he refuses you

3. Change the sentence.

They had away of supporting each other when they got into

- A. They were on the point of supporting each other when they got into dilemma.
- B. They had never complete awareness dilemma of supporting each other
- C. They made an effort not be disappointed
- D. They got into the habit of supporting each other when they got into dilemma.

4. In the extract "To kill a Mockingbird" Who was the described by?

- A. Jean Louse.
- B Tom Robinson.
- C. Judge Taylor.
- D. Jim.

5. Change the sentences. I hope, everything will be O.K

- A. I hope everything will come about.
- B. I hope everything will look up.
- C. I hope everything will be slowed.
- D. I hope everything will be cheer lees

6. Complete the sentences. When you are in London – our teacher, he'll be pleased to see you.

- A. treat to a grand dinner
- B. look up
- C. utter your gratitude
- D. inform of your promotion

7. Find the suitable content

Don't get accustomed to humiliate others

- A. Don't set accustomed to shift the blame on to others
- B. Don't give way to annoyance
- C. Don't get accustomed to look down on others

D. Don't show your initiative in objecting

8. Complete the sentences. It's annoying that they ... make fun of them

A. should

B. needn't

C. were to

D. ought to have

9. Use. Non-finite forms of the verbs

When he used to be a young boy he could never make others ... his advice but he ... himself was easily mad

A. to support, to follow

B. follow, to obey

C. to settle, to insult

D. to approve, to disapprove

10. Find the meaning of "To plump for something"

A. to choose something.

B. to deny something.

C. to reduce something.

D. to ignore something

12. The US Court System divides into:

A. a federal Court System, State Supreme Courts

B. federal Court System, State Court System

C. State Court System, the US district Courts

D. the US Civil Courts, Federal Criminal Courts

13. Paraphrase the sentence.

Come back without any harm

A. Come back safe and sound

B. Come back with a good deal of wealth

C. Have a trust in promotion

D. Be ready to rattle off

14 What does "a borderline case" mean?

A. extreme state of something or somebody

B. strange similarity

C. steady condition

D. having a regular touch with a thing

15. Paraphrase the sentence

He was displeased with his friend and refused to talk to him.

A) to send to Coventry

B) to offer smb to a hearty talk

C) to go back on the word of one's own

D) to look round for own ideas

16. Complete the sentence.

I think this chocolate stain will...

A) come off

B) come up

- C) go through
D) come up to
17. Find the correct explanation of “to have a grudge against smb.”
A) to have an evil thoughts against smb
B) to have a yielding thoughts towards smb.
C) to express well grounded ideas to smb.
D) to keep reassurance to smb.
18. Find the logically correct order.
A) arson, mugging, swindling, perjury
B) fraud, tripos, viva, house breaking
C) justice, fair deal, pretence, futility
D) bail, subpoena, magpie, smart aleck
19. Find the similar sentence In meaning
He was unwilling to accompany us but he changed his mind
A) He stood on his ground.
B) He was in two minds
C) He was reluctant
D) He was impertinent to
20. What is the distaff side?
A) the circle of employees
B) the female branch in a family as opposed to the male branch
C) a group of leading examinees
D) a group of attorneys who support significantly female branch
21. What does it mean? To go down the drain
All my efforts went down the drain
A) all my efforts completely failed
B) all my efforts fairly succeeded
B) all my efforts were come off
C) all my encouragement was stimulated
22. Choose the right word.
She moved her face uncontrollably when she saw an ugly faced man.
A) to twitch
B) to shove
C) to become fussy
D) to become sulky
23. Find the suitable Modal Verb to the context
Why _____ we help them when we are obviously insulted?
A) should
B) to be to
C) ought to
D) could
24. Change the sentence.
Though he knew the situation was complicated he threw himself in to perplex.
A) Though he knew the situation was complicated he put his life at stake.

- B) Though he knew the situation was complicated he himself required a guilt complex.
- C) Though he knew the situation was complicated, he had a way of being annoyed.
- D) Though he knew the situation was complicated he put trust in the attorney.
25. Change the sentence.
It's your own duty to settle the matter.
- A) It's your own look out.
- B) it's your own displeasure.
- C) It's your cheerful period.
- D) It's your smart decision.
26. What does "to suit someone down to the ground" mean?
- A) to reduce someone to frustration.
- B) the thing that is fit to someone.
- C) the strict objection to smb.
- D) the initial odd coincidence of smth
27. What is the meaning of Trying to keep up with Joneses?
- A) to drop a hint to Joneses
- B) to keep an eye open for Joneses
- C) to look p to Joneses
- D) to try making a regular effort not to live
28. Find the suitable meaning
To cudgelle one's brain
- A) to rally one's ythoughts
- B) to get into a deep thought
- C) to be struck at
- D) to swot up smth in the brain
29. Being furious he suddenly attacked his friends
- A) Being furious, he looked down on his friends.
- B) Being furious, he went at his friends
- C) Being furious, he began to come to grips with his friends.
- D) Being furious, he tried to be on the level of his friends.
30. Find the logically correct order.
- A) efficient, trustful, cheerful, smart
- B) gloomy, severe, indifferent, sympathetic
- C) to mend, to repair, to brush, to fry
- D) ostrich, swallow, lizard, sparrow
31. The spy ... the desk in an attempt to find the secret documents.
- A) ransacked B) invaded B) kidnapped C) looted
32. The safe deposit box ... a high pitched sound when it was moved.
- A) gripped B) ejected C) emitted D) expelled
33. He ... his fist away and threatened me.
- A) clenched B) clutched C) grabbed D) gripped
34. Thieves got away with a ... of jewellery worth thousands of dollars.
- A) catch B) haul C) loot D) snatch

35. The burglar's presence was betrayed by a ... floorboard.
A) crunching B) cracking C) creaking D) groaning
36. Smugglers consistently ... import regulations.
A) break
B) flaunt
C) float
D) flout
37. Luckily my wallet was handed in to the police with its contents
A) preserved
B) contained
C) intact
D) missing
38. the intruder was badly ... by the guard dog in the palace garden.
A) eaten
B) damaged
C) mauled
D) violated
39. When the police examined the house they found that the lock had been ... with.
A) broken
B) hindered
C) tampered
D) touched
40. The hooligan ... the money out of my hand and ran away.
A) gripped
B) grasped
C) snatched
D) withdrew
41. **Fill in the gaps.**
He was given a little money and at times, in the spirit ___ adventure, he would ___ off to explore the town.
A) in, set
B) from, take
C) of, set
D) of, get
E) in, take
42. A pianist, bandleader, composer and arranger, Duke Ellington, had a major ___ on jazz composition and playing.
a. impact
b. impression
c. share
d. effect
43. They say that to be ignorant of one's ignorance is the _____ of the ignorant.
a. malady.
b. remedy

- c. difficulty
- d. recovery

44. Find the synonym of the given word combinations and phrases to question the propriety

- a. To have a doubt about rightness
- b. To estimate the correctness
- c. to inquire a good manner
- d. to examine a honest

45. Find the synonym of the given word combinations and phrases to go past

- a. to pass by
- b. to die
- c. to walk without looking back
- d. to walk through

46. Find the synonym of the given word combinations and phrases to try one's hand at

- a. to make effort
- b. to have an action
- c. to shake hands
- d. to endeavour

47. Find the synonym of the given word combinations and phrases the coast is clear

- a. there is no threat
- b. all ships are gone
- c. something to be afraid of
- d. danger is suppressed

48. According to the text "Understanding Music" what was the Russian contribution to the art of music?

- a. There were a lot of famous composers and musicians in Russia, who performed in many countries
- b. Russia was the first country to use different sources and materials in composing folklore music and Church songs
- c. Russia was the first to use its folklore music and songs and Church songs as a bases for the development of various repertories
- d. Russian Glinka made the Russian folklore repertory very famous among European countries and emancipated the development of music across the world

49. Choose the appropriate form of the verb. Martin could have saved a lot of money if he ... the stereo from the catalogue. would have bought

- A) has bought
- B) bought
- C) D) had bought
- E) should have bought

50. Choose the appropriate form of the verb. "Don't worry!

It... painless," said the dentist before drilling the patient's tooth

- A) will be

B) would be

C) was

D) shall be

51. Choose the appropriate forms of the verbs.

We ... start our work again from the beginning
if the boss doesn't approve our work.

A) shall have to

B) had to

C) could

D) might

52. Choose the appropriate forms of the verbs.

- Joanne, you don't look happy. What ...?

- I ... my composition for my English class yet

A) has happened/haven't written.

B) is happened/haven't writtenn

C) was happened/hadn't written

D) happeoed/didn 't write

Unit 2

1. When did the UN officially come into existence?

a) 21 June 1941

b) 1 May 1943

c) 9 May 1945

d) 24 October 1945

2. What was the most important invention of the UN?

a) fierce ethnic rivalries

b) global economic

c) the peacekeeping concept and human rights

d) disadvantages for society

3. By whom was the name "United Nations" devised and when?

a) Joseph Stalin in 1941

b) Franklin D. Roosevelt in 1942

c) Winston Churchill in 1943

d) General de Gaulle in 1944

4. What does "Axis Powers" mean?

a) political alliance or connection between Berlin-Rome-Tokyo

b) rod on which a wheel turns

c) the imaginary line joining the two poles

d) tool for cutting down trees or splitting wood

5. When and where was the Charter drawn up?

a) In Berlin on 9 May 1945

b) In San Francisco on 26 June 1945

c) In London on 7 June 1945

d) In Moscow on 21 June 1941

6. What are the new challenges to international security and prosperity?

a) the cold war threat

- b) fierce ethnic rivalries, environmental degradation, disparities between rich and **poor**
- c) threat from other planets
- d) newly emerging democratic **societies**

7. Which of the following **words expresses** the meaning "cause of suffering"?

- a) scraggy
- b) scourge
- c) scrap
- d) screed

8. Which of the following words expresses: "capable of being damaged, not protected against attack"?

- a) voluble
- b) voucher
- c) vulture
- d) vulnerabl

9. Which of the following words expresses the meaning "never done or known before"?

- a) unprecedented
- b) unquestionable
- c) unrivalled
- d) unsteady

10. "Appear; become known" means:

- a) emerge
- b) embed
- c) embark
- d) elude

11. "Put into the form of a code" means:

- a) co-exist
- b) coddle
- c) codify
- d) collide

12. The United Nations Charter is the constituting instrument of:

- a) scheduling of annual meetings of the UN
- b) providing rights and obligations of member states, its organs and procedures
- c) providing the election procedures of a country
- d) working out parliamentary representations of a state

13. Why does democratization offer vital support for the goals of the charter in the twenty-first century?

- a) because it gives way to intra-state conflicts
- b) because it creates disadvantaged societies
- c) because it fosters a global misunderstanding of human rights
- d) because it strengthens the foundations of civil society in every dimension

14. How are new member states admitted?

- a) by the Security Council

11. The G8 Finance Ministers' action plan called ...immediate and concerted international action to freeze terrorists' assets.
12. Over 200 countries and jurisdictions have joined. the G7 in expressing support for the fight against terrorist financing.

Unit 4

- A B C
1. The World looks very differently depending on whether
D
you are holding the leash or being whipped by it.
- A B C
2. With the World Trade Center buildings are taken down, the
D
US discovered that they are vulnerable.
- A B C D
3. The only surprising thing was that New York spared for so long.
- A B
4. One of the great paradox of our time is that the economic integration of the
C D
world has coincided with its political disintegration.
- A B
5. Globalization makes us vulnerable to. events around the
C D
world, anywhere, anytime, over which we have not control.
- A B
6. Poverty and a lack of opportunity contribute to the ability
C D
for terrorist groups to recruiting members.
- A B
7. On February 9, 2002 G7 Finance Ministers discovered their
C D
going-on efforts in stopping the flow of terrorist funds.
- A B
8. Over 130 countries have now signed under the convention
C D
and 45 countries have ratified it

TEST

UNIT 5 - BUSINESS

1. Choose the right answer

1. How can one avoid causing offense?
 - d) not accepting an invitation for lunch
 - e) reading about a to-**be**-partner
 - f) knowing other people's customs
2. Must one do "When in Rome as Romans do"?
 - d) Yes, he does.
 - e) No, **he** doesn't
 - f) For sure, he should
3. What is the most common problem in Europe when you eat with your future partner?
 - d) The way you behave
 - e) The way you eat
 - f) **The content of the foo**
4. Who pays the bill when you are invited for a business lunch?
 - d) your partner does
 - e) you have to pay Dutch
 - f) you do
5. What is admired in business?
 - d) smart clothing
 - e) good manners
 - f) having much money
6. What is the purpose of setting up a business?
 - d) to earn much money
 - e) to cheat one's partner as much as possible
 - f) to let one's partner make much money

II. Choose the right answer

1. What can influence your business to run smoothly?
 - d) primary work
 - e) an efficiently designed workplace
 - f) business etiquette
2. What do need for your office to run smoothly first of all?
 - d) much money
 - e) a good working plan
 - f) a lot of friends
3. What will your next step be after you have done a thorough job on developing your business plan?
 - d) to have people who will serve you loyally
 - e) to have patience and much money
 - f) to have a clear idea of what equipment is needed
4. Is it important to choose office space?
 - d) not very much
 - e) it depends
 - f) definitely

5. What do managerial procedures include?

- d) office space and equipment
- e) mail services **and good** organization
- f) suppliers

6. Where does a businessman find good suppliers?

- d) sponsors will tell you
- e) business partner can advise
- f) professional and trade organizations

TEST

UNIT 6 - CHARITY AND CHARITY APPEALS

Structure and written expression 1. Find the mistakes in the following sentences:

1. It was a rule of Islam to help ^A poor, ^B disabled people who
^C couldn't cope with the difficulties of life and were deprived of
^D luxury life.

2. There ^A were times during the month ^B for Ramadan ^C when
^D people visited each other to share the food they had in their disposal.

3. It helped people ^A establish friendly relations between the
^B people, ^C to strengthen the feeling ^D of kindness and love each other.

4. The energy ^A of Christian life had gone ^{BC} over from the diocese
^D out of the monastery.

5. The latter became the centre for ^A the rich and ^B the poor, ^C the high and low, for
^D innocent youth and repentant age.

6. The needy ^A which were unable to come ^B for the portion ^C of
^D this received assistance in their homes.

7. They treated their tenants and servants ^A the great deal better
^B than did the secular lords, and in their schools maintained a
^C ^D genuine equality between the children of the rich and the poor.

2. Fill in the gaps with the appropriate prepositions given in the box

over, in, of, for, about, with, along with, on

5. When deciding ... a charity, be sure to ask for written information.
6. For proof that donations are tax deductible, ask ... a copy of the group's "determination letter".
7. Businesses that are open to the public coin canisters, display cards or ribbons ... an accessible area so that customers can donate their change to a charitable cause.
8. Charity became the source for fund-raising ... the ages that have passed in history.

5. Charity helping the poor, served as a main factor for promotion of the company or fund.

6. The poor could hardly survive having nothing to do it, though they had a chance to find a job and create good living conditions for their children and relatives.

7 his speech Mr. Brown spoke about the situation in the world concerning the fight against poverty.

8. They could depend ... him, who had a prestigious job in the company and could help them in changing their life style.

3. Read the following statements and identify each as true or false:

1. Charity appeals are conducted with the purpose of fund- raising only.

True False

2. Charity exists in Islam since ancient times.

True False

3. Charity is practiced in Christianity only.

True False

4. Muslims organise activities directed to charity once a year, e.g. in the month of Ramadan.

True False

5. One should have all the information about charity organizations before starting one.

True False

6. People with canisters or ribbons, asking for donations, are always helping the poor, making their lives easier.

True False

7. Every Muslim should help the poor by participating in charity appeals.

True False

8. All the companies all over the world are participating in charity appeals.

True False

9. Any company can participate in charity appeals if interested.

True False

10. Charity appeals are usually organised by rich companies.

True False

4. Fill in the gaps with articles (a, an, the) where necessary.

3. Charity is ... activity directed to render assistance to poor people who cannot cope with the difficulties of life.
4. Monasteries helped... poor and created ... social conditions to make their lives better.
3. Monks in ... monasteries were to help ... poor.
6. For centuries they were the centres for all ... religious, charitable and cultural activities - that is, until ... end of ... XV century.
7. One should take care of... poor living in ... different parts of... world.
9. Islam was ... religion where all ... people who needed it could get... help.
10. Connected with ... monasteries were ... hospitals for ... treatment and relief of all ... forms of distress.
11. Places where ... poor people received donations were ... monasteries.

Vocabulary and reading comprehension

1. Read each sentence or definition and guess what it describes.

1. Place where the poor could expect to get help to make their lives better in Christianity.
2. People who served in the monasteries and helped the poor.
5. Religions that are meant to help people who can't help themselves in life.
6. Process that is designed to make people feel kindness and love.
5. Method that is used for fund-raising purposes.
6. Boxes that are used in charity appeals where coins are inserted.
7. Companies that deal with charitable activities and with fund-raising.

2. Write an essay about Charity or Charity appeals.

TEST

UNIT 7 - WHAT MAKES A GOOD TEACHER?

Structure and written expressions

1 Find the mistakes in the following sentences:

- A B
1. As a teacher, I think that I have an even greater resposraibility
C D
to maintain professionalism for my own classes.
- A B
2. Today was our last day of teach - tomorrow is a half day
C D
when we'll check the students out for the summer.
- A B C D
3. The most exciting news is that I am now a fully employ science teacher.
- A B C D
4. This is the regular classroom, with tables on the middle and
D
dropout lab station all around the outside.
- A B C D
5. Understand the subject matter is very important for any teacher.

6. The students could guess ^A teacher's ^B command of the material ^C by ^D his dexterity with explanation of the subject.

7. An unselfish attitude in ^A listen ^B to students and parents shows ^C us ^D that the teacher is a good communicator.

8. Could every teacher ^A was ^B "a good teacher" for all the students ^C or ^D for many of them?

2. Fill in the gaps with the appropriate prepositions given in the box.

over, in, of, for, about, with, along with, on

3. The number of teachers with advanced degrees has increased the past 30 years.

4. The ability to communicate is developed the act of teaching.

3. The student's obtaining an academic degree can only **be** a starting point. Good teaching is much more than knowledge.... facts.

4. The students' confidence the teacher's command of the subject (material) will be a root cause of their respect the teacher.

5. "At the first parents evening of the year some of them were shocked to see me a wheel chair, because their children had never mentioned it," she said pride.

9. The teacher's competence, caring deeply each student, and distinctive character has changed the life of many people.

10. Students have a weekly three-hour English course during the five semesters they are campus.

11. I'll be teaching physical science... physics and chemistry.

9. Inside and outside of the classroom a good teacher fights what is right for children. This also demonstrates a certain unselfishness the teacher's part.

10. The teacher's keen understanding the subject matter caused students to see the world differently.

3. Read the following statements and identify each as true or false:

10. The ability to communicate understanding of the subject matter with enthusiasm, empathy and creativity to someone else is what makes a good teacher.

11. Understanding the subject matter is very important for any teacher.

12. The students don't pay much attention to the teacher's dexterity of explanation of the subject

13. It is alien to the teacher to care about students and their success.

14. Those who love children, but have no ability to communicate with them are considered to be a good teacher.

15. Class discussions allow students to share their observations with each other.

16. Good teachers are knowledgeable in their profession and in their subject and they continue to investigate in their field, growing in their knowledge.

17. Discussions in class enable students to perceive similarities and differences in personal opinions.

18. Sharing of information allows students to discover things they had not noticed individually as they had not analyzed every single word or situation.

10. Seen and noticed connections, similarities, contradictions and oppositions between concepts become visible on the blackboard.

4. Fill in the gaps with articles (a, an, the,) where necessary.

1 ... good teaching is much more than knowledge of facts.

2. Placing greater emphasis on having teachers obtain academic degree might be good starting point for increasing student performance in technical fields.

3. I am working in small science department next year and have pretty much full control over physical science, physics and chemistry classes. This is both little daunting and really, really exciting.

4. I'll be writing something or other as my ... teaching career begins.

5. Everyone is ready to take off for vacation, but we're actually doing pretty good job of keeping everyone learning during these past couple days.

10. All that's left now is week of teaching and grading and then I'll be fully licensed teacher.

11. Explaining phases of moon is very tough - especially without pictures or models.

12. There is nothing wrong with tooling down lab

13. Autobiographers frequently cited teachers whose keen understanding of subject matter caused students to see world differently.

10. The role of teacher in learning process is characterized by several explanations, such as to accompany students through analysis.

II. Vocabulary and reading comprehension

1. What is this? Read each sentence or definition and guess what it describes?

1. An important tool where the teacher or students **write** simple words, draw lines, plus and minus signs and so on

2. A room where a group of persons is taught

7. Soft, natural substance (a kind of limestone) used for writing on blackboards

8. Institution for the advancement of knowledge, conferring degrees and engaging in academic research

9. At Oxford and Cambridge senior resident member of university staff

10. University teacher who guides the studies of a number of students in Great Britain

7. Fee for studying
8. Sleeping room with several or many beds esp. in a school or institution
9. Present or past member of the same class or group
10. Building in which room and board are provided (with the support of the authorities concerned) for students and workmen in training

2. Find the appropriate partner to make a complete phrase as in the texts.

TEST

UNIT 8 - ADVERTISING AND PROMOTION

GRAMMAR

1. Look through the text carefully, find 17 mistakes and correct them.

1. If a business wants to sell their products internationally, it had better to do some market research first. This is a lesson that many companies - including some large American corporations - have learned the hard way.

2. Sometimes the problem is for the name. When General Motors introduced its Chevy Nova into Latin America, it has overlooked the fact that *No va* in Spanish means "It doesn't go." Sure enough, the Chevy Nova never went somewhere in Latin America.

3. Sometimes its the slogan that doesn't work. No company knows *Ms best than Pepsi -Cola* with its "Come alive with Pepsi!" campaign. The campaign was high successful *in. the United States*, and Pepsi translated its slogan literally for its international campaign.

As it turned out, *Pepsi was pleading with Germans to "Come out of the grave"* and told Chinese that 'Pepsi brings your ancestors back from the grave.'

4. Other times, the problem involves pictures and packaging. A smiling, round-cheeking baby has helped sell countless jars of Gerber baby food. So when Gerber marketed its products in Africa, it kept the picture of the baby on the jar. What Gerber didn't realize was what in many African countries the picture on die jars shows what the jar has on it.

5. Even cultural and religion factors - and pure coincidence - can also be involved. Thorn McAn shoes have a Thorn McAn "signature" inside. To people in Bangladesh, this signature looked as Arabic script for the word Allah. In Bangladesh feet are considered clearness and Muslims felt the company was insulting God's name by having people walk on it.

2. Look at these slogans from advertisements and write what products they advertise.

1. Any time, any place	
2. Through the Internet to the world	
3. Common knowledge coming to you	
4. Celebrate with style	
5. Our circulation is your success	

6. Antique and estate	
7. I am your idea	
8. Give every office a better view	
9. Every minute, every day	
10. Save with us	

4. What reason in column B explains the success of each thing in column A?

A

B

- | | |
|--|---|
| 1. "Adidas" is popular all over the world.
products | a) the good choice of |
| 2. Coca-Cola has forced out Pepsi-Cola.
low. | b) because the prices are |
| 3. Some people prefer supermarkets.
petrol. | c) it doesn't require a lot of |
| 4. Some people like megastores.
promotion. | d) good advertising and |
| 5. One thing people like about "Tico" is | e) because of the excellent service
and lower prices |
| 6. "Sheraton" hotels are popular worldwide. | f) because of good quality |

TEST

UNIT 9-NGOs

1. What do we call an organization independent from government control?

- a) joint venture
- b) revenue generating
- c) non-profit
- d) belonging to shareholders

2. What are the objectives of NGOs?

- a) to generate revenues
- b) to export and import goods
- c) to work for governments
- d) to ensure the best impact for beneficiaries

3. The governing boards of NGOs are of:

- a) civil society
- b) military personnel
- c) both military personnel and civil society

retired persons

GENERAL CONTROL QUESTIONS ON THE SUBJECT

Unit 1

Translate the sentences into English.

1. Urmon sukunatida kushlarning sayrashi eshitilar edi.
2. U shaharda uni xech kim kutmayotgan paytda paydo buldi
3. Deraza shamol tasirida tikilardi.
4. Uning kamchiliklari kup, lekin ylar kimda ham yuk.
5. Afsuski dori yahshi tasir kilmadi.
6. Uni ayblashga bizda hech kanday asos yuk.
7. Shahciy ishini boshlash uchun unda tashabbuskorlik yetishmasdi.
8. Bergan vadalariga karamasdan y kelmadi
- 9 Kelinglar hamma narsani yz nomi bilan ataylik.
- Sizni kup marta bezovta kilganim uchun uzimni aybdor xisoblayman

I. Translate the sentences into Uzbek

1. Once we'd found some common ground we got on very well together.
2. She didn't overlook a thing in planning the party.
3. June went there sometimes to cheer the old things up.
4. That was an unkind thing to say.
5. The Forsytes resented encroachments on their property.
6. Kit had been called out once before during the night and his body resented the second disturbance.
7. He was a big man who resented the buttons on his shirts.
8. My son has begun to come along very well in French since the new teacher was appointed.

To write an essay: using essential vocabulary and word combinations.

Advantages and disadvantages of oral examination.

Unit 2.

Translate the sentences into English.

1. glar hamma narsani yz nomi bilan ataylik.
2. Sizni kup marta bezovta kilganim uchun uzimni aybdor xisoblayman.
3. bu bola uzining katta yoshli dustiga kattik ishonadi.
4. Finch aybdor bilan adolatli tarzda ish kurishlarini hoxhladi.
5. Uz-uzidan uning taklifi kizikarli, lekin u siznikidan yaxshi emas.
6. Y kim bulishidan katiy nazar , bunday kilishga xakki yuk edi.
7. Doroti fikrini jamlab olgach, savollarga yaxshi javob berdi.
8. Biz shaharga kirdik,tezlikni kamaytiring.
- 9 Afsuski dori yahshi tasir kilmadi.
- 10 Uni ayblashga bizda hech kanday asos yuk.

Translate the sentences into Uzbek

1. She's got a thing about fast cars
2. I'm having trouble paying attention — I have a thing or two on my mind.
3. The meeting was designed to reassure parents whose children were taking exams that summer.
4. The nurse tried to reassure the frightened child.
5. He spoke in his usual assured tones.
6. Despite the Government's repeated assurances to the contrary, taxation has risen over the past decade.
7. Over the past 50 years crop yields have risen steadily by 1-2% a year.
8. Baby toys are usually made out of yielding materials

To write an essay: using essential vocabulary and word combinations.

My favourite book which I read in my childhood.

Unit 3

Translate the sentences into English.

1. Kelinglar hamma narsani yz nomi bilan ataylik.
2. Sizni kup marta bezovta kilganim uchun uzimni aybdor xisoblayman
3. Suv shunchsalik sovuk ediki, Tomning tishlari takillay boshladi.
4. Va nihoyat balik suv yuzasida paydo buldi, kariya unung kattaligidan hayratda koldi.
5. Uglingizga odamlar oldida tanbeh bermang, u bilan alohida gaplashing.
6. Shu kunlarda Deyvning lavozimi oshirildi va bundan uning oila a'zolari xursand.
7. Kupervud xayotini kartaga tikayotganini bilardi ,lekin uning boshka yuli yuk edi.
8. Men u bilan telefonda gaplashaverib charchadim , uzini kurmokchiman.

Translate the sentences into Uzbek

1. Initially she opposed the plan, but later she changed her mind.
2. She's turned out to be the exact opposite of what everyone expected.
3. We sat at opposite ends of the table to/ from each other.
4. She worked her initials in red.
5. The young man after initial shyness turned into a considerable social success.
6. initialled the documents to show I approved of them.
7. When she began the job she showed initiative and was promoted to manager after a year
8. The meeting was designed to reassure parents whose children were taking exams that summer.

To write an essay: using essential vocabulary and word combinations.

The role of books in our life.

Unit 4.

1. Translate the sentences into English.

- 1 Kalavaning uchini topa olmayapman , bu men uchun topishmok.
2. Y kun buyi shu masala xususida bosh kotirdi, lekin uni xal kila olmadi.
3. Ukituvchi talabalarga kiyin vazifa berdi.
4. Hayolingizni lamlang va boshkatdan kavob bering.
5. Ertalab barvakt yulga chikishga meni etirozim yuk.

6. Bunday imkoniyatdan voz kechish uchun girt axmok bulish kerak.
7. Turmush urtogining uzok davom etgan kasalligi va ishsizlikdan sung Hartvud honim uta kashshok axvolga kelib koldi.
8. Natijalar uch kundan sung anuk buladi.

2. Translate the sentences into Uzbek

1. The quite deliberate footsteps approaching my door rattled me.
2. He was left alone except Rachel rattling pots in the kitchen.
- 3 In this dangerous affair the stake was his own life.
4. The display of wealth was calculated for effect.
5. It is an equal failing to trust everybody to trust nobody.
6. Despite the Government's repeated assurances to the contrary, taxation has risen over the past decade.
7. The lock was old and yielded when we pushed the door.
8. It would be dreadful if something terrible happened and I were not at hand.

3 .To write an essay: using essential vocabulary and word combinations.

The role of music in our life.

Unit 5

Translate the sentences into English.

- 1 .Men kerakli narsalarimni joylab stansiyaga yul oldim.
2. Iltimos agar katnasha olmasangiz bizni ogohlantiring.
3. Yonimizdan bolalar utib ketishdi.
4. U uz ishini ajoyib yakunladi.
5. Uni boshi kattik ogrirdi, lekin u bunga etibor bermasdan ishini davom ettirdi.
6. Ajoyib musika anchagacha yodimizda koldi.
7. Xonadan kattik shovkin eshitilardi –bu Duglas va Kenning janjali edi.
8. There is only a hint of brandy in the sause, so I don't think it will make you drunk.

Translate the sentences into Uzbek

1. He has set his heart on becoming a ballet dancer.
2. he had been working at hospital for so long time that he ignored the “no smoking” sign.
3. Initially he opposed the plan but later changed his mind.
4. Her constitution is as sound as a bell.
5. A cheerful fire was burning in the grate .
6. He was annoyed at the way she tried to take over the whole meeting.
7. Don't mension his health , it is forbidden ground.
8. There is no point in your coming to my class , if you are not going to attend to what I say.

3 .To write an essay: using essential vocabulary and word combinations

How to encourage children to read books.

Unit 6

Translate the sentences into English.

- 10 Urmon sukunatida kushlarning sayrashi eshitilar edi.
- 11 U shaharda uni xech kim kutmayotgan paytda paydo buldi
- 12 Deraza shamol tasirida tikilardi.

- 13 Uning kamchiliklari kup, lekin ylar kimda ham yuk.
- 14 Afsuski dori yahshi tasir kilmadi.
- 15 Uni ayblashga bizda hech kanday asos yuk.
- 16 Shahciy ishini boshlash uchun unda tashabbuskorlik yetishmasdi.
- 17 Bergan vadalariga karamasdan y kelmadi.

10 Translate the sentences into Uzbek

9. Once we'd found some common ground we got on very well together.
10. She didn't overlook a thing in planning the party.
11. June went there sometimes to cheer the old things up.
12. That was an unkind thing to say.
13. The Forsytes resented encroachments on their property.
14. Kit had been called out once before during the night and his body resented the second disturbance.
15. He was a big man who resented the buttons on his shirts.
16. My son has begun to come along very well in French since the new teacher was appointed.

To write an essay: using essential vocabulary and word combinations.

Advantages and disadvantages of oral examination.

Unit 7.

Translate the sentences into English.

- a. Kelinglar hamma narsani yz nomi bilan ataylik.
- b. Sizni kup marta bezovta kilganim uchun uzimni aybdor xisoblayman.
- c. bu bola uzining katta yoshli dustiga kattik ishonadi.
- d. Finch aybdor bilan adolatli tarzda ish kurishlarini hoxhladi.
- e. Uz-uzidan uning taklifi kizikarli, lekin u siznikidan yaxshi emas.
- f. Y kim bulishidan katiy nazar , bunday kilishga xakki yuk edi.
- g. Doroti fikrini jamlab olgach, savollarga yaxshi javob berdi.
- h. Biz shaharga kirdik, tezlikni kamaytiring.

Translate the sentences into Uzbek

9. She's got a thing about fast cars
10. I'm having trouble paying attention — I have a thing or two on my mind.
11. The meeting was designed to reassure parents whose children were taking exams that summer.
12. The nurse tried to reassure the frightened child.
13. He spoke in his usual assured tones.
14. Despite the Government's repeated assurances to the contrary, taxation has risen over the past decade.
15. Over the past 50 years crop yields have risen steadily by 1-2% a year.
16. Baby toys are usually made out of yielding materials.

To write an essay: using essential vocabulary and word combinations.

My favourite book which I read in my childhood

8A What is it exactly?

Activity 1 A Pair work Look at these close-up pictures. Try to guess what they show. Then go to page 92 to check your answers.



"I'm not sure, but number 1 might be a..."

B Pair work Discuss these questions.

- How often do you use each product?
- Which product is the most useful? the least useful?
- What did people do before they had these products?

C Listen You will hear five people talk about frustrations they've had with new products. Complete the summaries.

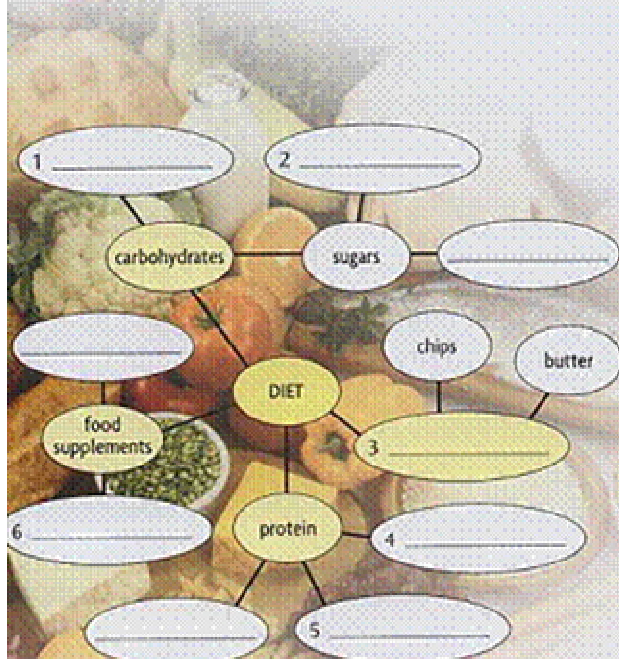
Daniel has problems with remote controls. He had _____, but his roommate just brought another one home. He has trouble _____ the one he needs.

Rosa gets frustrated when she calls _____ service. She hates listening to a recorded _____ before she can speak to a _____.

Bob had trouble removing a price _____ on a book. He tried to peel it away, but the _____ started tearing. After rubbing it, it started turning _____.

3 Sports and games

Agreeing and disagreeing • Sport and lifestyle



WHAT DO YOU THINK?

How to be the best

- 1 Work with a partner. Complete gaps 1–18 in the spider-diagrams with words and phrases from the box. Think of other words to put in the remaining spaces.

meat sweets treatment jogging physiotherapist
meditation fats drinking too much alcohol injury
sleeping vitamins dietician medication
weight-training fish potatoes coach drug abuse

- 2 Work in groups. How should sportsmen/women improve their performance? Make a list of 'do's' and 'don'ts'.

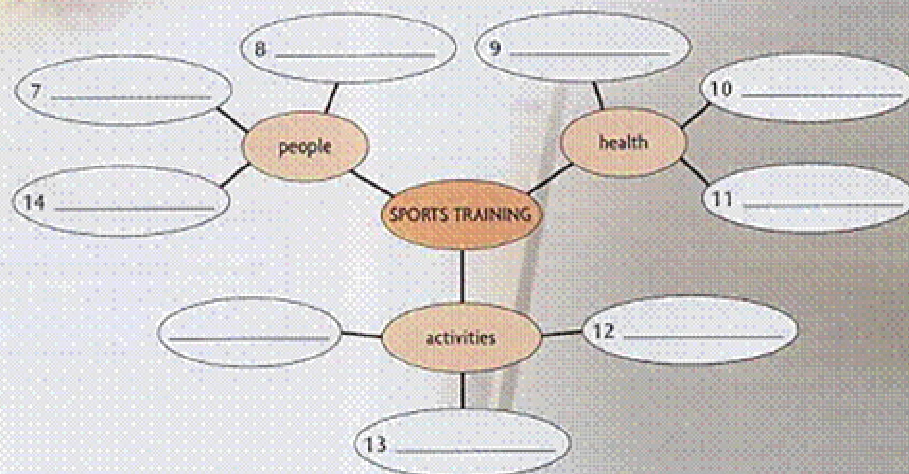
DO
train every day

DON'T
drink beer after training

- 3 Roleplay a conversation between a coach and a sportsman/woman. Work with a partner from another group.

Student A Look at p86.

Student B Look at p87.



Disaster

Target Words

1. anticipate 6. flood
2. catastrophic 7. impact
3. collide 8. persevere
4. eruption 9. plunge
5. famine 10. unleash

Definitions and Samples

1. anticipate *v.* To expect; to sense something before it happens

By placing sensors in earthquake-prone areas, scientists can **anticipate** some tremors in time to warn the public.

Parts of speech anticipation *n*, anticipatory *adj*

2. catastrophic *adj.* Extremely harmful; causing financial or physical ruin

The architect died in a **catastrophic** elevator accident.

Parts of speech catastrophe *n*, catastrophically *adv*

3. collide *v.* To come together with great or violent force

As usual, their holiday was ruined when their in-laws' views on politics **collided** with their own.

Parts of speech collision *n*

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4. eruption *n.* A sudden, often violent, outburst

The **eruption** of Mount St. Helens in 1980 caused 57 deaths and immeasurable change to the face of the mountain.

Usage tips Eruption is often followed by an *of* phrase.

Parts of speech erupt *v*

5. famine *n.* Severe hunger; a drastic food shortage

The potato **famine** in Ireland in the mid-nineteenth century caused large numbers of Irish people to emigrate to America.

6. flood *n.* An overflowing of water; an excessive amount

The constant rain and poor drainage system caused a **flood** in town.

The political party sent out a **flood** of letters criticizing their opponents.

Parts of speech flood *v*

7. impact *n.* A strong influence

The speech about the importance of education made an **impact** on me.

Usage tips Impact is usually followed by *on* or *of*.

Parts of speech impact *v*

8. persevere *v.* To keep going, despite obstacles or discouragement; to maintain a purpose

The hikers **persevered** despite the bad weather and the icy trail.

Parts of speech persist *v*, persistent *adj*

9. plunge *v.* To go down suddenly; to decrease by a great amount in a short time

He jumped off the diving board and **plunged** into the pool.

The value of the company's stock **plunged** after its chief executive was arrested.

8 Nature

Usage tips Plunge is often followed by an *into* phrase.

Parts of speech plunge *n*

10. unleash *v.* To release a thing or an emotion

When they saw the strange man on their property, they **unleashed** their dogs.

He is from such an unemotional family, he will never learn to **unleash** his feelings.

Find the word or phrase that is closest in meaning

to the opposite of each word in the left-hand column. Write the letter in the blank.

1. persevere (a) to pass by without hitting

2. anticipate (b) to give up

3. famine (c) to not see something coming

4. collide (d) harmless

5. catastrophic (e) excess of food

Circle the word that best completes each sentence.

1. Residents of Hawaii must accept the possibility of a volcanic (eruption / perseverance).

2. Years after the accident, she was finally able to (anticipate / unleash) her feelings of anger.

3. Houses along the river often face (famine / flooding) during the rainy season.

4. Many people think it is cruel to (collide / plunge) live lobsters into boiling water.

5. A well-written essay should make some kind of (catastrophe / impact) on its readers.

Disaster 9

TOEFL Success Read the passage to review the vocabulary you have learned. Answer the questions that follow.

Nature challenges humans in many ways, through disease, weather, and *famine*. For those living along the coast, one unusual phenomenon capable of *catastrophic* destruction is the tsunami (pronounced "tsoo-NAH-mee").

A tsunami is a series of waves generated in a body of water by an impulsive disturbance. Earthquakes, landslides, volcanic *eruptions*, explosions, and even the *impact* of meteorites can generate tsunamis.

Starting at sea, a tsunami slowly approaches land, growing in height and losing energy through bottom friction and turbulence. Still, just like any other water waves, tsunamis *unleash* tremendous energy as they *plunge* onto the shore. They have great erosion potential, stripping beaches of sand, undermining trees, and *flooding*

hundreds of meters inland. They can easily crush cars, homes, vegetation, and anything they *collide* with.

To minimize the devastation of a tsunami, scientists are constantly trying to *anticipate* them more accurately and more quickly. Because many factors come together to produce a life-threatening tsunami, foreseeing them is not easy. **Despite this**, researchers in meteorology *persevere* in studying and predicting tsunami behavior.

1. Which sentence best expresses the essential information of this passage?
 - a. Tsunamis could become a new source of usable energy in the next hundred years.
 - b. Tsunamis do more damage to the land than flooding.
 - c. Tsunamis can have an especially catastrophic impact on coastal communities.
 - d. Scientists can predict and track tsunamis with a fair degree of accuracy, reducing their potential impact.
2. In the first sentence, why does the author mention weather?
 - a. because tsunamis are caused by bad weather
 - b. because tsunamis are more destructive than weather phenomena
 - c. as an example of a destructive natural force
 - d. as an introduction to the topic of coastal storms.

- Applicant
- Prospective student
- Freshman
- Sophomore
 - Applicant
 - Prospective student
 - Freshman
 - Sophomore

GLOSSARY

- abase** *v.* To lower in position, estimation, or the like; degrade.
- abbess** *n.* The lady superior of a nunnery.
- abbey** *n.* The group of buildings which collectively form the dwelling-place of a society of monks or nuns.
- abbot** *n.* The superior of a community of monks.
- abdicate** *v.* To give up (royal power or the like).
- abdomen** *n.* In mammals, the visceral cavity between the diaphragm and the pelvic floor; the belly.
- abdominal** *n.* Of, pertaining to, or situated on the abdomen.
- abduction** *n.* A carrying away of a person against his will, or illegally.
- abed** *adv.* In bed; on a bed.
- aberration** *n.* Deviation from a right, customary, or prescribed course.
- abet** *v.* To aid, promote, or encourage the commission of (an offense).
- abeyance** *n.* A state of suspension or temporary inaction.
- abhorrence** *n.* The act of detesting extremely.
- abhorrent** *adj.* Very repugnant; hateful.
- abidance** *n.* An abiding.
- abject** *adj.* Sunk to a low condition.
- abjure** *v.* To recant, renounce, repudiate under oath.
- able-bodied** *adj.* Competent for physical service.
- ablution** *n.* A washing or cleansing, especially of the body.
- abnegate** *v.* To renounce (a right or privilege).
- abnormal** *adj.* Not conformed to the ordinary rule or standard.
- abominable** *adj.* Very hateful.
- abominate** *v.* To hate violently.
- abomination** *n.* A very detestable act or practice.
- aboriginal** *adj.* Primitive; unsophisticated.
- aborigines** *n.* The original or earliest known inhabitants of a country.
- aboveboard** *adv. & adj.* Without concealment, fraud, or trickery.
- abrade** *v.* To wear away the surface or some part of by friction.
- abrasion** *n.* That which is rubbed off.
- abridge** *v.* To make shorter in words, keeping the essential features, leaving out minor particles.
- abridgment** *n.* A condensed form as of a book or play.
- abrogate** *v.* To abolish, repeal.
- abrupt** *adj.* Beginning, ending, or changing suddenly or with a break.
- abscess** *n.* A Collection of pus in a cavity formed within some tissue of the body.
- abscission** *n.* The act of cutting off, as in a surgical operation.
- abscond** *v.* To depart suddenly and secretly, as for the purpose of escaping arrest.
- absence** *n.* The fact of not being present or available.
- absent-minded** *adj.* Lacking in attention to immediate surroundings or business.

absolution *n.* Forgiveness, or passing over of offenses.

absolve *v.* To free from sin or its penalties.

absorb *v.* To drink in or suck up, as a sponge absorbs water.

absorption *n.* The act or process of absorbing.

abstain *v.* To keep oneself back (from doing or using something).

abstemious *adj.* Characterized by self denial or abstinence, as in the use of drink, food.

abstinence *n.* Self denial.

abstruse *adj.* Dealing with matters difficult to be understood.

absurd *adj.* Inconsistent with reason or common sense.

abundant *adj.* Plentiful.

abusive *adj.* Employing harsh words or ill treatment.

abut *v.* To touch at the end or boundary line.

abyss *n.* Bottomless gulf.

academic *adj.* Of or pertaining to an academy, college, or university.

academician *n.* A member of an academy of literature, art, or science.

academy *n.* Any institution where the higher branches of learning are taught.

accede *v.* To agree.

accelerate *v.* To move faster.

accept *v.* To take when offered.

access *n.* A way of approach or entrance; passage.

accessible *adj.* Approachable.

accession *n.* Induction or elevation, as to dignity, office, or government.

accessory *n.* A person or thing that aids the principal agent.

acclaim *v.* To utter with a shout.

accommodate *v.* To furnish something as a kindness or favor.

badger *v.* To pester.

baffle *v.* To foil or frustrate.

bailiff *n.* An officer of court having custody of prisoners under arraignment.

baize *n.* A single-colored napped woolen fabric used for table-covers, curtains, etc.

bale *n.* A large package prepared for transportation or storage.

baleful *adj.* Malignant.

ballad *n.* Any popular narrative poem, often with epic subject and usually in lyric form.

balsam *n.* A medical preparation, aromatic and oily, used for healing.

banal *adj.* Commonplace.

barcarole *n.* A boat-song of Venetian gondoliers.

barograph *n.* An instrument that registers graphically and continuously the atmospheric pressure.

barometer *n.* An instrument for indicating the atmospheric pressure per unit of surface.

barring *prep.* Apart from.

baritone *adj.* Having a register higher than bass and lower than tenor.

bask *v.* To make warm by genial heat.

bass *adj.* Low in tone or compass.

baste *v.* To cover with melted fat, gravy, while cooking.

baton *n.* An official staff borne either as a weapon or as an emblem of authority or privilege.

battalion *n.* A body of infantry composed of two or more companies, forming a part of a regiment.

batten *n.* A narrow strip of wood.

batter *n.* A thick liquid mixture of two or more materials beaten together, to be used in cookery.

bauble *n.* A trinket.

bawl *v.* To proclaim by outcry.

beatify *v.* To make supremely happy.

beatitude *n.* Any state of great happiness.

beau *n.* An escort or lover.

becalm *v.* To make quiet.

beck *v.* To give a signal to, by nod or gesture.

bedaub *v.* To smear over, as with something oily or sticky.

bedeck *v.* To cover with ornament.

bedlam *n.* Madhouse.

befog *v.* To confuse.

befriend *v.* To be a friend to, especially when in need.

beget *v.* To produce by sexual generation.

begrudge *v.* To envy one of the possession of.

belate *v.* To delay past the proper hour.

belay *v.* To make fast, as a rope, by winding round a cleat.

belie *v.* To misrepresent.

believe *v.* To accept as true on the testimony or authority of others.

belittle *v.* To disparage.

belle *n.* A woman who is a center of attraction because of her beauty, accomplishments, etc.

bellicose *adj.* Warlike.

belligerent *adj.* Manifesting a warlike spirit.

bemoan *v.* To lament

benediction *n.* a solemn invocation of the divine blessing.

benefactor *n.* A doer of kindly and charitable acts.

benefice *n.* A church office endowed with funds or property for the maintenance of divine service.

beneficent *adj.* Characterized by charity and kindness.

beneficial *adj.* Helpful.

beneficiary *n.* One who is lawfully entitled to the profits and proceeds of an estate or property.

benefit *n.* Helpful result.

benevolence *n.* Any act of kindness or well-doing.

benevolent *adj.* Loving others and actively desirous of their well-being.

benign *adj.* Good and kind of heart.

benignant *adj.* Benevolent in feeling, character, or aspect.

benignity *n.* Kindness of feeling, disposition, or manner.
benison *n.* Blessing.
bequeath *v.* To give by will.
bereave *v.* To make desolate with loneliness and grief.
berth *n.* A bunk or bed in a vessel, sleeping-car, etc.
beseech *v.* To implore.
beset *v.* To attack on all sides.
besmear *v.* To smear over, as with any oily or sticky substance.
bestial *adj.* Animal.
bestrew *v.* To sprinkle or cover with things strewn.
bestride *v.* To get or sit upon astride, as a horse.
bethink *v.* To remind oneself.
betide *v.* To happen to or befall.
betimes *adv.* In good season or time.
betroth *v.* To engage to marry.
betrothal *n.* Engagement to marry.
bevel *n.* Any inclination of two surfaces other than 90 degrees.
bewilder *v.* To confuse the perceptions or judgment of.
bibliomania *n.* The passion for collecting books.
bibliography *n.* A list of the words of an author, or the literature bearing on a particular subject.
bibliophile *n.* One who loves books.
bibulous *adj.* Fond of drinking.
bide *v.* To await.
biennial *n.* A plant that produces leaves and roots the first year and flowers and fruit the second.
bier *n.* A horizontal framework with two handles at each end for carrying a corpse to the grave.
bigamist *n.* One who has two spouses at the same time.
bigamy *n.* The crime of marrying any other person while having a legal spouse living.
bight *n.* A slightly receding bay between headlands, formed by a long curve of a coast-line.
bilateral *adj.* Two-sided.
bilingual *adj.* Speaking two languages.
biograph *n.* A bibliographical sketch or notice
cartilage *n.* An elastic animal tissue of firm consistence.
cartridge *n.* A charge for a firearm, or for blasting.
caste *n.* The division of society on artificial grounds.
castigate *v.* To punish.
casual *adj.* Accidental, by chance.
casualty *n.* A fatal or serious accident or disaster.
cataclysm *n.* Any overwhelming flood of water.
cataract *n.* Opacity of the lens of the eye resulting in complete or partial blindness.
catastrophe *n.* Any great and sudden misfortune or calamity.

cathode *n.* The negative pole or electrode of a galvanic battery.

Catholicism *n.* The system, doctrine, and practice of the Roman Catholic Church.

catholicity *n.* Universal prevalence or acceptance.

cat-o'-nine-tails *n.* An instrument consisting of nine pieces of cord, formerly used for flogging in the army and navy.

caucus *n.* A private meeting of members of a political party to select candidates.

causal *adj.* Indicating or expressing a cause.

caustic *adj.* Sarcastic and severe.

cauterize *v.* To bum or sear as with a heated iron.

cede *v.* To pass title to.

censor *n.* An official examiner of manuscripts empowered to prohibit their publication.

censorious *adj.* Judging severely or harshly.

census *n.* An official numbering of the people of a country or district.

centenary *adj.* Pertaining to a hundred years or a period of a hundred years.

centiliter *n.* A hundredth of a liter.

centimeter *n.* A length of one hundredth of a meter.

centurion *n.* A captain of a company of one hundred infantry in the ancient Roman army.

cereal *adj.* Pertaining to edible grain or farinaceous seeds.

ceremonial *adj.* Characterized by outward form or ceremony.

ceremonious *adj.* Observant of ritual.

cessation *n.* Discontinuance, as of action or motion.

cession *n.* Surrender, as of possessions or rights.

chagrin *n.* Keen vexation, annoyance, or mortification, as at one's failures or errors.

chameleon *adj.* Changeable in appearance.

chancery *n.* A court of equity, as distinguished from a common-law court.

chaos *n.* Any condition of which the elements or parts are in utter disorder and confusion.

characteristic *n.* A distinctive feature.

characterize *v.* To describe by distinctive marks or peculiarities.

charlatan *n.* A quack.

chasm *n.* A yawning hollow, as in the earth's surface.

chasten *v.* To purify by affliction.

chastise *v.* To subject to punitive measures.

chastity *n.* Sexual or moral purity.

chateau *n.* A castle or manor-house.

chattel *n.* Any article of personal property.

Darwinism *n.* The doctrine that natural selection has been the prime cause of evolution of higher forms.

dastard *n.* A base coward.

datum *n.* A premise, starting-point, or given fact.

dauntless *adj.* Fearless.

day-man *n.* A day-laborer.

dead-heat *n.* A race in which two or more competitors come out even, and there is no winner.

dearth *n.* Scarcity, as of something customary, essential, or desirable.

death's-head *n.* A human skull as a symbol of death.

debase *v.* To lower in character or virtue.

debatable *adj.* Subject to contention or dispute.

debonair *adj.* Having gentle or courteous bearing or manner.

debut *n.* A first appearance in society or on the stage.

decagon *n.* A figure with ten sides and ten angles.

decagram *n.* A weight of 10 grams.

decaliter *n.* A liquid and dry measure of 10 liters.

decatalogue *n.* The ten commandments.

Decameron *n.* A volume consisting of ten parts or books.

decameter *n.* A length of ten meters.

decamp *v.* To leave suddenly or unexpectedly.

decapitate *v.* To behead.

decapod *adj.* Ten-footed or ten-armed.

decasyllable *n.* A line of ten syllables.

deceit *n.* Falsehood.

deceitful *adj.* Fraudulent.

deceive *v.* To mislead by or as by falsehood.

decency *n.* Moral fitness.

decent *adj.* Characterized by propriety of conduct, speech, manners, or dress.

deciduous *adj.* Falling off at maturity as petals after flowering, fruit when ripe, etc.

decimal *adj.* Founded on the number 10.

decimate *v.* To destroy a measurable or large proportion of.

decipher *v.* To find out the true words or meaning of, as something hardly legible.

decisive *ad.* Conclusive.

declamation *n.* A speech recited or intended for recitation from memory in public.

declamatory *adj.* A full and formal style of utterance.

declarative *adj.* Containing a formal, positive, or explicit statement or affirmation.

declension *n.* The change of endings in nouns and *adj.* to express their different relations of gender.

decorate *v.* To embellish.

decorous *adj.* Suitable for the occasion or circumstances.

decoy *n.* Anything that allures, or is intended to allure into danger or temptation.

decrepit *adj.* Enfeebled, as by old age or some chronic infirmity.

dedication *n.* The voluntary consecration or relinquishment of something to an end or cause.

deduce *v.* To derive or draw as a conclusion by reasoning from given premises or principles.

deface *v.* To mar or disfigure the face or external surface of.

defalcate *v.* To cut off or take away, as a part of something.

defamation *n.* Malicious and groundless injury done to the reputation or good name of another.

defame *v.* To slander.

default *n.* The neglect or omission of a legal requirement.

defendant *n.* A person against whom a suit is brought.

defensible *adj.* Capable of being maintained or justified.

defensive *adj.* Carried on in resistance to aggression.

defer *v.* To delay or put off to some other time.

deference *n.* Respectful submission or yielding, as to another's opinion, wishes, or judgment.

defiant *adj.* Characterized by bold or insolent opposition.

deficiency *n.* Lack or insufficiency.

deficient *adj.* Not having an adequate or proper supply or amount.

definite *adj.* Having an exact signification or positive meaning.

deflect *v.* To cause to turn aside or downward.

deforest *v.* To clear of forests.

deform *v.* To disfigure.

deformity *n.* A disfigurement.

defraud *v.* To deprive of something dishonestly.

defray *v.* To make payment for.

degeneracy *n.* A becoming worse.

degenerate *v.* To become worse or inferior.

degradation *n.* Diminution, as of strength or magnitude.

degrade *v.* To take away honors or position from.

dehydrate *v.* To deprive of water.

deify *v.* To regard or worship as a god.

deign *v.* To deem worthy of notice or account.

deist *n.* One who believes in God, but denies supernatural revelation.

deity *n.* A god, goddess, or divine person.

deject *v.* To dishearten.

dejection *n.* Melancholy.

delectable *adj.* Delightful to the taste or to the senses.

delectation *n.* Delight.

deleterious *adj.* Hurtful, morally or physically.

delicacy *n.* That which is agreeable to a fine taste.

delineate *v.* To represent by sketch or diagram.

deliquesce *v.* To dissolve gradually and become liquid by absorption of moisture from the air.

delirious *adj.* Raving.

delude *v.* To mislead the mind or judgment of.

deluge *v.* To overwhelm with a flood of water.

delusion *n.* Mistaken conviction, especially when more or less enduring.

demagnetize *v.* To deprive (a magnet) of magnetism.

demagogue *n.* An unprincipled politician.

demeanor *n.* Deportment.

demented *adj.* Insane.

demerit *n.* A mark for failure or bad conduct.

emaciate *v.* To waste away in flesh.

emanate *v.* To flow forth or proceed, as from some source.

emancipate *v.* To release from bondage.

embargo *n.* Authoritative stoppage of foreign commerce or of any special trade.

embark *v.* To make a beginning in some occupation or scheme.

embarrass *v.* To render flustered or agitated.

embellish *v.* To make beautiful or elegant by adding attractive or ornamental features.

embezzle *v.* To misappropriate secretly.

emblazon *v.* To set forth publicly or in glowing terms.

emblem *n.* A symbol.

embody *v.* To express, formulate, or exemplify in a concrete, compact or visible form.

embolden *v.* To give courage to.

embolism *n.* An obstruction or plugging up of an artery or other blood-vessel.

embroil *v.* To involve in dissension or strife.

emerge *v.* To come into view or into existence.

emergence *n.* A coming into view.

emergent *adj.* Coming into view.

emeritus *adj.* Retired from active service but retained to an honorary position.

emigrant *n.* One who moves from one place to settle in another.

emigrate *v.* To go from one country, state, or region for the purpose of settling or residing in another.

eminence *n.* An elevated position with respect to rank, place, character, condition, etc.

eminent *adj.* High in station, merit, or esteem.

emit *v.* To send or give out.

emphasis *n.* Any special impressiveness added to an utterance or act, or stress laid upon some word.

emphasize *v.* To articulate or enunciate with special impressiveness upon a word, or a group of words.

emphatic *adj.* Spoken with any special impressiveness laid upon an act, word, or set of words.

employee *n.* One who works for wages or a salary.

employer *n.* One who uses or engages the services of other persons for pay.

emporium *n.* A bazaar or shop.

empower *v.* To delegate authority to.

emulate *v.* To imitate with intent to equal or surpass.

enact *v.* To make into law, as by legislative act.

enamor *v.* To inspire with ardent love.

encamp *v.* To pitch tents for a resting-place.

encomium *n.* A formal or discriminating expression of praise.

encompass *v.* To encircle.

encore *n.* The call for a repetition, as of some part of a play or performance.

encourage *v.* To inspire with courage, hope, or strength of mind.

encroach *v.* To invade partially or insidiously and appropriate the possessions of another.

encumber *v.* To impede with obstacles.

encyclical *adj.* Intended for general circulation.

encyclopedia *n.* A work containing information on subjects, or exhaustive of one subject.

endanger *v.* To expose to peril.

endear *v.* To cause to be loved.

endemic *adj.* Peculiar to some specified country or people.

endue *v.* To endow with some quality, gift, or grace, usually spiritual.

endurable *adj.* Tolerable.

endurance *n.* The ability to suffer pain, distress, hardship, or stress of any kind without succumbing.

energetic *adj.* Working vigorously.

enervate *v.* To render ineffective or inoperative.

enfeeble *v.* To debilitate.

enfranchise *v.* To endow with a privilege, especially with the right to vote.

engender *v.* To produce.

engrave *v.* To cut or carve in or upon some surface.

engross *v.* To occupy completely.

enhance *v.* To Intensify.

enigma *n.* A riddle.

enjoin *v.* To command.

enkindle *v.* To set on fire.

enlighten *v.* To cause to see clearly.

enlist *v.* To enter voluntarily the military service by formal enrollment.

enmity *n.* Hatred.

ennoble *v.* To dignify.

enormity *n.* Immensity.

enormous *adj.* Gigantic.

enrage *v.* To infuriate.

ferocious *adj.* Of a wild, fierce, and savage nature.

ferocity *n.* Savageness.

fervent *adj.* Ardent in feeling.

fervid *adj.* Intense.

fervor *n.* Ardor or intensity of feeling.

festal *adj.* Joyous.

festive *adj.* Merry.

fete *n.* A festival or feast.

fetus *n.* The young in the womb or in the egg.

feudal *adj.* Pertaining to the relation of lord and vassal.

feudalism *n.* The feudal system.

fez *n.* A brimless felt cap in the shape of a truncated cone, usually red with a black tassel.

fiasco *n.* A complete or humiliating failure.

fickle *adj.* Unduly changeable in feeling, judgment, or purpose.

fictitious *adj.* Created or formed by the imagination.

fidelity *n.* Loyalty.

fiducial *adj.* Indicative of faith or trust.

fief *n.* A landed estate held under feudal tenure.

filibuster *n.* One who attempts to obstruct legislation.

finale *n.* Concluding performance.

finality *n.* The state or quality of being final or complete.

finally *adv.* At last.

financial *adj.* Monetary.

financier *n.* One skilled in or occupied with financial affairs or operations.

finery *n.* That which is used to decorate the person or dress.

finesse *n.* Subtle contrivance used to gain a point.

finite *adj.* Limited.

fiscal *adj.* Pertaining to the treasury or public finances of a government.

fishmonger *n.* One who sells fish.

fissure *n.* A crack or crack-like depression.

fitful *adj.* Spasmodic.

fixture *n.* One who or that which is expected to remain permanently in its position.

flag-officer *n.* The captain of a flag-ship.

flagrant *adj.* Openly scandalous.

flamboyant *adj.* Characterized by extravagance and in general by want of good taste.

flatulence *n.* Accumulation of gas in the stomach and bowels.

flection *n.* The act of bending.

fledgling *n.* A young bird.

flexible *adj.* Pliable.

generality *n.* The principal portion.

generalize *v.* To draw general inferences.

generally *adv.* Ordinarily.

generate *v.* To produce or cause to be.

generic *adj.* Noting a genus or kind; opposed to specific.

generosity *n.* A disposition to give liberally or to bestow favors heartily.

genesis *n.* Creation.

geniality *n.* Warmth and kindness of disposition.

genital *adj.* Of or pertaining to the animal reproductive organs.

genitive *adj.* Indicating source, origin, possession, or the like.

genteel *adj.* Well-bred or refined.

gentile *adj.* Belonging to a people not Jewish.

geology *n.* The department of natural science that treats of the constitution and structure of the earth.

germane *adj.* Relevant.

germinate *v.* To begin to develop into an embryo or higher form.

gestation *n.* Pregnancy.

gesticulate *v.* To make gestures or motions, as in speaking, or in place of speech.

gesture *n.* A movement or action of the hands or face, expressive of some idea or emotion.

ghastly *adj.* Hideous.

gibe *v.* To utter taunts or reproaches.

giddy *adj.* Affected with a whirling or swimming sensation in the head.

gigantic *adj.* Tremendous.

giver *n.* One who gives, in any sense.

glacial *adj.* Icy, or icily cold.

glacier *n.* A field or stream of ice.

gladden *v.* To make joyous.

glazier *n.* One who cuts and fits panes of glass, as for windows.

glimmer *n.* A faint, wavering, unsteady light

hazard *n.* Risk.

head first *adv.* Precipitately, as in diving.

head foremost *adv.* Precipitately, as in diving.

heartrending *adj.* Very depressing.

heathenish *adj.* Irreligious.

heedless *adj.* Thoughtless.

heifer *n.* A young cow.

heinous *adj.* Odiously sinful.

hemorrhage *n.* Discharge of blood from a ruptured or wounded blood-vessel.

hemorrhoids *n.* pl. Tumors composed of enlarged and thickened blood-vessels, at the lower end of the rectum.

henchman *n.* A servile assistant and subordinate.

henpeck *v.* To worry or harass by ill temper and petty annoyances.

heptagon *n.* A figure having seven sides and seven angles.

heptarchy *n.* A group of seven governments.

herbaceous *adj.* Having the character of a herb.

herbarium *n.* A collection of dried plants scientifically arranged for study.

herbivorous *adj.* Feeding on herbs or other vegetable matter, as animals.

hereditary *adj.* Passing naturally from parent to child.

heredity *n.* Transmission of physical or mental qualities, diseases, etc., from parent to offspring.

heresy *n.* An opinion or doctrine subversive of settled beliefs or accepted principles.

heretic *n.* One who holds opinions contrary to the recognized standards or tenets of any philosophy.

heritage *n.* Birthright.

hernia *n.* Protrusion of any internal organ in whole or in part from its normal position.

hesitancy *n.* A pausing to consider.

hesitant *adj.* Vacillating.

hesitation *n.* Vacillation.

heterodox *adj.* At variance with any commonly accepted doctrine or opinion.

heterogeneity *n.* Unlikeness of constituent parts.

heterogeneous *adj.* Consisting of dissimilar elements or ingredients of different kinds.

heteromorphic *adj.* Deviating from the normal form or standard type.

hexangular *adj.* Having six angles.

hexapod *adj.* Having six feet.

hexagon *n.* A figure with six angles.

hiatus *n.* A break or vacancy where something necessary to supply the connection is wanting.

hibernal *adj.* Pertaining to winter.

Hibernian *adj.* Pertaining to Ireland, or its people.

hideous *adj.* Appalling.

hilarious *adj.* Boisterously merry.

hillock *n.* A small hill or mound.

hinder *v.* To obstruct.

hindmost *adj.* Farthest from the front.

illogical *adj.* Contrary to the rules of sound thought.

illuminant *n.* That which may be used to produce light.

illuminate *v.* To supply with light.

illumine *v.* To make bright or dear.

illusion *n.* An unreal image presented to the senses.

illusive *adj.* Deceptive.

illusory *adj.* Deceiving or tending to deceive, as by false appearance.

imaginable *adj.* That can be imagined or conceived in the mind.

imaginary *adj.* Fancied.

imbibe *v.* To drink or take in.

imbroglio *n.* A misunderstanding attended by ill feeling, perplexity, or strife.

imbrue *v.* To wet or moisten.

imitation *n.* That which is made as a likeness or copy.

imitator *n.* One who makes in imitation.

immaculate *adj.* Without spot or blemish.

immaterial *adj.* Of no essential consequence.

immature *adj.* Not full-grown.

immeasurable *adj.* Indefinitely extensive.

immense *adj.* Very great in degree, extent, size, or quantity.

immerse *v.* To plunge or dip entirely under water or other fluid.

immersion *n.* The act of plunging or dipping entirely under water or another fluid.

immigrant *n.* A foreigner who enters a country to settle there.

immigrate *v.* To come into a country or region from a former habitat.

imminence *n.* Impending evil or danger.

imminent *adj.* Dangerous and close at hand.

immiscible *adj.* Separating, as oil and water.

immoral *adj.* Habitually engaged in licentious or lewd practices.

immortalize *v.* To cause to last or to be known or remembered throughout a great or indefinite length of time.

immovable *adj.* Steadfast.

legionary *n.* A member of an ancient Roman legion or of the modern French Legion of Honor.

legislate *v.* To make or enact a law or laws.

legislative *adj.* That makes or enacts laws.

legislator *n.* A lawgiver.

legitimacy *n.* Accordance with law.

legitimate *adj.* Having the sanction of law or established custom.

leisure *n.* Spare time.

leniency *n.* Forbearance.

lenient *adj.* Not harsh.

leonine *adj.* Like a lion.

lethargy *n.* Prolonged sluggishness of body or mind.

levee *n.* An embankment beside a river or stream or an arm of the sea, to prevent overflow.

lever *n.* That which exerts, or through which one may exert great power.

leviathan *n.* Any large animal, as a whale.

levity *n.* Frivolity.

levy *v.* To impose and collect by force or threat of force.

lewd *adj.* Characterized by lust or lasciviousness.

lexicographer *n.* One who makes dictionaries.

lexicography *n.* The making of dictionaries.

lexicon *n.* A dictionary.

liable *adj.* Justly or legally responsible.

libel *n.* Defamation.

liberalism *n.* Opposition to conservatism.

liberate *v.* To set free or release from bondage.

licentious *adj.* Wanton.

licit *adj.* Lawful.

liege *adj.* Sovereign.

lien *n.* A legal claim or hold on property, as security for a debt or charge.

lieu *n.* Stead.

lifelike *adj.* Realistic.

parlor *n.* A room for reception of callers or entertainment of guests.

parody *v.* To render ludicrous by imitating the language of.

paronymous *adj.* Derived from the same root or primitive word.

paroxysm *n.* A sudden outburst of any kind of activity.

parricide *n.* The murder of a parent.

parse *v.* To describe, as a sentence, by separating it into its elements and describing each word.

parsimonious *adj.* Unduly sparing in the use or expenditure of money.

partible *adj.* Separable.

participant *n.* One having a share or part.

participate *v.* To receive or have a part or share of.

partition *n.* That which separates anything into distinct parts.

partisan *adj.* Characterized by or exhibiting undue or unreasoning devotion to a party.

passible *adj.* Capable of feeling of suffering.

passive *adj.* Unresponsive.

pastoral *adj.* Having the spirit or sentiment of rural life.

paternal *adj.* Fatherly.

paternity *n.*

quackery *n.* Charlatanry

quadrate *v.* To divide into quarters.

quadruple *v.* To multiply by four.

qualification *n.* A requisite for an employment, position, right, or privilege.

qualify *v.* To endow or furnish with requisite ability, character, knowledge, skill, or possessions.

qualm *n.* A fit of nausea.

quandary *n.* A puzzling predicament.

quantity *n.* Magnitude.

quarantine *n.* The enforced isolation of any person or place infected with contagious disease.

quarrelsome *adj.* Irascible.

quarter *n.* One of four equal parts into which anything is or may be divided.

quarterly *adj.* Occurring or made at intervals of three months.

quartet *n.* A composition for four voices or four instruments.

quarto *n.* An eight-page newspaper of any size.

quay *n.* A wharf or artificial landing-place on the shore of a harbor or projecting into it.

querulous *adj.* Habitually complaining.

recreant *n.* A cowardly or faithless person.

recreate *v.* To refresh after labor.

recrudescence *n.* The state of becoming raw or sore again.

recrudescent *adj.* Becoming raw or sore again.

recruit *v.* To enlist men for military or naval service.

rectify *v.* To correct.

rectitude *n.* The quality of being upright in principles and conduct.

recuperate *v.* To recover.

recur *v.* To happen again or repeatedly, especially at regular intervals.

recure *v.* To cure again.

recurrent *adj.* Returning from time to time, especially at regular or stated intervals.

redemption *n.* The recovery of what is mortgaged or pledged, by paying the debt.

redolent *adj.* Smelling sweet and agreeable.

redolence *n.* Smelling sweet and agreeable.

redoubtable *adj.* Formidable.

redound *n.* Rebound.

redress *v.* To set right, as a wrong by compensation or the punishment of the wrong-doer.

reducible *adj.* That may be reduced.

redundance *n.* Excess.
redundant *adj.* Constituting an excess.
reestablish *v.* To restore.
scintilla *n.* The faintest ray.
scintillate *v.* To emit or send forth sparks or little flashes of light.
scope *n.* A range of action or view.
scoundrel *n.* A man without principle.
scribble *n.* Hasty, careless writing.
scribe *n.* One who writes or is skilled in writing.
script *n.* Writing or handwriting of the ordinary cursive form.
Scriptural *adj.* Pertaining to, contained in, or warranted by the Holy Scriptures.
scruple *n.* Doubt or uncertainty regarding a question of moral right or duty.
scrupulous *adj.* Cautious in action for fear of doing wrong.
scurrilous *adj.* Grossly indecent or vulgar.
scuttle *v.* To sink (a ship) by making holes in the bottom.
scythe *n.* A long curved blade for mowing, reaping, etc.
seance *n.* A meeting of spirituals for consulting spirits.
sear *v.* To bum on the surface.
sebaceous *adj.* Pertaining to or appearing like fat.
transitory *adj.* Existing for a short time only.
translate *v.* To give the sense or equivalent of in another language or dialect.
translator *n.* An interpreter.
translucence *n.* The property or state of allowing the passage of light.
translucent *adj.* Allowing the passage of light.
transmissible *adj.* That may e sent through or across.
transmission *n.* The act of sending through or across.
transmit *v.* To send trough or across.
transmute *v.* To change in nature, substance, or form.
transparent *adj.* Easy to see through or understand.
transpire *v.* To come to pass.
unfavorable *adj.* Adverse.
ungainly *adj.* Clumsy.
unguent *n.* Any ointment or lubricant for local application.
unicellular *adj.* Consisting of a single cell.
univalence *n.* Monovalency.
unify *v.* To cause to be one.
unique *adj.* Being the only one of its kind.
unison *n.* A condition of perfect agreement and accord.
unisonant *adj.* Being in a condition of perfect agreement and accord.
Unitarian *adj.* Pertaining to a religious body that rejects the doctrine of the Trinity.
unlawful *adj.* Illegal.
unlimited *adj.* Unconstrained.
unnatural *adj.* Artificial.
unnecessary *adj.* Not essential under the circumstances.
unsettle *v.* To put into confusion.

unsophisticated *adj.* Showing inexperience.
venial *adj.* That may be pardoned or forgiven, a forgivable sin.
venison *n.* The flesh of deer.
venom *n.* The poisonous fluid that certain animals secrete.
venous *adj.* Of, pertaining to, or contained or carried in a vein or veins.
veracious *adj.* Habitually disposed to speak the truth.
veracity *n.* Truthfulness.
verbatim *adv.* Word for word.
verbiage *n.* Use of many words without necessity.
verbose *adj.* Wordy.
verdant *adj.* Green with vegetation.
verification *n.* The act of proving to be true, exact, or accurate.
verify *v.* To prove to be true, exact, or accurate.
verily *adv.* In truth.
verity *n.* Truth.
vermin *n.* A noxious or troublesome animal.
vernacular *n.* The language of one's country.
wearisome *adj.* Fatiguing.
wee *adj.* Very small.
well-bred *adj.* Of good ancestry.
well-doer *n.* A performer of moral and social duties.
well-to-do *adj.* In prosperous circumstances.
whereabouts *n.* The place in or near which a person or thing is.
whereupon *adv.* After which.
wherever *adv.* In or at whatever place.
wherewith *n.* The necessary means or resources.
whet *v.* To make more keen or eager.
whimsical *adj.* Capricious.
whine *v.* To utter with complaining tone.
wholly *adv.* Completely.
wield *v.* To use, control, or manage, as a weapon, or instrument, especially with full command.
wile *n.* An act or a means of cunning deception.
winsome *adj.* Attractive.
wintry *adj.* Lacking warmth of manner.
wiry *adj.* Thin, but tough and sinewy.
witchcraft *n.* Sorcery.
witless *adj.* Foolish, indiscreet, or silly.
witling *n.* A person who has little understanding.
witticism *n.* A witty, brilliant, or original saying or sentiment.
wittingly *adv.* With knowledge and by design.
wizen *v.* To become or cause to become withered or dry.
wizen-faced *adj.* Having a shriveled face.
working-man *n.* One who earns his bread by manual labor.
workmanlike *adj.* Like or befitting a skilled workman.

workmanship *n.* The art or skill of a workman.
wrangle *v.* To maintain by noisy argument or dispute.
wreak *v.* To inflict, as a revenge or punishment.
wrest *v.* To pull or force away by or as by violent twisting or wringing.
wretchedness *n.* Extreme misery or unhappiness.
writhe *v.* To twist the body, face, or limbs or as in pain or distress.
writing *n.* The act or art of tracing or inscribing on a surface letters or ideographs.
wry *adj.* Deviating from that which is proper or right.
yearling *n.* A young animal past its first year and not yet two years old.
zealot *n.* One who espouses a cause or pursues an object in an immoderately partisan manner.
Zeitgeist *n.* The intellectual and moral tendencies that characterize any age or epoch.
zenith *n.* The culminating-point of prosperity, influence, or greatness.
zephyr *n.* Any soft, gentle wind.
zodiac *n.* An imaginary belt encircling the heavens within which are the larger planets.

STUDENT ASSESSMENT CRITERIA

1. РЕЙТИНГ ИШЛАНМА

№	Вазифа	Сони	Балл	Умумий балл
1 семестр				
1. Ж.Б				
1.1	Уй вазифаси	40	0,2	8
1.2	Матнлар баёни	3	1	3
1.3	Луғавий машқлар	10	0,2	2
1.4	Тинглаб тушуниш машқлари	5	1	5
1.5	Грамматик машқлар	20	0,2	4
1.6	Муаммоли вазиятлар ижодий таҳлили	6	0,5	3
1.7	Уйда ўқиш, асарлар таҳлили	3	1	3
1.8	Янгиликлар	5	0,4	2
Мустақил иш				
1.9	Грамматик машқлар (тми)	20	0,1	2
1.10	Тақдимот (презентация) (тми)	2	1	2
1.11	Иншо (тми)	4	2,5	5
1.12	Интернет материал (тми)	1	1	1
ЖБ Жами				40
2. Оралиқ баҳолаш				
2.1	Ёзма шакли	3	6	20
2.2	ТМИ	3	4	10
ОБ Жами				30
4. Якуний баҳолаш				
4.1	Ёзма шакли	1	15	30
ЯБ Жами				30
Жами				40+30+30=100

0-54 points – “қоникарсиз” 2

55-70 points – “қоникарли” 3

71-85 points – “яхши” 4

86-100 points – “аъло” 5

86-100 балл	71-85 балл	56-70 балл	0-55 балл
<ul style="list-style-type: none"> - хулоса ва қарор қабул қилиш - ижодий фикрлай олиш - мустақил мушоҳода юрита олиш - олган билимларини амалда қўллай олиш - моҳиятни тушуниш - билиш, айтиб бериш - тасаввурга эга бўлиш 	<ul style="list-style-type: none"> - мустақил мушоҳода юрита олиш; - олган билимларини амалда қўллай олиш - моҳиятни тушуниш - билиш айтиб бериш - тасаввурга эга бўлиш 	<ul style="list-style-type: none"> - моҳиятни тушуниш - билиш, айтиб бериш - тасаввурга эга бўлиш 	<ul style="list-style-type: none"> - аниқ тасаввурга эга бўлмаслик - билмаслик

2. БАҲОЛАШ МЕЎЗОНИ

Монологик нутқ

Талаба агар монологик нутқи лексик, грамматик ҳамда стилистик жиҳатдан аъло бўлса 1 балл олади.

Агар талабанинг монологик нутқи граматик ва лексик жиҳатдан яхши тайёрланган бўлса 0.8 балл олади.

Агар талабанинг монологик нутқи лексик ва грамматик жиҳатдан яхши тайёрланган бўлса 0,5 баллга эга бўлади.

Коммуникатив кўникмаларни шакллантирувчи машқлар

Талаба ўрганилаётган тилда суҳбатни олиб бориш давомида лексик, грамматик, ва стилистик жиҳатдан намунали тарзда олиб ташкил қила олса 0,5 балл олади.

Талаба суҳбатни лексик ва грамматик жиҳатдан тўғри ташкил эта олса, 0,3 баллга эга бўлади.

Талаба суҳбатни фақатгина лексик ёки грамматик жиҳатдангина ташкил қила олса 0,1 баллга эга бўлади.

Уйда ўқиш машқлари

Талаба уйда ўқишга топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса, материалда тасвирланган персонажларга тавсиф бера олса ва мустақил равишда воқеалар ривожининг ўзи ўйлаган вариантини таклиф эта олса 0,5 баллга эга бўлади.

Талаба уйда ўқишга топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса, материалда тасвирланган персонажларга тавсиф бера олса 0.4 баллга эга бўлади.

Талаба уйда ўқишга топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса 0,3 баллга эга бўлади.

Таржима

Талаба берилган матнни таржима қилишда лексик, стилистик, ва грамматик хатоларга йўл қўймаса 0,5 балл олади.

Талаба берилган матнни таржима қилишда грамматик ва лексик хатоларга йўл қўймаса 0,4 баллга эга бўлади.

Талаба берилган матнни таржима қилишда грамматик хатоларга йўл қўймаса 0,3 балл олади.

Аналитик ўқиш

Талаба топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса, материалда тасвирланган персонажларга тавсиф бера олса ва мустақил равишда воқеалар ривожининг ўзи ўйлаган вариантини таклиф эта олса 0,5 баллга эга бўлади.

Талаба топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса, материалда тасвирланган персонажларга тавсиф бера олса 0,4 баллга эга бўлади.

Талаба топширилган материални тўлиқ ўзлаштира, материал асосида берилган саволларга тўлиқ жавоб бера олса, хулосалар ясай олса 0,3 баллга эга бўлади.

Мустақил иш

Талаба берилган вазифани бажаришда лексик, стилистик, ва грамматик хатоларга йўл қўймаса 0,5 балл олади.

Талаба берилган вазифани бажаришда стилистик, ва грамматик хатоларга йўл қўймаса 0,4 балл олади.

Талаба берилган вазифани лексик, стилистик, ва грамматик хатоларга йўл қўймаса 0,5 балл олади.

Мустақил иш (оғзаки)

Талаба берилган вазифани лексик, стилистик, ва грамматик хатоларга йўл қўймаса 1 балл олади.

Талаба берилган вазифани бажаришда стилистик, ва грамматик хатоларга йўл қўймаса 0,8 балл олади.

Талаба берилган вазифани лексик ва грамматик хатоларга йўл қўймаса 0,5 балл олади.

Мустақил иш (Интернет)

Талаба вазифани бажариш чоғида тўплаган интернет материаллар мутлақо янги ҳисобланса 1 балл олади.

Талаба фойдаланган интернет материал таниш маълумотларга янги тафсилотларни киритган бўлса 0,8 баллга эга бўлади.

Талаба тайёрлаган интернет материал янги ҳисобланмаса 0,5 балла олади.

Оралиқ назорат (ёзма)

Талаба оралиқ назорати саволларига ёзма равишда тўлиқ, эркин, ёзиш қобилиятларини аъло тарзда намойиш қилиб саволларга фактларга таянган ҳолда жавоб берса 6 балл олади.

Талаба ёзиш қобилиятларини яхши намойиш қилиб, материални етарлича ёрита олса 4 баллга эга бўлади.

Талаба саволларга тўлиқ жавоб бермаса ва ёзма нутқида хатоларга йўл қўйса 2 баллга эга бўлади.

Оралиқ назорат (оғзаки)

Талаба оралиқ назорати саволларига оғзаки равишда тўлиқ, эркин фикрни баён этиш қобилиятларини аъло тарзда намойиш қилиб саволларга фактларга таянган ҳолда жавоб берса 4 балл олади.

Талаба гапириш қобилиятларини яхши намойиш қилиб, материални етарлича ёрита олса 3 баллга эга бўлади.

Талаба саволларга тўлиқ жавоб бермаса ва оғзаки нутқда грамматик ва лексик хатоларга йўл қўйса 2 баллга эга бўлади.

Якуний баҳолаш (ёзма)

Талаба якуний назоратда топширилган вазифани ҳар томонлама очиб бера олса, грамматик ва стилистик хатоларга йўл қўймаган ҳолда ёритса 13 баллдан 15 баллгача олади.

Талаба берилган саволни бирмунча грамматик ёки стилистик хатоларга йўл қўйган ҳолда ҳар томонлама ёритса 10 баллдан 12 баллгача олиши мумкин.

Талаба вазифани ёзма баён қилиш давомида уни тўлиқ ёритмаса ва жиддий грамматик ва стилистик хатоларга йўл қўйса 8.5 дан 9 баллгача олиши мумкин.

Якуний баҳолаш (оғзаки)

Талаба оғзаки имтиҳонда материални тўлиқ гапириб берса, ўрганилаётган тилда сўзлашишнинг яхши кўникмаларини кўрсата олса, берилган саволни тўлиқ баён қилса, жавоб бериш давомида грамматик, стилистик, ва лексик хатоларга йўл қўймаса 13 дан 15 баллгача олади.

Талаба оғзаки жавоб бериш чоғида олдида қўйилган муаммони тўлиқ баён қила олса, сўзлашувнинг яхши малакаларини намойиш қилса 10 дан 12 баллгача олади.

Талаба саволга оғзаки жавобни тўлиқ бермаса ва оғзаки нутқда кўп хатоларга йўл қўйса, 8 дан 9 баллгача олиши мумкин.

0-54 points – “қоникарсиз” 2

55-70 points – “қоникарли” 3

71-85 points – “яхши” 4

86-100 points – “аъло” 5

86-100 балл	71-85 балл	56-70 балл	0-55 балл
- хулоса ва қарор қабул қилиш	- мустақил мушоҳода	- моҳиятни тушуниш	- аниқ тасаввурга эга

- ижодий фикрлай олиш	юрита олиш;	- билиш, айтиб бериш	бўлмаслик
- мустақил мушоҳода юрита олиш	- олган билимларини амалда қўллай олиш	- тасаввурга эга бўлиш	- билмаслик
- олган билимларини амалда қўллай олиш	- моҳиятни тушуниш		
- моҳиятни тушуниш	- билиш айтиб бериш		
- билиш, айтиб бериш	- тасаввурга эга бўлиш		
- тасаввурга эга бўлиш			

THEMES FOR INDEPENDENT STUDY

Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг маъруза, амалий ва лаборатория машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан маъруза матнлари ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралиқ ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 20 соат ажратилган.

Талабалар мустақил таълимининг мазмуни ва ҳажми (амалий машғулот ишлари)

The units and themes of working syllabus	The tasks and some suggestions for self independent work	Time	Measure (hour)
“The book and the meaning of the theme”.	Describing how illustrations can help a reader to enjoy the book. Refer two or three books you have read.	1 week	2
“One point for mass media”	Giving positive or critical ideas, approaches to the factual reports and articles of the newspaper	1 week	2
“ Courts and trails”	Give the information about British, American and Uzbek courts, write summary illustrating the differences between the courts	1 week	2
Modal verbs	Exercises 15, 16, 17, page 120. Exercises 31, 32, page 125-126	2 week	2
Non – finite forms of the verb (infinitive)	Exercises 5, 7, page 143-147. Gerund. Exercise 3 page 158.	2 week	2
The subjunctive mood	Exercises 9, 10, 12, page 88 Exercises 4, 6, page 102	2 week	2
“Development of technology in education system”	Technology creates more problems then it solves and may bring the success and quality to education system	3 week	2

“Discovers inventions”	and The most important discovers and creations in the world and their contributions	3 week	2
Presentation. My favourite library (optional) Wide World Man and Music. English or American writer.	Preparing the presentation on the theme, using internet materials and the information from the book or newspaper/magazine.	4 week	2
Story translation and analyses. Extract from “Sister Carrie” By Theodor Driser	Translating the first stage and analyzing it in lexical and stylistic devises. Retelling it in oral form.	4 week	2
Total			20

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BASIC ABSTRACT

UNIT I

LESSONS: 5

HOURS: 10

LESSON #1.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: anyway (в любом случае, всё равно, так или иначе, что бы то ни было, во всяком случае); to have smb. do smth. (позволить кому-либо что-либо сделать, заставить кого-либо что-либо сделать); now that (раз, так как).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Make the following sentences complete using speech patterns:

1. You can just leave. I'm about to tell Bucky to forget it.... 2. I'm done for the moment and ready to join you. I've rinsed my plate and my spoon and run a damp sponge across the kitchen counter. I didn't intend to do any more cleaning.... 3. I'll write you a check. We're still trying to get my dad's affairs sorted but ...we do appreciate your help. 4. Do you want me to make a quick run to the market? I'd surely appreciate it. Since we're low on milk, I have to do it myself....

2. Paraphrase the following sentences, using speech patterns:

1. I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done. 2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman" 3. Can I lend you a hand? No, thanks... I'm almost done. I never hoped to find anything here so far. 4. If a man shows signs of nervous tension or being under stress you must make him consult a doctor. 5. The teacher must make his children develop a critical way of thinking. 6. If you want to help a worried person under stress you must be patient and encourage him to talk. 7. His behavior in those trying circumstances does him honor. You must make him write about it. 8. You explained that "trying to keep up with the Joneses" means to have as much as one's neighbors (the Joneses) and, if possible, even more. 9. You have promised to take the children for a drive, so you must keep your word. 10. The professor drew their attention to the difference between the two theories. It is now clear to the students.

3. Make up five sentences on each speech pattern.

4. Pair work. Make up and act out a dialogue, using the patterns.

5. Translate the following sentences into English:

1. Яхши. Сизнинг рад жавобингизни қабул қиламан. Нима бўлганда ҳам мен танишганимиздан хурсандаман. Кейинги сафар яна ҳам сўзамол бўласиз деган умиддаман. 2. Джоннини бу пайтда уйда учратаман деган умидда эмасман. 3. Уни сизга ишлашга мажбур қилманг. Нима бўлганда ҳам у сизнинг айтганингизни қилади. 4. Ва ниҳоят Джесс Рэйни унга иш беришга мажбур қилди. 5. Мен бу уйда хўжайин эканман ҳамманинг менга бўйсунушига мажбур қиламан. Эшитяпсизми? 6. Мени тушунмаётганинг менинг айбим эмас. Лекин ақлингни жойига келтиришга мажбур қиламан. 7. Чоршанба куни Миссис Хиггинс меҳмонлар қабул қилди, ва Хиггинс уни Элизани таклиф қилишга мажбур қилди. 8. Энди барча имтиҳонлар ортида қолганидан сўнг сиздан ҳақиқий адвокат чиқади деб айтиш мумкин. 9. Том ҳаммани Симоннинг айбсиз эканлигига ишонтирган экан энди ҳақиқий жиноятчини топиш керак. 10. Энди Памела одамлар у ҳақида нима дейиши мумкин эканлигидан умуман хавотирланмаётган экан у ҳақида ҳар қил миш-мишлар тарқалиши тўхтади.

6. As you read the following paragraph

a) Try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to move from one example to the other and the paragraph terminator:

1. In the United States any person who completes elementary and secondary school (grades 1 to 12) has a variety of advanced educational opportunities from which to choose. 2. For those people interested in a four year general education in preparation for work or further university study in such professional schools as law, medicine, or dentistry, there are hundreds of liberal arts colleges throughout the country, with widely varying curricula. 3. For those who want a four year technical education in one of the arts or sciences, there are specialized schools in, for example, music or engineering or architecture. 4. For the person who wants to enter the labor force in a particular vocation and with modest preparation in general education, most cities provide two year community colleges. 5. Increasingly important in recent years are technical institutes sponsored by various businesses and industries solely for the training of their own employees. 6. The brief summary of educational opportunities available to high school graduates in the United States suggests that organized learning can continue for several years beyond the basic twelve grades. As you have observed, the plan of the paragraph is the following: the topic sentence (1) states the main idea of the whole paragraph; sentences (2, 3, 4, 5) example sentences that give details to support the main idea of the topic sentence; the paragraph terminator, or a restatement sentence (6) reaffirms the central idea of the topic sentence.

b) Think about the educational opportunities in Uzbekistan. Write a paragraph about educational alternatives in Uzbekistan for people who have completed their basic education. The paragraph should contain six sentences: a topic sentence, four developers, and a restatement.

7. Write a ten paragraph essay on the Uzbek and American systems of higher education, specifying the following: admission requirements, students' grants and financial aid, academic calendar, courses, political and cultural activities.

Homework: Ex.6, p.17.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 01]

LESSON #1.2. TEXT «DOCTOR IN THE HOUSE».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: surgeon, inevitability, medical student, examiners, committee, extra answer book, success, fault, congratulations, porter, candidate, secretary, punishment.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Translate and discuss the following passages from the text "Doctor in the House" by R. Gordon:

2. Richard Gordon was born in 1921. He has been an anesthetist at St. Bartholomew's Hospital as a ship's surgeon and an assistant editor of the British Medical Journal. He left medical practice in 1952 and started writing his "Doctor" series.

3. "Doctor in the House" is one of Gordon's twelve "Doctor" books and is noted for witty description of a medical student's years of professional training.

4. To a medical student the final examinations are something like death: an unpleasant inevitability to be faced sooner or later, one's state after which is determined by care spent in preparing for the event.

Homework: Ex.6, p.17.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 01]

LESSON #1.2. TEXT «DOCTOR IN THE HOUSE».

Identified aims of the lesson:

4. to acquaint the students with the background of the text

5. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases

6. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

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5. Richard Gordon was born in 1921. He has been an anesthetist at St. Bartholomew's Hospital as a ship's surgeon and an assistant editor of the British Medical Journal. He left medical practice in 1952 and started writing his "Doctor" series.

6. "Doctor in the House" is one of Gordon's twelve "Doctor" books and is noted for witty description of a medical student's years of professional training.

7. To a medical student the final examinations are something like death: an unpleasant inevitability to be faced sooner or later, one's state after which is determined by care spent in preparing for the event.

8. An examination is nothing more than an investigation of a man's knowledge, conducted in a way that the authorities have found the most fair and convenient to both sides. But the medical student cannot see it in this light. Examinations touch off his fighting spirit; they are a straight contest between himself and the examiners, conducted on well-established rules for both, and he goes at them like a prize-fighter.

9. There is rarely any frank cheating in medical examinations, but fee candidates spend almost as much time over the technical details of fee contest as they do learning general medicine from their textbooks.

10. Three hours were allowed for the paper. About half-way through the anonymous examinees began to differentiate them. Some of them strode up for an extra answer book, with an awkward expression of self-consciousness and superiority in their faces. Others rose to their feet, handed in their papers and lent Whether these

people were so brilliant they were able to Complete the examination in an hour and a half or whether this was the time required for them to set down unhurriedly their entire knowledge of medicine was never apparent from the nonchalant air with which they left the room. The invigilator tapped his bell half an hour before time; the last question was rushed through, then the porters began tearing papers away from gentlemen dissatisfied with the period allowed for them to express themselves and homing by an incomplete sentence to give the examiners the impression of frustrated brilliance. I walked down the stairs feeling as if I had just finished my eight-round fight.

11. If the candidate loses his nerve in of this terrible displeasure he is finished: confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog.

12. I was shown to a tiny waiting-room furnished with hard chairs, a wooden table, and windows that wouldn't open, like the condemned cell. There were six other candidates waiting to go with me, who illustrated the types fairly commonly seen in viva waiting-rooms. There was the Nonchalant, lolling back on the rear legs of his chair with his feet on the table. Next to him, a man of the Frankly Worried class sat on the edge of his chair tearing little bits off his invitation card and jumping irritatingly every time the door opened. There was the Crammer, fondling the pages of his battered textbook in a desperate farewell embrace, and his opposite, the Old Stager, who treated the whole thing with the familiarity of a photographer at a wedding. He had obviously failed the examination so often he looked upon the viva simply as another engagement to be fitted into his day.

13. The other occupant of the room was a woman. Women students - the attractive ones, not those who are feminine only through inescapable anatomic arrangements - are under disadvantage in oral examinations. The male examiners are so afraid of being prejudiced favorably by their sex they usually adopt towards them an attitude of undeserved sternness. But this girl had given care to her preparations for the examination; her suit was neat but not smart; her hair tidy but not striking; she wore enough make-up to look attractive, and she was obviously practicing, with some effort, a look of admiring submission to the male sex. I felt sure she would get through.

14. "You go to table four," the porter told me. I stood before table four. I didn't recognize the examiners. One was a burly, elderly man like a retired prize-fighter; the other was invisible, as he was occupied in reading the morning's Times. "Well, how

would you treat a case of tetanus?" My heart leaped hopefully. This was something I knew, as there had recently been a case at St. Swithin's. I started off confidentially, reeling out the lines of treatment and feeling much better. The examiner suddenly cut me short. "All right, all right," he said impatiently, "you seem to know that. A girl of twenty comes to you complaining of gaining weight. What would you do?" I rallied my thoughts and stumbled through the answer...

2. Complete the following sentences, using the phrases and word combinations:

1. If you are smart enough to cheat in this exam ... 2. Tick the names off.... 3. I hate swatting up before exams.... 4. Keep an eye open for.... 5. Young teachers ... mark and grade the papers. 6. The results of the written test will come out.... 7. ... adopted such an attitude towards people. 8. ... get through. 9. He's just the sort of person ... cut you short. 10. ... rallied her thoughts. 11. The chairperson called out the names of the students who.... 12. Never raise your voice....

3. Pair work. Make up and act out situations, using the phrases and word combinations:

- Imagine that you are sharing your experience in the technique of taking examinations with a freshman. You are not exactly a hardworking student.
- Imagine you are instructing a young teacher who is to be an invigilator at the written exam.

4. Translate the following sentences into English, using the phrases and word combinations:

1. Ҳамма уни шпоргалкадан фойдаланишга ундарди, лекин у имтиҳонни мустақил топшириш фикрида қатъий туриб олди. 2. Удабурон Диана чақирилган меҳмонлар рўйхатини кўздан кечирав экан таклиф қилиш шарт бўлмаганларни белгилаб чиқарди. 3. Майк, сен нима имтиҳондан олдин кзп тайёрланган эдингми? Сени бунга қодир деб ҳеч қачон ишонмайман. 4. Бу ёш йигитга кўз қулоқ бўлиб тулинг илтимос у шпоргалкадан фойдаланиши мумкин. 5. Одатда коллежда имтиҳон жавоб варақаларини текшириш учун бир ҳафта муддат керак. 6. Оғзаки имтиҳон натижалари уч кундан кейин маъдум бўлади. 7. Дороти фикрини бир жойга жамлаб, юзига қатъий тус бериб директорлар кенгаши мажлисини очди. 8. Унга тиббиётга оид атамаларни ёддан билишга вақт етмаса ҳам у имтиҳондан ўтишга муваффақ бўлди. 9. Честер энди вазиятни тушунтира бошлаганди ҳамки Рэй унинг гапини бўлди. 10. Гуруҳ раҳбари қатнашчилар исмини айтиб чақирарди ва улар четга бирин кетин чиқиб туришарди. 11. У ҳеч қачон қўл остидаги ишчиларига овозини баландлатмасди, лекин улар ҳар доим унинг айтганини қилишга тайёр эдилар.

5. Explain what is meant by:

1. Examinations touch off his fighting spirit. 2. A single invigilator sat on a raised platform to keep an eye open for flagrant cheating. 3. ... hoping by an incomplete sentence to give the examiners the impression of frustrated brilliance. 4. Confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog. 5. "It's the same idea as talking about passing away and going above instead of plain dying."

6. Answer the following questions to the text and do the given assignments:

a) 1. Why does Gordon equate the final examinations with death? How does he define an examination? 2. What is the usual way medical students prepare for examinations? 3. Why were the students so particular to humor of Malcolm? 4. Describe the procedure of the written examination as it presented by the author! 5. In Gordon's opinion why are oral I examinations so unpopular with the students? 6. Describe the psychological types fairly commonly seen in viva waiting rooms. 7. Why were the days after the oral examination "black" ones for the students? 8. What was Grimsdyke's theory about failing exams? 9. In what way are the examination results usually announced? 10. How did Gordon feel when he learned that he had passed the exams?

b) 1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations. 4. Explain and discuss the effectiveness of the allusion "judgment day" for conveying the students' fear of the examinations. 5. How does the author describe the difference between the psychological types of students at the examinations? What makes the description convincing? 6. Show how the writer conveys a sense of futility and despair in the description of the aftereffect of the examination on the students. Bring out the effectiveness of the sustained metaphor in creating the sense of futility Richard had after the examinations. 7. In what way is the atmosphere of growing suspense created? Show its function in conveying the sense of anticipation and excitement which is generated towards the end of the extract. 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. By referring to four examples from the text, comment on the writer's sense of humor. 10. What impressions of Gordon's character do you derive from this passage?

7. Give a summary of the text dividing it into several logical parts.

8. Use the phrases and word combinations and act out the dialogues between:

1. Benskin and Richard Gordon on the technical details of the coming examinations. 2. Richard and his friend discussing the written examinations they've been through. 3. Richard and Grimsdyke discussing the psychological types of students taking examinations. 4. Gordon and his friend in anticipation of the coming examination results.

Homework: Ex.11, p.18.

LESSON #1.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: annoy, cheer, chatter, contest, emerge, to go.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

1. Explaining the meaning of new essential vocabulary:

annoy

- to make a little angry, especially by repeat-acts; to disturb and nervously upset a person
- syn. vex, irk, bother
- persistent interrupting
- syn. worry, harass, plague, pester, tease
- ant. soothe, comfort

to be annoyed at/over smth, e. g. He was annoyed at their stupidity.

to be annoyed with, e. g. The old woman was annoyed with noisy children.

annoying a causing one to feel annoyed, as annoying man

- syn. bothersome, irritating, troublesome, harassing, vexatious

chatter

- to talk quickly or foolishly or without a stop
- to make quick indistinct sounds
- to strike the upper teeth together from cold or fever

chatterbox a person who chatters.

chatter sounds of the kinds described by the verb "to chat". The chatter of the birds could be heard everywhere.

chattering e. g. The cheerful chattering of children came from the nursery.

cheer

- to fill with gladness, hope, high spirits; comfort, e. g. Everyone was cheered by the good news. He cheered up at once when I promised to help him. Cheer up! Your troubles will soon be over.
- to give shouts of joy, approval, or encouragement, e. g. The speaker was loudly cheered. Everybody cheered the news that peace had come.

to cheer for (cheer on) to support (a competitor) with cheers, to encourage, e. g. Let's go to the football game and cheer for our favorite team. Please come to the sports meeting to cheer on our team.

cheer

- state of hope, gladness; words of cheer, of encouragement;
- shout of joy or encouragement used by spectators to encourage or show enthusiasm or support for their team, e. g. The cheers of the spectators filled the stadium.

to give three cheers for to cry, or shout "Hurrah!" three times, e. g. The team members gave three cheers for their captain.

cheerful

- happy and contented, e. g. He kept throughout his life his youthful optimism and his cheerful trust in men.
- syn. glad, happy, light-hearted, joyful, joyous
- ant. gloomy
- bright, pleasant, bringing joy, as a cheerful room, sound, conversation; cheerful surroundings, e. g. Mary's cheerful talk encouraged her friends.
- ant. cheerless, gloomy

cheery is a rather trivial colloquialism for cheerful.

cheerio colloquial word used as farewell, e. g. Cheerio, old friends!

cheers

- is used as a toast "Your health!" e. g. Does every-body have beer? Yes, cheers.
- a modern informal use of cheers in British English is to mean good-bye or thank you, e. g. I'll give you a hand tomorrow. Cheers, that'll be great.

contest

- to argue; debate, dispute, as to contest a statement (a point); to try to show that it is wrong, as to contest smb's right to do smth;
- to take part in a struggle or competition (with or against smb or smth), as to contest a match (a race), e. g. Jim had to contest against the world's best winners
- to fight or compete for, try to win, as to contest a seat in Parliament, e. g. The soldiers contested every inch of the ground.
- syn. contend

contest struggle, fight; competition, as a keen contest for the prize; a contest of skill; a musical contest; a close contest, me. g. The ice-hockey championship was a close contest between Canada, Sweden and Russia.

contestant one who contests

- syn. contender

contestable open to argument.

emerge

- to come forth into view from an enclosed and obscure place, e. g. The moon emerges from beyond the clouds.
- to rise into notice and esp. to issue, (come forth) from suffering, subjection, danger, embarrassment, etc., e. g. New artistic developments emerged after the revolution.
- to come out as the result of investigation, discussion (of a fact, a principle), e. g. At last there emerged Einstein's Theory of Relativity.
- syn. to turn up, to show up

emergency a sudden happening requiring prompt action; one to be used in an emergency, as an emergency exit (door); an emergency fund; an emergency (forced) landing, e. g. These stairs are to be used only in an emergency. The plane was caught in a snowstorm and had to make an emergency landing.

- syn. juncture, contingency, pinch, crisis

go about

- to move or travel' |o go about the city is by underground train.

- to start (smth or doing smth), e. g. I wanted to make a dress but didn't know how to go about it.

go along to proceed, make progress, e. g. You may have some difficulties at first, but you'll find it easier as you go along.

go at (smth or smb) to rush at, attack (informal), e. g. They went at each other furiously.

go back

- to return, as in conversation (to smth), e. g. Let us back to what the chairman was saying.

- to fail to fulfill (a promise, agreement, etc.), e. g. You should never go back on your promise to a child.

go behind to examine a deeper level of smth, e. g. You have to go behind the poet's words to see what she really means.

go by (of fault, etc.)

- to pass without being noticed (informed) , e. g. I know you were late again this morning, but we'll let it go by.

- to base one's judgment on smb. e. g. You can't go by what he says, he's very untrustworthy.

go down

- to be received, esp. with 'approval, to be liked (by someone), e. g. How did your speech go down (with the public)?

- to be considered less worthy, e. g. He went down in m opinion.

go down the drain to be wasted; to fail completely, e. g. All my attempts to help him went down the drain.

go easy (informal)

- to behave calmly, e. g. Go easy, dear, there's nothing to get excited about.

- to treat someone kindly, not severely (on, with), e. g. Go easy on the child, will you, she is too young to understand what she did.

go as/so far as (informal) to be bold or direct enough (to do smth), to declare the truth, e. g. I wouldn't go so far as to say she is a liar.

go into to examine, e. g. The police went into the man's story to see if he was telling the truth.

go over to examine, to see that it is correct, e. g. The counselor went over his story in detail and suggested some improvements.

go round to move around, to be publicly noticed (doing smth), e. g. You can't go round saying nasty things like that about him.

hint slight or indirect indication or suggestion, e. g. She gave him a hint that she would like him to leave. "Hints for housewives" (as the title of an article giving suggestions that will help housewives).

to drop a hint, e. g. I dropped him hints on the impropriety of his conduct.

to give a person a gentle (broad) hint, e. g. Martin gave Joe a gentle hint but it was lost upon him.

hint to suggest, to mention casually, e. g. The woman hinted at her urgent need of money. He hinted at my impudence. He hinted that I ought to work harder.

- syn. suggest, imply, intimate, insinuate

rattle (cause to) make short, sharp sounds quickly, one after the other, e. g. The windows were rattling in the strong wind.

to rattle off (colloq.) to talk, to say or repeat smth quickly; repeat (words) quickly and too easily from memory; to perform (an action) with ease and speed, e. g. What is the point of I teaching the children to rattle off the names of the kings and queens of England if they know nothing about history?

to rattle away/on

- to talk rapidly and at some length and uninterestingly, e. g. At every meeting of the women's club, Mr.s. White rattles on for hours.

- to annoy, cause to feel angry, e. g. My persistent questioning of his story rattled him, and he refused to answer.

- syn. embarrass, discomfit, abash.

rattled a annoyed, e. g. In the end he got rattled

reduce

- to take (smth) smaller or less; being smth | (such as a price, size, or amount) down to a lower level or smaller size, e. g. Your speed must be reduced to the city speed limit as soon as you cross the border. Taxes should be reduced.

- to bring or get to a certain condition, e.g. The new teacher was quickly able to reduce the noisy class to silence.

to reduce by/to, e. g. We have been able to reduce our tax by 10%. The price of the chair has been reduced to \$ 10.

to reduce someone to tears to make someone weep

- syn. decrease, lessen, diminish, abate, dwindle

reduction reducing or being reduced, e. g. The goods are sold at a great reduction in price.

- svn. discount

2. Translate the following sentences into or Uzbek:

A. 1. "You are making too much fuss of me, don't worry", he said, with a smile, suggestive of annoyance. 2. I had seldom seen him like this. He seemed, indeed, annoyed with me for having asked this question. 3. He was annoyed at the way she tried to take over the whole meeting. 4. I want you, Lady Willard, to ascertain for me exactly how much is newspaper chatter, and how much may be said to be founded on facts. 5. The woman kept chattering in and out as she prepared the table. In a nearby tree a squirrel chattered. 6. The noise of old-fashioned computer printers chattering away gave me a headache. 7. Then the fever came on again and his teeth chattered. 8. His friends cheered him on when he was about to give up. 9. No one could help but

cheer the verdict "not guilty". 10. "See you tonight then. Cheers!", I said and put down the receiver. 11. You can hear the cheers of the crowd two miles away from the football ground. 12. He gave me a cheery greeting. 13. His cheerful acceptance of responsibility encouraged us all. 14. You could never be unhappy in such a cheerful house. 15. A cheerful fire was burning in the grate. 16. "It's not a wrestling match, not a contest of strength", he said. 17. She contested five of seven titles. 18. There is always a contest between the management and the unions. 19. She's won a lot of dancing contests. 20. The championship is being keenly contested by seven athletes. 21. In tonight's quiz the contestants have come from all over the country to fight for the title of "Superbrain". 22. The contest for leadership of the Party is gathering speed. 23. He became seriously depressed and suicidal, and applied for emergency psychotherapy. 24. She emerged from the sea cold but exhilarated and towed herself vigorously. 25. The method of this comprehensive study is to highlight the issues that emerged in the 1960s in University life; 26. The President has emerged unscathed from the scandal. 27. He seemed to emerge from his reverie. 28. His professional training enabled her to act swiftly and decisively when faced with an emergency. 29. My wife had to open the tins we kept for an emergency. 30. It has emerged that secret talks were under way between the two companies.

B. 1. He wanted to be left alone to go about his business. 2. His new book was going along nicely. 3. The breakfast arrived and he went at it like a starving refugee. 4. I'll try to go by reason as far as possible. I'm sorry, madam, but we have to go by rules. 5. "I think my presentation went down rather well, don't you?" 6. In spite of going down badly with the critics, the film has been a tremendous commercial success. 7. I'd rather not go into that now. 8. Don't sign anything until you have gone over it thoroughly. 9. Go easy on salt; it's bad for your heart. 10. Some jokes go round year after year. 11. Could I have a glass of water to help these pills go down? 12. They were looking for a minute at the soft hinted green in the branches against the sky. 13. Although it was a raw March afternoon, with a hint of fog coming in with the dusk, he had the window wide open. 14. I coughed politely as she lit a cigarette but she didn't take the hint. 15. There's only a hint of brandy in the sauce, so I don't think it'll make you drunk. 16. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working. 17. Druet was rattling on boasting about his recent victories and Hurstwood grew more and more resentful. 18. «The quiet deliberate footsteps approaching my door rattled me/got me rattled. 19. She seemed rattled about my presence/by my question. 20. I had taken a taxi which rattled down the road. 21. He was left alone except Rachel rattling pots in the kitchen. 22. Reduced to extreme poverty, begging, sometimes going hungry, sometimes sleeping in the parks, Hurstwood admitted to him the game was up. 23. The Education Department had threatened the headmaster with a reduction in the staff, which meant more work and reduced salaries for the remaining teachers and him. 24. Every building in the area was reduced to rubble. 25. The captain was reduced to the ranks for his dishonorable action. 26. The contractor had reduced his price from sixty to forty thousand dollars. 27. Mr. Lamb resented these intrusions and reduced them to a minimum. 28. They were reduced to selling the car

to pay the phone bill. 29. They have made substantial reductions in the labor costs. 30. By the end of the interview Martin was reduced to almost speechless anger.

3. Give the equivalents for:

- кимнингдир жонига тегмоқ; наскучить, жонга тегмоқ; ёқимсиз эди; хафакон оҳанг; раздраженный тон;
- стучать зубами; болтуны; щебетанье птиц;
- радостные мысли; веселое лицо; веселая комната; яркий, светлый день; бодрое настроение; жизнерадостный человек; приятная беседа; веселье, оживление; возгласы одобрения; поддержка, утешение; аплодисменты;
- спор, состязание, борьба; международное соревнование; музыкальный конкурс; бороться за каждую пядь земли; соперничать; добиваться избрания в парламент;
- внезапно появиться; неприкосновенный запас; запасной выход; стоп-кран; крайняя необходимость; критическое положение; вынужденная посадка; чрезвычайные меры; чрезвычайное положение; непредвиденный случай; спасательная шлюпка; чрезвычайные полномочия;
- расхаживать; продолжать; предшествовать; пересматривать; проанализировать заново; посредник; пасть, быть побежденным;
- оставаться в веках; быть принятым, одобренным (кем-л.);
- бросаться, нападать на кого-то; возвращаться к чему-л.;
- основывать свое мнение на чём-л.; платить (за обед) поровну (пополам); продать дешево (даром);
- нравиться (о чем-то); потерять сознание; просмотреть что-л. (бегло ознакомиться);
- слегка намекнуть; прозрачно намекнуть, намекать на что-л.; грубо намекнуть; быть признаком (надвигающейся грозы);
- трещать, грохотать, греметь; барабанить (о дожде); болтать, трещать, говорить без умолку; мчаться с грохотом; отбарабанить урок; погремушка; гремучая змея;
- снижать цены; снижать зарплату; укоротить юбку; уменьшить влияние; довести до крайности; довести до нищеты; довести до минимума; довести до абсурда; сократить военные расходы; сбавить скорость, понижать температуру.

4. Paraphrase the following sentences using the essential vocabulary:

1. The girls talked very quickly without stopping as if unaware of my presence.
2. The sounds of approval of the audience filled the theatre.
3. Don't be sad, I've got good news for you.
4. You shouldn't argue a point or a statement trying to show that it is wrong, when you don't rely on facts.
5. Let's rehearse this scene again.
6. How

did you happen to find out about it? There wasn't even a slight suggestion of it in his letter. 7. An old cart passed by quickly making a lot of noise. 8. If you don't want to get some lung disease you must give up smoking or cut it to a minimum.

5. Use the essential vocabulary in answering the following questions. Give fun answers repeating the words of the question:

1. How would you feel if somebody persistently interrupts your work by repeating the same question over and over again? 2. What do you do to try to raise the spirits of your sad friend? 3. What do you call a happy and contented person? 4. What do people say when soldiers put up a fearless fight not to retreat? 5. What should a pilot do if a serious problem with the plane's engine arises in midflight? 6. Do you agree that failing health too often accompanies old age? 7. Do students have to examine a deeper level of the writer's words while preparing for the interpretation of the text? 8. What kind of cars usually moves noisily and not very quickly? 9. Why did Hurstwood have to start to beg for his living?

6. Make up and act out short dialogues or stories using the essential vocabulary.

7. Replace the phrases in bold type by suitable phrasal verbs based on the verb "to go":

1. I'll have to examine those papers closely before I can say anything definite. 2. I had the idea of making a raft but couldn't figure out how to start it. 3. The engineers examined the machine carefully trying to establish the cause of trouble. 4. In his report the speaker attacked the hedgers who were forever trying to shift the responsibility onto somebody else. 5. As you get better in English, you'll find it easier to communicate. 6. I hope I can base my judgment of these events on your information. 7. He didn't fulfill his promise to work harder. 8. How did your pupils accept your first lesson? 9. My opinion of him dropped considerably when I found out the truth. 10. Be kind to the dog, he didn't mean to hurt you. 11. I wouldn't dare to criticize him to his face. 12. You wouldn't make your feelings so obvious to everyone.

8. Supply the appropriate word chosen from those at the end of the exercise:

1. A lamb...
2. A mouse...
3. A pigeon...
4. A bird...
5. An owl...
6. A crow...
7. A tiger...
8. A rattlesnake...
9. A nightingale...

10. A monkey...

(Warbles, rattles, roars, croaks, squeaks, chatters, chirps, hoots, bleats, cooes)

9. Supply the appropriate word chosen from those at the end of the exercise:

1. The brakes ... as the driver brought the car to a sudden stop. 2. The dry leaves ... in the wind. 3. The hail... on the roof. 4. Old Thomas heard little feet... down the corridor and then stopping at his door. 5. The clock... twelve. 6. The bells... merrily as the horses drawing the carriage broke into a steady trot. 7. His teeth ... with cold. 8. The air ... as it escaped the punctured tyre. 9. She heard the door... and sighed in relief.

(Bang, chime, chatter, patter, jingle, rattle, grate, hiss, rustle)

10. Which words given in brackets denote:

1. a clumsy, awkward person; 2. an offensively inquisitive person; 3. an impudent person who thinks he is clever; 4. a person who doubts everything; 5. a person who discourages hope, enthusiasm or pleasure; 6. a person who's always in the company of others even when he is not wanted

(Smart Alec, doubting Thomas, butter-fingers, wet blanket, Nosy Parker, a hanger-on)

11. Translate the following sentences into English using the essential vocabulary:

а) 1. Деразани ёпинг илтимос, шовқин асабимга ўйнапти. 2. Сув шунчалик совуқ эдики, Том тишини совуқдан тишларини тақиллата бошлади. 3. Ўрмон сукунатида кушлар сайраши эшитилиб турарди. 4. Ғамгин ўй ҳаёллар тун бўйи унга уйку бермади. 5. Умр бўйи у ёшларга хос ғайрат ва инсонларга бўлган самимий ишонч ҳисси билан яшади. 6. Чайковский номидаги ҳалқаро мусобақада иштирок этган ёш мусиқачи, кейинчалик машҳур пианиночи бўлиб етишди. 7. Балиқ ва ниҳоят сув юзасига чиқди. Чол унинг ҳажмидан ҳайратда эди. 8. У шаҳарда уни ҳеч кутмаганда пайдо бўлди. 9. Адвокат гувоҳга ташланиб, унга адоқсиз саволлар берарди, охир оқибатда гувоҳ берган кўрсатмалар унинг илгари берган кўрсатмаларига умуман тескари бўла бошлади. 10. Мистер Волтер соҳил бўйлаб юрарди. Атроф жим жит эди. 11. "Биламан сен ҳозир менга ёлғон гапирдинг, лекин мен бунга эътибор бермайман, аминманки, сен ўзинг бор гапни айтиб берасан", - деди Геральд чарчоқ овоз билан.

б) 1. Мен унинг менга бирмунча пул қарз эканлигига шаъма қилдим, лекин менинг гапим унга етиб бермади. 2. Даллига унинг хизматларига энди муҳтож эмаслигига шаъма қилишди, лекин у ҳар куни келишда давом этарди. 3.

Деразалар шамолдан калтирар эди. 4. Мен нега менинг гапларимни абсурдга айлантираётганингизни ҳеч ҳам тушуна олмаяпман 5. Эрининг бетоблиги ва ишсизлик миссис Хартвудни кескин қашоқлик даражасига келтириб қўйди. 6. Сиз тезликни тушуришингиз керак. Биз шаҳарга кирдик. 7. Полковник шаҳарни душман қўлига жангсиз топширганлиги учун уни оддий аскар даражасига тушуришди.

12. a) Give the equivalents for the following English proverbs:

Familiarity breeds contempt.

Experience is the best knowledge.

Who chatters to you will chatter of you.

b) Make up and act out the stories illustrating the given proverbs.

Homework: Ex.2, p.21.

LESSON #1.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: administration, academic calendar, academic programs, grades, tests, red tape, financing, higher education.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Higher Education in the United States of America

Topical Vocabulary

Who is who: applicant/prospective student; freshman; sophomore, junior, senior, undergraduate student; graduate (grad) student; part-time student; transfer student; night student; faculty: teaching assistant, assistant professor, associate professor, (full) professor; counselor.

Administration: dean, assistant dean, department chairman; President of the University; academic vice-president; student government; board of trustees.

Structure: college (college of Arts and Sciences); school (school of Education), evening school; grad school; summer school; college of continuing education; department; career development and job placement office.

Academic calendar: fall, spring term/semester; fall, winter, spring, summer quarter; school/academic year; exam period/days - reading days/period; break/recess; deadline (fall term break; winter recess or winter holidays, summer vacation).

Academic programs: course (a one/three credit course); to take a course, to give a lecture; pass-fail course; elective, a major/to major (what's your major?); a minor (second in importance); discussion session; seminars; a more academic class, usually with grad students; a student-teacher.

Grades: to get/to give a grade; pass-fail grading (e. g.: to take grammar pass-fail); grades A, B, C, D, E; A-student; to graduate with straight A; a credit, to earn a credit; education record.

Tests: quiz; to take/to give an exam; to retake an exam (a retake); to flunk a course; to flunk smb; to drop out/to withdraw; a pass-fail test; multiple choice test; essay test; SAT, PSAT (preliminary SAT) ACT; GPA

Red Tape: to register (academically and financially); to enroll for admission; to interview; to sign up for a course; to select classes/courses; to drop a course, to add a course, a student I.D., library card; transcript; degrees: BA., MA, PhD.; to confer a degree; to confer tenure, thesis, paper, dissertation.

Financing: full-time fees; part-time fees; grants; student financial aid; to apply for financial aid; to be eligible for financial assistance; scholarship; academic fees; housing fees; a college work-study job.

1. Analyze the following text paying attention to the use of topical vocabulary

Organization and Structure of the System of Education in the USA

The school year is usually nine months, from early September to mid-June. The common pattern of organization, referred to as the 6-3-3 plan, includes elementary school in grades 1 through 6, junior high school in grades 7 through 9 and senior high school in grades 10 through 12. The older 8-4 plan, however, in which grades 1 through 8 were the elementary school and 9 through 12 the high school, continues in many localities. There is also a 6-6 plan, grades 1 through 6 in elementary school and 7 through 12 in the secondary school. Today, unified systems operating both elementary and secondary schools most commonly use the 6-3-3 plan or a 6-2-4 variation. However, many variations on the patterns exist in the United States.

Preschool education: A child's introduction to formal education is usually in kindergarten classes operated in most public school systems. Many systems also

provide nursery schools. The age group is commonly four and five years. These preschool education programs maintain a close relationship with the home and parents, and aim to give children useful experiences which will prepare them for elementary school. The programs are flexible and are designed to help the child grow in self-reliance, learn to get along with others, and form good work and play habits.

Elementary school: The main purpose of the elementary school is the general intellectual and social development of the child from 6 to 12 or 15 years of age. Curricula vary with the organization and educational aims of individual schools and communities. The more or less traditional program consists of teaching prescribed subject matter. Promotion from one grade to the next is based on the pupil's achievement of specified skills in reading, writing, spelling, arithmetic, history, geography, music and art.

Secondary school: Most pupils follow a course that includes English, science, social studies, mathematics and physical education. Elective subjects may be chosen in the fields of foreign languages, fine arts and vocational training. Pupils usually elect about half their work in grades nine through twelve.

Most young Americans graduate from school with a high school diploma upon satisfactory completion of a specified number of courses. Students are usually graded from A (excellent) to F (failing) in each course they take on the basis of performance in tests given at intervals throughout the year, participation in class discussions and completion of written and oral assignments. Locally developed end-of-the-year examinations are given in many schools. Some states, such as New York, give statewide examinations which are prepared by the state department of education.

Students receive "report cards" at least twice a year (in some school districts, up to six times) which indicate the grades they have received in each of the subjects they are studying. High schools maintain a school "transcript" which summarizes the courses taken and the grades obtained for each student. A copy of the transcript is normally submitted to colleges when a student applies for admission.

College-bound students generally take college admission tests during their last two years of high school.

1. College and university admission/entrance requirements: 1) application including personal information; 2) high school report including class rank, a transcript with the list of all the courses taken and all grades received in high school with courses failed or repeated, test results, SAT, Achievement Test and ACT scores and a general assessment of the applicant's character such as academic motivation, creativity, self-discipline, leadership, self-confidence, warmth of personality, sense of humor, etc.; 3) one or more recommendations by school teachers; 4) personal commentary such as major extra-curricular activities, hobbies, special awards or prizes, work or travel experiences, educational and/or career goals and the reasons for the choice of this particular university; 5) personal interview.

2. Administration and organization: The head of the university is usually called President, sometimes Chancellor. His principal assistants are Vice-presidents, directors, deans and business managers. Each university consists of a number of units called either College or School. There is always a College of Arts and Sciences and several professional schools, e. g. one unit of a university may be called College of

Medicine, whereas another one of the same university may be called Law School, i. e. the units of a university providing professional education may be called either colleges or schools, without any difference in meaning.

3. Faculty members: The teaching staff of an American university is called the faculty. Full-time faculty consists of professors and instructors. The rank of associate professors, assistant professors corresponds to the British rank of readers or senior lecturers,

4. Tenure - signifies that a faculty member has become a full and permanent member of the academic body of the university and provides the faculty member with the right of continued employment without discriminatory reduction in salary unless there be grave reasons for dismissal. Normally tenure is attached to the ranks of Associate Professor and Professor who have demonstrated excellence in teaching, research and service.

5. Career development and job placement - an academic advising service which provides up-to-date information on career areas and individual career counseling and planning. Job placement is not guaranteed in universities of the USA.

6. Counselor - a person on a university staff who provides counseling and consultation service to help in decisions regarding courses, majors, vocational plans, career opportunities and personal matters. Services are free to all students.

7. Teacher training: All states require a bachelor's degree for teaching elementary grades. Forty seven states require a bachelor's degree as the minimum preparation for teaching in the secondary schools; three states and the District of Columbia require five years or a master's degree. Many public and private colleges and universities are approved and accredited for teacher education. At the undergraduate level, the typical teacher education program is four or five years in length. It comprises a combination of traditional academic subjects and professional courses such as methods of teaching and educational psychology. Practice-teaching for four or six months, either in the college laboratory school or in a public school system, is often included. Graduate of liberal arts colleges which do not have a teacher education program may usually qualify through a fifth year master's degree program.

8. Degrees: the Associates' degree - the Associate of Arts (AA), the Associate of Science (AS.) - is usually awarded at a community or junior college upon completion of 2 years of study - it represents the same level as completion of the first two years of a four-year college or university and students with A A. or AS. may transfer to four-year institutions.

The Bachelors degree normally requires 4 years of academic study beyond the high school diploma: the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.); the Bachelor of Education (B. Ed.); the Bachelor of Fine Arts (B.F.A.), etc.

The Master's degree - programs leading to the degree usually require 1 or 2 years of advanced study in graduate-level courses and seminars. Frequently a thesis is required or a final oral or written examination. (MA. - the Master of Arts, etc.).

The Doctor's degree - usually the Doctor of Philosophy (Ph.D.) (equal to the Soviet candidate of Science, Philology, etc.) - the highest academic degree, it requires

a minimum of 2 years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

9. SAT - the Scholastic Aptitude Test (in mathematics and verbal ability) used since 1947: 1600 scores - a good result; 400 scores - poor. The SAT is taken in the 11th grade of high school. - bout 1.5 million students take it yearly.)

Many educators point out that SAT scores are related to family income - the higher the income, the higher the SAT scores and certain minorities have not scored well because of low incomes and bad schools. SAT can be taken two or three times (in the 11th and 12th grades), generally preceded by PSAT (preliminary), a test to give students a warm-up exercise for the SAT and indicate their probable SAT scoring range.

ACT - the American College Testing program - is similar to SAT but scores social studies and the natural studies. The ACT is taken when required by certain colleges or universities. (About 200,000 students take this test yearly.)

Both tests are widely used in the admission process of US colleges-and universities. Their results are sent to the colleges or universities to which the students have applied. ACT is meant to be taken only once.

Achievement tests - special tests in a discipline required by some colleges for admission.

"TOEFL" stands for the Test of English as a Foreign Language. This test is used to measure your English language proficiency. If you are applying to a college or university, your TOEFL scores will help the admission staff determine if your skills are adequate for enrollment into the program of study you have selected.

10. Academic Year is usually nine months duration, or two semesters of four and a half months each. Classes usually begin in September and end in July. There are summer classes for those who want to improve the grades or take up additional courses.

During one term or semester, a student will study, concurrently, four or five different subjects. The students' progress is often assessed through quizzes (short oral or written tests), term papers and a final examination in each course. Each part of a student's work in a course is given a mark which helps to determine his final grade. A student's record consists of his grade in each course.

College grades, determined by each instructor on the basis of class work and examinations, are usually on a five-point scale, with letters to indicate the levels of achievement. A - is the highest mark, indicating superior accomplishment, and the letters go through B, C, D to E or F which denotes failure. Many schools assign points for each grade (A - 5, B - 4, etc.) so that GPA (grade point average) may be computed. Normally, a minimum grade point average (3.5 points) is required to continue in school and to graduate.

11. Student Financial Aid - sums of money for students who need financial aid to attend college. When a family applies for aid, an analysis is made of the parents' income; Financial Aid is normally awarded as part of a package: part grant (a grant needn't be repaid, parts of which might come from several sources: federal, state, private scholarship, college scholarship); part loan (to be repaid after college); part

work (colleges normally expect students on aid to earn some of the money they need by working summers on the campus).

12. Students Union. There are several national nongovernmental associations of students. The largest and most active has been the United States National Student Association, with headquarters in Washington, D.C. (USNSA).

A great deal of the cultural and recreational life at a university is created and conducted by student groups. They sponsor or participate in concerts, plays, debates, forums and festivals. They have various clubs, film societies, jazz groups, newspapers, magazines, radio stations, athletic events. At many universities, the centre of these social and cultural out-of-class activities is the Students Union. Some community colleges or universities maintain major resident facilities, fraternity and sorority houses, and students unions.

There are also a large number of national fraternities and sororities with chapters (branches) at almost 500 colleges and universities. These organizations, Greek letter societies, are descendants of the 18th century library and social clubs which flourished in the early American colleges.

No society has more than one chapter in any one college. While those societies are secret in character there is seldom any overemphasis of ritual or mystery in their conduct. The Greek alphabet is generally used in naming the fraternity, sorority or a chapter. It has become quite the practice for students of a particular fraternity to reside together during their college course in their "chapter" house. Students who live out-side the colleges or universities live in cooperatives (cooperative housing associations providing lodgings), rooming houses or apartment complexes.

Homework: Ex.10, p.26.

LESSON #1.5. TEXT «HIGHER EDUCATION».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: administration, academic calendar, academic programs, grades, tests, red tape, financing, higher education.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

Text: Higher Education

Out of more than three million students who graduate from high school each year, about one million go on for higher education. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply. Successful applicants at such colleges are usually chosen on the basis of

- a) Their high school records;
- b) Recommendations from there.

The system of higher education in the United States comprises three categories of institutions:

1) The university, which may contain: a) several colleges for undergraduate students

seeking a bachelor's (four-year) degree and b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree.

2) The technical training institutions at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming.

3) The two-year, or community college, from which students may enter many professions or may transfer to four-year colleges.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Some universities and colleges have, over time, gained reputations for offering particularly challenging courses and for providing their students with a higher quality of education. The factors determining whether an institution is one of the best or one of the lower prestige are quality of the teaching faculty; quality of research facilities; amount of funding available for libraries, special programs, etc.; and the competence and number of applicants for admission, i. e. how selective the institution can be in choosing its students.

The most selective are the old private north-eastern universities, commonly known as the Ivy League, include Harvard Radcliffe, (Cambridge, Mass., in the urban area of Boston), Yale University (New Haven, Conn, between Boston and New York), Columbia College (New York), Princeton University (New Jersey), Brown University, Cornell University, Dartmouth College, University of Pennsylvania. With their traditions and long established reputations they occupy a position in American university life rather like Oxford and Cambridge in England, particularly Harvard and Yale. The Ivy League Universities are famous for their graduate schools, which have become intellectual elite centers.

In defense of using the examinations as criteria for admission, administrators say that the SATs provide a fair way for deciding whom to admit when they have ten or twelve applicants for every first-year student seat.

In addition to learning about a college/university's entrance requirements and the fees, Americans must also know the following: Professional degrees such as a Bachelor of Law (B.L.). A bachelor of Divinity (B.D.) takes additional three years of study and requires first a B.A. or B.S. to be earned by a student.

Graduate schools in America award Master's and Doctor's degrees in both the arts and sciences. Tuition for these programs is high. The courses for most graduate degrees can be completed in two or four years. A thesis is required for a Master's degree; a Doctor's degree requires a minimum of seven years of course work beyond the Master's degree level, success in a qualifying examination, proficiency in one or two foreign languages and/or in a research tool (such as statistics) and completion of a doctoral dissertation.

The number of credits awarded for each course relates to the number of hours of work involved. At the undergraduate level a student generally takes about five three-hour-a week courses every semester. (Semesters usually ran from September to early January and late January to late May.) Credits are earned by attending lectures (or lab classes) and by successfully completing assignments and examinations. One credit usually equals one hour of class per week in a single course. A three-credit course in Linguistics, for example, could involve one hour of lectures plus two hours of seminars every week. Most students complete 10 courses per an academic year and it usually takes them four years to complete a bachelor's degree requirement of about 40 three-hour courses or 120 credits.

In the American higher education system credits for the academic work are transferable among universities. A student can accumulate credits at one university; transfer them to "a second and ultimately receive a degree from there or a third university.

1. Consult a dictionary and practise the pronunciation of the following words:

Authority; contest n, prize-fighter; enthusiastic; solo; despondently; paths; invigilator; flagrant; dispassionately; anonymous; nonchalant; frustrated; recognize; admirably; remoteness; viva; imminent; irritatingly; desperate; photographer; prejudice; admiring; tetanus; previously; triumphal; plough; opiate a; sponge.

Listen to your partners' reading of the exercise. Correct their mistakes, if they have any.

2. Practise the pronunciation of the following words paying attention to:

- a) two principal stresses;
- b) the secondary and principal stresses.

Beat the time:

a) well-established; thenceforward; meanwhile; well-trodden; self-consciousness; unhurriedly; dissatisfied; undeserved; un-exploded; blackjack.

b) examination; inevitability; investigation; representative; differentiate; superiority; interrogation; invitation; familiarity; inescapable; anatomic; disadvantage; preparation; congratulation; disappear.

3. Read the following word combinations paying attention to the phonetic phenomena of connective speech. Mind the pronunciation of the vowels and observe proper rhythm:

that the authorities have found the most fair and convenient to both sides;
they are a straight contest between himself and the examiners;
there is rarely any frank cheating in medical examinations;
standing at the front and gazing at him;

like the policemen that flank the dock at the Old Bailey;
they were able to complete the examination in an hour and a half;
the last question was rushed through;
I walked down the stairs; in the square outside;
without the threat of immediate punishment;
who treated the whole thing;
he looked upon the viva simply as another engagement;
she would get through;
reeling out the lines of treatment;
but they were a subdued, muttering crowd;
a clock tingled twelve in the distance;
I expected the windows to rattle;
the clouds hung in the air.

4. As you read the text “Higher Education”

a) Look for the answers to the questions:

1. What are the admission requirements to the colleges and universities? 2. What are the three types of schools in higher education? 3. What degrees are offered by schools of higher learning in the USA? What are the requirements for each of the degrees? 4. What are the peculiarities of the curricula offered by a college or a university? 5. What is a credit in the US system of higher education? How many credits must an undergraduate student earn to receive a bachelor's degree? How can they be earned?

b) Find in the text the factors which determine the choice by individual of this or that college or university.

c) Summarize the text in three paragraphs.

5. Use the topical vocabulary and the material of the Appendix (p. 262) while answering the following questions:

1. What steps do students have to take to enroll in a college/university for admission? Speak about the exams they take - PSAT, SAT, ACT. 2. What financial assistance are applicants eligible for? What is college scholarship, grants, and loan? Explain and bring out the essence of student financial aid. 3. Speak about the academic calendar of a university. How does an academic year differ from the one in Russia? 4. How many credit hours does a student need to graduate? What type of curricular courses and how many does a student have to take to earn a degree? 5. What is a GPA (grade point average)? 6. What is there to say about a college faculty? What is tenure? 7. What is the role of a student's counselor? Specify the function of career development and job placement within a university. 8. Should there be an age limit for university full-time students? What are your attitudes to mature students? 9.

What are the sources of funding for universities and colleges (both public and private)? 10. What is an undergraduate student? A graduate student?

6. a) Study the following and extract the necessary information:

b) Read, translate and discuss the dialogue.

M: I'm going to apply to medical school.

Y.: You're what? But I thought you wanted to teach.

M.: I've decided to give that up. Teaching jobs are being cut back now at many universities.

Y.: Yes, and I've read that a number of liberal arts colleges have been closed.

M.: I have a friend who finished his Ph. D. in history last year. He's been looking for a teaching position for a year, and he's been turned down by every school so far.

Y.: I suppose a PhD, the humanities isn't worth very much these days.

M.: No, it isn't. And even if you find a teaching job, the salary is very low.

Y.: Yeah, college teachers should be paid more. But, Molly, it's very difficult to get into medical school today.

M.: I know. I've been told the same thing by everyone.

Y.: How are you going to pay for it? It costs a fortune to go to medical schools now.

M.: Maybe I can get a loan from the federal government.

Y.: That's an interesting possibility but it doesn't solve the financial problem entirely even if you get the student financial aid. You will graduate owing money. Medical students, especially, acquired heavy debts. Recently I read of one who owed \$ 60,000. Won't you be facing sufficient other problems without starting life in debt? Aren't many college graduates having trouble even finding jobs? When they find them, don't they begin at relatively modest salaries?

M.: I don't know, but...

Y.: It's foolish for a student to acquire debt, a negative dowry, unless it's absolutely imperative. Students sometimes become so excited about college that they forget there's life afterwards.

M.: Maybe you're right. Life is a series of compromises; I'll have to consider career possibilities in the light of college costs...

7. Turn the given situation below into four possible dialogues by supplying the appropriate request of the first speaker:

John, a high school undergraduate, asks his Latin teacher to write a recommendation for him to apply to the University of Pennsylvania for admission.

a) J.:

T.: Sure, John.

b) J.:

T.: Of course, John.

c) J.:

73 T.: I suppose that's all right, John.

d) J.:

T.: Yeah, that's OK, John.

8. Below are the extracts bringing out some problems American higher education faces at present. Read the selections carefully and comment on the way constitutional statement guaranteeing in theory equality of educational opportunities to people of the USA is carried out in practice:

1. "After ten years of affirmative action and federal legislation prohibiting sex discrimination, women are still second class?"

2. "Having come with too little too late to the slums, our system has failed to provide lower educational resources through many of our young black Americans may realize their potential. We have failed to provide adult-learning institutions effectively addressed to the backwash of racism and slavery."

3. "... Deep split in American life transcends black and white, rich and poor, educated and ignorant, slum and suburb. Black America is the testing ground for our moral crisis. There is no more prevailing American tradition than having black do the dirty, messy, difficult business of society. In those institutions where people can be hurt - in bad schools, inferior and demeaning occupations, in wars - the black people have manned the front lines."

9. Enact a panel discussion:

A panel discussion programme appears on TV. Four members of the public are invited to give their opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.

a) Open the group discussion by describing the members of the panel and the chairperson.

b) Split into groups of four students. Pretend you are the TV panel. Elect a chairperson and decide which of the four roles each of you will take: Mr.s. /Mr. Terrie/John Hill, the academic vice president; Mr.s. /Mr. Lillian/Joseph Abate, a professor in the department of education; Mr.s. /Mr. Denis/Gary Bess, a grad student in education; Florence/Donald Burrell, an undergraduate.

c) Consider the questions under discussion and enact the panel:

1. How should higher education be organized, governed, directed? How much, if any, freedom and autonomy should there be for universities and institutes? 2. Students should share the responsibilities in a university and enjoy equal rights with the faculty. The vital question is to what extent and in what ways? 3. Pros and cons of written and oral examinations.

Homework: Ex.2, p.31.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 02]

UNIT II

LESSONS: 5

HOURS: 10

LESSON #2.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: no matter (безразлично, всё равно, неважно, несмотря ни на что, что бы ни было); to have (feel, give) nothing but (иметь (чувствовать, дать) ничего кроме, только).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

2. Whenever a white man does that to a black man, no matter who he is, that white man is trash. No matter who the man might be, you had no right to act in such way. No matter who the boy is, they shouldn't have been so rude. No matter who she is, she oughtn't to have done it. No matter what she says, don't take it for granted. No matter what she said, they seldom agreed. No matter what Betsy may suggest, they usually find fault with it. No matter what he might do, you shouldn't interfere.

3. I have nothing but pity for the chief witness for the state. He deserves nothing but sympathy. We heard nothing but a slight noise. He felt nothing but despair. Mary's son gave her nothing but trouble.

1. Complete the following sentences:

1. No matter who he is, he....
2. No matter who told you....
3. ... no matter who you are.
4. No matter what I do....
5. No matter what it may seem....
6. ... no matter how well he gathers the facts.
7. No matter how fine the weather was....
8. ... matter what it might be.

9. No matter how hard she tried....
10. I feel nothing but...
11. The girl was conscious of nothing but....
12. They were afraid they would have nothing but...

2. Combine the following sentences into one:

Model 1: I don't care who this man is. I must tell him not to interfere.

No matter who this man is, he mustn't interfere.

1. It doesn't matter who told you about it. Don't believe it. 2. Somebody may come. You must be ready to receive him. 3. It is important which of you will carry out this task. It must be without delay. 4. I don't think she must take these facts received. Somebody might tell her about them. 5. She doesn't care who helps her with her work. She never feels obliged.

Model 2: a) I don't care how late you may come. Ring me up. I'll be expecting your call.

No matter how late you come, ring me up.

b) She may say anything. Don't believe it.

No matter what she says, don't believe it.

1. Andrew would come very late. His wife would always for him. 2. He does a lot of things. He always does them carefully. 3. She is hard to please. She will always find fault in everything I do. 4. You may suggest this or that it will no difference. He will always object.

3. Paraphrase the following sentences. Use the speech patterns (p. 45):

1. Atticus Finch was never afraid to speak with his children very complicated topics. 2. She is very lonely and is very glad when somebody comes to see her. 3. Atticus Finch said that any man who tried to take advantage of a Negro's ignorance was trash. 4. They tried to spend as little as possible, yet they could not save enough money. 5. You may say whatever you like, yet he will have his own way. 6. I'm too tired and am going to bed. I'm not at home if anybody calls. 7. I'm afraid only of the dark. 8. He did not know toe material. He knew only some points which were of no importance. 9. The only thing I'd like to have now is a cup of very hot strong tea.

4. Make up two sentences of your own on each pattern. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work)

5. Translate the following sentences into English using the speech patterns:

1. Бу кишининг ким бўлишидан қатъий назар унинг бундай қилишга ҳаққи йўқ эди. 2. Врач ҳар доим унга ким мурожаат қилмасин, беморнинг касаллиги қанчалик ғалати бўлмасин доим эътиборли бўлиши керак. 3. Ким ёрдам сўраб

мурожаат қилмасин у ҳар доим ёрдам беришга тайёр туради. 4. Сен нима десанг ҳам мен сенга барибир ишонмайман. 5. Аттикус Финч Томнинг беайб эканлигини исботлашга қанчалик уринмасин, барибир судда ютказишини билар эди. 6. У қанчалик чарчамасин унинг уйқуга кетишдан олдин квартирани тартибга келтириш одати бор эди. 7. Унинг юзида тушунмаганлик аломатидан бошқа ҳеч нарса акс этмаган эди. 8. Сизнинг ўғлингизни фақатгина операциягина кутқариши мумкин. 9. Ҳақиқат қанчалик аччиқ бўлмасин, унга бор гапни рўй рост айтинг. 10. Биз фақатгина енгил шовқинни эшитардик.

Homework: Ex.8, p.54.

LESSON #2.2. TEXT «TO KILL A MOCKINGBIRD».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: ignorance, advantage, disadvantage, corroborative, nickname, evidence, detachment, case, defendant, aridity, to sift, testimony, guilt, subsequent reaction.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Translate the following passages from “To Kill a Mockingbird” by Harper Lee.

- Harper Lee was born in 1926 in the state of Alabama. In 1945-1949 she studied law at the University of Alabama. "To Kill a Mockingbird" is her first novel. It received almost unanimous critical acclaim and several awards, the Pulitzer Prize among them (1961). A screen play adaptation of the novel was filmed in 1962.

- This book is a magnificent, powerful novel in which the author paints a lively picture of a quiet Southern town in Alabama rocked by a young girl's accusation of criminal assault. Tom Robinson, a Negro, who was charged with raping a white girl, old Swell's daughter, could have a court-appointed defense. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man, he was sure that Atticus would do his best.

- But let me tell you something and don't you forget it - whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash...

- There is nothing more sickening to me than a low-grade white man who'll take advantage of a Negro's ignorance. Don't fool yourselves - it's all adding up and one of these days we're going to pay for it.

- Atticus's son Jim aged thirteen and his daughter Jean Louise, nicknamed Scout, aged seven were present at the trial and it is Jean Louise, who describes it.

- Atticus was half-way through his speech to the jury. He had evidently pulled some papers from his briefcase that rested beside his chair, because they were on his table. Tom Robinson was toying with them.

- "...absence of any corroborative evidence, this man was indicted on a capital charge and is now on trial for his life..."

- I punched Jim. "How long's he been at it?" "He's just gone over the evidence," Jim whispered... We looked down again; Atticus was speaking easily, with the kind of detachment he used when he dictated a letter. He walked slowly up and down in front of the jury, and the jury seemed to

be attentive: their heads were up, and they followed Atticus's route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer.

- Atticus paused, and then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying, "With the court's permission". Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jim and me, this was

the equivalent of him standing before us stark naked. We exchanged horrified glances.

- Atticus put his hands in his pockets, and as he returned to the jury, I saw his gold collar button and the tips of his pen and pencil winking in the light.

- "Gentlemen", he said. Jim and I again looked at each other: Atticus might have said "Scout". His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner. "Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant.

- "The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever place. It has relied instead upon the testimony of two wits, whose evidence has not only been called into serious on cross-examination, but has been flatly contradicted the defendant. The defendant is not guilty, but somebody in court-room is.

- She is the victim of cruel poverty and ignorance, but ... she is white.

- "Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella, Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr. Ewell did: he did what any God-fearing, persevering, respectable white man would do

under the circumstances - he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses - his right hand.

- We know all men are not created equal in the sense people would have us believe
 - some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, ladies make better cakes than others, some people are gifted beyond the normal scope of most men. But there is one way in this country in which all men are created equal - there is one human institution that makes us equal to a Rockefeller, the stupid man the equal of Einstein, and the ignorant man the equal of any college tent. That institution, gentlemen, is a court.

2. Tasks to the text

a) Consult a dictionary and transcribe the following words from the text. Practise their pronunciation paying attention to stresses:

- | | |
|------------------|------------------|
| - unanimous | - aisle |
| - corroborative | - exit |
| - appreciation | - caliber |
| - naked | - perspire |
| - aridity | - distaff |
| - iota | - executive |
| - subsequent | - inferiority |
| - contraband | - gavel |
| - sheriff | - conduct (v, n) |
| - circumstantial | - minute |
| - persevering | - indict |
| - unmitigated | - loosen |

b) Listen to your partners' reading of the above exercise. Correct their mistakes.

3. Read out the following word combinations paying attention to the phonetic phenomena of connected speech (assimilation, the linking "r", the sonorant between two vowels, lateral and nasal plosions, the loss of plosion):

- where a man ought to get a square deal;
- the enormity of her offense;
- so long in a case like that;
- putting a man's life at stake;
- the jury seemed to be attentive;
- to get rid of her own guilt;
- no doubt signing it with his left hand;
- white men cheat black men;
- and placed them on the table;
- I was reluctant to take off my eyes;
- received almost unanimous critical acclaim;

- unbuttoned his vest, loosened his tie;
- it came crashing down on her afterwards;
- one more thing before I quit;
- watching Atticus walk into the street;
- indicted on a capital charge.

4. Single out the communicative centers and make them tone and stress in the following sentences:

1. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man/he was sure that Atticus would not win the case, he could not win it...

2. "In our courts, when it is a white man's word against a black man's, the white man always wins."

3. "... whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash..."

4. "The defendant is not guilty, but somebody in this court-room is."

5. "I have nothing but pity in my heart for the chief witness for the state."

6. "We know all men are not created equal in the sense some people would have us believe - some people are smarter than others, some people have more opportunity because they were born with it, some men make more money than others, the ladies make better cakes than others, some people are lift gifted beyond the normal scope of most men."

5. Translate the following sentences into English using the phrases and combinations:

1. Сиз унинг айтганларига қарши чиқяпсиз лекин буларнинг бари оддий гапдан бошқа нарса эмас, сиз ҳеч қандай асосли бир далил келтирмаяпсиз. 2. Финч айбланувчига адолатли муносабатда бўлишларини хоҳларди. 3. Ўғлингизни одамлар олдида уришманг, у билан уйда гаплашинг. 4. Бундай имкониятдан бош тортиш учун қип қизил ахмоқ бўлиш керак. 5. Мен қолган вақтни сиз билан масалани юзма юз гаплашиб олишга сарфламоқчиман. 6. Мен бу ишни нима бўлганда ҳам қилишим керак деган гапингизга қисман қўшиламан, лекин бундай вазиятда унинг қийин аҳволдан фойдаланмоқчи эмасман. 7. Унинг таклифи ўз ўзидан яхши лекин у сизникидан ҳеч ҳам фарқ қилмайди. 8. Сиз уни айблаяпсизми? – У ёлғон гапирди ва буни тан олмоқчи эмас, бу эса ўз ўзидан ёмон ҳолат, ундан ташқари у тўхтамай ўша ёлғонни қайтариб турибди.

6. Give a summary of the text.

7. Retell the text.

8. Dialogue making and critical thinking

a) Make up and act out dialogues between:

1. Atticus Finch and Judge Taylor before the trial.
2. Atticus Finch and Judge Taylor after the trial.
3. Scout and Jem discussing the trial.

b) Legality is only one aspect of the question of right and wrong. Everyone lives according to his or her own beliefs which do not always conform to current laws. Can personal beliefs interfere in interpretation and application of the law?

Homework: Ex.9, p.54.

LESSON #2.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: guilt, exchange, effect, trust, promote, look.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

smart

- quick in movement, brisk, trot, etc.
- clever, quick-witted, skilful, as a smart man
- clever, often in-an impudent way
- bright in appearance, new looking, as a smart house (car, garden, ship, etc.)
- a smart alec(k) an impudent person who thinks he is clever
- smarten up to get you act together, e. g. The manager told workers to smarten up and increase their weekly output.

exchange

- giving one thing and receiving another, e. g. That was a fair exchange. There was an exchange of between the two countries. Our flat was small, so we got exchange.
- in exchange, e. g. You've lost my book, so I'll take yours in exchange.
- to get (give) smth in exchange (for smth), e. g. "Roberta expected to get Fred's obedience in exchange for all her care."

- to exchange glances (views, classes, greetings, opinions, etc.), e. g. As the coat was a bad fit, he decided to exchange it. Let's exchange seats.
- to exchange words (blows) to quarrel, to fight, e. g. The boys exchanged blows and went their ways.
- syn. swap/swop (informal), e. g. I want to sit where you're sitting. Shall we swap round?

guilt

- the fact of having done wrong, e. g. There is no evidence of his guilt. A strong sense of guilt was written all over his face.
- guilt complex, e. g. With such strict parents it's no surprise that the boy has a guilt complex.
- syn. blame, e. g. He is the kind of man who always tries to blame somebody.
- syn. fault, e. g. She loves him in spite of his faults.
- to find fault with smb (smth) to find smth wrong with smb,
- ant. merits, innocent,
- to be guilty of (doing) smth, e. g. The woman was guilty of giving false testimony.
- to find smb guilty (innocent), e.g. the jury found the prisoner guilty
- (to have) guilty conscience, a guilty look, smile, etc., e. g. No matter how hard he tried to prove that he was innocent, his guilty look betrayed him.
- to look (feel, sound, etc.) guilty, e. g. Though Torn did not look guilty, Aunt Polly was sure he was telling a lie.
- to plead (not) guilty (not) to admit the charge at a law-court, e. g. Why should I plead guilty to something I didn't do? The defendant pleaded (not) guilty.

trust

- belief in the goodness, justice, strength of a person or thing.
- to have (put, repose) trust in smb (smth).
- ant. mistrust
- a combination of business or commercial firms, e. g. "Shell Oil" is a powerful oil trust.
- betray smb's trust, win smb's trust
- to have faith and confidence in. Don't trust him an inch. I don't trust him at all.
- to trust to chance (to luck), e. g. Don't trust to chance. to trust to one's memory, e. g. A forgetful man should not trust to his memory but should write things down in his note-book.
- to give into the care of
- syn. to entrust
- to entrust smth to smb (formal], e. g. Can I (en)trust Joyce to the Jacksons? We entrusted our life to a physician.
- to entrust smb with smth (formal).
- to give as a task or duty, e. g. I am afraid he is too to be entrusted with the job.
- to allow a person without misgivings

- to trust smb to do smth.
- syn. trusting
- trustworthy a worthy of trust; reliable, e. g. He is an honest trustworthy fellow. You can always rely on him.

effect

- immediate result, that which is produced by a cause, e. g. She turned pale at his words and he was frightened the effect they had produced.
- to be of little (much, no) effect, e. g. The protest was of no feet.
- to be to no effect, e. g. My persuasion was to no effect.
- influence, e. g. The children were suffering from the effect of the heat. Scientists study the effect of chemicals on each other.
- to have (produce) an effect on smb, e.g. I think the medicine will have no effect (a good effect) on him.
- performance, execution, as to take effect, go into effect.
- to be in effect to be in operation (of a rule or law).
- to bring (carry) into effect (about a plan, a law, a decision) e. g. The plan was brought (carried) into effect.
- impression produced, as a pretty effect (of a painting);
- effective
- having effect (эффективный), as effective measures, an effective action, remedy, e. g. The method has proved effective.
- producing a striking impression, as an effective picture (hat, scheme of decoration, etc.).
- ant. ineffective

jerk

- to pull or move suddenly, e.g. The door jerked open. The boy jerked the fish out of the water.
- ant. shove, e. g. He shoved the door open and walked in. The fisherman shoved the boat into the water.
- syn. twitch to move jerkily and usually uncontrollably, to pull at smth with a sudden jerk, e. g. Jane's face twitched with terror at the sight of the crazy woman. The wind twitched the paper out of her hand. Jane's lip twitched angrily.
- a sudden quick pull; spasmodic movement, e. g. The old car started with a jerk. The train made a jerk and stopped.
- physical jerks (colloq.) physical exercises, e. g. Do you do your physical jerks regularly?
- ant. shove a vigorous push, e. g. Fred gave the boat a shove which sent it far out into the water.
- syn. twitch a sudden pull or jerk, a sudden and usually uncontrollable movement of some part of the body, e. g. The twitch of her lips suggested a state of extreme annoyance.

- jerky (with sudden stops and starts), e. g. He walked down the street in a queer jerky way.
- ant. smooth, even

promote

- to give higher position or rank, e. g. He was promoted lieutenant (or to be lieutenant). A pupil is promoted from one form (grade, class) to the next if his progress is satisfactory.
- to encourage; to support; to help to grow or develop, e. g. We promoted the campaign for banning nuclear tests. I think we ought to promote that scheme.
- promotion
- advancement to higher rank, e. g. He was given a promotion and an increase in salary. He hopes to get (win, gain) a promotion soon.
- support, helping along to success, e. g. The doctors were busy in the promotion of a health campaign.

sound

- healthy; in good condition, as a sound mind, body, heart, person, constitution; sound teeth, fruit, etc, e. g. A sound mind in a sound body. In spite of her age every tooth in her head is sound. James Forsyte was composed of physiological mixture so sound that if he had an earache he thought he was dying.
- (as) sound as a bell, quite healthy. e. g. There's nothing the matter with me, I'm as sound as a bell.
- safe and sound not harmful or injured, e. g. We reached home safe and sound. Her father returned safe and sound from the war.
- not worn out; free from injury or defect, as a sound ship, wall, construction, machine, etc., e. g. The building is of sound construction.
- dependable; reliable; free from error, as sound morals, views, people, relationships, criticism, common
- a sound person, reason, etc., e. g. My friend gave me a piece of sound advice. Soames had a reputation for sound judgments. I am convinced that sound-thinking citizens will vote for this candidate.
- safe, as a sound economy, business firm, financial position, investment.
- capable and careful;
- complete;

1. Translate the following sentences into or Uzbek:

A. 1. When Jean and Henry left the night club in his smart they took the road that cut through the woods. 2. Anthony Jean drives at a smart speed in her two-seater. 3. Captain Nicolas looked upon it as a smart piece of work on Strick's part that he had got out of the mess by painting the portrait of Tough Bill. 4. For a long time there was silence. When Drew and Ben did speak again, it was merely to exchange

experiences. 5. Steve exchanged the house in the suburbs of London for a flat in a smart neighborhood. 6. "I hardly know really," said Cherry. "Just exchanged a few conventional at one time or another." 7. To the usual question "Do you plead guilty?" Anthony replied in a cruel and deliberate way "Not guilty, my Lord." 8. Don't try to shift the blame to me, it's not my fault. 9. It is an equal failing to trust everybody and to trust nobody. 10. Old Len used to say: "Put it in God". 11. Elizabeth couldn't trust herself not to laugh. Trust him to make a mistake! 13. Little Jack can't be trust out of my sight. He's so naughty.

B. 1. The display of wealth was calculated for effect. 2. It is an effective rejoinder and reduced his opponent to silence. Can you speak about the effect of demand upon supply? Jane pulled the curtain aside with a hasty jerk, threw the window open and leaned out. 5. Peter jerked his head back

2. Translate the following words and phrases using essential vocabulary of the lesson:

- | | |
|--|--|
| - исказилось от гнева (ужаса) | - глубокий сон |
| - засунуть что-л. в карман | - основательные знания |
| - столкнуть лодку в воду | - рисковать жизнью |
| - отодвинуть стол к стене | - за его честность я ручаюсь своим добрым именем |
| - толкаться | - быть кровно заинтересованным в чем-то |
| - получить повышение | - рисковать всем |
| - способствовать реализации плана | - бью об заклад |
| - содействовать проведению (избирательной) кампании, развитию дружбы, сотрудничества | - побереги себя |
| - крепкий организм | - потупить взор |
| - здоровое сердце | - рассматривать проблему |
| - в здоровом теле здоровый дух | - Береги себя (при прощании) |
| - крепкие зубы | - заняться вопросом |
| - целый и невредимый | - отступать поздно |
| - прочная конструкция | - осматривать дом |
| - прочное основание (фундамент) | - он лезет на рожон |
| - здравый совет | - выходить на набережную |
| - обоснованный довод | - отвести взгляд |
| - здравые взгляды | - просмотреть тесты (бумаги, газету и др.) |
| - правильная мысль | - обратиться к кому-л. за помощью |
| - здравомыслящий человек | - смотреть свысока |
| - правильная оценка положения | |
| - здравая политика | |
| - твердое весовое положение | |

3. Paraphrase the following sentences using the essential vocabulary:

1. Bob Ewell laid the blame on Tom Robinson. 2. He is an impudent fellow who thinks he is clever. 3. Are you sure our arguments will influence him? 4. World festivals and congresses help to further understanding between nations. 5. I think his advice is wise and reasonable. 6. He pulled out the knife that was stuck in the wood. 7. You should not believe him, he's dishonest. 8. You look very neat and trim in that new hat. 9. Mary and Ann didn't actually fight but they certainly treat each other very rudely. 10. Your only bad point is that you won't do what you're told. 11. The firemen acted quickly to save the lives of people. 12. He paid her a visit when he got into town.

4. Choose the right word:

a) guilt, fault, blame

1. John's attempt to shift the ... onto his companion met no response. 2. His... are accepted as the necessary compliment to his merit. 3. The colonial system bears the ... for the present day backwardness of some African states. 4. The boy is punished for the slightest.... 5. If anything had gone wrong, I ... them.

Homework: Ex.13, p.55.

LESSON 2.4.

TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: courts, participants of the legal procedure, cases, offences, legal procedure, penalties and sentences, court-room.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Topical Vocabulary:

Courts: trial courts, common pleas courts, municipal and county courts, mayors' courts, courts of claims, courts of appeals, State Supreme Court, the Federal courts, district courts, the US Supreme Court, juvenile court.

Cases: lawsuit, civil cases, criminal cases, framed-up cases.

Offences: felony, misdemeanor, murder, manslaughter, rape, assault, arson, robbery, burglary, theft, kidnapping, embezzlement, bribery, forgery, fraud, perjury, slander, blackmail, abuse of power, speeding, petty offence, house-breaking, shoplifting, contempt of court, subpoena.

Participants of the legal procedure: 1) parties to a lawsuit: claimant/plaintiff (in a case); defendant, offender (first/repeat); attorney for the plaintiff (in a civil case); prosecutor (criminal); attorney for defense; 2) jury, Grand jury, to serve on a jury, to swear the jury, to convene; 3) witness - a credible witness; 4) a probation officer; 5) bailiff.

Legal procedure: to file a complaint/a counter complaint, to answer/challenge the complaint; to notify the defendant of the lawsuit; to issue a warrant of arrest (a search warrant); to indict smb for felony; to bring lawsuit; to take legal actions; to bring the case to court; to bring criminal prosecution; to make an opening statement; the prosecution; the defense; to examine a witness - direct examination, cross examination; to present evidence (direct, circumstantial, relevant, material, incompetent, irrelevant, admissible, inadmissible, corroborative, irrefutable, presumptive, documentary); to register (to rule out, to sustain) an objection; circumstances (aggravating, circumstantial, extenuating); to detain a person, detention; to go before the court.

Penalties or sentences: bail, to release smb on bail; to bring in (to return, to give) a verdict of guilty/not guilty a jail sentence; send smb to the penitentiary/jail; to impose a sentence on smb; to serve a sentence; a penitentiary, a term of imprisonment (life, from 25 years to a few months imprisonment); hard labor, manual labor; probation, to be on probation, to place an offender on probation, to grant probation/parole; parole, to release smb on parole, to be eligible for parole.

A court-room: the judge's bench, the jury box; the dock, the witness stand/box; the public gallery.

1. Panel discussion:

Suppose the fundamentals of a new criminal code of Uzbekistan are being worked out. Six experts are invited to a panel discussion to your University. They are Dr. 1, a leading researcher with the Institute of State and Law of the Uzbek Academy of Sciences, Dr. 2 from the same Institute, several lawyers, supreme judge, people's assessor, and a criminal reporter for the national newspaper.

8. Before the beginning of the panel read the following selections carefully and extract the necessary information:

— It's a time-honored misconception that the stricter the punishment, the lesser the crime rate. This misconception has long been debated by history and science. Law cannot, and must not take revenge: punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. This concept should form the guidelines of the new legislation.

— Law is developing: it has no impunity in the court of time. A number of offences should be altogether excluded from the criminal law since administrative measures are quite sufficient against them. Say a driver violates some traffic regulations, and in the accident no one is hurt...

— Unjust law warps and handicaps a nation's morale. Remember when in the not-so-distant past families of the "enemies of the people" hurriedly renounced their relations fully aware that the charges were false.

— We used to say that we had neither drug addiction nor prostitution. As long as there were no such problems any legal responsibility was out of the question. Now it is widely claimed that we need criminal laws against both drug addiction and prostitution.

— Could we make, say, prostitution a criminal offence? What could the evidence be? Who could bear witness?

— The violation of law would be extremely difficult to prove and the punishment would necessarily be selective.

— Some would be charged, others would be spared, and a selective application of law is arbitrary rule.

— But the real problem is elsewhere. Is immorality a breach of law? Don't we have to distinguish between a moral and a criminal code? I think we must be weary of the naive desire to

make law relieve us of the pains of responsible choice. If every act were dictated by an article of the Criminal Code, rather than one's conscience and moral sense, human beings would become legal objects.

— Prostitution should be fought but the judges should be kept out of it.

— Drug addiction should not entail legal prosecution. Otherwise we may be in for disastrous consequences. People would be afraid to solicit medical help; it would be an impenetrable wall between the drug addicts and those who are able to save them.

— Are changes to come in the types of punishment?

— The reformatory function of jail is little more than fiction. Rather the opposite is true. The first "jolt" makes an inveterate criminal who won't stay in society for long.

— Even in an ideal penitentiary - if such could be imagined - serving one's time causes serious problems. A cooped-up individual loses friends, family, profession, familiar environment and finds himself or herself a member of a group that is anything but healthy.

— But that's not the whole story. Imprisonment, particularly if it is prolonged, undermines one's capacity to make decisions, to control oneself. Set free after long years in jail, one is unfit for freedom; normal life seems incomprehensible and

unbearable. One might be unconsciously drawn to the habitual way of life. Around 30 per cent of former inmates are brought back

behind bars after new offences, and half of them during their first year at large.

— According to sociologists, less than 5 per cent of those sentenced for the first time consider their life in the colony as "normal", whereas the correspondent figure for those serving a second sentence (or more) is 40 per cent.

— New penitentiary principles must be introduced. It is real as well as imperative. I believe the solution lies with a differentiation between convicts and separate confinement according to different categories. First time offenders should be kept separately from those with long "case histories"; convicts serving time for particularly grave crimes must not mix with petty delinquents.

— Another urgent problem is that of the maximum term of confinement. Scholars propose that the maximum serving time envisaged by the code and by each article be reduced.

— The legal profession and sociologists know that the arrest itself, the curtailing of personal freedom, is increasingly perceived as the greatest shock by the offender. It is a traumatic, shameful psychological experience. Hence, petty delinquency, such as hooliganism, should entail not a year or two in jail but up to 6 months in a detention home.

2. The following issues are to be discussed:

1. If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects.

2. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.

3. Should drug-addiction entail legal prosecution?

4. The reformatory function of imprisonment is little more than fiction.

3. Write an article (3 paragraphs) in the newspaper to contribute to the discussion of a new Criminal Code.

4. Enact a role play "Trying a criminal case". You are the jury and must decide whether to acquit the accused or sentence them to a term of imprisonment (minimum 3 months/maximum life). Or could you think of a more appropriate punishment?

Case 1. A driver while speeding hit a cyclist off her bike. She was badly injured and confined to a wheelchair for the rest of her life. The driver didn't stop so he's charged with hit and run.

Case 2. The accused is a doctor who gave an overdose to an 87-year-old woman. She had a terminal illness, was in constant pain and had asked for the overdose. Her family is accusing the doctor of murder.

Case 3. A. and B. mug Mr. X., take his money and leave him for dead. B. later returns alone and pushes the body in the river. An autopsy reveals that the man was still just alive when pushed in the water and subsequently drowned.

5. Do some library research and write an essay on one of the given topics:

1. The stricter the punishment, the lesser the crime rate, or is it?
2. Law is developing: it has no impunity in the course of time.
3. What is the best way to combat juvenile delinquency?

Homework: Ex.2, p.64-65.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 03]

LESSON #2.5. TEXT «THE US COURT»

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: courts, participants of the legal procedure, cases, offences, legal procedure, penalties and sentences, court-room.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Working with a text. Picking out special terms and thematic vocabulary.

a) Read, translate, and discuss the text

Text: The US Court System

The courts are the overseers of the law. They administer they resolve disputes under it, and they ensure that it to and remains equal to and impartial for everyone.

In the United States, each state is served by separate court systems, intermediate courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law.

Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there.

The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts.

The common pleas court is the most important of the trial courts. It is the court of general jurisdiction - almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody.

The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious or minor: the juvenile division has exclusive jurisdiction over the case.

The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied.

The supreme court of each state is primarily a court of appeal and the court of last resort!

The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts. The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court.

The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case.

The attorney for the defense pleads the case of the accused, examines his witnesses and cross-examines the witnesses for the prosecution. Both, the prosecution and the defense, try to convince the jury. When all the evidence is in, the attorneys make their closing arguments to the jury with the prosecutor going first. Both attorneys try to show the evidence in the most favorable light for their sides. But if one of them uses improper material in his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard what was said or may be sustained. After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. In civil cases at least three-fourths of the jurors must agree on the verdict. In a criminal case there must not be any reasonable doubt as to the guilt of the accused, the verdict must be unanimous.

The next stage is for the judge to decide, in case of a verdict of guilty, what sentence to impose on the convict.

b) Use the material of the text and the topical vocabulary in answering the following questions:

1. Who are the participants in the legal procedure? 2. In what way does a legal procedure start a) in civil cases, b) in criminal cases? 3. Describe the procedure of the

trial in the American court of common pleas. 4. What kind of offences are known to you? Specify the felony and misdemeanor, 5. What penalties and sentences are imposed in the US courts?

2. Do library research and speak about the structure of the courts of Uzbekistan.

3. Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed an important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

4. Below is an interview with a judge on crime and punishment. The judge says why he gives help in some cases and punishment in others. Work in groups of 3 or 4 and assign different opinions on the problem of the punishment to each member of the group:

Interviewer. Are there ever times when you just feel desperate, you know, you realize there's absolutely nothing that can be done for this person?

Judge: Oh, yes, very often.

Interviewer. And what do you do in such cases?

Judge: Well, it depends how anti-social their action has been. If a person needs help one wants to give it to him or her, but on the other hand you always have to consider at the same time: the effect on society in general of too much kindness to too many people.

Interviewer. You mean if such a person were let free he might cause far more trouble to other people than he could cause to himself while he's inside prison.

Judge: Yes, indeed. And also if people were never punished I think undoubtedly crime would increase.

5. Spend a few minutes individually thinking of further arguments you will use to back up your own opinion on the usefulness and types of punishment.

6. Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. Use clichés of persuasion, agreement/disagreement.

Homework: Ex.9, p.69-72 (to translate).

UNIT III

LESSONS: 5

HOURS: 10

LESSON #3.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: to decide not to do smth. (бирон нарса қилмасликка қарор қилиш); I can tell you (мен сизга айтсам); How is it that (қанай қилиб ..., нимага бундай ...).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

1. He was just going to pitch the postcard in the fire when suddenly he decided not to.
David was just about to order a plane ticket when suddenly he decided not to.
The little boy seemed ready to jump into the icy cold water but then he decided not to.
 2. It isn't a pleasant experience, I can tell you.
It isn't easy to get tickets to the Bolshoi, I can tell you.
That's not the first time he has acted this way, I can tell you.
 3. How was it that he had never noticed the most significant fact about the postcards?
How was it that he was home all day, but didn't answer any of our phone calls?
How is it that we can put a man in space, but we can't cure the common cold?
-
1. Substitute one of the speech patterns (p. 77) for the parts of the sentence in bold type.

M o d e l s:

a) She wanted to put a coin into the slot but changed her mind as she had very little money.

She was just going to put a coin into the slot when she remembered that she had very little money and decided not to.

b) He could not understand why he had never noticed before that Bilson was left-handed.

How was it that he had never noticed that Bilson was left-handed?

c) It was painful, believe me. It was painful, I can tell you.

1. Ben was on the point of dialing his telephone number to have the matter out with his brother, but then he thought better of it. 2. The tickets were sold out a month ago. Why on earth was the theatre half empty? 3. Daniel has a very good memory for names and dates. How did it happen that he forgot about my birthday? 4. The weather forecast was "cloudy with occasional showers". He was about to start off when suddenly he decided to stay at home. 5. Jane was just about to throw the old envelope into the waste-paper basket when suddenly she changed her mind. 6. So you are a professional singer. How could it have happened that you had never told me about this before? 7. How can you account for the fact that we have lived in the same town for two years and have never met? 8. We had an awful time getting back, believe me. 9. I assure you, I broke out in goose bumps all over. 10. You've got something on your hands there, lad, I'm sure about it.

2. Translate the following sentences into English using the speech patterns:

1. Бундай баҳонани биринчи марта эшитишим эмас, мен сизга айтсам. 2. Қандай қилиб бизда ҳеч учрашиш имконияти бўлмайди? 3. Қандай қилиб мен сизникида Джейннинг меҳмон бўлиб келганин ҳеч кўрмайман. 4. Қандай қилиб бу икки ёш бола ўзлари ёлғиз дарёда сирпанишга кетган бўлиши мумкин? 5. Уларнинг суҳбати унчалик беозор бўлмади мен сизга айтсам. 6. Хатида у сентябрда келмоқчи эканлигини айтганди, кейин фикрини ўзгартирди. 7. Биз энди телевизор сотиб олмақчи эдик, кейин фикримизни ўзгартирдик.

3. Make up two sentences of your own on each pattern.

4. Make up and act out in front of the class a suitable dialogue using the speech patterns.

(Pair work).

5. Pair work. Discussing books and authors involves exchanging opinions and expressing agreement and disagreement. Team up with another student to talk on the following topics (Use expressions of agreement and disagreement

"A man ought to read just as inclination leads him; for what he reads as a task will do him little good."

(Samuel Johnson)

"A classic is something that everybody wants to have read and nobody wants to read."

(Mark Twain)

"There's an old saying that all the world loves a lover. It doesn't. What all the world loves is a scrap. It wants to see two lovers struggling for the hand of one woman."

(Anonymous)

"No furniture is so charming as books, even if you never open them and read a single word."

(Sydney Smith)

"Books and friends should be few but good."

(a proverb)

Homework: Ex.4, p.82.

LESSON #3.2. TEXT «WC».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: solicitor, periodicals, fiction, critical essays, postcard, correspondent, the initials, whatsoever, chimney, magnificent, novelist, compulsion.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Working with the text.

From: W.S.

By L. P. Hartley

1. Translate the following passages from the text.

- Leslie Poles Hartley (1895-1972), the son of a solicitor, was educated at Balliol College, Oxford and for more than twenty years from 1932 was a fiction reviewer for such periodicals as the Spectator, Sketch, Observer and Time and Tide. He published his first book, a collection of short stories entitled "Night Fears" in 1924. His novel "Eustace and Hilda" (1947) recognized immediately as a major contribution to English fiction.

- As a contemporary reviewer remarked, "not only does he portray the exterior of social life, but is known with his sharp eye for detail; he also explores the underworld of the society.

- "W.S." comes from "The Complete Short Stories of L.P.Hartley" published posthumously in 1973.

- The First postcard came from Forfar. "I thought you might have a picture of Forfar," it said. "You have always been so interested in Scotland, and that is one

reason why I am interested in you. I have enjoyed all your books, but do you really get to with people? I doubt it.

- Usually they were friendly but sometimes they were critical. In either case he always answered them, for he was conscientious. But answering them took up time and energy he needed for his writing, so that he was relieved that W.S. had given no address. The photo of Forfar was uninteresting and he tore it up. His anonym's correspondent's criticism, however, lingered in his mind.

- Did he really fail to come to grips with his characters? Perhaps did. He was aware that in most cases they were either promotion of his own personality or, in different forms of the antithesis.

- It was true that Walter Streeter was interested in cathedrals. Lincoln Cathedral had been the subject of one of his youthful fantasies and he had written about it in a travel book. And it was also true that he admired mere size and was inclined to join value parish churches. But how could W.S. have known

- For the first time it struck him that the initials were his own. No, not for the first time. He had noticed it before, but ...

- And yet there were these unexplained developments - the cleavage in his writing, which had now extended from his thought to his style, making one paragraph languorous with semicolons and subordinate clauses, and another sharp and incisive with main verbs and full stops.

- He looked at the handwriting again. It had seemed the perfection of ordinariness - anybody's hand - as ordinary as perhaps to be disguised. Now he fancied he saw in it resemblances to his own. He was just going to pitch the postcard in the fire when suddenly he decided not to. I'll show it to somebody, he thought.

- His friend said, "My dear fellow, it's all quite plain. The lawman's a lunatic. I'm sure it's a woman. She has probably fallen in love with you and wants to make you interested in her. I should pay no attention whatsoever. People whose names are mentioned in the papers are always getting letters. If they worry you, destroy them without reading them.

- What was there to feel uneasy about in that? It was really rather sweet and touching, and he began to think of her and wonder what she looked like. What did it matter if she was a little mad?

2. Paraphrase the following sentences using the phrases and word combinations:

1. The speaker talked a lot, but never really dealt seriously with the subject.
2. It used much of her time and energy to gain a full understanding of the idea.
3. The memory of this marvelous week-end took a long time to fade from his memory.
4. At last she decided in favor of the new dress rather than the old one.
5. The policeman quickly formed an opinion about the man's character and decided he must be innocent.
6. While thinking over their last meeting he began to realize that he was falling in love.
7. Your younger brother is spoilt; nobody can stop him from doing what he wants.

8. After the first examination the student's position was unclear. He needed to be tested some more.
9. It was an odd combination of events that the two contestants were both born on the same day and were both called James.
10. After ten years of working in the same place Jim was in a rut and needed a change.
11. The child told tales to the teacher and so the rest of the class refused to speak to him.
12. He could not forget the wrong done by his enemy until his dying day.
13. He's nicer in real life than in his photographs.
14. I spent long hours in the library trying to find material for my research paper.

3. Make up two sentences of your own on each phrase and word combination.

4. Make up and practise a suitable dialogue using the phrases and word combinations.

5. Translate the following sentences into English using the phrases and word combinations:

1. Биз бу муаммонинг ечими билан жиддий шуғулланишимиз даркор. 2. Чиройли куй узоқ вақт ҳаёлидан кетмади. 3. Врачнинг ўзи аниқ билмайди, унинг айтишича мен аросатда қолган бемор эканман. 4. Биз бир кунлик сайрга боришимиз керак деган фикрдаман. 5. У асабийликнинг билинар билинмас аломатларини ҳис қилди. 6. Уни тўлиқ тушуна олмаяпман, у мен учун жумбоқ. 7. Агар ҳамма нарса сиз ҳоҳлагандек бўлишини истасангиз ўзингиз кўп меҳнат қилишингиз керак. 8. Машҳур режиссер ҳозир бизнинг шаҳримизда, у ўзининг янги филми учун материал ахтармоқда. 9. Бошида янги жойда асабийлашатган кучук хўжайинининг меҳрибон муносабатини ҳис қилиб тинчланди. 10. У билан телефон орқали иш қилишдан чарчадим, унинг ўзини кўрмоқчиман. 11. Мен унинг ҳар доим менга қарши тиш қайраб юришини ҳис қилардим, лекин мен унга нима ёмонлик қилганимни билмайман. 12. У бутун кун ушбу муаммо устида бош қотирди, лекин барибир унинг ечимини топа олмади.

6. Pair work. Make up and act out situations using the phrases and word combinations.

7. Explain what is meant by:

- projections of his own personality or, in different forms, the antithesis of it;
- to experiment with acquaintances; other-worldly, indeed;
- too ready to escape into an ambiguous world;
- the words came haltingly; growing pains;
- inclined to under-value/parish churches;
- languorous with semicolons and subordinate clauses;

- sharp and incisive with main verbs and full stops;
- so ordinary as perhaps to be disguised;
- if she senses that she's getting a rise out of you she'll go on;
- he could not bring himself to look at the picture.

8. Answer the questions and do the given assignments:

A. 1. What was written in the first postcard?

2. Why was Walter Streeter glad that he did not have to answer the post-card? Should a writer grudge the time and energy to answer letters?

3. What impression did the second postcard make on Walter Streeter? Why did he dismiss the faint stirrings of curiosity? Should a writer avoid making new acquaintances?

4. What difficulties did the writer have with his work and how did he try to reassure himself?

5. What did Walter Streeter do with the first two postcards and why did he keep the third?

6. What odd coincidence did Walter Streeter notice? Do you happen to know of any odd coincidences?

7. What thoughts and feelings did the third postcard provoke? What did his friend say?

8. Why did a wave of panic surge up in him when Walter Streeter read the fourth postcard?

9. What was the outcome of his visit to the police?

B.

1. Speak on the overall tone of the passage, specifying the setting and the time span of the story, plot development and the characters involved. Observe the stylistic means the author employs to keep the reader in suspense:

- a) the words and phrases denoting emotional reaction;
- b) the incongruity between the banal contents of the postcards and the importance Walter Streeter attaches to them;
- c) the contrast in mood and length between the passages separating one postcard from another;
- d) the word order.

2. Analyze the content of the postcards and bring out the message that they have in common. Comment on the specific intonation of the postcards (which are supposed to reveal the character of the anonymous correspondent and his attitude towards Walter Streeter):

- a) absence of greeting;
- b) the vocabulary and set expressions;

- c) lexical and syntactical repetition (chiasmus in the first postcard);
- d) negative and interrogative sentences;
- e) the play on words (in the second and fourth post-cards).

3. Indicate the lexical and syntactical devices used to depict the character of Walter Streeter:

- a) which words and phrases help the reader to understand his character? Is the description a complete one?
- b) what does Walter Streeter himself feel 'about his own work? Enlarge on the function of inner reported speech and various repetitions (anaphora, anadiplosis, synonym repetition).
- c) is there a lot of figurative language in the story? Give examples of the epithet, metaphor, simile.
- d) what is the author's attitude towards Walter Streeter? Sympathetic? Indifferent? Unsympathetic? Justify your answer.

9. Make up and act out dialogues between: 1) Walter Streeter and his Mend whom he showed the postcard from York Minster; 2) Walter Streeter and the police officer about the postcard business.

10. Trace out on the map of Great Britain W.S.'s itinerary and do library research on the geographical names mentioned.

11. Write your own ending of the story. Share it with the students of your group and decide which of the different possible endings seems most likely.

12. Read the story "W.S." by L.P. Hartley to the end (p. 275), and say whether it has come up to your expectations. What do you think is the point of the story?

13. Write an essay praising your favorite contemporary novelist and advancing reasons why other members of the class would enjoy this writer's novels/stories.

Homework: Ex.8, p.83.

LESSON #3.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

- 1. to acquaint the students with new words and word-combinations

2. to teach the students use these new words and word-combinations in written tasks

3. to teach them use these new words and word-combination while speaking

The main notions: come, object, ground, initial, oppose, assure.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

objective

- something which you plan to do or achieve, e. g. His main/primary objective now is simply to stay in power.

- object

- a material thing, e. g. What is that dark object over there?

- smth or smb that is the focus of feeling, thought, or action, as an object of pity, admiration, ridicule, delight, curiosity, fear, etc., e. g. She was the object of his love.

- purpose; e. g. The object of his visit was not clear.

- to be against smth or someone, e. g. I object to the whole thing on principle.

- objection a statement or feeling of dislike, disapproval, or opposition, e. g. Have you any objection to his coming?

ground

- a piece of land for a special use; a football ground; picnic grounds, a playground, e. g. The school grounds

- a reason, e. g. He left on grounds of ill-health.

- to cover much/a lot of ground

- to travel a certain distance;

- to deal with many different subjects, e. g. I'll try to cover all the ground in a short speech of half an hour.

- to suit someone down to the ground (informal) to be just what one wants or likes, e. g. This house will suit us down to the ground.

- groundless a (of feelings, ideas) without base or good reason well-grounded a based on fact

thing

- any material object.

- a piece of clothing, e. g. I've got a thing to wear.

- that which is not material, e. g. What a nasty thing to say to your sister!

- a subject, "platter, e. g. There's one more thing I wanted to say.

- a person or animal regarded as an object of pity or affection e. g. Your daughter's such a sweet little thing. You stupid thing!
- happening, event, e. g. A funny thing happened yesterday.
- possessions, belongings, e. g. Have you unpacked your things for the journey?
- the general state of affairs, e. g. Things are getting worse and worse.
- (not) quite the thing (informal) what is considered socially correct, fashionable, e. g. It's not quite the thing to wear an open-necked shirt to a formal evening dinner.
- the thing is the most important point is, e. g. The thing is can we get there in time?

assure

- to promise; try to persuade, e. g. He assured us of his ability to work.
- to make certain, e. g. Before going to bed she assured herself that the door was locked.
- assured a also self-assured, self-possessed, confident, as an assured manner.
- assurance - promise, statement made to give confidence

yield

- to give, produce, bear, e. g. That tree yields plenty of fruit
- to give up control (of), e. g. We did not yield (up) our position to the enemy.
- syn. surrender, give up
- that which is produced, e. g. The tree gave a high yield this year.
- yielding
- likely to agree with or give in to others, e. g. He has a yielding character and will soon change his mind.
- tending to give way esp. under pressure, as yielding materials.

1. Practise this brier conversation:

Student A expresses either annoyance at Walter Streeter or criticizes him. He suggests irritability and sounds reprovably critical. Remember what rate of utterance may be associated with negative emotions.

Student B defends Walter Streeter, Mind that expressing disagreement you might sound challenging, persuasively reassuring, be reluctantly or defensively dissenting; for the purpose make use of the intonation patterns "Fall-Rise" and "Rise-Fall".

Student C asks for reasons and expresses his own personal verdict. Be aware of the change in attitudes.

2. Translate the following sentences into :

A. 1. My son has begun to come along very well in French since the new teacher was appointed. 2. The attempt did not come off as well as we had hoped. 3. The picture I took of the baby did not come out. 4. He has come down in the world. 5. The old aunt's coming along nicely. 6. The food didn't come up to my expectations. 7. I'd like to know how she came by that black eye. 8. I tried telling a few jokes but they didn't come off. 9. I have no objection whatever to having the Smith girls in. 10. She objects to muddy shoes in the house. 11. All our objectives were won. 12. For a millionaire like him, money is no object. 13. Don't mention his health: it's forbidden ground. 14. Once we'd found some common ground we got on very well together. 15. She didn't overlook a thing in planning the party. 16. June went there sometimes to cheer the old things up. 17. That was an unkind thing to say. 18. She's got a thing about fast cars. 19. I'm having trouble paying attention - I have a thing or two on my mind.

B. 1. Initially she opposed the plan, but later she changed her mind. 2. She's turned out to be the exact opposite of what everyone expected. 3. We sat at opposite ends of the table to/from each other. 4. She worked her initials in red. 5. The young man after initial shyness turned into a considerable social success. 6. I initialed the documents to show I approved of them. 7. When she began the job she showed initiative and was promoted to manager after a year. 8. I shouldn't always have to tell you what to do, use your initiative for once! 9. I had very attentive and loving parents. 10. After an hour my attention started to wander. 11. There's no point in your coming to my classes if you're not going to attend to what I say. 12. The meeting was designed to reassure parents whose children were taking exams that summer. 13. The nurse tried to reassure the frightened child. 14. He spoke in his usual assured tones. 15. Despite the Government's repeated assurances to the contrary, taxation has risen «over the past decade. 16. Over the past 50 years crop yields have risen steadily by 1-2% a year. 17. Baby toys are usually made out of yielding materials. 18. They were forced to yield up some of their lands during the war.

3. Give the English equivalents for:

4. Paraphrase the following sentences using the essential vocabulary:

1. Can you tell me how the accident happened? 2. A good job that you enjoy doing is hard to find. 3. She held a large round thing in her hand. 4. Your suggestion pleases me in every way. 5. I can't do anything with him. 6. I am against this trip. 7. His first reaction was one of shock and resentment. 8. Are you listening to what is being said? 9. I was relieved to hear his words. 10. What reason do you have for thinking that he is to blame?

5. Answer the following questions. Use the essential vocabulary:

1. What do we say about a patient who is doing well? 2. What do we say about a doctor who gives his attention to the patient? 3. What sort of person tries to be unaffected by personal feelings or prejudices? 4. What is another way of saying that we disapprove of rudeness? 5. What does one say to reassure a person who is frightened? 6. What is another way of saying that people sit facing each other? 7. What do they call a political party opposed to the government? 8. What is the usual affectionate way of referring to a small child or an animal? 9. What phrase is often used to emphasize an important remark which follows? 10. Is it considered socially correct nowadays to call people by their first names? 11. What do we call capital letters at the beginning of a name? 12. What do we say about a person who does things according to his own plan and without help? 13. What is the teacher likely to say to an inattentive pupil? 14. How is one likely to feel on hearing that he is out of danger? 15. How can one inquire about the amount of fruit gathered (produced)?

Homework: Ex.2, p.86-87.

LESSON #3.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: books, books and their parts, reading habits, library facilities, quality of a book, cover, plot, types of books.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Books: Absorbing; adult; amusing; controversial; dense; depressing; delightful; dirty; disturbing; dull; fascinating; gripping; moralistic; nasty; obscene; outrageous; profound; whimsical; unputdownable.

Books and their parts: paperback and hardback; binding; cover; spine; jacket; title; epigraph; preface; the contents list; fly leaf; bookplate; blurb; a beautifully printed book; a tome

bound in leather/with gilt edges; a volume with a broken binding; a book with dense print/with loose pages; a well-thumbed book.

Reading habits: to form a reading habit early in life; to read silently (incessantly, greedily, laboriously); to read curled up in a chair; to read a child/oneself to sleep; to make good bed-time reading; to be lost/absorbed in a book; to devour books; to dip

into/glance over/pore over/thumb through a book; to browse through newspapers and periodicals; to scan/skim a magazine; a bookworm; an avid/alert/keen reader.

Library facilities: reading rooms and reference sections; the subject/author/title/online catalogue; the enquiry desk; computer assisted reference service; to borrow/renew/loan books, CDs and video tapes; rare books; to keep books that are overdue; books vulnerable to theft; to suspend one's membership; to be banned from the library.

1. Use the topical vocabulary in answering the questions:

1. Can you remember at all the first books you had? 2. Did anyone read bedtime stories to you? 3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer? 4. What English and American children's books can you name? Have you got any favorites? 5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"? 6. How do you select books to read for pleasure? Do you listen to advice? Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful gaudy illustrations? 7. Do you agree with the view that television is gradually replacing reading? 8. Is it possible for television watching not only to discourage but actually to inspire reading? 9. Some teachers say it is possible to discern among the young insensitivity to nuances of language and an inability to perceive more than just a story? Do you think it's a great loss? 10. What do you think of the educational benefits of "scratch and sniff books that make it possible for young readers to experience the heroes? So comedy, it seems to me, is the only thing left. As illusion after illusion has been cast aside, we no longer believe in these big figures - Macbeth, Hamlet, Tamburlaine - these big, struggling, tortured heroes. Where are they in the modern world? So comedy has to do it all. And what you get, certainly in my case, is an odd kind of comedy, full of things that shouldn't be in comedy.

2. Read the interview with Martin Amis and translate using topical vocabulary.

R: What is it that creates the comedy in your novels?

M.A.: Well, I think, the body, for instance, is screamingly funny as a subject. I mean, if you live in your mind, as everyone does but writers do particularly, the body is a sort of disgraceful joke. You can get everything sort of nice and crisp and clear in your mind, but the body is a chaotic slobber of disobedience and decrepitude. And think that is hysterically funny myself because it undercuts us. It undercuts our pomposities and our ambitions.

R: Your latest book *The Information* is about two very different writers, one of whom, Gwyn, has become enormously successful and the other one, Richard, who has had a tiny bit of success but is no longer popular. One of the theories which emerge is that it's very difficult to say precisely that someone's writing is better by so

much than someone else's. It's not like running a race when somebody comes first and somebody comes second.

MA: No, human beings have not evolved a way of separating the good from the bad when it comes to literature or art in general. All we have is history of taste. No one knows if they're any good - no worldly prize or advance or sales sheet is ever going to tell you whether you're any good. That's all going to be sorted out when you're gone.

R: Is this an increasing preoccupation of yours?

MA: No, because there's nothing I can do about it. My father said. "That's no bloody use to me, is it, if I'm good; because I won't be around."

R: Have you thought about where you might go from here?

M.A; I've got a wait-and-see feeling about where I go next. One day a sentence or a situation appears in your head and you just recognize it as your next novel and you have no control over it. There's nothing you can do about it. That is your next novel and I'm waiting for that feeling.

3. Express briefly in your own words what the talk is about. What makes it sound natural and spontaneous?

4. Read the following extract and observe the way literary criticism is written:

Jane Austen saw life in a clear, dry light. She was not without deep human sympathies, but she had a quick eye for vanity, selfishness, but vulgarity and she perceived the frequent incongruities between the way people talked and the realities of a situation. Her style is quiet and level. She never exaggerates, she never as it were, raises her voice to shout or scream. She is neither pompous, nor sentimental, nor flippant, but always gravely polite, and her writing contains a delicate but sharp edged irony.

L.P. Hartley is one of the most distinguished of modern; novelists; and one of the most original. For the world of his creation is composed of such diverse elements. On the one hand he is a keen and accurate observer of the process of human thought and feeling; he is also a sharp-eyed chronicler of the social scene. But his picture of both is transformed by the light of a Gothic imagination that reveals itself now in fanciful reverie, now in the mingled dark and gleam of a mysterious light and a mysterious darkness... Such is the vision of life presented in his novels.

Martin Amis is the most important novelist of his generation and probably the most influential prose stylist in Britain today. The son of Kingsley Amis, considered Britain's best novelist of the 1950s, at the age of 24 Martin won the Somerset Maugham Award for his first novel *The Rachel Papers* (his father had won the same prize 20 years earlier). Since 1973 he has published seven more novels, plus three books of journalism and one of short stories. Each work has been well received, in particular *Modify* (1984), which was described as "a key novel of the decade." His latest book is *The Information* (1995).

It has been said of Amis that he has enjoyed a career more like that of a pop star than a writer.

5. Group discussion.

Despite the increase in TV watching, reading still is an important leisure activity in Britain. More than 5,000 titles were nominated in a national survey conducted in 1996. The public was invited to suggest up to five books. It was later suggested that the votes either came from English literary students or from people who were showing off. What do you think? Can you point out a few important names that failed to make it into the top 100 list?

Homework: Ex.3, p.94-96.

LESSON #3.5. TEXT «MURIEL SPARK»

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: books, books and their parts, reading habits, library facilities, quality of a book, cover, plot, types of books.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Working with the text.

Translate and discuss the following text passages

Muriel Spark

- Many professions are associated with a particular stereo type. The classic image of a writer, for instance, is of a slightly demented-looking person, locked in an attic, scribbling away furiously for days on end. Naturally, he has his favorite pen and notepaper, or a beat-up old typewriter, without which he could not produce a readable word.

- Nowadays, we know that such images bear little resemblance to reality. But are they completely false? In the case of at least one writer, it would seem not. Dame Muriel Spark, who is 80 this month, in many ways resembles this stereotypical

"writer". She is certainly not demented, and she doesn't work in an attic. But she is rather neurotic about the tools of her trade.

- She insists on writing with a certain type of pen in a certain type of notebook, which she buys from a certain stationer in Edinburgh called James Thin. In fact, so superstitious is she that if someone uses one of her pens by accident, she immediately throws it away.
- As well as her "fetish" about writing material shares one other characteristic with the stereotypical "writer" - her work is the most important thing in her life. It has stopped her from remarrying; cost her old friends and made her new ones; and driven her from London to New York, to Rome. Today, she lives in the Italian province of Tuscany with a friend.
- Dame Muriel discovered her gift for writing at school in the Scottish capital, Edinburgh. "It was a very progressive school.
- Much of Dame Muriel's writing has been unfortunately her personal experiences. Catholicism, for instance, has always been a recurring theme in her books.
- How much her writing has been influenced by one part of her life is more difficult to assess. In 1937, at the age of 19. She travelled to Rhodesia (now Zimbabwe), where she married a teacher called Sydney Oswald Spark. The couple had a son, Robin, but the marriage didn't last. In 1944, after spending some time in South Africa, she returned to Britain and got a job.

2. As you read the text:

a) Look for the answers to these questions:

1. What profession stereotypes are there? What is a stereotypical "student"? "lecturer"? "poet"? 2. Is the "classic image of a writer" completely false? Be specific. 3. Would you agree that artistic people are often superstitious? 4. Who is given the title of "Dame" in Britain? 5. What suggests that Dame Muriel Spark is rather neurotic about the tools of her trade? 6. What part did the school play in shaping her career? 7. How did Graham Green help the young writer? 8. What are the scanty biographical details given in the profile?

b) Find in the text the facts to illustrate the following:

1. For Muriel Spark writing is the most important thing in her life. 2. Dame Muriel Spark is a stereotypical writer. 3. "The Prime of Miss Jean Brodie" is a great novel.

c) Summarize the text in three paragraphs.

3. In spite of the proverb one can argue about taste: everybody does, and one result is that tastes change. If given a choice what would you rather read a novel or short stories in book form? Why? Try to substantiate your point of view. Use some of the ideas listed below.

"A novel appeals in the same way that a portrait does - through the richness of its human content."

"It is not only an author's characters that endear him to the public: it is also his ethical outlook that appears with greater or less distinctness in everything he writes."

"A volume of short stories contains more ideas, since each story is based on an idea; it has much greater variety of mood, scene, character and plot."

4. What do children want to read about! Find some information from the texts read and newspaper articles, and prepare to give your view on the problem.

5. Alexander Herzen called public libraries "a feast of ideas to which all are invited". Read the text below and say how the modern libraries differ from those of the old days. Use the topical vocabulary.

Text: My Favorite Library

There are many libraries which I use regularly in London, some to borrow books from, some as quiet places to work in, but the Westminster Central Reference Library is unique. In a small street just off Leicester Square, it is run by the London borough of Westminster. You don't need a ticket to get in, and it is available to foreign visitors just the same as to local residents. You simply walk in, and there, on three floors, you can consult about 138,000 reference books and they include some very remarkable and useful items.

As you come in, the first alcove on the right contains telephone directories of almost every country in the world. Argentina, Australia, Austria, Belgium, and so on, besides directories of important addresses in each country. There is also a street directory of every British town of any size, with the streets in alphabetical order, and the residents' names, as a rule, against their number in the street, while in another section the residents themselves are listed in alphabetical order.

Next there are technical dictionaries in all the principal languages. I counted 60 specialized technical dictionaries for alone. Then there is a section which, besides the best world atlases, contains individual atlases of a great many countries, some of them almost too heavy to lift. Seven hundred periodicals, mostly technical, are taken by the library, and the latest issues are put out on racks nearby. By asking at the enquiry desk you can see maps of the whole of Britain on the scale of 1/60,000 and 1/24,000, and smaller-scale maps of nearly every other country in Europe.

Around the walls, on this floor and the floor above are reference books on every possible subject, including/ for instance, standard works of English literature and criticism. Foreign literature, however, is represented mainly by anthologies.

Finally, on the top floor of all, are wonderful art libraries, where you can take down from the shelves all those expensive, heavy, illustrated editions that you could never really afford yourself. The librarian at the desk can direct you to answers for almost any query you may have about the plastic arts. There is in fact a busy enquiry desk on each floor, and the last time I was there they had just received a letter from a distinguished medical man. He had written to ask for information about sword-swallowing. He was very interested in the anatomy of sword-swallowers, and had failed to find anything either in medical libraries or in the British Museum Library! (Anglia, 1972)

6. Prepare to give a talk on an important library, its history and facilities.

Group work. Work in groups of three or four to discuss the pros and cons of reading detective novels and thrillers. Consider the following:

"It has been estimated that only 3 percent of the population in Britain read such classics as Charles Dickens or Jane Austen; Agatha Christie's novels have sold more than 300 million copies."

(Longman Britain Explored)

"As thoughtful citizens we are hemmed in now by gigantic problems that appear as insoluble as they are menacing, so how pleasant it is to take an hour or two off to consider only the problem of the body that locked itself in its study and then used the telephone..."

(J.B. Priestley)

"There is nothing either good or bad, but thinking makes it so."

(W. Shakespeare)

"The world loves a spice of wickedness."

(H. Longfellow)

"If Jonathan Wild the Great had been written today, I think he would have been the hero of it, not the villain, and we should have been expected to feel sorry for him. For compassion is the order of the day ... Detective stories have helped to bring this about, and the convention that the murderer is always an unpleasant person, better out of the way."

(L.P. Hartley)

"The crime novel is developing moral equivalency: unpleasant detectives and charismatic criminals."

(The Guardian, Oct. 8 1997)

"If the question "Wither Fiction?" is raised, the novelist will have to make up his mind which side he is on. Is he to write: "She was a beautiful woman, witty, clever, cultivated, sympathetic, charming, but, alas, she was a murderess? Or is he to write: "She was a beautiful woman, witty, clever, etc., and to crown it all was a murderess"?"

(L.P. Hartley)

Homework: Ex.4, p.96-97.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 04]

UNIT IV

LESSONS: 5

HOURS: 10

LESSON #4.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: there was smth. in (about) the way ... (было что-то в том, как ...); to be about to do smth. (собираться что-либо делать); this was the most smth. had done (это было максимум, что кто-либо смог сделать); busy or not he ... (занят он или нет, но он ...); clumsy or not she ... (неуклюжая она или нет, но она ...).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

1. There was something disturbingly resolute and self-important in the way he asked her...

There was something strange in (about) the way he greeted me that morning.

There was something disturbing (in) about the way the girl entered the room.

There is something special in the way she dresses on Sundays.

2. He was a stocky man with large dark eyes so intense as to suggest they were about to cross.

I think the speaker is about to conclude his speech. 108

109 The satellite launch is about to commence.

3. This was the most she had said in all the months she had lived in the house.

This was the most he had eaten in a long time.

This was the most I had heard from my family all year.

While your pupil is recovering he can only read the book.

This will be the most you can expect of him.

4. Tuned or not the Aeolian had never made such sounds.

Clumsy or not she was a good basketball player.

Busy or not Mr. Jones always finds time for his students.

Phrases and Word Combinations:

- to go past
- to suffer (no) embarrassment
- (to look) right and left
- on the contrary
- to judge one's age
- (to do smth) to one's satisfaction
- to presume to do smth
- to bring to a conclusion
- to regret smth
- to clear one's throat
- to question the propriety
- to be knowledgeable in/about/of smth

1. Complete the following sentences:

1. There is something nice in the way... 2. There is something exciting in (about)... 3. There was something unusual... 4. This is the most the girl... 5. This was the most the man... 6. This will be the most the children... 7. Delicious or not the dinner.... 8. Pleasant or not.... 9. She was about to... 10. We are about to...

2. Paraphrase the following sentences using the speech patterns (p. 108):

1. He has a pleasant way of looking at her. 2. She has a poetical way of speaking. 3. This was the biggest meal David Copperfield had eaten for a week. 4. She had never before said anything so unpleasant to him. 5. No matter how tired she was she was always ready to give a helping hand. 6. We shall buy the piano whether it is expensive or not. 7. She was just leaving the house when the telephone rang. 8. She was on the point of tears when he suddenly appeared in the doorway.

3. Make up and act out dialogues using the speech patterns.

4. Translate the following sentences into English using the speech patterns:

1. Унинг кийинишида қандайдир бир ғалати нарса бор. 2. Унинг буни айтишида қандайдир ғалати нарса бор. 3. Боланинг гулни узатишида қандайдир бир жозибадорлик бор эди. 4. У албатта қўнғироқ қилади. Лекин бу у қилиши мумкин бўлган ягона нарса. 5. У бир бўлак нон еб яна уйқуга кетди. Бу унинг икки кун давомида еган ягона нарсаси бўлди. 6. Ҳикоялар қизиқми йўқми уларни ўқиш керак. 7. Операция оғриқлими йўқми, уни албатта қилиш керак. 8. У бирнима демоқчи бўлдию яна жимиб қолди. 9. У энди татилга чиқаман деганда отаси касал бўлиб қолди. 10. У энди рояль олдига ўтириб мусиқа чаламан деганида телефон жириглаб қолди.

5. Note down the sentences containing the phrases and word combinations (p. 109) and translate them into .

6. Paraphrase the following sentences:

1. We are losing money right and left. 2. Days went past without any news. 3. Judge its size, please. 4. He presumed to tell his manager how the work ought to be done. 5. I don't mind living in the city but I regret being without my horse. 6. I would never question his honesty. 7. She suffered the loss of her pupils' respect. 8. "I believe you like your job." "On the contrary,

I hate it". 9. It's been proved to my satisfaction that you are telling the truth. 10. "He is very knowledgeable about flowers," he said clearing his throat.

7. Make up and set out dialogues using the phrases and word combinations (pair work).

8. Translate the following sentences into English:

1. Болалар югириб ўтиб кетди. 2. У дўкон растаси ортига ўтишга журъат қилди, чунки у жуда шошаётган эди. 3. Мен унинг физика бўйича билимларига баҳо бера олмайман. 4. Мен ҳар доим зое кетган вақтга ачинаман. 5. Менда унинг ростгўйлигига ҳеч қачон шубҳа бўлмаган. 6. Менинг хайратимга унинг виждони ҳеч қачон қийналмайди. 7. Бугун совуқ шундай эмасми? Аксинча, бугун илиқ. 8. Ҳайриятки у институтга ҳужжат топширди. 9. У ўз тадқиқотини ажойиб тарзда ниҳоясига етказди.

Homework: Ex.6, p.115.

LESSON #4.2. TEXT «RAGTIME».

Identified aims of the lesson:

1. to acquaint the students with the background of the text

2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: ragtime, significant, resentful, rectify, sidewalk, idle, colored people, ma'am, cook stove, moustache, intransigence, exhilarate, the piano stool, chord, Manhattan, octaves.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Working with the text.

Translate the following passages from Ragtime by E.I. Doctorow

- Ragtime is a novel set in America at the beginning of this century. Its characters reflect all that is most significant and dramatic in America's last hundred years. One character, Coalhouse Walker Jr., a black pianist, had a love affair with young Sarah and abandoned her to later reunite.
- The author E.L. Doctorow, an American writer, is famous for his other novels which include Welcome to Hard Times and The Book of Daniel, which was nominated for a National Book Award.
- One afternoon, a Sunday, a new model T-Ford slowly came up the hill and went past the house. The boy, who happened to see it from the porch down the steps and stood on the sidewalk. The driver was looking right and left as if trying to find a particular address; he turned the car around at the corner and came back. Pulling up before the boy, he idled his throttle and beckoned with a gloved hand. He was a Negro.
- His car shone. The brightwork gleamed... I am looking for a young woman of color whose name is Sarah, he said. She is said to reside in one of these houses.
- The boy realized he meant the woman in the attic. She's here. The man switched off the motor, set the brake and jumped down.
- When Mother came to the door the colored man was respectful, but there was something disturbingly resolute and self-important in the way he asked her if he could please speak with Sarah. Mother could not judge his age. He was a stocky man with a red-complected shining brown face, high cheek-bones and large dark eyes so

intense as to suggest they were about to cross. He had a neat moustache. He was dressed in the affection of wealth to which colored people lent themselves.

- She told him to wait and closed the door. She climbed to the third floor. She found the girl Sarah not sitting at the window as she usually did but standing rigidly, hands folded in front of her, and facing the door. Sarah, Mother said, you have a caller. The girl said nothing. Will you come to the kitchen? The girl shook her head. You don't want to see him? No, ma'am, the girl finally said softly, while she looked at the floor. Send him away, please. This was the most she had said in all the months she had lived in the house. Mother went back downstairs and found the fellow not at the back door but in the kitchen where, in the warmth of the corner near the cook stove, Sarah's baby lay sleeping in his carriage. The black man was kneeling beside the carriage and staring at the child. Mother, not thinking clearly, was suddenly outraged that he had presumed to come in the door. Sarah is unable to see you, she said and she held the door open.

- The colored man took another glance at the child, rose, thanked her and departed. Such was the coming of the colored man in the car to Broadview Avenue. His name was Coalhouse Walker Jr. Beginning with that Sunday he appeared every week, always knocking at the back door. Always turning away without complaint upon Sarah's refusal to see him. Father considered the visits a nuisance and wanted to discourage them. I'll call the police, he said. Mother laid her hand on his arm. One Sunday the colored man left a bouquet of yellow chrysanthemums which in this season had to have cost him a pretty penny.

- "The black girl would say nothing about her visitor. They had no idea where she had met him, or how. As far as they knew she had no family or any friends from the black community in the downtown section of the city. Apparently she had come by herself from New York to work as a servant. Mother was exhilarated by the situation. She began to regret Sarah's intransigence.

- She thought of the drive from Harlem, where Coalhouse Walker Jr. lived, and the drive back, and she decided the next time to give him more of a visit. She would serve tea in the parlor. Father questioned the propriety of this. Mother said, he is well-spoken and conducts himself as a gentleman. I see nothing wrong with it. When Mr. Roosevelt was in the White House he gave dinner to Booker T. Washington. Surely we can serve tea to Coalhouse Walker Jr.

- And so it happened on the next Sunday that the Negro took tea. Father noted that he suffered from embarrassment by being in the parlor with a cup and saucer in his hand. On the contrary, he acted as if it was the most natural thing in the world.
- The black man placed 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 sat down again, played a chord and turned to them. Piano is badly in need of a tuning, he said.
- Coalhouse Walker Jr. turned back to the piano and said "The Maple Leaf". Composed by the great Scott Joplin. The most famous rag of all rang through 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 open.
- The piece was brought to a conclusion. Everyone applauded. Knottier then introduced Mr. Walker to Grandfather and to Younger Brother, who shook the black man's hand and said "I am pleased to meet you". Coalhouse Walker was solemn. Everyone was standing. There was a silence. Father cleared his throat. Father was not knowledgeable in music. His taste ran to Carrie Jacobs Bond. He thought Negro music had to have smiling and cakewalking. Do you know any coon songs? he said. He did not intend to be rude – coon songs were what they were called. But the pianist responded with a tense shake of the head. "Coon songs are made for minstrel shows" he said.
- White men sing them in black face. There was another silence. The black man looked at the ceiling. Well, he said, it appears as if Miss Sarah will not be able to receive me. He turned abruptly and walked through the hall to the kitchen. The family followed him. He had left his coat on a chair. He put it on and ignoring them all, he knelt and gazed at the baby asleep in its carriage. After several moments he stood up, said good day and walked out of the door.

Commentary

1. Ragtime: the form of music, song and dance of black US origin, popular in the 1920's in which the strong note of the tune comes just before the main beat of the music played with it (syncopation)
2. a new model T-Ford: the model T-Ford, of which 15 million were sold, was the automobile that changed the pattern of life in the United States. It first appeared in 1908 and was one of the first cars to be made by assembly line methods and was the first gasoline-operated car sold at a price that many Americans could afford. The name of its builder, Henry Ford, became a household word around the world.
3. Theodore Roosevelt: (1858-1919), twenty-sixth president of the United States of America (1901-1909).
4. Manhattan: one of the five boroughs that make up New York City. Reputation as the cultural centre of the nation.
5. Wall Street: a street in New York City, extending from Broadway to the East River, financial center of the United States.
6. Scott Joplin: (1868-1917), American composer of ragtime music, who was known as the "King of Ragtime". The son of a railroad laborer who had been a slave, Joplin showed musical ability by the time he was seven. He taught himself to play the piano and eventually became an itinerant musician, playing in cafes and honky-tonks and learning the music of the blacks in the Mississippi Valley.
7. Carrie Jacobs Bond: (1862-1946), songwriter, author of about 170 published songs, including "I Love You Truly" and "The End of a Perfect Day".
8. Coon songs: White American Negro (Black) folksongs.
9. Minstrel show: stage entertainment featuring comic dialogue, song and dance, in highly conventionalized patterns. Performed by a troupe of actors in blackface comprising of an Interlocutor, two end men, and a chorus; developed in the United States in the early and mid-19th century.

2. Read out aloud the following sentences from the text; divide them into intonation groups using proper intonation patterns; observe stresses, strong and weak forms. Make them sound rhythmically correct:

1. I am looking for a young woman of color whose name is Sarah, he said. 2. She is said to reside in one of these houses. 3. He was a stocky man with a red-complected shining brown face, high cheekbones and large dark eyes so intense as to suggest they were about to cross. 4. Mother, not thinking clearly, was suddenly outraged that he had presumed to come in the door. 5. The colored man took another glance at the child, rose, thanked her and departed. 6. One Sunday the colored man left a bouquet of yellow chrysanthemums which in this season had to have cost him a pretty penny. 7. Mother said he was well-spoken and conducts himself as a gentleman. 8. It was important, he said, for a musician to find a place that was permanent, a job that required no travelling. 9. He had heard it in his nightlife period in New York. 10. Well, he said, it appears as if Miss Sarah will not be able to receive me.

3. Give a summary of the text (p. 104).

4. Make up and act out dialogues between:

1. Mother and Father before the tea.
2. Mother and Sarah after the visit of the Negro pianist.
3. Father and Mother's Younger Brother about the pieces the pianist had played.

Homework: Ex.7, p.115.

LESSON #4.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: set, suggest, resent, abrupt, hand, conduct.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

to set

- to make to be in a specified condition, as to open the cage and set the bird free; to set the papers (a village, a house) on fire;

- to fix or determine (a rule, time, standard), as to set a wedding day, to set a new land, speed, record;

- to give (a piece of work) for (someone) to do, e. g. Who sets the questions for the examination? The teacher sets the class various exercises.

- to fix firmly (a part of the body, esp. regarded as showing one's intentions, feelings, etc.), e. g. He set his jaw and refused to agree to anything I said. She's set against her daughter's marriage.

- to put into action, e.g. He set the machine; to set the ball rolling;

- to cause (a liquid, paste, soft material, etc.) to become solid, e. g. Set the jelly by putting it in a cold place.

- to write or provide (music) for a poem or other words to be sung, e. g. The poem was set to an old working song tune.

- to set eyes on to see, e. g. I hope I never set eyes on that fellow again.

- to set someone's teeth on edge to frighten smb

- to set one's heart (mind, hopes) on to be filled with strong desire for, e. g. The boy has set his heart on becoming an engineer.

set

- determined, e. g. He is very set on going and I can't make him see that it's a bad idea.
- given or fixed for study, e. g. The examination will have questions on the set books (texts).
- (of part of the body, manner, state of mind, etc.) fixed in position, unmoving, e. g. She greeted her guests with a set smile.
- ready, prepared, e. g. Are you all set? Then let's go.
- (informal) a group of people of a special type: the jet set.
- natural position of part of the body, e. g. From the set of her shoulders it was clear that she was tired.
- setting of the hair, e. g. "Shampoo and set, please," she said abruptly.

abandon

- to leave completely and forever, desert, e. g. The sailors abandoned the sinking ship.
- to leave (a relation or friend) in a thoughtless or cruel way, e. g. He abandoned his wife and went abroad.
- to give up, esp. without finishing, e. g. The search was abandoned when the night came though the child had not been found.

resent

- to show or feel indignation at, as to resent smb's behavior (smb's words, an insult, smb's manner, etc.), eg. Anyone would resent such treatment. The child resented being made fun of.

resentful

- a feeling or showing resentment, as to be resentful of smb (smth), e. g. The boy was resentful of the remark.

resentment

- a feeling of indignation or annoyance; a deep sense of injury, as to (have) bear no resentment against smb (smth), e. g. His conduct aroused everybody's resentment.

suggest

- to cause to come to the mind, e. g. The open window suggested that somebody else had got into the house.
- to bring itself to the mind, e. g. An idea suggested itself, Harry has bad manners. Lack of proper home training suggests itself.

- to give signs (of), e. g. Her expression suggested anger/ (that) she was angry.

suggestion

- a slight sign, e. g. Her face held a suggestion of anger.

hand

- a performer; a practiser of a skill an old hand, good hand at smth;
- ant. not much of a hand at smth, e. g. I am not much of a hand at making pastry;
- encouragement given by clapping the hands, as to give a (good, big) hand to, get a (big, good) hand;
- help (lend a helping hand to);
- control (get/become out of hand), e. g. The meeting is getting out of hand - will everybody stop talking at once!
- at hand (formal) near hi time or place, e. g. She always keeps her dictionary at hand.
- by hand by a person, not a machine or organization, e. g. These rugs are made by hand.
- to eat out of someone's hand to be ready to do everything someone wants, e. g. I'll soon have him eating out of my hand.
- to give smb a free hand to allow smb to do things in his/her own way
- hand in glove (with) closely connected (with someone), esp.in smth bad, e. g. They were found to be hand in glove with enemy agents.
- hat in hand to beg, look for smth, e. g. He went to his employer, hat in hand, for a pay-rise.
- on the one/other hand (used for comparing different things or ideas), e. g. I know this job of mine isn't much, but on the other hand I don't feel tied down.
- to try one's hand (at) to attempt (an activity), e. g. I tried my hand at swimming though it was the first time I'd been in the water.
- to wash one's hands of to refuse to be concerned with or responsible for, e. g. He washed his hands of the entire affair.

to clear

- to cause to become clear, e. g. After the storm the sky cleared. He cleared his throat.
- to (cause to) go away, e. g. Soldiers! Clear the people away from the palace gates.
- to remove, take away, get rid of, e. g. Whose job is it to clear snow from the road?
- to free from blame (a person wrongly thought to have done smth wrong), e. g. The judge cleared the prisoner of any crime and set him free.

clear

- bright, free from anything that darkens, as clear sky, clear eyes.
- certain, confident, e. g. She seems quite clear about her plans.
- free from guilt or blame, untroubled, as a clear conscience, clear of guilt.

- open, free from blocks, danger or obstructions, as a clear road, clear view, e.g. The road's clear of snow now.
- the coast is clear (informal) all danger has gone, e. g. When the coast was clear the two thieves escaped.

conduct

- (formal) behavior, e. g. I'm glad to see your conduct at school has improved.

to conduct

- (formal) to behave (oneself), e. g. I like the way your children conduct themselves. Their behaviour is very good.
- to direct the course of (a business, activity, etc.).
- to lead or guide (a person, tour, etc.).
- to stand before and direct the playing of musicians or a musical work.
- to act as the path for (electricity, heat, etc.), e. g. Plastic and rubber won't conduct electricity.
- to collect payments from the passengers (on a public vehicle).

conductor

- a person who directs the playlftg of a group of musicians.
- a substance that readily acts as a path for electricity, heat, etc., e. gr. Wood is a poor conductor of heat.
- a railroad employee in charge of a train and train crew.

compose

- to write (music, poetry, essays, etc.), e. g. It is very time-consuming to compose a good essay.
- to make up (smth), form (smth), e. gr. The chemistry teacher asked the pupils what water was composed of.
- syn. comprise, consist of, include, be made up of
- to make (esp. oneself) calm, quiet, etc., e. g. The students couldn't stop laughing so the teacher asked them to compose themselves.
- to make or form (smth) by putting parts together, e. g. The artist composed an interesting picture by putting the variously-colored shapes together

abrupt

- sudden and unexpected, e. g. The train came to an abrupt stop, making many passengers fall off their seats.
- (of behaviour, speech, character, etc.) rough and impolite.

abruptly

- in an abrupt manner, e. g. "No," said Roger abruptly, "I'm staying here."
- abruptness e. g. His abruptness was really impolite.

ignore

- not to take notice of, e. g. Ignore the child if he misbehaves and he will soon stop.
- to ignore smth to pretend not to know or see it, e: g. She saw I him coming but she ignored him.
- ant. to consider, to regard

ignorant

- lacking knowledge, not aware, as ignorant of even simplest facts, e. g. He is quite ignorant of these facts. She was ignorant of his presence. (She didn't know he was there.)
- rude, impolite esp. because of lack of social training, e. g. He is an ignorant person
- he always goes through a door in front of a girl (lady). She is an ignorant girl: she knows nothing about her country's history.

1. Translate the following sentences into :

A. 1. He was given a little money and at times, in the spirit of adventure, he would set off to explore the town. 2. You should set aside some money for a rainy day. 3. He tried to set aside his dislike of his daughter's fiancée. 4. We should set off before dawn to get there on time. 5. Tip redundancies set off strikes throughout the area. 6. The bank helps people wanting to set up business. 7. He set out to climb Everest. 8. Put the jelly into the ice-box to set. 9. We are all set. 10. I like the setting of the show. 11. He has set his heart on becoming a ballet dancer. 12. They sat up till the small hours setting the world to rights. 13. Did someone set fire to the house deliberately? 14. He has never set foot in Italy before. 15. Jill is very set in her ways. 16. Stephen made his way through the end-of-vacation examination papers he had set his freshmen students. 17. The chauffeur regretfully abandoned his plans for an afternoon at the railings. 18. Anthony could not have blamed Steve if through resentment he now decided to abandon his brother to the dreadful struggle that was to come. 19. The Forsytes resented encroachments on their property. 20. Kit had been called out once before during the night and last body resented the second disturbance. 21. He was a big man who resented the buttons on his shirts.

B. 1. It is said that the business of words in prose is primarily to state; in poetry not only to state but also (and sometimes primarily) to suggest. 2. White gloves to the elbow suggested a Royal Garden party. 3. It would be dreadful if something terrible happened and I were not at hand. 4. He spoke German without any suggestion of French accent. 5. Gentlemen, give a big hand to the band. 6. "I'm old enough to play

poker and do something with it. I'll try my hand to-night," thought Hurstwood. 7. My doubts on that point, if I had any, were soon cleared. 8. The debate was conducted in the depressing atmosphere of a half-empty Chamber. 9. The curator's conduct throughout the museum was informative. 10. A pianist, bandleader, composer and arranger, Duke Ellington, had a major impact on jazz composition and playing. 11. It is the highland nearest to the shore which falls most abruptly. 12. When the adjective "abrupt" is used speaking about words and manners we mean that they are sudden and unconnected. 13. They say that to be ignorant of one's ignorance is the malady of the ignorant. 14. He had been working at hospital for so long that he ignored the "No smoking» sign.

3. Give the English equivalents for:

- маълум бир ҳолатга келтирмак, ҳаракатга келтирмак, иш бошламок, бирон нарсага фикрини жамламак, тузалмок, тўхтатмок,
- возмущаться чьим-л. поведением; негодовать на чье-л. отношение; обижаться на замечание; затаить обиду;
- внушать; вызывать; подсказывать; намекать; наводить на мысль; говорить о; говорить само за себя;
- рабочий сцены; из первых рук; продолжительные аплодисменты; сделанный ручным способом; имеющийся в распоряжении; на руках; руки прочь; с одной/другой стороны; убирать со стола, откашливаться; распутывать дело; проясняться (о погоде); вести разговор; дирижировать оркестром; вести дела; вести переговоры; водить группу туристов; проводить урок; проводник; кондуктор; писать музыку; улаживать ссору; успокаиваться; крутой поворот; резкие манеры; отрывистый стиль; крутая тропинка; сказать что-л. резко (отрывисто); не принять к сведению чей-л. совет; пропустить замечание мимо ушей; не обратить внимание; игнорировать чье-л. присутствие; ничего не понимать в искусстве; не подозревать о существовании кого-л. (чего-л.); невежественный человек; держать кого-л. в неведении; пренебречь обязанностями; запустить дом (дела); не заботиться о детях; запустить занятия.

4. Paraphrase the following sentences using the essential vocabulary:

1. Please, will somebody start the discussion? 2. Mrs. Cassidi was fully determined to give her son a good education. 3. If you don't want to get some lung disease you must give up smoking altogether. 4. Is there any wonder she felt injured about your criticism, it was so bitter. 5. Let's resolve this problem once and for all. 6. After many attempts the scientist eventually managed to carry out his experiment successfully. 7. The path was so steep that we could hardly make it. 8. She knew so many things that the average girl of eight did not know. 9. She paid no attention to the hint. 10. The bad mistakes you sometimes make bring to mind the idea, of bad knowledge of grammar. 11. When working he always keeps his tools within easy reach. 12. Pull yourself together, and start from the very beginning.

5. Use the essential vocabulary in answering the following questions:

1. When do people carry a chip on their shoulder? 2. What do some people do when they are in a tight corner and they can see no way out? 3. Why didn't you have a chance to tell him what you think of the whole situation before he left? 4. Why hasn't the orchestra played yet?

Homework: Ex.2, p.117-118.

LESSON #4.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: musical genres and styles, musical forms, musical rhythms, musical instruments, music makers, music making, musical equipment, musical events, miscellany.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Topical Vocabulary

1. Musical genres (styles): classical music (instrumental, vocal, chamber, symphony), opera, operetta, musical, ballet, blues, ragtime, jazz, pop, rock, folk (country) music, electronic music, background music, incidental music.

2. Musical forms: piece, movement, sonata, aria, fantasy, fugue, rhapsody, concerto, solo, duet, trio, quartet, quintet, sextet, and chorus.

3. Musical rhythms: polka, waltz, march, blues, ragtime, jazz, swing, bossanova, samba, disco, rock.

4. Musical instruments: (string group): violin, viola, cello, bass, harp; (wind group): flute, oboe, clarinet, bassoon; (brass group): trumpet, French horn, tuba; percussion, piano, accordion, guitar, saxophone, synthesizer, acoustic, electronic, electric instruments.

5. Music makers: composer, conductor, musician, soloist, virtuoso, minstrel group, team, band, orchestra.

6. Music making: to write authentically , Afro-American, etc. music, to compose, to arrange, to transcribe, to make music, to perform, to improvise, to interpret, to accompany, to complete.

7. Musical equipment: tape-recorder, video cassette-recorder, tuner, amplifier, player, equalizer, (loud) speaker, turn-table.

8. Musical events: (made up) concert, recital, jam session, festival, competition.

9. Miscellany: major, flat, baton, bow, drum sticks, under the baton, single, album, track, record jacket (sleeve), score, spiritual, beat, video-clip, syncopation, harmony.

Names of Notes

	до	ре	ми	фа	соль	ля	си
English	C	D	E	F	G	A	J

1. Use the topical vocabulary in answering the following questions:

1. What musical genres do you know and what does folk music play in all of them?
2. What is the difference between classical or serious music, pop, rock, jazz music? 3. Do you think the different musical genres are strictly separated or do they overlap in some ways? What genre do you prefer? 4. What role does music play in your life? Do you want listen to the music just to make you happy or music that you prefer vary with your mood? 5. Do you think that at school music should be equal to such subjects as maths, literature, etc. 6. The human voice is regarded as the most complicated instrument the proper use of which requires a great deal of work. How do you feel about this characterization? Who is your favorite singer? 7. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? 8. How can you account for the scale popularity of rock? Is it only an entertainment to young people or does rock music represents their values? 9. Why are some rock fans less interested in the music of the past? Can you think of any similar examples when people pleased by a new style of music and forget about the past? .10. What do you know about video clips? How do they affect music?

2. Give your impressions of a concert (recital) you have recently attended. Use the topical vocabulary.

3. Pair work. Make up and act out a dialogue. (Use the clichés of agreement, disagreement and reacting to opinion or persuasion (pp. 287, 290, 291):

1. You are at a concert of contemporary music, about which you are not very knowledgeable. Your friend tries to initiate in it. 2. Your father/mother cannot stand

rock music and he/she never listens to it. You try to convince him/her that music is important in your life. 3. You are talking on the telephone with your friend who wants you to accompany her to the piano recital. You are reluctant to join her. 4. You are an accomplished jazz musician. But you never participated in jazz sessions. Your friend urges you to be more daring.

Homework: Ex.2, p.126.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 05]

LESSON #4.5.

TEXT «UNDERSTANDING MUSIC».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: musical genres and styles, musical forms, musical rhythms, musical instruments, music makers, music making, musical equipment, musical events, miscellany.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

Translate the following passages from "Understanding Music":

- If we were asked to explain the purpose of music, our immediate reply might be "to give pleasure". That would not be far from the truth, but there are other considerations. We might also define music as "expression to sound", or "the expression of thought and feeling in an aesthetic form", and still not arrive at an understanding of its true meaning.
- We however, even if we are not fully conscious of it, that part of living; that it has the power to awaken in us and emotions of a Spiritual kind.
- It is noteworthy that operas at first were performed privately; that the first "commercial" operatic venture took place early the seventeenth century, this leading to the opening of opera houses for the general public in many cities.
- By the middle of the nineteenth century, composers were getting more and more inspiration of their heritage. The time comes to emancipate the music of their country from the domination of "foreign" concepts and conventions.

- One of the first countries to raise the banner was Russia, which had various sources of material as bases of an independent musical repertory, folk songs and the music of the Church.
- The composer to champion this cause was Glinka, who submerged Western-European influences by establishing a new National school. Glinka's immediate successor was Dargomizhsky. His own creative output was comparatively small; he is best remembered as the driving force in establishing "The Mogutschaya Kuchka", a group which included Borodin, Cui, Moussorgsky and Rimsky-Korsakov.
- Tchaikovsky (1840-1893) worked independently and was the first composer to win widespread international popularity.
- It is a narrow line that divides Operetta from Musical Comedy, both blending music and the spoken word. When we speak of operetta, such titles come to mind as The Gipsy Baron (Johann Strauss), The Merry Widow and The Count of Luxembourg (Lehar). Of recent years these have been replaced in popular favor by "Musicals" which placed more emphasis on sanity and theatrical realism, such as Oklahoma, My Fair Lady, from Sound of Music and West Side Story.
- In early times instrumental music broke away from occasions associated with sacred worship into secular channels. In succeeding generations instrumental players were engaged to provide music for various public functions. Humble bands of players developed into small orchestras, these in time to symphony orchestras. Later, orchestras of the cafe type assumed increased numerical strength and more artistic responsibility, while "giving the public what it wants".
- For many generations Band Music - music played by military bands, brass bands, and pipe bands on the march, in public parks, and in concert halls - has held its place in public favor, especially in Great Britain. At the turn of the present century American popular music was still clinging to established European forms and conventions. Then a new stimulus arrived by way of the Afro-Americans who injected into their music-making African chants and rhythms which were the bases of their spirituals and work songs.
- One of the first widespread Afro-American influences was Ragtime, essentially a style of syncopated piano-playing that reached its peak about 1910. Ragtime music provided the stimulus for the spontaneous development of jazz, a specialized style in music which by the year 1920 had become a dominating force in popular music, and New Orleans, one of the first cities to foster it.
- In the early twenties America became caught up in a whirl of post-war gaiety. The hectic period would later be known as the Jazz Era. Soon jazz had begun its insistent migration across the world. While Black musicians of America were recognized as the true experts in the jazz field the Idiom attracted white musicians, who found it stimulating and profitable to form bands to play in the jazz style.

Prominent among these white band-leaders were Paul Whiteman and George Gershwin, whose 1924 Rhapsody in Blue was the first popular jazz concerto.

- While many self-appointed prophets were condemning jazz as vulgar, and others smugly foretelling its early death, some notable European composers attempted to weave the jazz idiom into their musical works. These included Debussy, Ravel, Stravinsky, and Shostakovich.

- Before we leave George Gershwin, we should mention his Porgy and Bess which brought something daringly different to opera: the music, Gershwin's own, sounds so authentically Afro-American: that it is surprising that this rich score was written by a white American. We are forced to contemplate the fact, that notwithstanding the achievements of Debussy, Stravinsky and many others, the experience of music in the western art tradition remains essentially unchanged. It's still composed by highly trained specialists and played by professional musicians in concert halls.

- There was a time in the sixties when it looked as if the situation was about to be broken up by a new and revolution of popular music of unprecedented and unexpected power. The so-called "Rock Revolution" began in fact in the mid-fifties, and was based firmly on the discontent of the younger generation who were in revolt against the values of their elders.

- There followed rapidly an extraordinary musical eruption based on the percussive sound of the electric guitar, the rock'n'roll beat and blues harmony.

- We should remember that the Beatles, the Rolling Stones, and many other leading groups and individual performers from the early sixties onward based their music on the sound of electric guitars and percussion.

- Now what? In this technological age it is not surprising that electronics should have invaded the field of music. This new phase has brought experiments intended to give music of the popular genre a new sound. Though many may be alarmed at such explorative tampering with sound, it must be admitted that the possibilities of electronically-produced music are immense.

- Never before has music - all kinds of music - been so popular. Never before has the world had greater need of its stimulation and comfort. We find the ultimate satisfaction in music, be it "classical" or "popular", when we have learnt how to reject the spurious and accept the genuine; when we have learnt how to listen.

1. As you read the text

- a) Look for the answers to these questions:

1. What is the purpose of music in your opinion? Can music be defined in only one way? 2. In what genres did the music develop? 3. What was the contribution to the art of music? 4. In what way did instrumental music become engaged for various

functions? 5. What created the development of jazz and who facilitated the development? 6. How did the youth of the 60-s respond to the highly trained specialist and professional music? 7. In your opinion should musicians have musical training? 8. What do you know about the Beatles and their contribution to the pop-music world? 9. In your opinion how will technological age through radio, television and video influence the world of music?

b) Find in the text the facts the author gives to illustrate the following:

1. Music like language is a living moving thing. 2. Music may be used as the lines, of communication between people. 3. Jazz does not cling to a flee rhythms any longer, century European music relates African rhythms.

c) Summarize the text within five paragraphs specifying the development of:

- 1) opera,
- 2) operetta and musicals
- 3) instrumental music

Homework: Ex.10, p.132 (to translate).

UNIT V

LESSONS: 5

HOURS: 10

LESSON #5.1. SPEECH PATTERNS

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: can (not) possibly be (do) (бўлиши мумкин, балки); a woman (man) of few ideas (тор дунёқарашга эга бўлган аёл, эркак); to be meant to be ... (... учун аталган ..., ...га яратилган) to be enjoyable if loud (.... айтмаганда мароқли бўлмоқ).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns

1. Older and wiser and better people had told him that there could not possibly be a frog in his bread-and-milk.

How can I possibly do it?

Do it if you possibly can.

The child couldn't possibly have done it alone.

2. She was a woman of few ideas, with immense power of concentration.

She was a woman of few words.

She has always been a woman of fashion.

He is a man of property.

3. There was a piece of tapestry that was evidently meant to be a fire-screen.

The door is meant to be used in case of emergency.

He was meant to be an artist.

They were meant for each other.

Are these flowers meant for me?

What I said wasn't meant for your ears.

4. That part of the picture was simple if interesting.

That part of the play was entertaining if long.

The concert was enjoyable if loud.

The dress was unattractive if new.

Phrases and Word Combinations

to be in disgrace

to change the subject

to describe with much detail

(for) the greater part of the day

as a matter of fact

to picture to oneself (literary)

(to look, to come, etc.) in one's direction/in the direction of

to come up to one's expectation

to meet one's expectations (AE)

to be inclined to do smth

to be in a tight corner (spot)

in the first (second, last) place

to claim one's attention

to open on to (smth)

to be in search of smb or smth

to be one pace (mile) away

in haste of (doing) smth

2. Complete the following sentences using the phrases and word combinations:

1. After it was discovered that the politician had stolen others' speeches he was ... in the public eye for a long time.
2. I can write you a letter of recommendation any time..., I'll do it right now.
3. In answer to my question she said nothing and I found it best to
4. Every time that Mary sat in her dingy city apartment she would ... a nice suburban home.
5. All her friends in Moscow had told her that visiting the Bolshoi Theatre would be her most exciting experience and as a matter of fact it....
- 6.... you are on the wrong bus ..., the road to your destination is closed.
7. The bay window in her sea-side apartment ... the harbor.
8. On the bus this morning there was a man who kept looking ..., but when I looked back at him he would turn away.
9. Try as he might, Smith couldn't... his rigorous work schedule.
10. I would... to pay the painters later so that the work gets done properly.
11. Down 3 to 1 (3-1) in the final period, it looked like the Canadian hockey team was
12. As you walked into Isabella's house the Shagal hanging in her living-room immediately....
- 13.... other great cities Moscow has many more parks.
14. All day we rummaged through the office ... the old manuscript and only at five o'clock did we find it.
15. The builders worked day and night in ... finishing the new metro station.

3. Paraphrase the following sentences using phrases and word combinations:

1. We spent most of the day discussing our plans for the Holidays.
2. He told a lie and is in disfavor.
3. Henry always looks so conceited; in reality he is very shy.
4. We've discussed the problem fully, let's talk about something else.
5. The woman travelled all over the country in order to find the child.
6. Try to imagine the beauty of the ocean on a bright sunny day.
7. He has a tendency towards business.
8. The ballet was as good as I had expected it to be.
9. The two rooms face the garden.
10. There are several urgent matters that attracted my attention.
11. The wood is at a very short distance from the cottage.
12. I see someone coming towards us.
13. To begin with, your story lacks confirmation, furthermore, I very much

Homework: Ex.5, p.146.

LESSON #5.2.

TEXT «THE LUMBER-ROOM»

Identified aims of the lesson:

1. to acquaint the students with the background of the text

2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: short-story, conventional, self-righteous, to satirize, temper, lumber-room, disgrace, nonsense, tactician, unwarranted, gooseberry, shrubbery, tapestry, quiver, tank.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Working with the text.

Translate the following passages from The Lumber-Room by H. Munro.

- Hector Munro (pseudonym Saki, 1870-1916) is a British novelist and a short-story writer. He is best known for his short stories. Owing to the death of his mother and his father's absence abroad he was brought up during childhood, with his elder brother and sister, by a grandmother and two aunts. It seems probable that their stem and unsympathetic methods account for Munro's strong dislike of anything that smacks of the conventional and the self-righteous. He satirized things that he hated.
- Munro was killed on the French front during the First World War. In her Biography of Saki Munro's sister writes: "One of Munro's aunts, Augusta, was a woman of ungovernable temper, of fierce likes and dislikes, imperious, a moral coward, possessing no brains worth speaking of, and a primitive disposition." Naturally the last person who should have been in charge of children. The character of the aunt in The Lumber*Room is Aunt Augusta to the life.
- The children were to be driven, as a special treat, to the sands at Jagborough. Nicholas was not to be one of the parties; he was in disgrace. Only that morning he had refused to eat his wholesome bread-and-milk on the seemingly frivolous ground that there was a frog in it. Older and wiser and better he had told him that there could not possibly be a frog in bread-and-milk and that he was not to talk nonsense; he continued, nevertheless, to talk what seemed the veriest nonsense, and described with much detail the coloration and mark of the alleged frog. The dramatic part of it was that there really was a frog in Nicholas's basin of bread and he had put it there himself, so he felt entitled to know something about it.
- So his boy-cousin and girl-cousin and his quite uninteresting younger brother were to be taken to Jagborough sands.
- "Why didn't he tell me they were hurting?" asked the aunt with some aspire. "He told you twice, but you weren't listening. You often don't listen when we tell you important things." "You are not to go into the gooseberry garden," said the aunt,

changing the subject. "Why not?" demanded Nicholas. "Because you are in disgrace," said the aunt loftily.

- His face took an expression of considerable obstinacy.

- The key was as important as it looked; it was instrument which kept the mysteries of the lumber-room sure from unauthorized intrusion, which opened a way only for aunts and such-like privileged persons. Nicholas had not much experience of the art of fitting keys into keyholes turning locks, but for some days past he had practiced the key of the school-room door; he did not believe in sting too much to luck and accident. The key turned stiffly the lock, but it turned. The door opened, and Nicholas was in an unknown land, compared with which the gooseberry garden was a stale delight, a mere material pleasure.

- Often and often Nicholas had pictured to himself what the lumber-room might be like, that region that was so carefully led from youthful eyes and concerning which no questions ever answered. It came up to his expectations. In the first place it was large and dimly lit, one high window opening on the forbidden garden, being its only source of illumination. In the second place it was a storehouse of unimagined treasure.

- Such parts of the house as Nicholas knew were rather bare and cheerless, but here there were wonderful things for the eyes to feast on. First and foremost there is a piece of framed tapestry that was evidently meant to be a rescreen. To Nicholas it was a living breathing story; he sat on a roll of Indian hangings, glowing in wonderful color at a layer of dust and took in all the details of the tapes picture. A man, dressed in the hunting costume of some re-period, had just transfixed a stag with an arrow, it could have been a difficult shot because the stag was only one or two paces away from him; in the thickly growing vegetation.

- That part of the picture was simple, if interesting, but did the huntsman, what Nicholas saw, that four galloping wolves were coin in his direction through the wood? There might be more than four of them hidden behind the trees, and in any case would the man and his dogs be able to cope with four wolves if they made an attack? The man had only two arrows left in his quiver, and he might miss with one or both of them; all one knew about his skill in shooting was that he could hit a large stag at a ridiculously short range. Nicholas sat for many golden minutes revolving the possibilities of the scene; he was inclined to think that there were more than four wolves and that the man and his dogs were in a tight corner.

- But there were other objects of delight and interest claiming his instant attention: there were quaint twisted candlesticks in the shape of snakes, and a teapot fashioned like a china duck, out of whose open beak the tea was supposed to come.

- How dull and shapeless the nursery teapot seemed in comparison! Less promising in appearance was a large square book with plain black covers; Nicholas

peeped into it, and, behold, it was full of colored pictures of birds. And such birds! A whole portrait gallery of undreamed-of creatures. And as he was admiring the coloring of the mandarin duck and assigning a life-history to it, the voice of his aunt came from the gooseberry garden without. She had grown suspicious at his long disappearance, and had leapt to the conclusion that he had climbed over the wall behind the sheltering screen of lilac bushes; she was now engaged in energetic and rather hopeless search for him among the artichokes and raspberry canes.

- "Nicholas, Nicholas!" she screamed, "you are to come out of this at once. It's no use trying to hide there; I can see you all the time." It was probably the first time for twenty years that anyone had smiled in that lumber-room.

- Presently the angry repetitions of Nicholas' name gave way to a shriek, and a cry for somebody to come quickly. Nicholas shut the book, restored it carefully to its place in a corner, and shook some dust from a neighboring pile of newspapers over it. Then he crept from the room, locked the door, and replaced the key exactly where he had found it. His aunt was still calling his name when he sauntered into the front garden.

- I told you not to, and now I tell you that you may," came the voice from the rain-water tank, rather impatiently. "Your voice doesn't sound like aunt's," objected Nicholas; you may be the Evil One tempting me to be disobedient.

- "Now I know that you are the Evil One and not aunt," shouted Nicholas gleefully; "when we asked aunt for strawberry jam yesterday she said there wasn't any. I know there are jars in the store cupboard, because I looked, and ...

- Tea that evening was partaken of in a fearsome silence.

4. Answer the following questions using the phrases and word-combinations:

1. Punishment in bringing up the children and what does it result in? How are the ideas of punishment and pleasure treated in the story in general? 3. Had the trip to the sands any appeal to the boy and what did he think of the pleasures promised by the aunt? What is his idea of a "treat"? 4. The author calls the boy "a skilled tactician" and not for nothing. What strategy did Nicholas work out to get into the lumber-room unnoticed and leave it without trace? 5. At the same time the author evaluates the aunt as "a woman of few ideas with immense power of concentration". How does this feature of her character define her actions in the story? What motivates her actions - strong faith or false piety? 6. The lumber-room in spite of its dust and desolation came up to the boy's expectations. What role does the lumber-room play in the evaluation of his character? 7. It was a kitchen-maid who came to the aunt's rescue. What was wrong in the family that made its members so indifferent to each other? 8. For what reasons were the members of the family silent at tea that evening? Why does the author lay special emphasis on the cause of their silence? 9. How did Nicholas manage to fight the aunt with her own weapon and finally disarm her? Speak on the conflict between the boy and the aunt: a) Does the punishment of the

aunt at the hands of Nicholas suggest anything to you? b) On what issues are they opposed? 10. Speak on the story in terms of unchangeable conventional reality versus poetry and intellectual freedom. 11. On whose side do the author's sympathies lie?

5. Answer the following questions using the phrases and word-combinations:

1. In what vein is the story written? 2. What are the butts of the author's irony? What does he ridicule through the character of the aunt? 3. How is irony achieved on a verbal plane? How does the ironic intention of the author affect his style (wording and syntax)? 4. Is the vocabulary employed by the author in keeping with the subject-matter or out of place? If it is out of place what is the author's criteria for word-choice? Account for the frequent use of a) military terms; b) religious words; c) judicial phrases; d) scientific arguments. 5. Is the author straightforward and direct in presenting the characters and telling the story or is he evasive and ambiguous? What is the device he resorts to, when saying: "a woman of few ideas, "prisoner in the rain-water tank", etc.? 6. How does the syntax contribute to the ironic effect? Is it formal or informal, bookish or colloquial? What turns of a phrase strike you as formal and pompous? What are the grammatical constructions favored by the author? What does the story gain through them? 7. Besides verbal, there is dramatic irony that lies in the story, the plot, the complications of the story, the relationship of the characters. Say something about the story, the turns and twists of the plot, the ending in terms of dramatic irony. 8. The theme of the story is the conflict between prose and poetry, dogmatic, pedantic, philistine mind and poetic imagination. How does the theme affect the tone and the style of the story? 9. When does the story shift to a more poetic plane? What is presented in poetic terms? Dwell upon the description of the lumber-room. What stylistic devices are employed by the author? 10. Explain the title of the story in the light of your observation on the theme, the point and the style of the story.

6. Give a summary of the text, dividing it into several logical parts.

7. Make up and act out dialogues between:

1. The aunt and Nicholas.
2. The two aunts after the tea.
- 3, Nicholas and the children after they all went to bed.

8. Suppose Nicholas turned up at the same house 20 years later after his aunt's death. Describe his reactions to his childhood surrounding.

Homework: Ex.14, p.148-150.

LESSON #5.3. **ESSENTIAL VOCABULARY.**

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: concentrate, evade, confirm, store, way, absorb.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

shift

- to change the place, position or direction of, e. g. The boy shifted from one foot to the other. He kept on shifting his plate on the table until his mother looked at him.
- to shift the blame on to smb else to make another person the blame, e. g. Don't try to shift the blame onto me. It's my fault.
- to shift one's ground to change one's point of view, especially during an argument, e. g. He shifted his ground whenever seemed to his advantage to do so.

shift

- a change in the position or direction, as a shift in wind, in political opinion.
- a group of workers which takes with one or more other groups, e. g. I work on the day shift at the factory
- shifty a showing a tricky and deceitful nature, e. g. He had shifty look in his eye that made me wary of him.

concentrate

- to keep or direct (all one's thoughts, attention) (on, upon), e. g. If you don't concentrate more your work you'll make no progress.
- to (cause to) come to or around one place, e. g. The large buildings were concentrated in the centre of the town near the monument.

concentration

- close or complete attention, e. g. The work will need all your concentration.
- a close gathering, e. g. There is a concentration of industry in the East of the country.

evade

- to get out of the way of or escape from, as evade an enemy, e. g. The lion evaded the hunters.
- avoid or avoid doing (smth one should do), as to evade one's paying one's taxes, debts, military service, police, rules. Criminals try to evade the law.
- to avoid answering (a question). The clever politician easily evaded the awkward question.

overlook

- to have or give a view of (smth or smb) from above, e. g. Our room overlooked the sea.
- to look at but not see; not notice, e. g. Every time the question of promotion came up,
- to pretend not to see; forgive, e. g. I overlooked that breach of discipline as you were concentrating on a very important job.
- syn. open on, give on, face, miss

absorb

- to take or suck in (liquids), e. g. A sponge absorbs water. Some materials absorb sound.
- to take in (privilege, ideas, etc.), as to absorb smth from smth, e. g. He absorbed all the information on the text and was easily able to repeat it.
- to take up all the attention, interest, time, etc. (in, by), e. g. I was totally absorbed in a book and didn't hear her call. His film absorbed all his attention.

absorbing

- that absorbs, as a sound-absorbing surface.
- taking all one's attention; very interesting, as absorbing tale of adventure, e. g. It was such an absorbing mystery that I could not put it down.

absorption

- the act or action of absorbing or being absorbed, e. g. The absorption of different materials varies greatly.
- the taking up of all one's attention, interest, time, etc., e. g. Their total absorption in the project lasted for three months.
- the taking over of little countries, businesses, etc., by big ones, e. g. It took very little time for the absorption of the town's small enterprises into one big business.

way

- a road or track (used lit. and fig.), e. g. Are you going my way?

- to block the way to make movement difficult or impossible, e. g. Will you step aside, you're blocking the way.
- to clear the way (for smth or smb), e. g. Clear the way for the car.
- to make way (for smth or smb) to allow freedom to pass, e. g. All traffic must make way for a fire-engine.
- in no way, e. g. The photos are in no way similar.
- by way of: as a substitute for, e. g. He said something by apology; via, e. g. He went to town by way of the old ad.
- underway, as restructure underway, e. g. With the election campaign underway the candidates began giving a great deal of speeches.

1. Translate the following sentences into :

1. James who felt very uncomfortable in that low chair, shifted his feet uneasily, and put one of them on the cat lying beside his chair. 2. Laws shift from generation to generation. 3. Abruptly it was all gone, the elation running out of me like air out of a pricked balloon. 4. The nation's wealth in the country came to be concentrated in a few families. 5. If the facts once became known, it will be impossible for them to evade the responsibility. 6. The key to the code evaded all his efforts. 7. One would admire his excellent qualities, but avoid his company. 8. Please answer the question; do not evade. 9. Each person avoided the eyes of the others. 10. The latest reports confirmed the information he had previously received. 11. We think we may as well give up the flat and store our things; we'll be gone for the summer. 12. The future didn't seem to hold so many fears in store. 13. We are well underway with the publication of the textbook. 14. "I can give you a lift." "No, I'm going the other way." 15. The night was pitching dark and he felt his way about. 16. He has a way with students and they crowd to his lecture. 17. There is nothing unusual of the letter, nothing out of the way. 18. My wife went into hysterics at the mention of the police, but I stood firm and at last she gave way. 19. I'll see to everything, all you have to do is not to get in the way. 20. They go out of their way to do you good ...but you feel like a fool. 21. I gave him up (abandon) because didn't want to stand in his way. 22. Remember if there is any way in which I help you, it will be a pleasure. 23. I made my way into the smoking room. 24. Now they were inclined to meet us half-way. 25. I gave way to quite ungovernable grief. 26. So we two went on our way in great happiness. 27. The way to school was plain enough; the game consisted in finding some way that wasn't plain, starting off ten minutes early in some almost hopeless direction, and working my way round through unaccustomed streets to my goal. 28. He was walking part of the way home with me. 29. She didn't say anything but made way for us to pass. 30. He estimated they were half-way to the city. 31. In contrast to the way she had been before, she was now just another elderly woman. 32. Our garden is over-looked from the neighbors' windows. 33. He complains that his services have been overlooked by his employers. 34. Carbon acid is formed when

water absorbs carbon dioxide. 35. There was no amazement, but only an impression of being reminded of happy things that had in some strange way been overlooked.

2. Give the English equivalents for:

- бошқа кўлига ўтказмоқ, айбни бошқага ағдармоқ, фикрини ўзгартирмоқ, тунги навбатчилик;
- кайфиятини кўтармоқ, хуш кайфиятда бўлмоқ, кўтаринки кайфият;
- фикрини бир жойга жамламоқ, кучини бир жойга жамламоқ, ҳукумат сосредоточить внимание на чём-л.; сосредоточить усилия; сосредоточить власть в чьих-л. руках;
- уклоняться от ответа; обойти закон; (уклоняться от ответственности; уклоняться от воинской обязанности; уклониться от сути;
- подтвердить сообщение; подтвердить слухи; ратифицировать договор; утвердить;
- иметь про запас; запастись на зиму; отдавать (меха) на хранение; снабдить экспедицию продуктами; придавать чему-л. большое значение; склад; запасы оружия;
- дать дорогу; уступить; дать волю (слезам);
- необыкновенный, незаурядный; иметь подход к кому-л.;
- постараться изо всех сил; в виде, в качестве;
- комната с видом на море; смотреть сквозь пальцы на чье-л. плохое поведение; проглядеть самое важное;
- пропустить ошибку; упустить из виду обстоятельство;
- поглощать, впитывать влагу; впитывать знания; поглощать звук; быть поглощенным работой; увлекательный рассказ; быть захваченным книгой.

3.

a) Give the equivalents for:

Airway, archway, carriage way, doorway, driveway, gang-way, getaway, highway, midway, motorway, railway, runway, sideway, stairway, waterway.

b) Give the opposite of the following statements using combination with the word "way":

1. He didn't stir a finger to help us. 2. The car will clear the way. 3. I'm sure he is at a loss and doesn't know what to do. 4. Do you think they will never agree to a compromise? 5. What you suggest is quite common. 6. Are you going in the opposite direction? 7. The pictures are similar in every way.

4. Paraphrase the following sentences using the essential vocabulary:

1. It was unfair of him to make me bear the responsibility.
2. As soon as he realized his plan had failed, he immediately changed his position.
3. She became too excited to act wisely and committed an error.
4. I'm so tired; I am unable to pay close attention to anything.
5. His responses were intentionally vague so as to avoid answering directly.
6. The lion escaped from the hunters.
7. The letter gave additional proof to the truth of the story.
8. Their support steeled my determination to put the plan into execution.
9. Since we were leaving town for the summer, we decided to put our winter clothing in a ware-house for safe keeping.
10. She did not know what awaited her in the future.
11. Don't be overcome with despair.
12. There are some people who make a special effort to do others a good turn (to give others a helping hand).
13. I failed to notice the printer's error.
14. The people gave all their attention to building a dam in the brook.

5. Use the essential vocabulary in answering the following questions:

1. What does one usually do if he is tired of standing on his feet (of holding smth in his hand)?
2. What can a dishonest person do if he does not want to take the responsibility for his fault?
3. What do you say of one who suddenly changes his opinion in an argument?
4. How do you feel if you get an excellent mark in an examination?
5. What must one do if he wants to solve a difficult problem?
6. What does one do if he does not want to give a direct answer to a question?
7. Why is an experiment necessary if one is not quite sure of the truth of his theory?
8. What do you call a man who is opposed to marriage?
9. What do you call a place where goods are kept?
10. What do you say of a person who makes a special effort to be nice to somebody?
11. What do you say of a person who is able to win the trust and affection of animals?
12. What do you say if you've missed a mistake in a dictation?

6. Make up and practise short dialogues or stories using the essential vocabulary.

7. Review the essential vocabulary and translate the following sentences into English:

1. Бола саволга жавоб бера олмай, бир оёғидан иккинчисига суянди.
2. Сиз билан бахслашишнинг маъниси йўқ. Сиз ҳар доим фикрингизни ўзгартирасиз.
3. Менга айбни ағдаришга уринманг, ҳаммасига ўзингиз айбдорсиз.
4. Лиззи университетга қабул қилинганини эшитганида у янгиликни

- уйидагиларга етказиш учун йўл бўйи югуриб кетди. 5. 3. Не пытайтесь переложить вину на меня, вы сами во всем виноваты.
4. Когда Лиззи узнала, что ее приняли в университет, она была в таком приподнятом настроении, что бежала всю дорогу домой, чтобы скорее сообщить об этом матери.
5. Не надо заострять внимание на проступке ребенка.
6. Почему вы уклонились от прямого ответа на мой вопрос?
7. Мистера Брауна посадили в тюрьму за неуплату налогов.
8. Его поведение на суде укрепило мои подозрения.
9. Договор будет ратифицирован после встречи на высшем уровне.
10. У него всегда есть про запас всякие смешные истории и анекдоты.
11. В начале конкурса жюри не возлагало больших надежд на конкурсанта, но он занял первое место.
12. Он имел подход к детям.
13. Мартин хорошо разбирался в обстановке и знал, чего ждать от будущего.
14. Не поддавайтесь отчаянию, все образуется.
15. Вы упустили самое существенное.

8. a) Give the equivalents for the following English proverbs:

1. When children stand quiet they have done some ill.
2. He that cannot obey cannot command.
3. Where there is a will there is a way.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

Homework: Ex.2, p.150-151.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 06]

LESSON #5.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: happy child, unhappy problem child, happy parent, unhappy difficult parent, characters, qualities.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Topical Vocabulary:

1. A happy child is:

a) Kind-hearted, good-natured, loving, friendly, affectionate; confident, balanced, secure; getting along (comfortably) with others; gregarious: sociable, communicative; outgoing; unselfish; hard-working, industrious; self-disciplined, self-possessed

b) Alert, motivated; conscientious, active, persevering; enthusiastic; polite, courteous; considerate, thoughtful; helpfully able to cope with difficulties, problems.

2. An unhappy problem child is:

a) obedient, prone to obey, submissive; disciplined, repressed; depressed, distressed; mixed-up, confused, frustrated; disturbed; neglected; self-centered; unsociable, lonely; timid, shy, fearful, sulky; indifferent, impersonal, listless; irresponsive, insensitive; hurt; humiliated; stubborn; uninterested, unmotivated, dull, inactive, bored; unable to cope with difficulties

b) irritable, annoyed, anxious; restless, naughty, willful; inconsistent, impulsive; undisciplined, unruly, misbehaving, disobedient; resentful, arrogant, insolent, impudent; inconsiderate, intolerant, disrespectful; unrestrained; destructive, belligerent; rude, rough, coarse, offensive; wrong-doing, delinquent, unable to cope with difficulties, problems.

3. A happy parent is:

loving, caring, affectionate; kind, kind-hearted, good-natured, friendly, approving, reassuring; responsive, thoughtful, considerate, understanding; sensitive, sympathetic; sensible, reasonable; self-restrained; patient, tolerant; open, outgoing; firm, consistent; just.

4. An unhappy difficult parent is:

a) Impulsive; indulging, pampering, babying; unreasonable; selfish, self-indulging, self-interested; self-willed, willful; inconsistent; partial; sentimental; permissive

b) Loveless, indifferent, impersonal; insensitive, disapproving; unjust, unfair; impatient, intolerant; insensible, unreasonable, unwise; inconsistent; nagging, fussy; cold, hard, harsh, cruel; bullying, aggressive, destructive, violent; repressing, demanding, restraining; moralizing; uncompromising, tough.

1. Below are the statements expressing different opinions. Imagine that you are expressing these opinions, try to make them sound convincing:

1. The parents' permissiveness breeds contempt in children. 2. The child is born selfish and he will need the best part of his life to get over it. 3. Popularity and success in life seldom come to totally self-centered people. 4. Enjoying things is essential to a child's development. 5. True enjoyment comes mostly from using skills for real achievement. 6. Enjoyment may come not only from personal experience but also from passive enjoyment.

2. Talk it over:

1. What duties do parents have that children don't?
2. How will you bring up your children?

3. Work in pairs or in small groups. Discuss problems of child upbringing outlined in the extracts below:

1. Timidity is another common personal defect in children. A reasonable amount of timidity is normal enough. But some children are more fearful than others. Don't force the child to face his fears! Most children outgrow their timidity. 2. Selfishness. Many parents complain that their children are self-centered, never think of anyone but themselves. Have no sense of responsibility. Won't share things and so on. Selfishness is often prolonged in kids by parents who tend to make slaves of themselves for the children's benefit. 3. It is high time to stop being permissive to children. It is urgent to change your attitude and learn to take a stand and be tough in your love.

4. Work in groups of three or four. Decide which of the following statements you agree or disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:

1. There's never a problem child, there are only problem parents, 2. Anyone who expects quick results in child upbringing is an incurable optimist. 3. Under dictatorial control adolescents work submissively, show little initiative. 4. Happiness may be defined as the state of minimal repression. 5. Healthy children do not fear the future, they anticipate it gladly. 6. The adults who fear that youth will be corrupted by freedom are those who are corrupt themselves.

Homework: Ex.4, p.157-158.

LESSON #5.5. TEXT «THE DIFFICULT CHILD».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions

3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: happy child, unhappy problem child, happy parent, unhappy difficult parent, characters, qualities.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Read and translate the text

The Difficult Child

The difficult child is the child who is unhappy. He is at war with himself, and in consequence, he is at war with the world. A difficult child is nearly always made difficult by wrong treatment at home.

The molded, conditioned, disciplined, repressed child - the unfree child, whose name is a Legion, lives in every corner of the world. He lives in our town just across the street, he sits at a dull desk in a dull school, and later he sits at a duller desk in an office or on a factory bench. He is docile, prone to obey authority, fearful of criticism, and almost fanatical in his desire to be conventional and correct. He accepts what he has been taught almost without question; and he hands down all his complexes and fears and frustrations to his children.

Adults take it for granted that a child should be taught to behave in such a way that the adults will have as quiet a life as possible. Hence the importance attached to obedience, to manner, to docility.

People who use this argument do not realize that they start with an unfounded, unproved assumption - the assumption that a child will not grow or develop unless forced to do so.

The usual argument against freedom for children is this: life is hard, and we must train the children so that they will fit into life later on. We must therefore discipline them. If we allow them to do what they like, how will they ever be able to serve under a boss? How will they ever be able to exercise self-discipline?

To impose anything by authority is wrong. Obedience must come from within - not be imposed from without.

The problem child is the child who is pressured into obedience and persuaded through fear.

Fear can be a terrible thing in a child's life. Fear must be entirely eliminated - fear of adults, fear of punishment, fear of disapproval. Only hate can flourish in the atmosphere of fear.

The happiest homes are those in which the parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are

pals. Love can thrive. In other homes love is crushed by fear. Pretentious dignity and demanded respect hold love aloof. Compelled respect always implies fear.

The happiness and well-being of children depend on a degree of love and approval we give them. We must be on the child's side. Being on the side of the child is giving love to the child - not possessive love - not sentimental love - just behaving to the child in such a way the child feels you love him and approve of him.

Home plays many parts in the life of the growing child, it is the natural source of affection, the place where he can live with the sense of security; it educates him in all sorts of ways, provides him with his opportunities of recreation, it affects his status in society.

Children need affection. Of all the functions of the family that of providing an affectionate background for childhood and adolescence has never been more important than it is today.

Child study has enabled us to see how necessary affection is in ensuring proper emotional development; and the stresses and strains of growing up in modern urban society have the effect of intensifying the yearning for parental regard.

The childhood spent with heartless, indifferent or quarrel-some parents or in a broken home makes a child permanently embittered. Nothing can compensate for lack of parental affection. When the home is a loveless one, the children are impersonal and even hostile.

Approaching adolescence children become more independent of their parents. They are now more concerned with what other kids say or do. They go on loving their parents deeply underneath, but they don't show it on the surface. They no longer want to be loved as a possession or as an appealing child. They are gaining a sense of dignity as individuals, and they like to be treated as such. They develop a stronger sense of responsibility about matters that they think are important.

From their need to be less dependent on their parents, they turn more to trusted adults outside the family for ideas and knowledge.

In adolescence aggressive feelings become much stronger. In this period, children will play an earnest game of war. There may be arguments, roughhousing and even real fights. Is gun-play good or bad for children?

For many years educators emphasized its harmlessness, even when thoughtful parents expressed doubt about letting their children have pistols and other warlike toys. It was assumed that in the course of growing up children has a natural tendency to bring their aggressiveness more and more under control.

But nowadays educators and physicians would give parents more encouragement in their inclination to guide children away from violence of any kind, from violence of gun-play and from violence on screen.

The world famous Dr. Benjamin Spock has this to say in the new edition of his book for parents about child care:

"Many evidences made me think that Americans have often been tolerant of harshness, lawlessness and violence, as well as of brutality on screen. Some children can only partly distinguish between dramas and reality. I believe that parents should flatly forbid programs that go in for violence. I also believe that parents should firmly stop children's war-play or any other kind of play that degenerates into deliberate

cruelty or meanness. One can't be permissive about such things. To me it seems very clear that we should bring up the next generation with a greater respect for law and for other people's rights.'

2. As you read the text:

a) Look for the answers to the following questions:

1. What makes a child unhappy? 2. Why do you think, a child who, according to the text "sits at a dull desk at school" will later sit "at a duller desk in his office"? What is implied here? 3. Why do many adults attach such importance to obedience? Is it really in the child's interests? 4. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded? 5. Why is it wrong to pressure a child into obedience? 6. What kinds of fear does a child experience? 7. What kind of atmosphere is necessary for child's proper emotional development? 8. What new traits and habits emerge in adolescence? 9. How and why did Dr Spock's attitude change regarding the adolescents' games of war? 10. Why is it so dangerous for children to be exposed to violence? 11. How should the new generation be brought up?

b) Summarize the text in three paragraphs specifying the following themes:

1. The prime importance of home in the upbringing of children. 2. The negative and harmful role of fears in a child's life. 3. The impact of aggressive gun-play on children's character.

c) Use the topical vocabulary in answering the following questions:

1. What traits of character would you name as typical for a normal happy child? Consider the following points with regard to his attitudes to: a) his family, parents; b) the school, teachers, studies, rules and regulations; c) his classmates; d) his friends. 2. What traits of character would you consider prominent in a difficult child, a problem child? Consider the points given above. 3. What traits of character are brought about by excessively harsh discipline and pressure? 4. What traits of character would be brought about by lack of discipline and control, by pampering or permissiveness? 5. How would you describe a good parent? 6. What traits of a parent would you consider most favorable for a child? 7. What are the dangerous symptoms of a problem child? 8. What kind of parents' attitude may make a child irresponsible, and unable to cope with difficulties? 9. Under what circumstances would a child grow confident, self-possessed, and able to cope with difficulties?

Homework: Ex.8, p.161 (to translate).

UNIT VI

LESSONS: 5

HOURS: 10

LESSON #6.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: what I really lacked was experience (чего мне действительно не хватало, так это опыта); to (will) say this for smb. (сказать что-либо про кого-либо, это свойственно кому-либо, это можно сказать про кого-либо); little did smb. (кто-либо и не думал, что ...).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

1. What I really lacked was experience.
What he suffered from was inferiority complex.
2. I will say this for Sue, she was a kind soul.
I will say this for Ann, she taught me a lot.
3. Little did she guess what he had on his mind.
Little did they realize why he was being so nice to them.

Phrases and Word Combinations

to come first (second, ...)

to become addicted to

up to date

to come into existence

to date back to

ill-informed

for that matter

1. Change the sentences below according to the models:

Model 1: The lady lacked tact and manners.

What the lady lacked was tact and manners.

1. He longed for the title of a champion. 2. The man didn't care to go back to his wife. He was afraid she'd talk him to death. 3. The doctor should have tested him for suicidal tendencies.

Model 2: We had no idea where here he had come from.

Little did we know where he had come from.

1. We had no suspicion what he was involved in. 2. She had no idea what made him lose his temper. 3. We did not understand why she was so annoyed, 4. We could not see the point of his coming here.

2. Translate the following sentences into English:

1. Чего ему действительно не хватало, так это чувства меры. 2. Что меня больше всего удивило в Джейн, так это ее самообладание. 3. Ему просто не хватало знаний по истории этой страны. 4. Надо отдать ей должное, она была на редкость трудолюбива. 5. Надо отдать ему должное, он сделал все, чтобы овладеть испанским языком. 6. Надо отдать ей должное, она очень интересуется благополучием своих родных. 7. Надо отдать ему должное, он с любым европейцем может говорить на его родном языке. 8. Я и понятия не имел, куда он метит. 9. Он и не подозревал, что ей нужно. 10. Она и не догадывалась, чем все это кончится.

3. Make up two sentences of your own on each pattern (p. 169).

4. Make up a short situation using the speech patterns.

5. Note down from the text (p. 165) the sentences containing the phrases and word combinations (p. 169) and translate them into .

6. Paraphrase the following sentences using the phrases and word combinations:

*

1. Who won the race? 2. This is the latest information on the situation. 3. His illness started after that awful accident he was involved in. 4. Teachers are always complaining that many of their pupils have no manners. 5. Once she'd started eating junk food she couldn't stop. 6. The new one-pound coin was first used in 1984.

7. Consult a dictionary and make up a list of adjectives beginning with "ill-", e. g. "ill-bred". Give the equivalents.

8. Make up two sentences of your own on each phrase and word combination.

9. Translate the following sentences into English using the phrases and word combinations:

1. Когда мне нужно принять какое-либо решение, я всегда сначала думаю о семье, а потом уже о карьере. 2. Они используют самое современное оборудование и вычислительные машины. 3. Эта рукопись восходит к XIII веку. 4. Учителя в Англии жалуются на то, что им мало платят и к ним плохо относятся. 5. К сожалению, вас неверно информировали. 6. Сначала он был уверен, что сможет бросить курить, как только захочет, но потом понял, что он уже очень сильно пристрастился к сигаретам. 7. Закон вступил в действие в 1976 году. 8. Я не умею шить, да и к тому же я не вяжу.

10. Pair work. Make up and practise a dialogue using the phrases and word combinations.

11. Explain what is meant by:

145

LESSON #6.2. TEXT «GROWING UP WITH THE MEDIA».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: dewy, meadow, comics, magazine, media, television, newspaper, radio, credulous, catalogues, circulars, brochures, pamphlets, to absorb, regularity, critically, uncritically, to despair of, data.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Working with the text “Growing up with the Media” by P.G. Aldrich

Translate the following passages from the text:

- What do you remember most about your childhood? Running through the long dewy grass of a meadow or the Saturday morning TV cartoons? Sitting in the kitchen watching your mother cook supper or sitting in the living-room watching Captain Kangaroo! Which came first on Sunday morning breakfast or the comics?
- Now bring your memories up to date. What did you and your friends talk about, at least part of the time, before class? An item from a newspaper? An ad that

you noticed in a magazine or a television commercial? An episode from a popular TV series? A movie? Or a new record that you heard on the radio?

- If your answers parallel those of most young people, you add to the proof that mass media play a large and influential part in your life. Your answers also prove just how casually you accept the media, just as you accept the house you live in, cars, electricity, telephones, your school, and your family as part of your environment. Parents and teachers agree that all young people growing up with the media learn from them sometimes more than adults wish you to. {And this is the cause for alarm.)

- If the use of them referring to media in the last sentence seems strange, remember that the word media linguistically is plural. When people make a fuss about the media being a bad influence, they usually are talking about television, the most powerful medium of all. Maybe calling television the media can be justified technically because, as a medium, it embraces functions of several media such as newspapers, magazines, movies, and recordings. The major media can be divided into two kinds, print and electronic. The print media - newspapers, magazines, books, pamphlets, catalogues, circulars, brochures, anything you read - are the oldest, dating back to the invention of the printing press in the fifteenth century. The electronic media - radio, television, films of all kinds, records, tapes, anything that is transmitted by the use of electricity - are less than a hundred years old.

- One of the problems facing us today is being reached by the media when we really don't choose to be. Do you sometimes find it difficult to locate a moment of complete silence in your environment or a time when your eyes are not presented with signs, billboard, or pictures demanding attention?

- Another meaning the word mass suggests is "the people", a phrase too often associated with adjectives like dull-witted, credulous, ill-informed, uncritical, and passive. Or are the mass of people well-informed, sophisticated, thoughtful, and active? Which are you? How much of what you know about yourself has been taught you by the media? You may not realize how greatly the media influence you because in your lifetime they have always been there. In fact, short of deliberate isolation on a mountain top or being lost in a forest and reared by wolves, no one will ever again grow up without the presence and influence of the mass media.

- Is this good or bad?

- An experiment recently conducted in Europe by the Society for Rational Psychology showed that watching television is psychologically addictive. The idea of becoming addicted to television brings up questions involving subtle conditioning and brainwashing that could be friendly or vicious, altruistic or self-serving.

- In a commercial society the media's ability to stimulate motivation to buy - almost as though people were puppets on strings - builds other people's power. It can be power for good or power for bad, but it is always power for control.

- All these negative aspects of growing up with the media need consideration, at the same time you are enjoying the positive aspects of immediately knowing what's going on in the world, sharing great entertainment and historical events with everyone else in our "global village", and having the fun of trying out a new product that you wouldn't have known about without advertising.
- According to a recent research report, more than a third of all children by the age of three are viewing TV with some regularity and more than half are listening to books read to them. Before they are old enough for school - a third of the children are looking through magazines, 40 percent are listening to radio, and 80 percent are viewing television. At age seven, newspapers enter a child's life, usually through the comic strips. You are one of these children. As you grew, you absorbed uncritically, as children do.
- And what did you absorb? Hundreds of items of information, most of them accurate as far as they went. Increasing sophistication of taste and appreciation of technical skills. High standards of performance by talented musicians and actors that sometimes make your teachers despair of competing effectively for your attention.
- With all this, you also absorbed ideas about behavior, about right and wrong, good and bad, the permissible and the forbidden. These ideas were presented to you - and still are - directly and indirectly with the entertainment, advertising, and information. The most powerful ideas are the ones you absorb indirectly. They are digested emotionally at psychological depths that we still know little about, although we can tell that the effect of reaching those depths is particularly strong and long lasting from behavior patterns that emerge.
- Another indicating of media influence is in the language we use. Whole new vocabularies come into existence with new inventions. Look back at the first two paragraphs of this chapter. How many expressions can you identify that came into popular usage with the development of a medium? How about TV cartoons'? Or the abbreviated version of the word television'? In this country, we say TV and spell it several different ways: TV, T.V., TV, teevee. In Britain, it's the telly, as everyone who watches the British "stand-up" comedian will know. That term, stand-up comic, seems to be another media invention. Actually, a comedian does sit sometimes, whenever the action of a skit demands, but there is always that string of jokes, or would-be jokes, delivered standing up, first at a stationary microphone during early radio days, now just standing or wandering about a stage, mike in hand. In advertising, the stand-up commercial was the first kind used. In this, the announcer or star of the program would grasp the product firmly in hand, making sure the name faced the camera, and as persuasively as possible, recite or read the copy written about it at an advertising agency.

- Words introduced in the media frequently enlarge into meanings far beyond the scope originally intended for them. How many meanings do the words Mickey Mouse have today? Which show approval? Which disapproval?
- The impact of the mass media is very strong. It changes our language, stimulates our emotions, and informs our intellect, influences our ideas, values, and attitudes. When you were young and absorbing uncritically, you could not possibly know that the majority of the material you saw and heard was designed to produce specific responses from you. Some adults, for that matter, either do not know or refuse to admit the following basic fact of media production: the majority of material is chosen or designed to produce a predetermined response. Even that part of media output called "entertainment" is chosen to keep you quiet, unquestioning, available, and receptive to commercial messages inserted throughout. This is evident whether the entertainment is a TV drama with commercials every few minutes or a newspaper or magazine article with columns of type wrapped around the advertisements. The journalism, urgent issues, news, or information-giving portion of media output is selected, edited, produced, placed in time slots or positioned in the newspaper or magazine to reflect and support the owner's policies. These policies are sometimes intricate and interwoven strands, difficult to isolate individually, because ownership is a giant conglomerate made up of inter twining sections of the current commercial-military-governmental 'complex. However, no reporter, photographer, film or copy editor, script or continuity writer in either print or electronic media has ever needed to be told specifically what the boss's policies are. You pick them up through your pores within a week or two of accepting a job, and you work accordingly.
- The owner's policies, therefore, determine the response that the media wish from you even if it's only to keep quiet and accept. Then the material is written, staged, photographed with or without audio, printed and/or broadcast. We - counted in the millions, the mass audience of mass media - are then programmed to buy, vote, contribute, believe, and support other people's interests, interests who may be commercial, political, charitable, philosophical, or educational. Sometimes these interests will coincide with your own; sometimes they won't. Most of the time, the response comes in as programmed; occasionally it doesn't, or there is an additional, unexpected response. Some of the media's output has long lasting value and worth; some is not only cheap, tawdry, and superficial stuff, but physically, emotionally, and intellectually harmful.

2. Answer the following questions and do the given assignment.

a) 1. How influential a part does the TV play in children's lives? Do recollections of TV programmes provide the most part of the majority of young people's childhood memories? 2. Why do you think people often refer to the media" when talking about television? 3. Why do the modern media tend to cause more problems than the

printed media? 4. Are the additional implications of the word "mass" accurate? 5. How do you think watching television can become addictive? 6. Comment on the meaning of "global village" and how it's connected with the TV. 7. What does television impart to an uncritical audience? 8. How is it known that some attitudes are absorbed indirectly from the television and then retained? 9. Does the television always achieve its intended predetermined response from its audience? Is it more successful than the other forms of media? 10. How independent are those people working for the television companies? 11. In the last sentence the pros and cons of television are put rather bluntly. Which outweigh the other?

b) The text under discussion is an essay. Behind the essay lie the traditions of oratory and debate. From them all essays inherit their persuasive techniques. The essay may usually be identified by certain characteristics of tone, language, and structure. Keeping all the above mentioned in mind, study the text and providing illustrations from it discuss the main characteristics of the essay: 1) tone: personal and conversational or highbrow and formal; 2) language: informal and colloquial or official and stylized; 3) structure: loose, flexible or strictly and logically organized. What persuasion techniques does the author use?

Homework: Ex.1, p.179-181.

LESSON #6.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: bring, lose, fuss, involve, addict, value.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

to bring (with prepositions and adverbs)

- to bring about to cause smth, e. g. What brought about this quarrel?
- to bring back to recall
- to bring to mind (things of the past), e. g. The snapshot brought back to me my childhood.
- to bring down
- to cause smth or smb to fall or come down, he hunter brought down a deer.
- to reduce (a price), e. g. Shopkeepers have been asked to bring down their prices.
- to bring someone down to earth (with a bang/bump} (colloq.)

- to make someone face reality, unpleasant truth, etc., e. g. He had no idea how food prices had risen, so a day's shopping soon brought him down to earth with a bump!
- to bring forward to suggest (an idea), as to bring forward a proposal
- to bring home to persuade smb to believe smth, e. g. You must bring the difficulty home to John.
- to bring in 1) to yield (money), as profit or earnings, e. g. He does odd jobs that bring him in ten to twelve pounds a week.
- to introduce (an idea), as to bring in a bill
- to bring in a verdict {in a court of law} to give a judgment
- to bring on to cause (happen), e. g. Difficulties can bring out a person's best qualities.
- to publish (a book, etc.), e. g. When are the publishers bringing out his new book?
- to bring round to persuade smb to change his opinion, e. g. We must bring the rest of the committee round to our point of view.
- to bring smb to one's or to his senses
- to bring smb round to cause smb to regain consciousness or remember his surroundings, e. g. Some cold water on her face might bring her round (bring her to herself/to her senses). The sudden sound of the train whistle brought me to myself; I had not known how far I had been walking, deep in thought.
- to bring up 1) to educate; raise (a child), e. g. My aunt brought up four children. 2) to mention or introduce (a subject), e. g. Your suggestion will be brought up at the next meeting.
- to bring up to date to advance the knowledge of smb,
- to bring smth level, esp. in time, e. g. We must try to bring Mother more up to date with modern styles, and persuade her not to wear such old-fashioned clothes.

alarm

- a call to arms or action; a warning of danger, e. g. When the people in the street noticed the clouds of smoke coming out of the window, they gave the alarm. 2) a sudden feeling of fear and excitement because of the possible approach of danger, e. g. The mother rushed out of the house in alarm when she heard her son crying loudly in the yard.
- an alarm bell, e. g. The soldiers were roused from their sleep by the sound of the alarm bell.
- an alarm clock a clock that will ring and wake up a person at any time he wishes, e. g. I didn't hear the alarm clock and overslept.
- a false alarm a hoax, e. g. There is nothing to be panicky about, it was a false alarm.
- a fire-alarm, e. g. No sooner had they seen the flame than they sounded the fire-alarm.
- to raise an alarm, e. g. Those who raise false alarms will get no help when help is needed.
- to arouse to a sense of danger, e. g. The whole world is alarmed by these events.
- alarming a exciting fear or anxiety, e. g. The news was alarming.

- alarmist a panic-monger, e. g. He's often subject to panic. An alarmist, that's what he is.

fuss (often about)

- to get nervous or excited, e. g. He fussed continually. Don't fuss over the children so much! She

fussed about, scarcely able to hide her impatience.

- fuss - unnecessary or irritating activity, especially in small matters, e. g. Why make a fuss!

- to make a fuss about (over) smth to show too much anxiety or nervousness about smth, e. g. Why make all that fuss about trifles?

- to make a fuss of smb to pay all sorts of little attentions to a person, e. g. They made a fuss of their guest, eager to please him

- fussy a paying too much attention to little, unimportant things, e. g. The old lady was so fussy, nothing seemed to satisfy her. She's a fussy housewife.

- to be fussy about smth, e. g. Should we be fussy about our clothes or food?

lose

- to have no longer; to be deprived of, as to lose one's money (life, mind, balance, job, etc.), e. g. The boy lost his parents in the war. The poor man has lost a leg in the battle. The boy lost 5 pence. I've lost the key to my suitcase.

- to lose sight (trac»pof smb (smth) not to know where smb (smth) is, e. g. I lost sight of the boy in the crowd. The policemen lost track of the thief.

- to lose one's temper to get angry or impatient, e. g. Don't lose your temper, try to control yourself.

- to lose one's place (in a book, etc.) to be unable to find the line, paragraph, etc. at which one stopped reading, e. g. "Go on reading!" "I beg your pardon I lost my place. I'll be ready in a moment."

- to be lost in thought (wonder, admiration) to be absorbed e. g. The girl was gazing at the picture, lost in admiration.

- to be lost upon smb to fail to impress or attract the attention of smb, e. g. My hints were lost upon my friend; he failed to notice any of them.

- to lose one's head to become confused or excited, e. g. She lost her head at the sight of the fire and started screaming instead of acting (being useful).

- to lose one's heart to smb to fall in love with smb, e. g. Do you know that Jack has lost his heart to Gwendolen?

- to lose heart to feel discouraged; to lose courage, e. g. Jim lost heart after his failing the exam for the third time.

- loss n the act or fact of losing or having lost smth, e. g. The death of Jim's friend was a great loss to him. Loss of health is worse than loss of wealth. The soldier died from loss of blood. Do it without any loss of time. The regiment suffered heavy losses.

- to be at a loss to be puzzled and perplexed to know what to do, e. g. Nellie was seldom or never at a loss.

addict

- a person who is unable to free himself from a harmful habit, as a drug addict, a TV addict, a coffee addict
- addicted (to) a in need or in the habit of having, e. g. She's addicted to reading detective stories.
- addiction n the state of being addicted or an example of e. g. Does he have any other addictions besides smoking?
- addictive a causing addiction, habit-forming, e. g. Drinking coffee or eating chocolate can be addictive.

involve

- to cause smb or smth to take part or be mixed up (in trouble, a difficult condition, etc.), e. g. Don't involve me in your fights, please. They are deeply involved in debt
- to have as a necessary result, e. g. The new design is involving me in a lot of extra work involvement the condition of being involved, e. g. His involvement with that woman brought him nothing but trouble.
- involved
- complicated in form, etc., e. g. It's a very involved story and I kept getting confused.
- (of people) closely concerned in relationships and activities with others, esp. in a personal relationship, e. g. He's, deeply involved with her and wants to get married.

sophisticated

- having lost natural simplicity through experience of the world, as with sophisticated taste, sophisticated clothes, e. g. I feel rather gauche among all these sophisticated people. She wears very sophisticated clothes. Some sophisticated device was used to defuse the bomb.
- (of mental activity) cultured, elaborate, as a sophisticated discussion/argument sophistication, the state of being sophisticated or an example of this, e. g. She entered the room with an air of great sophistication.

value

- the worth of smth in money or as compared with other goods for which it might be changed, e. g. The value of the British pound is less than it was 50 years ago. Jewels are articles of value; they are articles of great value.
- worth compared with the amount paid (often in the value for money), e. g. If your coat wore out in less than a year it certainly wasn't good value; it was poor value for money.

- the (degree of) usefulness of smth, esp. in comparison with other things, e. g. You'll find this instrument of great value in making certain kinds of measurement.

to value

- to calculate the value, price, or worth of, e. g. He valued the house and its contents at 42,000 pounds.

- to consider smb or smth to be of great worth, e. g. Young people don't always value the advice given them by their parents.

- valuable a of great value or use, having value (ценный, драгоценный), as a valuable book; valuable property, furniture; valuable advice, initiative, information, e. g. The book didn't cost much but it is very valuable to me.

- valued a regarded as of great value (уважаемый, достойный уважения; такой, которым дорожат); as a valued possession, a valued friend (servant, correspondent); valued advice, help

- invaluable a exceedingly valuable, as invaluable assistance, invaluable treasure

- valueless a having no value, as valueless good, e. g. You are too late with your advice, it's valueless now.

- valuables n pl, e. g. Jeweler and other valuables are usually kept in a jewel-box.

urgent

- pressing, very important, requiring immediate action, or attention, as to be in urgent need of smth; urgent repairs; an urgent call (letter, business, telegramme etc.), e. g. What are the urgent issues of the day? The matter is urgent.

- earnest and persistent in making a demand, as an urgent creditor, e. g. The girl's urgent entreaties had their effect.

- urge to ask earnestly, to plead with, to recommend strong. e. g. We urged him to go. All his friends are urging him to join.

- urgency n the need for haste or immediate action, e. g. It is a matter of great

stuff

- (informal) the material of which anything is made, usually solid substance, e. g. What is this stuff? What kind of stuff is it made of? Only very serious stuff interests him. The building was made of some funny white stuff. He is not of the stuff poets are made of,

- stuff - to pack tightly and untidily; to press tightly into smth, as to stuff a bag full, to stuff someone's head with nonsense

to stuff one's mouth full, e. g. Don't stuff anything else in, or the bag will burst. Don't stuff the child with food.

- stuffy a lacking ventilation; close or oppressive, e. g. Do you mind opening the window? The room is stuffy.

1. Translate the following sentences into :

1. How a few words can bring it all back! 2. Clocks and watches should be brought forward one hour from midnight tonight. 3. In his speech he tried to bring out all the salient features of the author's career. 4. Nothing that she could have done, nothing that she had done, brought home to him like this the inner significance of her act. 5. The punishment cell was a dark, damp, filthy hole under ground. Instead of bringing Arthur "to reason" it thoroughly exasperated him. 6. Nick played so well at the concert that he brought the house down. 7. That scolding should bring him to his senses. 8. Mr. Brown, who is on the editorial board, announced that the case would be brought before the committee the next Tuesday. 9. Clyde's work at the hotel brought him into contact with different people. 10. Soames had never seen such an expression on Irene's face. And since it is always the unusual which alarms, Soames was alarmed. 11. Luckily a passer-by heard the burglar alarm ringing in the jewellery store. 12. The world's forests are shrinking at an alarming rate. 13. She set the alarm to go off at five. 14. She must be very nervous; she fusses about all the time. 15. I bet it was Bassington who went to that doctor and made all that fuss about having cancer. 16. "I really don't see what you're making such a fuss about," said Larry coldly. 17. Why fuss so much about this trip? The things are already packed, the accounts paid. 18. She doesn't see her grandchildren very often so she tends to make a real fuss of them when she does. 19. George Smith had put on weight and got heavier in his movements began to go grey and lose his temper now and then. 20. The want of sympathy on the part of the world made George sell his banjo at a great loss. 21. Tom seemed lost in thought. 22. There are losses that cannot be made up for. 23. They lost no time in telling me I was wrong. 24. No great loss without a small gain (proverb). 25. He is a TV addict. 26. Susan was afraid of becoming addicted to tranquillizers. 27. Drug addiction is a plague of the 20th century. 28. The problem with video games is that they are addictive. 29. We don't know the extent of his involvement in the affair. 30. Fagin and his friends involved Oliver in a robbery. 31. He had been taught that modern physics involved the manipulation of minute quantities of matter. 32. The accident involved two cars and a lorry. 33. She didn't feel like getting involved in a long argument on the phone so she hung up. 34. Travel tends to sophisticate a person. 35. Some pieces of modern music can be appreciated only by a very sophisticated audience. 36. She was a country girl, shy and unsophisticated, so different from her rich cousin in New York. 37. The experiment involved sophisticated technologies. 38. Soames' most valued possession – his daughter – was of medium height and color, with short, dark-chestnut hair. 39. A thing not being valuable or having no commercial value cannot be costly; nevertheless it may be precious to us on account of the giver. 40. You should have learned to value other people's time. 41. I will say it to John, his services to us are invaluable. 42. The value of life lies not in the length of days, but in the use we make of them; a man may live long, yet get little from life (M. Montaigne). 43. Though he prided himself on trusting no one, he always accepted at face value any friendly gesture that was offered to him. 44. While the New Yorker can appreciate the beauties of nature where he can forget the urgent problems of the day, he seems to be unaffected by the joys of country life. 45. The expedition was in urgent need of

supplies. 46. Everything urgent had been dealt with by her efficient secretary. 47. Old Jolyon could hardly resist June's urgent requests. 48. "Well, a good novel is real, far more significant than most of the highbrow stuff - so-called, he said, taking a little time to answer. 49. "He knows his stuff", said Monsier Poirot with evident approval. 50. My father was a stuffy man. He always wore dark suits and ugly ties, and was forever pursing his lips and wrinkling up his forehead before he said anything. 51. He stuffed his ears with cotton wool not to be distracted by the noise.

2. Give the English equivalents for:

вызвать горячие споры; добиться перемен; вызывать воспоминания о; снизить налоги; сбить температуру; выдвинуть возражение; выносить вердикт; подчеркивать (выделять) детали издать книгу; быть хорошо (дурно) воспитанным; встревоженный взгляд; обеспокоенная мать; испуганная птица; тревожная ночь; тревожные признаки; поднять тревогу; волноваться из-за пустяков; суесться по дому; носиться с кем-л. (чём-л.); привередливый больной; быть разборчивым (привередливым) в еде; суматошный человек; потерять ключ от квартиры, чемодана; проиграть сражение, игру; заблудиться, потерять кого-л. из виду; растеряться; не дойти до кого-л. (о намеке, словах, юморе), потерять равновесие; глубоко задуматься; выйти из себя, рассердиться; нести потери; потеря крови; наркоман; пристраститься к чему-л.; склонность; пагубная привычка; влечь за собой расходы; втянуть кого-л. в неприятности; быть втянутым во что-л.; затрагивать чьи-л. права; ввести кого-л. в большие расходы; изысканный, утонченный вкус; изощренный аргумент; светская дама; искушенная публика; усложненная технология; ценная вещь; ценная инициатива; ценные сведения; неоценимая помощь; представлять большую ценность; моральные ценности; оценить что-л. в ...; крайняя необходимость; срочный ремонт; срочный вызов; неотложное дело; насущная проблема; настойчивая просьба; сладости; зелень; фаршированная рыба; пичкать ребенка; запихивать вещи в чемодан; совать что-л. в карман.

3. Paraphrase the following sentences using the essential vocabulary:

1. I could never understand what caused their quarrel. 2. Very often an emergency reveals a person's main qualities. 3. The noise of the gun scared hundreds of birds. 4. She is very difficult to please, always complaining or worrying when she is ill. 5 My hints failed to impress Sally. 6, He can't tear himself away from TV. 7. He was drawn into a smuggling ring. 8. Camping trips require/call for hard work. 9. She is a woman of worldly knowledge and refinement. 10. These are really very elaborate and complicated instruments. 11. Your opinion is of great importance to me. 12. This apparatus is to be used only in case of emergencies that demand quick action. 13. "SOS" is a message requiring immediate action. 14. Don't pack the girl's head with fancies.

4. Answer the following questions. Use the essential vocabulary:

1. What will a mother feel if her child is late in returning? 2. What do you say when a room wants ventilating? 3. What kind of news will cause fear or anxiety? 4. What would you say of a woman of worldly knowledge and refinement? 5. What would you say of grandparents when they try to please their grandchildren in every way? 6. What would you call a person who is in the habit of constantly watching TV? 7. What would you advise a person who is very particular about all kinds of little things? 8. What would you call a present that may not be expensive but is very dear to you?

5. Choose the right word:

a) fear, alarm, dismay, panic

1. Robinson Crusoe was seized with ... when he saw the footprint on the sand. 2. There is always a danger of ... when a theatre catches fire. 3. The thought that she might fail the examination filled her with.... 4. He lived in constant ... of his neighbors.

b) value (valuable, invaluable), price (priceless), worth

1. Some works of art have no ... for they are unique and, therefore ... 2. The ... of a good education cannot be measured in money. In Great Britain public education is free. It costs nothing. The ... of books may seem high, but their ... to a student who is educating himself may be great.

6. Review the essential vocabulary and translate the following sentences into English:

1. В наше время средства массовой информации ежедневно поднимают вопросы, требующие неотложного решения. 2. Белая шляпа с широкими полями оттеняла (подчеркивала) красоту ее больших темно-синих глаз. 3. То, что подобное путешествие вводило семью в большие расходы, вызвало горячий спор. 4. Некоторые политики в Англии выступают за то, чтобы вернуть смертную казнь. 5. Мысли Джейн становились все тревожнее, она ускорила шаг. 6. У него было какое-то тревожное предчувствие, от которого он не мог отделаться, как ни старался. 7. Многие родители встревожены тем, что дети просто не могут оторваться от телевизора. 8. Столько было суеты в связи с моим приездом, что я чувствовала себя просто неловко. 9. Пожалуйста, не поднимай шума, это просто царапина. 10. Больной ребенок часто капризничает, ему все не так, но родители не должны терять терпения. 11. Я в затруднении объяснить его отсутствие. 12. Он несколько раз намекал на свою крайнюю нужду в деньгах, но его намеки не дошли до редактора. 13. Алкогольная зависимость - это трагедия для семьи. 14. Многие, начав смотреть мыльные оперы, просто не могут оторваться от них. 15. Наркоманы теряют голову,

пытаясь достать наркотики. 16. В скандале были замешаны известные политики, и это вызвало правительственный кризис. 17. На вашем месте директора школы я бы больше привлекала родителей к решению всяких проблем. 18. По-моему, некоторые телевизионные программы создаются для искусственной (подготовленной) аудитории. 19. Все признавали, что миссис Ерлинг имела утонченный вкус. 20. Вы оказали мне неоценимую услугу. 21. Я ценю ваше мнение больше чем чье-либо другое. 22. Ценность некоторых вещей не может быть измерена деньгами. 23. Неотложный вызов заставил врача отправиться к больному в такую ночь. 24. Она попросила не беспокоить ее, если не было крайней необходимости. 25. У меня голова забита всякими тревожными мыслями. 26. Индейка, обычно фаршированная, - обязательное блюдо в американской семье в День Благодарения.

7. a) Give the equivalents for the following English proverbs:

Lost time is never found again.
Grasp all, lose all.

- b) Explain in English the meaning of the proverbs.
c) Make up a dialogue to illustrate them.

Homework: Ex.4, p.182.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 07]

LESSON #6.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: television, operating TV sets, personnel or people in television, programmes, television techniques, movies, types of programmes.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Topical Vocabulary:

1. Television: TV; telly (colloq.), the box (BE); the tube (AE), portable television (set); color television (set); video; video tape-recorder (VT/VTR); cable television; satellite television; network; viewer; viewing; peak viewing hours; prime time (8-11 p.m.); theme tunes; TV addict; compulsive viewing.

2. Operating TV set: to switch on/off; to turn on/off; to turn the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth on television; a test card; to correct the picture; to have the TV set fixed.

3. Personnel/People in television: to be in television; announcer; newsreader/newscaster; anchorman/woman (AE); presenter; TV reporter/correspondent; commentator; interviewer; speaker; quizmaster; camera man/operator; editor; producer; technician; soundman; a film crew; a programme crew.

4. Programmes: programme; show; daily; weekly; monthly; the news; current affairs programme; special report; factual reportage; live footage (AE), talk (chat) show; discussion, panel discussion; interview; documentary; magazine programme; children's programme; cartoon; educational programme; wild/nature life programme;1 sports programme; the weather report/forecast; variety show; musical variety; game show; quiz programme;1 feature film, movie (AE); television play/film; television version of a play (adapted for television); thriller; Western;1 serial (a play broadcast in parts, e. g. a three-part serial); installment (a part of a serial); sitcom (situation comedy);1 soap opera;1 commercial; video clip; a regular character of the programme; a regular feature of the programme.

5. Television techniques: to broadcast; to telecast (AE); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appear on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded/taped/videotaped programme; to do a television show; sound track; sound effects; test card; picture; general view; close-up; caption; still; library film/pictures (= archives material); location (= geographical position of an event); microphone, mike, neck mike; monitor; screen time.

1. Use the topical vocabulary in answering the following questions:

1. What are your favorite programmes? Refer to specific programmes to illustrate your preferences. 2. What qualities do you look for in a television programme? 3. What are the programmes that appeal to specific age groups? 4. What is the amount of weekend TV time devoted to sports programmes? Would you rather watch a favorite sport on TV or view it in person? Give your arguments/reasoning. 5. What genres seem to dominate prime-time viewing? First check a week's TV schedule and make a list of all prime-time TV and break it into genres. 6. Should musical concerts and theatrical performances be broadcast on TV? 7. What are the challenges of video? 8. Do you think the emergence of music video clips present some problems to musicians? What problems? 9. What advantages, if any, does television have over radio? Will television oust radio in the future?

2. First read the following text:

The Story So Far

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer turned the idea into a practical reality. Now, his invention dominates the modern media. This is its story.

John Logie Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Early sets made in the years Baird's break-through cost as much as a small car and not many were sold. Soon, though, his original system was improved and in 1936 Britain's first regular TV programme went on the air. "Here's Looking At You" was broadcast by the BBC from north London's Alexandra Palace studios twice a day for a weekly budget of one thousand pounds. But Great Britain wasn't the only country producing programmes. Other European nations, including Germany, were also involved in the early days of television. As, of course, was America - and it's there that the real TV revolution began after World War Two.

US television boomed in the late '40s. Commercial stations began to open in almost every city, and national networks made programmes which were seen from coast to coast. One of the American networks - CBS - even developed a color service as early as 1951. Two years later, TV took another important step when it covered its first major international event - the coronation of Britain's Queen Elizabeth II. It was the first time, that a worldwide audience of millions had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life on both sides of the Atlantic. Even so, it was still a very young medium - lots of people didn't have sets - and many experts thought it wouldn't last. That all changed in the '60s and '70s, though, as television started to satisfy the public's desire, not just for entertainment, but also for rapid, accurate information. As more and more sets were sold, the importance of TV news quickly grew. After all - what other medium could show you live - as TV did in 1969 - Neil Armstrong's first steps on the moon?

Since 1980 there have been four more major developments. The first is video, which has given viewers the power to control what they watch and when they watch it. These days, fifty percent of homes have a VCR (video-cassette recorder) and millions more are being sold every year.

The second is satellite TV. Thanks to DBS (direct broadcast satellites), dozens of new channels are now available to anyone who buys a receiving "dish". Many of these new channels specialized in one kind of programme - e. g. news, sport, cartoons, music, and movies.

The third development is cable - a system of hi-tech wires, which provides even more channels... at a price. But not only that. Cable also makes it possible for you to communicate through your TV, not just the other way around. More about that in a moment.

Fourthly, there's HDTV (high definition television), which now offers a much clearer and more realistic picture than was possible even a few years ago.

So ... more channels, more choice, more clarity. What is there left for TV to achieve in the future? The answer to that is two-way communication. Modern technology means that twenty-first century televisions will be linked to computer data-banks. This way, viewers will be able to ask questions (via remote control) about what they're watching and the answers will appear on their screens. This idea is called "hyper-media" and it's still at an early stage. But then, as we've just seen, TV has come a very long way in a very short time. The hyper-media revolution could happen sooner than many people think.

3. As you read the text find the English equivalents to the following:

Передавать звук и изображение; восходить к; превратить в реальность; прорыв; выйти в эфир; претерпеть бурный рост; в конце 40-х годов; общенациональные сети; цветное ТВ; освещать событие; десятилетие; быстрая и точная информация; показывать в прямом эфире; видеомэгнитофон; спутниковое телевидение; "тарелка"; за определенную цену; двусторонняя связь; дистанционное управление; телевидение прошло очень длинный путь за очень короткое время.

Homework: Ex.2, p.187.

LESSON #6.5. TEXT «A NATIONAL DISEASE».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: television, operating TV sets, personnel or people in television, programmes, television techniques, movies, types of programmes.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Working with the text.

Read, translate and discuss

A National Disease?

At any time between four in the afternoon and midnight, at least ten million viewers in Great Britain are sure to be watching television. This figure can even rise to 35 million at peak viewing hours. With such large numbers involved, there are those who would maintain that television is in danger of becoming a national disease.

The average man or woman spends about a third of his or her life asleep, and a further third at work. The remaining third is leisure time - mostly evenings and weekends, and it is during this time that people are free to occupy themselves in any way they see fit. In our great-grandfathers' days the choice of entertainment was strictly limited, but nowadays there is an enormous variety of things to do. The vast majority of the population, though, seems to be quite content to spend their evenings goggling at the box. Even when they go out, the choice of the pub can be influenced by which one has a color television; it is, in fact, the introduction of color that has prompted an enormous growth in the box's popularity, and there can be little likelihood of this popularity diminishing in the near future. If, then, we have to live with the monster, we must study its effects.

That the great boom in television's popularity is destroying "the art of conversation" - a widely-held middle-class opinion - seems to be at best irrelevant, and at worst demonstrably false. How many conversations does one hear prefaced with the remarks, "Did you see so-and-so last night? Good, wasn't it!" which suggests that television has had a beneficial rather than a detrimental effect on conversational habits: at least people have something to talk about! More disturbing is the possible effect on people's mind and attitudes. There seems to be a particular risk of television bringing a sense of unreality into all our lives.

Most people, it is probably true to say, would be horrified to see someone gunned down in the street before their very eyes. The same sight repeated nightly in the comfort of one's living-room tends to lose its impact. What worries many people is that if cold-blooded murder - both acted and real - means so little, are scenes of earthquakes and other natural disasters likely to have much effect either?

Such questions are, to a large extent, unanswerable, and it is true to say that predictions about people's probable reactions are dangerous and often misleading. But if television is dulling our reactions to violence and tragedy, it can also be said to be broadening people's horizons by introducing them to new ideas and activities - ideas which may eventually lead them into new hobbies and pastimes. In the last few years there has been a vast increase in educative programmes, from the more serious Open University, to Yoga and the joys of amateur gardening. Already then people have a lot to thank the small screen for, and in all probability the future will see many more grateful viewers who have discovered new pursuits through the telly's inventive genius.

Television, arguably the most important invention of the twentieth century, is bound to be exerting a major influence on the life of the modern man for as long as one dare predict: that it will also continue to grow in popularity as the years go by is virtually certain. Yet in arousing hitherto unknown interests - challenging to its own

hold over the lethargic minds of its devotees - it is not inconceivable that television may be sowing the seeds of its own downfall.

(From: Arnold Harmer J. "Advanced Writing Skills". Ldn., 1980)

2. As you read the text:

a) look for the answers to these questions:

1. According to the author, how do most British people spend their evenings? 2. What has prompted an enormous growth in television's popularity? 3. What is the effect of continual violence on television in the author's opinion? 4. Why does the author think that television may be "sowing the seeds of its own downfall"?

b) Find in the text the arguments the author gives to illustrate the following:

1. The statement that television is destroying the art of conversation seems to be irrelevant 2. Television is dulling viewers' reactions to violence and tragedy. 3. Television is broadening people's horizons.

c) Summarize the text in 3 paragraphs.

Homework: Ex.3, p.188-189.

UNIT VII

LESSONS: 5

HOURS: 10

LESSON #7.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: though he was ... (несмотря на то, что он был ...); as ... rather than as ... (скорее как ... чем как ...); rather than ... (больше, чем ...).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

1. I learned much from those visits, restricted though they were.

Hard working though he was, there was never enough money to pay the bills.

Strange though it may seem I am a great admirer of the great film-makers of those days.

2. The Moscow Arts Theatre performed Chekhov as sad comedy rather than as tragedy with humor.

Astrov was presented as a young prophet rather than as the cynic of Olivier's interpretation at the Old Vic.

3. The ballet ... called on her to act rather than to dance.

These short visits are more likely to mislead rather than to educate.

Phrases and Word Combinations:

to carry the seeds of destruction

to be all the rage

to sweep (the country, the place) like a hurricane

to reinforce the hostility

to be restored to glory

to be in key positions

to see smb at smb's best

to be beyond price

to give smb a headache

in the early years after the War

signs of the cultural thaw

1. Complete the following sentences:

a) 1. Dramatic ..., we shall all enjoy the performance. 2. Strange ..., the dog was not paying any attention to us. 3. Unexpected.... we had given them a respectable welcoming party.

b) 1. The artistic director presented the main character as a ... rather than as a ... we used to imagine him to be. 2. I expected him to appear as a ... rather than as a.... 3. For all my expectations, the play was performed as a... rather than as a....

c) 1. These stories are more likely to ... rather than to.... 2. Such good examples encourage people to ... rather than for.... 3. In my opinion, such students are sure to ... the exam rather than to....

2. Make up five sentences on each pattern (p. 204).

3. Pair work. Make up and act out a dialogue using the speech patterns.

4. Translate the following sentences into English:

A. 1. Хотя это может показаться странным, я особенно люблю читать исторические романы.

2. Хотя они и были старомодными, они пользовались успехом у молодых людей.

3. Его избранные ранние работы содержат много новых идей о политике, хотя они и могут казаться довольно смешными.

B. 1. "В романах С. Моэма женщины представлены скорее как таинственные существа, чем реальные люди", — сказала хозяйка дома.

2. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практичных и властных людей, чем как каких-то мистических существ.

3. "В театре Олд Вик играют Чехова как русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", - продолжала дискуссию дама.

C. 1. Хозяин просил ее сказать правду, а не скрывать факты.

2. Эти картины, скорее всего, пугают посетителей выставки, а не обогащают эстетично.

3. Профессор призвал студентов высказаться, вместо того чтобы хранить молчание.

4. Весьма вероятно, что эти книги скорее уводят в сторону, чем дают образование.

D. 1. Мы узнали много фактов о возникновении лейбористской партии. Более того, мы узнали факты о роли интеллектуальных организаций, подобных Фабианскому обществу.

2. Самое главное, не забывайте регулярно отправлять почтой свои сообщения.

3. Успех фильма можно объяснить его юмором. Более того, компьютерные трюки в фильме абсолютно превосходны.

4. Note down from the text (p. 200) the sentences containing the phrases and word combinations (p. 204) and translate them into .

5. Complete the following sentences using the phrases and word combinations:

A.

1. All the Moscow cathedrals and churches have been ... to their former....

2. The totalitarian systems suppressing initiative and freedom carry the ... of its own....

3. All these people used to give a terrible ... to the authorities.

4. Miniskirts were ... at that time, and even ladies advanced in years gladly embraced the fashion.

5. The terrible news ... the whole country like a....

6. He was a devoted ... of the King ... his enemies in France.

7. These measures were sure to ... the ... of the people against the rulers in the country.

8. There were crowds of homeless children in the ... years ... the War.

9. The Normans had their own people in ... England.

10. The paintings of the impressionists were impossible to buy, they were ... the price.

11. The various new trends in theatrical productions, in music, popular and classical, poetic recitals in the squares of Moscow were ... of...

11. Paraphrase the following sentences using the phrases and word combinations:

B.

1. Due to the new actions of the authorities, the town has regained its former beauty and glory.

2. He promised to the master to be an obedient pupil and never to give him any trouble.

3. The terrible news spread like a fire across the country and all the people were terrified.

4. The government's repressive policies are sowing the seeds of a destructive rebellion.

5. Coats like that used to be very fashionable in my time.

6. The boys united their efforts and became partners in the struggle against their common enemy - the Headmaster.

7. I am never too good in the morning.

8. In the part of Hamlet Sir Laurence was absolutely superb.

9. Good friendship cannot be bought.

10. It all happened in the first hour of the day, at the dead of night, in fact.

11. The new prime minister promised that the ministers in the most important departments wouldn't be replaced and that would assure continuity.

6. Translate the following sentences into English using the phrases and word combinations:

1. К сожалению, я никогда не слышала его в его лучшей форме, хотя говорят, он порядком досаждал начальству своими речами.

2. "Четверо из Ливерпуля" тогда были чрезвычайно популярны, молодые девчонки просто сходили с ума.

3. Во времена II Мировой войны Британия, США и Россия стали союзниками в борьбе против Гитлеровской Германии.

4. Весь мир был в состоянии шока: весть о смерти Дианы пронеслась по всем странам.

5. Жестокость и бесчеловечность белых по отношению к черному большинству в Южной Африке сеяли семена разрушения всей системы апартеида.

6. Любые карательные акции обычно усиливают враждебность населения.

7. Восхищаясь достопримечательностями Санкт-Петербурга, мы понимали, сколько было сделано, чтобы восстановить их прежнюю красоту после полного разрушения нацистами во время войны.

Homework: Ex.5, p.209.

LESSON #7.2. TEXT «THE TIME OF MY LIFE».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: broadcaster, prolific, objectively, purport, yearn, superior, to impress, to overlook, soprano, baritone, ballads, sinuosity, hurricane, apartheid, restrict, to provide.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Working with the text

Translate the following passages from The Time of My Life (Chapter: “Drawing Back the Curtain”) by Denis Healey

- Denis Healey was born in 1917 and brought up in Yorkshire. After graduating from Balliol College, Oxford, for six years he was a soldier. For six years he worked as International Secretary of the Labor Party taught about politics, both at home and abroad. From 1952 to 1992 he was a Member of Parliament for Leeds.
- He has published Healey's works. Earning his life he worked as a photographer, and has contributed essays to many places of the world.
- After the war I found that my friend had disappeared during the great purges, and that Lady Macbeth had been banned. This helped to reinforce the bitter hostility I had developed for Soviet policies both at home and abroad.
- Most of our visit was spent in sightseeing. We were of course, with our consent, taken to schools, factories, and collective farms. It also included the visits to the Hermitage and the magnificent summer palace of Peter the Great overlooking the Gulf of Finland, its fountains sparkling in the autumn sun, its rococo buildings gleaming with white and gold; like most other palaces, it had been meticulously

restored to its former glory after almost total destruction by the Nazis. We were given a concert at what had originally been the club where members of the first Parliament, or Duma, used to meet. In those nineteenth-century surroundings, the concert itself was like a salon at the court of Queen Victoria, as sopranos and baritones in evening dress sang ballads and songs by "Kompositori Verdi" in voices of remarkable purity.

- By comparison with the eighteenth-century canals of Leningrad, which might have been part of Amsterdam or Bremen, the Kremlin brought us to the heart of old Russia. I had imagined it a building as grimly functional as the Party it housed, and was quite unprepared for the mediaeval splendor of its palaces and churches.

- My visit to Russia in 1959 began to give me some sense of these cultural changes. I was immensely impressed by the charm and quality of the young sixth formers we met in Leningrad at school. In manner and appearance they could have come from any of the upper-class families described by Turgenev or Tolstoy. Similarly, the colleges which taught foreign languages and international affairs were giving a rounded education to able young men and women, who are now in key positions in their country, where their knowledge of the outside world is invaluable.

- The creative intelligentsia, such outstanding people as Sakharov, with his strong opposition to using the hydrogen bomb, Solzhenitsyn, exposing the life in a labor camp (*A Day in the life of Ivan Denisovich*), Yevtushenko with his poem *Babiy Yar* on anti-Semitism in the Soviet Union - were giving a headache to the authorities. And yet we saw signs of the cultural thaw all around us. Jazz was officially disliked, but they didn't use the power of the state to prevent it. Its public performance was then largely confined to the circus and music hall. In Leningrad we saw an ice-spectacular in which the girls were half-naked, in costumes reminiscent of the pre-war *Folies Bergere*.

- The theatre and ballet had changed little since the revolution, the best had been preserved. The Moscow Arts Theatre performed Chekhov as Stanislavsky had produced it half a century earlier - as sad comedy rather than as tragedy with humour. The only ideological change I noticed was in *Uncle Vanya*: Astrov was presented as a handsome, vigorous young prophet of a better future, rather than as the wrinkled cynic of Olivier's interpretation at the Old Vic. We saw the aging Ulanova at the Bolshoi in a ballet based on a novel by Peter Abrahams about Apartheid⁴ in South Africa, which called on her to act rather than to dance. On the other hand we saw Plisetskaya at her best as prima ballerina in Prokofiev's *The Stone Flower*. I shall never forget her rippling sinuosity.

- In 1963, when I next visited Russia, the general atmosphere was more liberal than on my first visit, and as I was not on official delegation, but attending an

informal conference between Soviet and Western politicians, I had a good deal more freedom.

- Our guide was a gentle young man called Kolya who had just got his degree in foreign languages. He had been at the World Youth Congress that summer in Moscow, and greatly enjoyed reciting phrases of hair-raising obscenity which he had picked up from his American comrades. Jazz was now all the rage, and since imports of Western records had been stopped, a disk by Dave Brubeck was beyond price. Since then the international youth culture has swept the whole of Russia like a hurricane.

- I learned much from these visits to Russia, restricted though they were, and was to learn more still from later visits. I do not accept the view that short visits to foreign countries are more likely to mislead than to educate. On the contrary, providing you have done your home-work before you go, they not only enable you to check some of your views, but also provide you with a library of sense-impressions which give reality to any news you read later.

- However, for this purpose I think three days is better than three weeks. Anything over a week and less than three years is liable to confuse you. But series of short visits, at intervals of over a year, can give you a sense of the underlying trends in a foreign country which no accounts in the press can provide. Above all, I learned that the s, like us, were human beings, although they were not human beings like us.

Commentary

1. The Fabian Society - a British organization of left wing thinkers which was a founder of the Labor Party and used to have an important influence on it.
2. Olivier Sir Lawrence, also Larry (1907-1989). English actor thought of by many people as the greatest of the 20th century. He was the first director of the National Theatre and the first actor to be made a life peer. Most people know his films of Shakespeare's plays Hamlet, Henry V, Richard III
3. Old Vic - a London theatre originally opened in 1818, the full name of which is the Royal Victoria Theatre.
4. Apartheid in South Africa. The system established by the Government of keeping different races separate so as to give advantage to white people. The South African government is now removing the apartheid laws and ending the system.

I. Answer the following questions and do the given assignments:

a)

1. What can you say about the author of this article and his political views?
2. What was his opinion of the role and destiny of the national traditions which were rooted in centuries of history?

3. What difference did Mr. D. Healey see between the great achievements of the pre-war Soviet culture and the totalitarian policies of the Soviet rulers? How did that shape his attitude to the Soviet policies both at home and abroad?
4. What were the author's impressions of sightseeing in Leningrad after the W.W.? What sights were included into his itinerary?
5. How did the author compare the images of Moscow and Leningrad?
6. What cultural and educational changes are pointed out by the author?
7. What was his impression of the Theatre and how did he compare it with the British productions of Chekhov?
8. The author noticed new interests of the young s in Western culture. What do you think about such trends?
9. How did Mr. D. Healey describe the importance of short visits to a foreign country? Do you agree with him?

b)

1. What are the underlying aims of the article? What devices help the reader understand the author's attitude towards the Soviet Union? (Comment on the choice of epithets, the role of the logical contrast and the inverted commas, etc.)
2. What other devices does the author employ to interest the reader and to produce emphasis? (Speak on the introduction of rhetorical questions, parenthetical phrases, metaphors, hyperboles, lexical repetition, parallelism, emphatic constructions, etc.)
3. Find the borrowed words and say what stylistic information they bear.
4. How is the contact with the reader achieved?

c)

The combination of logical argumentation and emotional appeal is characteristic of this text. Sum up your observations and say how it is realized (speak on its paragraphing, syntactical structures, connectives, etc., on the one hand, and on the use of imagery, etc., on the other). How is the descriptive manner of narration combined with the general statements in the text? Do you think the author changes register?

2. Give a summary of the text, dividing It into several logical parts.

3. Use the phrases and word combinations and act out dialogues between:

1. A guide and an American tourist planning the itinerary of the latter's stay in Moscow.
2. Two journalists in the lobby after a press-conference discussing their impressions of the new atmosphere in Moscow.
3. Two citizens: one - a Muscovite, the other - an artist from St. Petersburg talking about the exhibition where they meet.

4. Write an essay on the following subject:

If an inhabitant of your country at an early period of its history were to make up a story about today, what similarities and what differences would he notice between his age and the present? Write an account of your findings.

Homework: Ex.9, p.210.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 08]

LESSON #7.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: include, err, make, pure, consent, ware.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

include

- to bring in, to regard as part of the whole, e. g. This atlas contains fifty maps, including six of North America. The priced ten cars, postage included.
- exclude prevent smb from getting in somewhere, as to exclude a person from membership of a society, immigrants from a country. to prevent the chance of smth arising, as to exclude all possibility of doubt

inclusion

- including or being included, e. g. The inclusion of several new themes made the novel much more interesting.

inclusive

- including, e. g. students' winter holidays last from January 25 to February 6 inclusive.
- ant. exclusive {of people, societies, clubs, etc.}, e. g. The exclusive right of a company to print, publish and sell an author's books is known as copyright.

account

- (for a) to explain the cause of; serve as an explanation of, answer (to smb for smth), e. g. He has been asked to account for his conduct. Ah, that accounts for it! There's no accounting for tastes
- to give a reckoning of (money that has been entrusted to one), e. g. The boy has to account to his parents for the money they give him for school expenses.
- to consider, as to account smb wise (a hero), e. g. In English law a man is accounted innocent until he is proved guilty.
- a statement of money (to be) paid or received for goods or services, e. g. I would like to open an account with your bank. Put the goods down to my account
- a credit arrangement with a bank or business firm. e. g. Let us square accounts. David said he was going to square accounts with the man who had given false testimony against him.
- a report, description, narrative, e. g. By all accounts the trip has been a success. He doesn't believe newspaper accounts of the new developments there.
- consideration, to take smth into account, to take no account of smth, e. g. Please take into account the fact that he has very little money. Take no account of such slanderous gossip; we know it's not true.
- reason, cause, on account of because of, e. g. On account of his age he wasn't allowed into the pub.
- on no account, not on any account in no case, for no reason, e. g. Don't on any account leave the baby alone in the house.
- accountant Syn. book-keeper

preserve

- to keep from spoiling, from decay, from risk of going bad (by boiling, pickling, making into jam, etc.) as to preserve fruit, eggs, milk, vegetables, e. g. It's easy to preserve vegetables in vinegar
- to preserve monuments to keep from harm, e. g. The ancient monument was preserved by the local people.
- to keep up, as to preserve peace, to preserve one's eyesight, to preserve the memory of another, to preserve one's looks, strength, composure[^], to preserve appearances, silence
- to preserve old customs, a well-preserved old man, e. g. Don't read in poor light if you want to preserve your good eyesight. The leader's main aim was to preserve peace.

erratic

- irregular in behavior or opinion (of a person or his behavior); likely to do unusual or unexpected things, e. g. She's so erratic I never know how she's going to react to my suggestions

error

- smth done wrong, a mistake, as spelling errors; an error of judgment, e. g. Not to commit an error of judgment he looked for more evidence.

err

- (formal) to make mistakes; to do or to be wrong, e. g. To err is human.

make

- (used with a large number of nouns in special senses) to make a clean breast of; to make a full disclosure or confession, e. g. Susan is going to make a clean breast of her extravagance as soon as her husband gets home.

- to make ends meet to live within one's income, e. g. The Evans family found it very difficult to make ends meet after the birth of the new baby.

- to make haste to hurry, e. g. Make haste or we shall miss the train. If you don't make haste, the stores will be closed, (the most frequent uses are in the present and the imperative)

- to make head or tail (of smth) to understand, to make sense of it (colloq.), e. g. I have read the document through three times, but I can't make head or tail of it.

- to make it to get to a destination or an appointment in time (colloq.), e. g. I had hoped to get to the meeting, but I found at the last minute that I couldn't make it.

- to make much of to make a great fuss of, e. g. The newspapers all made much of his achievement.

- (used with adverbial particles and prepositions), to make smth of smb (smth) to understand, interpret, e. g. What are we to make of his behavior?

- to make off to run away, to bolt, e. g. The thieves smashed the shop window and made off with a large amount of jewelry.

- to make smth out 1) to write out, e. g. Make out a cheque for \$ 10.

- to manage to see, read, e. g. We made out a figure in the darkness. The outline of the house could just be made out.

- to understand, e. g. I can't make out what he wants. She's a strange sort of person; I can't make her out.

- to make up

- to compose; invent, e. g. The teacher asked the children to make up a poem about their summer holidays.

- to use cosmetics {in ordinary life and on the stage), e. g. At one time it was not considered good taste for women to make up.

- to become reconciled after a quarrel, e. g. When a quarrel has been made up, the best thing to do is to forget it.

- to make it up to smb to compensate smb for smth missed or suffered, or for money, etc. spent, e. g. Thanks for buying my ticket, I'll make it up to you later.

pure

- unmixed with any other substance, as pure water, milk, gold, wool, e. g. My granny uses only pure wool when knitting cardigans for little children.
- morally clean, without evil or sin, e. g. The new ruler of Wales was to be pure and honest, speak no English and to have been born on the Welsh soil.
- mere; nothing but, as pure mischief; a pure waste of time; laziness pure and simple, e. g. I call it pure stupidity to go out in the cold without a hat. What he said was the truth pure and simple.
- purely entirely; merely, e. g. It's purely a matter of taste.
- purity n the state or quality of being pure, e. g. The purity of the mountain air will do you a lot of good. The statue is a work of remarkable purity of line.
- purist n a person who pays great attention to the correct use of words, language, etc., e. g. A purist of the English language would never use any Americanisms.

consent

- to give agreement or permission, as to consent to smth, e. g. He consented to the proposal. Anne's father would not consent to her marrying the old man.
- permission, agreement, e. g. He was chosen leader by general consent. Silence gives consent.
- consensus n general agreement (of opinion, etc.), e. g. Consensus in politics is the practice of basing policies on what will gain wide support. By consensus of opinion the group decided
not to visit the museum.

ware

- (in compounds) manufactured goods, as silverware, hardware, ironware, stoneware, e. g. Every morning the maid cleaned the silverware.
- (pl) articles offered for sale, e. g. The master displayed his wares.
- hardware
- tools and household implements, e. g. You can buy most kitchen utensils in the hardware store - military hardware: weapons, machinery, armored vehicles;
- computer hardware: mechanical equipment and electronic parts of a computer (contrasted with information and programmes called "soft-ware"), e. g. The computer hardware was still intact but the software had been damaged by the electricity failure.

1. Translate the following sentences into or Uzbek:

1. A group of theatrical workers including myself wrote an open letter to The Times. 2. "My dear ... I've been a member of clubs which consisted exclusively of fools." 3. The plan took account of the tasks facing them in the restructuring of economy. 4. I've just remembered that she said they left some place on account of cholera. 5. Will you allow me to ask why I should put myself to the slightest inconvenience on your account? 6. Naturally, I don't expect you to start dancing round with joy, but you might preserve the decencies of debate. 7. Look at these old

paintings! They are in an excellent state of preservation! 8. Give me the best estimates you have by the end of the month. Err, if you must. 9. It was a new car, but dust, luggage, and erratic driving gave it a veteran appearance. 10. ... geniuses are such erratic people and mediocrities so respectable. 11. It is true he had a considerable sum under his uncle's will, but it has probably been made off with by this time. 12. With the pure all things are pure. 13. One will come here without your entire consent.

2. Give the English equivalents for:

- внести в список; включить пункт в повестку дня; исключить всякие сомнения; не пропускать свет в комнату; до воскресенья включительно; с 5 по 10 включительно; за исключением пункта 5; избранное общество; шикарный магазин; колледж для избранных; особые права;
- отчитываться в определенной работе; отчитываться в чем-то перед кем-л.; объяснять что-л. кому-л.; дать отчет в чём-л.; подробный (правдивый) рассказ о чём-л.; открыть счет в банке; принять что-л. в расчет (учесть); свести счет с кем-л.;
- хранить овощи; консервировать фрукты; сохранять мир; сохранить силы; хранить молчание; охранять традиции; оберегать свое доброе имя; сохранить красоту; сохранить зрение; хранить память о ком-л. (чём-л.); приличия ради;
- сумасбродный человек; неуравновешенный тип; сумасбродное поведение; ввести в заблуждение (сбить с пути); заблуждаться; погрешности в речи; подать заявление; догадаться; обратиться с просьбой; преуспеть в чём-л.; откровенно признаться в чём-л.; сводить концы с концами; спешить; разобрать (понять) что-л.; удирать;
- выписать чек; раскусить (понять) кого-л.; составить рассказ; наложить грим; помириться; отплатить кому-л. чём-л.;
- натуральное молоко; чистая кожа; чистая шерсть; чистая наука; по чистой случайности; чистейший вздор; чистое совпадение;
- согласиться на что-л.; согласие на что-л.; с общего согласия; неохотное согласие; молчаливое (tacit) согласие; единомыслие; общее мнение;
- глиняная посуда; скобяные изделия; изделия из серебра; стеклянная посуда; бакалейные товары; импортные товары; программа для компьютера.

3.

a) Give the Uzbek equivalents for:

to make a note; to make notes; to make one's will; to make smb's character; to make one's own life; to make a livelihood; to make a bargain; to make terms; to make a row; to make a commotion; to make port; to make for the open sea; to make the finish; to make oneself understood; to make smth known; to make oneself clear; to make public; to make a rule of it; to

make a show of smth; to make a nuisance of oneself; to make no sign; to make a face (faces) at smb; to make a long face; to make eyes at smb; to make a (little, poor, ridiculous) figure; to make little (light) of smth; to make much of smth, of smb; to make the most of smth; to make the worst of smth.

b) Fill in the blanks with the verb "to make" with a preposition:

1. Andrew didn't want to speak to anybody, so he.....right after the meeting. 2. Let's ask the waiter to.....the bill. I clean forgot I have an appointment in half an hour. 3. They could hardly.....the dim figure through the mist. 4. I can't.....what John is driving at. There's something up his sleeve, I'm sure. 5. How did they.....with the problem? 6. I wouldn't trust Jane too far if I were you. She is notorious for making ... like lies. 7. You've missed too many lessons and it won't be easy to.....for the lost time. 8. My mother doesn't allow me to.....She says it's common.

4. Paraphrase the following sentences using the essential vocabulary:

1. He would never forget the time when he was made a member of the group. 2. When the boy came back with the purchases his mother wanted him to tell her exactly how he had spent the money. 3. There isn't enough room in the book to tackle the whole subject. 4. The old man shows little sign of old age. 5. There are many newspaper descriptions of what happened during the earthquake. 6. I was asked earnestly to agree. 7. Don't trust him too far; he is a person who is likely to do unusual or unexpected things. 8. I'm making up a list of those going to the theatre on Monday; shall I put your name on it? 9. If we cross out this paragraph, as you suggest, there will be no logical connection. 10. She managed to retain her good looks right to the end of her life. 11. Jean knew that her parents did not like Robert and would never allow her to marry him. 12. What he said at the trial was complete nonsense. 13. I can't make sense of the message. His handwriting is utterly illegible.

5. Use the essential vocabulary in answering the following questions. Give full answers repeating the wording of the questions:

1. If rights are not for everyone, merely for one person or a group, what do we call them? 2. What do we do when we want to tell someone about what happened or what we did? 3. What ways of keeping vegetables and fruit from spoiling do you know? 4. What would you call pure adventure? 5. Why is the mountain air so healthy? 6. What sort of person would you call erratic? 7. Can you explain what "to square accounts with smb" means? 8. What do we say of people who can hardly live within their income? 9. If you want to compensate a person for the troubles he's had on your account what do you usually say? 10. Women seem to be using more and more cosmetics nowadays. What's your attitude to it? 11. What do we call a person who is very pedantic in choosing correct words? 12. What do you usually say when you fail to understand somebody's behavior? 13. What do you usually do when you want to be reconciled with somebody after a quarrel?

6. Make up and practise short dialogues or stories using the essential vocabulary.

7. Review the essential vocabulary and translate the following sentences into English:

a) 1. Чем вы объясните свое отсутствие? Вы заставили нас ждать и даже не сочли нужным извиниться. 2. Эксперимент закончился блестяще, особенно если учесть, что ему никто не помогал. 3. Ни в коем случае не оставляйте ребенка одного в квартире. 4. Конгресс продлится еще три дня, включая воскресенье. 5. Члены этой комиссии пользовались особыми правами. 6. Вы уверены, что в список внесены все фамилии? Давайте проверим еще раз, чтобы не было никаких сомнений. 7. Старые картины в этой коллекции находятся в прекрасном состоянии.

b) 1. Дарти удивительно хорошо сохранился для своих шестидесяти двух лет. 2. Что если эта история с банковскими счетами все-таки всплывет? 3. Пожилая леди была шокирована грубоватыми манерами молодого доктора. 4. Если бы не ошибки в орфографии, оценка за ваше изложение могла бы быть выше. 5. Не верьте ей. Все,

что она сказала, чистейший вымысел. 6. Отец девочки никак не соглашался, чтобы она жила одна в таком большом городе. 7. Как ты думаешь, мы успеем добраться до города засветло?

8.

a) Give equivalents for the following English proverbs:

1. So many countries, so many customs.
2. East or West, home is best.
3. When in Rome, do as the Romans do,

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

Homework: Ex.2, p.213.

LESSON #7.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: symbolic calendar days of rest and celebrations, types of holidays, activities in observance of holidays, constituent parts of national celebrations, gifts, special celebration food, folklore, terms of partly verbal folklore according to their degree of generalization, politically marked ceremonies and parliamentary conventions.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

1. Symbolic calendar days of rest and celebrations: holidays; festivals; bank holidays; public holidays.

2. Types of holidays: international; national; local; family; political; cultural; seasonal; religious; ethnic.

3. Activities in observance of holidays: to mark; to observe; to celebrate; to commemorate; to honor; to recognize an occasion, a date; to keep, to preserve a tradition; to organize, to hold, to sponsor a parade, a demonstration; to give a party (to throw a party) (colloq.), to demonstrate labor solidarity; to have family get together; merry-making; to give presents (BE), gifts (AE); to send greeting cards, Valentine cards; to go treat or tricking; to ask a penny for the guy; to have bonfires; to lay wreaths.

4. Constituent parts of national celebrations: New Year tree decorations (BE); trimmings (AE); small lights; ornaments; fairy-lights; baubles; glitter; evergreen; wreaths of evergreen; garlands; holly; mistletoe; fir-cones; bonfires; fireworks; the flying of flags, balloons and paper streamers; horns; party-poppers; Santa Claus and his reindeer. Father Frost and Snow Maiden; dressing up; fancy dress balls; witches; ghosts; jack-o'-lanterns; stockings {for presents}.

5. Gifts: toys (dolls, a set of building blocks, teddy-bears); boxes of candies or cookies (AE); boxes of sweets or biscuits (BE); chocolate (Easter) eggs; sugar mice; red roses (for Valentine's Day).

6. Special celebration foods: the Christmas bird (turkey or goose); the Christmas pudding; chocolate log; mulled wine; mince pies; cake; Easter eggs; the Thanksgiving turkey and a pumpkin pie; pancakes; roasted chestnuts.

7. The types of folklore: verbal (proverbs, rhymes, myths, legends, folksongs, ballads); partly verbal (superstitions, customs and festivals, folkdances and games); non-verbal (folk gestures, folk music, folk architecture, handicrafts, folk costumes and foods).

8. Terms of partly verbal folklore according to their degree of generalization: rites; ceremonies; rituals; customs; traditions; festivals.

9. Politically marked ceremonies and parliamentary conventions: trooping the color; opening of Parliament; the Lord Chancellor's procession; the Gentleman of the Black Rod mission; spying the strangers; Beefeaters searching the cellars of the Houses of Parliament, etc.

1. Use the topical vocabulary in answering the following problem questions:

1. The variety of holidays and festivals in all social communities is determined by the diversity of their characters. One can talk about international, national, political, cultural, religious, ethnic, etc. holidays.

Please, give examples of these holidays and say which of them is your favorite and why.

2. The origin of May Day as the international day of working class solidarity can be traced back to the end of the 19th century. After the brutal suppression of demonstrations for the eight hour working day in the US on May 1, 1886, American trade unions and the Socialist International decided in 1889 to hold such demonstrations everywhere. Since then, May Day has been the symbol of the working class unity. Do you happen to know that May Day is not a public holiday in many countries?

Can you speak about the attitude to May Day in Russia now?

3. There is no need to deny that the celebrations of the International Women's Day have acquired new features and developed modern customs in the course of time.

Do you approve of these new customs? How will you explain them to your British or American friend emphasizing its difference from Mother's Day in their countries?

4. National customs and traditions have been historically associated with seasonal changes of the year. The celebration of the magic force of the first day can be seen in the pagan tradition of marking the first day of winter, spring, having festivals in honor of natural forces - the Sun, the Moon (e. g. Sunday, Monday). Pancake Day (Maslyanitsa) in Russia dates back to the ancient Slavic tradition of saying farewell to winter and welcoming spring by singing, dancing, burning the straw effigy of Maslyanitsa and eating pancakes, which represent little images of the Sun.

Do you know about any other folk holidays marking the seasonal changes? What is the role of such holidays in the; cultural development of a nation and in securing the continuity of national customs and traditions?

5. Celebrations like Olympic Games, Youth Festivals, Neighborhood Festivals, Winter festival, etc. have appeared only recently. Some of them have obviously roots in the cultural heritage of the peoples; others emphasize the modern problems and aims. What in your opinion is the cultural, political (emotional, moral, psychological, etc.) impact and message of such new' festivities for the younger generation?

6. Some young people refuse to observe the old rituals and have a wedding party considering it a terrible nuisance and a waste of money. What is your idea of celebrating a wedding? Should the old customs and traditions be observed or should it be held in an absolutely new manner?

7. A school teacher is sure to take part in organizing celebrations of different kinds. What do you think a school teacher's opinion should be on the role holidays, traditions and rituals play in the education and character-shaping of the younger generation?

8. You may know that decorating a New Year tree is considered to be a superstition all over the world. How do you account for that attitude and what in fact is the meaning of the New Year tree to children and adults?

9. What part do you think the national cuisine plays in the celebration of different holidays and festivals? Can you describe some (or English, French, German, etc.) special dishes associated particularly with celebrations?

2. Read the short passages and answer the questions about them giving your impressions to the point:

1. Some people find it difficult to tell the difference between a custom and a habit. Customs are social and habits are personal. Smoking is a bad habit and certainly an expensive one. Customs are common to a large number of people who belong to a society or a nation. For men giving up their seats to old people, to women carrying babies, to people who are ill should be a national custom. Can you describe any national customs giving your impressions of them?

2. I have always been attracted by the people of unusual habits, I mean quiet, orderly people who enrich their humdrum existences by adopting odd quirks and passions, unlikely routine or harmless mania for useless objects. Life, I am sure, would be very much poorer without such people in it. Sometimes, I feel, I am lacking in personality since I have none of these strange habits. And what do you think of people who have such unusual habits as collecting dolls, railway carriages or something like that? Could you describe any such hobbies and share your impressions of the people indulging in them?

3. Tradition is a chain which links the present with the past, part of our task is to interpret the life and the activity of tradition as a formative and perfecting factor in the development of men in society. What do you think of the role the tradition plays in our life and what does the successful performance of that role depend on?

4. Story-telling and story-collecting used to be an old tradition in the times well before the scientific and technological revolution. Scotland has stories of so many different sorts that the richness of their variety is almost beyond believing. The tales and legends have been handed down by word of mouth often for generations. Many were passed on by wandering story-tellers, others were composed for special occasions such as weddings and christenings. No matter what brings folk together,

you may be sure that there will be a grand feast spread, and the singing of old songs ballads, the dancing of reels and most probably speeches to follow. But in the old days, the high point of the entertainment was the story. Can you give your impressions of a traditional wedding you recently attended? Could you describe the old and new customs and rituals you saw there?

3. Below are opinions on folklore, traditions and customs.

a) Read them first.

1. The most widely acknowledged form of Art - Folklore, that is verbal, musical and material (traditional handicrafts), is almost completely devoid of anything that could be called bad taste or poor imitation. Why? (What makes me say so?) I think it is especially due to the fact that national Art is created by everyone and for everyone within the bounds of centuries old traditions. There is a common theme of Beauty in everything that people did or made. (Academician Likhachev)

2. No, I am not at all against those rituals which are inseparable from our everyday lives. We should preserve those customs, rites and ceremonies that have become part and parcel of our existence. In addition new ones should be created and developed. But in what we have and in what we will have let's try and see the moral, political and social meanings. And the things which contradict those meanings should probably be rejected. (Yu. Silomonov)

b) Spend a few moments individually thinking of further arguments you will use to back up the opinion.

c) Now discuss the opinions with your partner.

4. When people talk about something they are bound to make mistakes (To err is human.) But not everyone is able to correct these mistakes in delicate way without hurting other people's feelings.

a) Read this dialogue. Note down the expressions in bold type the characters use in correcting other people's misconceptions, wrong statements, and mistakes. Please, remember that correcting what people say and do involves variety of communicative functions including disagreeing, making suggestions expressing opinions, interrupting, etc.:

Chairperson: OK, students. Your attention, please! Sorry interrupt your private conversations but our speaker is ready to begin. May I introduce Mr. Brown who's going to tell us a little about American education system if I am correct?

Mr. Brown: Good morning, students! Now please let's get this straight from the start, I was invited here to speak about American holidays.

Chairperson: I am sorry, there appears to have been a slight misunderstanding here. Am I mistaken in thinking you have been a head teacher for some 25 years in a deprived inner city area?

Mr. Brown: I am afraid you've got it all wrong, I'm not a teacher. Actually, I've not even been in a school since I was 16.

Chairperson: Oh, dear, this is most embarrassing.

Mr. Brown: Forgive me for mentioning it, but these talks have been very badly organized, I was even given the wrong room number.

Chairperson: Sorry about that, I really can't understand what's been happening. Anyway, would you like to tell us about American holidays as you are here, may be starting with Halloween as it's October already. OK, students, please excuse the delay and listen carefully now.

Mr. Brown: Originally, Halloween was a religious holiday. Today it is a day of fun and excitement. Children make faces in pumpkins (turnips are used in Britain) by removing the pulp and seeds and cutting holes in the shell for the eyes, nose and mouth. These pumpkins are called jack-o'-lanterns. A lighted candle is put inside to shine through the holes. Children dress up in costumes; sometimes, according to tradition, as ghosts, goblins, witches, vampires and werewolves; sometimes as pirates, sailors, ballerinas, folk heroes, etc. After dark, children walk around their neighborhood, knocking on their neighbors' doors. They say "trick or treat", and their neighbors give them fruit or candy. Do you have any questions?

Question: Why do they say "trick or treat"?

Mr. Brown: As far as I know, in the old days "trick or treat" had to perform songs and shifts for their neighbors. If the neighbors liked the performance, the children received a "treat" - again, fruit or candy. If not, the neighbors played a trick on the children - like throwing water on them.

Question: That doesn't sound like very much fun.

Mr. Brown: Well, as a matter of fact, they don't do that anymore.

Question: But if a child says "trick or treat", he still has to perform for his neighbors, right?

Mr. Brown: Sorry, haven't I already mentioned that they don't perform any more.

Question: Why do trick-or-treaters dress up as goblins and witches? Do they want to frighten people?

Mr. Brown: I don't think so. Remember, the trick-or-treaters are only children. In fact, their costumes are related to ancient traditions, according to which ghosts and witches walked the streets on the last day of October.

Question: What do adults do on Halloween? Do they dress up?

Mr. Brown: Actually, most adults stay at home, waiting for children to knock on their door. I think I should point out, however, that teenagers and young adults often go to costume parties as ghosts, goblins and witches, too.

Question: And Halloween falls on the last Thursday in November, doesn't it?

Mr. Brown: If I may say so, I believe you've confused Halloween with Thanksgiving. Halloween falls on the thirty-first of October.

Chairperson: Any other questions? (pause) No? Thank you very much, Mr. Brown.

b) Summarize the dialogue.

c) Make a speech on the American tradition to celebrate Halloween.

5. Pair work. Make up and act out a dialogue discussing national holidays. Do library research and collect additional materials describing unusual national holidays. Use the expressions of correcting people, agreement and disagreement, etc.:

1. Staying with your friends in Georgia, you discuss the customs and traditions of a national holiday with your host/hostess.

2. Be a host/hostess to a guest from Britain or the USA and discuss the beauty of folk tradition in festivals. Point out the revival of traditions.

3. Exchange opinions with your partner on the multinational character of our society and the advantages of enrichment for the various traditions in the multinational situations.

6. Group work.

a) Read a letter from America:

The University of Pittsburg
Pittsburg, Pen. USA
15 November, 199...

Dearest Mary,

There is an air of great expectation here in the US. We are just through with Halloween fancy dress balls, but the season of holidays is in full swing. Thanksgiving Day is coming. And now that we are on the subject, let me tell you more about American holidays that impress foreigners so much.

Thanksgiving Day has a special significance for Americans because it is traced back to that group of people (pilgrims) who were among the first to come to the New World in search of freedom.

Late in the year 1620, a ship named the Mayflower brought 102 English men, women and children to the rocky coast of what is now Massachusetts, one of the 50 states of the United States of America. The ship's passengers were Puritans who had been prosecuted in Britain.

The winter was cold, and about half of the Pilgrims died. In the spring, with advice and help from the Indians the Pilgrims planted corn (known also as maize) and other crops.

In October 1621, to celebrate the good harvest, the Pilgrims held a feast which featured, among many other foods, wild turkey, which is native to North America. They called this their day of thanksgiving.

The story is told and retold every year to young children in schools. The holiday is called Thanksgiving Day, and is now observed on the fourth Thursday of November.

Thanksgiving Day is marked by families gathering together to enjoy a traditional dinner of roast turkey, and to speak to one another of the things for which they are thankful. Young people who are at college or live away from their families usually come home for this dinner. If the parents are elderly, their adult children or some other relative will prepare the Thanksgiving feast.

Perhaps the most important day to a country is the Holiday that commemorates a national event. For many nations the date is the country's Independence Day.

For the Americans — it is the 4th of July, Independence Day. The Holiday recalls the signing of the Declaration of Independence on the 4th of July, 1776.

At one time, picnics with patriotic speeches and parades were held all over the United States on the 4th of July. They are still held in many places. It is also a day on which firework displays fill the skies in the evening, and the flying of flags is common.

180

rights for his people. Preaching nonviolence, much in the same way as had Mohandas K. (Mahatma) Gandhi of India Martin Luther King, Jr. spoke out and campaigned tirelessly to rid the United States of traditions and laws that forced on black Americans the status of second-class citizens. Among these laws were those in some states which required black people to take back seats in buses or which prevented voting by blacks. The world was shocked when Dr King was assassinated in 1968. Ever since, special memorial services have marked his birthday on January 15. By vote of Congress the third Monday of every January, beginning in 1986, is now a federal holiday in Dr King's honor.

Some holidays are observed in the custom by all Americans, for others, however, the customs can vary greatly. Those who feel strongly about the labor unions, for example, see Labor Day as a day on which to demonstrate labor solidarity in a public way. For others, Labor Day means a day off to go for a ride in a car, to go for a final summer swim or to hold a family get-together.

Sorry, but this is a very long letter indeed. Please, give my best wishes, love and season's greetings to all our family and friends.

Love,
Yours, Julia

b) Split into groups (3-4 each) and discuss the information of the American holidays. One of the students is supposed to play the role of a person who doesn't know much, or doesn't care much for keeping traditions and observing holidays. Another is highly enthusiastic about them. Keep interrupting one another with questions to get more information about the holidays and traditions.

c) Make a round table discussion of the American holidays.

7. As you know the Americans and British have very much in common in their cultural traditions, for example Christmas and Halloween. But certain celebrations

originating in historical events are particular to only one country. An example; this is the British Bonfire Night.

a) Read the text:

Remember, remember, the fifth of November
Gunpowder Treason and Plot.
I see no reason why Gunpowder Treason
Should ever be forgot.

Guy

When one person says of another, "What a guy!" it isn't always meant as a compliment and this can be explained by the history of the word. On November 5th in the year 1605 the famous Gunpowder Plot was perpetrated as a protest against the sharp enforcement of the anti-Catholic laws of King James I. The anniversary of this event is celebrated each year in England and is called Guy Fawkes Day in memory of the chief character in the drama. This fellow Fawkes took a house adjoining the Houses of Parliament in London, tunneled through to the cellar, and concealed a nice fat charge of gunpowder in the coal bin. Unfortunately one of those conspirators betrayed their leader and this led to the discovery of the plot and Guy Fawkes being tortured and hanged. On this day it is customary in England to carry an effigy of Fawkes through the streets and then to burn it. 1) The children ask passers-by the traditional phrase "Have you got a penny for the guy, please?", collecting the money to buy fireworks with. In the evening on the 5th of November, the children have a big bonfire, eat roast chestnuts and let off the fireworks. 2) Many other people, besides Guy Fawkes, have been burned as dummies on November 5th... Napoleon Bonaparte became a "Guy*" many times during his life-time, and in 1945 a dummy of Hitler was burned on hundreds of fires all over Britain. 3) "Beefeaters" still search the cellars of the House of Commons and the House of Lords on the first day of a new Parliament, before members take their seats. They have always done so since 1605.

b) Make up a dialogue with your partner similar to the one on Halloween. Use conversational formulas of correcting people, agreement and disagreement.

Homework: Ex.2, p.221.

LESSON #7.5. TEXT «THE FIELD OF FOLKLORE».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: symbolic calendar days of rest and celebrations, types of holidays, activities in observance of holidays, constituent parts of national celebrations, gifts, special celebration food, folklore, terms of partly verbal folklore according to their degree of generalization, politically marked ceremonies and parliamentary conventions.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Working with the text.

The Field of Folklore

Folklore comprises the unrecorded traditions of a people. The study of folklore records and analyses these traditions because they reveal the common life of the mind below the level of "high" or formal culture, which is recorded by civilizations as the learned heritage of their times.

Whenever, out of habit or inclination, the folk indulge in songs and dances, in ancient games, the merry-making, to mark the passing of the year or the usual festivities whenever in many callings the knowledge, experience, wisdom, skill, the habit and practices of the past are handed down by example or spoken word, by the older to the new generations, without reference to book, print, or school teacher, then we have folklore in its own perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way.

Folklore comprises traditional creations of peoples, primitive and civilized. These are achieved by using sounds, words; poetry and prose and include also folk beliefs or superstitions, customs and performances, dances and plays.

A simple and workable arrangement of the types of folklore may be based on three modes of existence: folklore is verbal (proverbs, rhymes, myths, legends, folksong, and ballads), partly verbal superstitions, customs and festivals, folk dances and games) or non-verbal (folk gestures, folk music, folk architecture, handicrafts, folk costumes and foods).

Folklore under various names has been with us ever since: man began to take an objective look at his culture.

The study of folk life is that of man's mental, spiritual and material struggle towards civilization, of that "complex whole", which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.

Men of learning have in the last century or so gathered, classified and studied a vast body of materials appertaining to folk tradition.

Some of our surviving customs can trace their ancestry a very long way back, and have hitherto resisted all attempts to uproot them; many others have vanished forever. Especially they disappeared during the last hundred and fifty years or so, for

this was a period of great change everywhere, affecting traditional customs as much as anything else.

Customs involve both verbal and non-verbal elements that are traditionally applied in specific circumstances. But unlike superstitions, true customs do not involve faith in the magical results of such application. Thus, the "customs" that incorporate traditional belief in the supernatural should properly be classified as superstition.

A custom is a traditional practice, a mode of individual behavior or a habit of social life - that is transmitted by word of mouth or imitation, then ingrained by social pressure, common usage and parental authority. When customs are associated with holidays they become calendar customs, and when such events are celebrated annually by a whole community they become festivals.

In a sense transmitting folklore is itself a custom. Storytelling, ballad-singing, riddle-posing, game and prank playing and the like are all customary acts, for their survival depends on tradition rather than on official control.

Most true folk customs in the US are associated with special events, especially those that require rites of passage - birth, marriage, and death. They begin at once when a child is born. Boy babies are customarily dressed in blue, and girls in pink.

Celebrations of birthday anniversaries may begin as early as the first year in some families and they may continue through one's entire life. More commonly, however, birthday parties are dropped at about high school age sometimes to be revived once at the symbolic age of maturity (21 years) and again as an annual celebration in later middle age. Children's birthdays almost invariably are the occasion for spanking - one spank for each year, with extras "to grow in", or "for good measure". Children in some regions maintain a fairly rigid schedule of extra-punishment days before and after the birthday anniversary - "pinch day", "hit day", "kiss day" and so forth.

Birthday gift at a party may be held over the head of the celebrating child for him to guess the donor or to announcing the use to which he intends to put that gift. For each correct guess he is granted a wish.

The loss of "baby teeth" is one of the few other non-holiday occasions in a child's life when customs are followed.

Courtship and engagement begin a new round of customs that lead to a grand final at marriage, the most tradition-regulated personal ceremony in American life.

Wedding customs begin with the "shower" often several of them, to emphasize different kinds of needed gifts.

Customs of the wedding itself are numerous and largely regulated by tradition. They include the dress of participants,; the seating of guests, the choice of attendants, kissing the bride throwing rice, passing the bride's shoe around for money, ping pranks on the married couple, and decorating the car.

Wedding customs, however rough, are essentially celebration of a happy time. But customs associated with death a generally fraught with suggestions of fear or superstition.

From youth to old age, at work and at play, in school and in widening arches of our orbits, from the country with which we identify, we encounter folk traditions,

customs, recipes, memories, sayings and allusions that in sum constitutes a yearly folklore brew.

Only by turning to the folklore of peoples, probing into its meanings and functions, and searching for links between different bodies of tradition may we hope to understand the intellectual and spiritual life of man in its broadest dimensions.

2. As you read the text

a) look for the answers to these questions:

1. What distinctions can be pointed out between folklore and the formal culture of a people? 2. How and in what situations does folklore manifest itself? 3. Can you specify different types of folklore as presented in the text above? 4. What definition can be given to a custom as an example of partly verbal folklore? 5. When and how can a custom become a festival according to the author of the text? 6. What true folk customs are associated with the events that are described in the text as those that require "rites of passage"? 7. What are the anniversaries wedding customs that you learned about from the text?

b) Find in the text the facts the author gives to illustrate the following:

1. Most true folk customs begin when a child is born. 2. In a sense, transmitting folklore is itself a custom. 3. Unlike superstitions, true customs do not involve faith in magical results of their applications.

c) Summarize the text in four paragraphs: 1) the definition of folklore; 2) the classification of the types of folklore; 3) different kinds of customs and 4) what can be achieved through studying folklore.

3. Problems for Discussion

1. The advantages and problems of multinational states for the development of national traditions.

2. The continuity of folk tradition in modern world (pros and cons).

4. Do some library research and write a composition on the problem given below:

Family traditions in the urban communities and in the country.

Homework: Ex.5, p.224-226 (to translate).

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 09]

UNIT VIII

LESSONS: 5

HOURS: 10

LESSON #8.1. SPEECH PATTERNS.

Identified aims of the lesson:

1. to acquaint the students with the meaning of new Speech Patterns
2. to teach the students use these patterns in their writings
3. to teach them use these patterns while speaking

The main notions: it makes smb. wild (mad) to ... (кого-то раздражает (выводит из себя) делать что-то); all you can think of is ... (всё, о чём ты можешь думать, так это о ...); all you can do is ... (всё, что ты можешь сделать, так это ...); all you have to say is ... (всё, что ты должен сказать, так это ...).

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

Speech Patterns:

1. It makes me wild to think of working and working like a dog...

It made Jane mad to hear the news.

It will make the child happier to have his sister with him.

2.

- a) All you can think of is finding fault.

All I could dream of was going on a vacation,

All you can object to is the loss of time.

All we can hope for is the testimony of that witness.

- b) All you can (have to) do is to tell the truth.

All he was able to do was to listen to them.

All you had to do was to give your consent.

All we can do is not to make a fuss about it.

- c) All you can (have to) say is (that) you will never do it.

All I can say is I hope I'll never get married.

All I could say was that the matter was urgent.

All we were able to suggest was that you should not accept the offer.

Phrases and Word Combinations

to pick over smth

to go back on somebody
 to rummage through
 to be down on
 to attend to (one's affairs, business)
 a word of praise
 to get promoted
 to take (great) pains to do smth
 to be made much of
 to result in
 to slave over smth
 to bring back old times
 to leave somebody out of
 to carry smth too far
 to be man enough
 to work out
 to put smb wise as to what
 to take sides with smb
 to set smb against smth.

1. Substitute one of the speech patterns (p. 238) for the parts of the sentence:

Model s:

- a) He became angry when he thought of working and working like a dog.
 It made him angry to think of working and working like a dog.
- b) You cannot think of anything else but finding fault.
 All you can think of is finding fault.

1. He was annoyed when people told him that he should be more polite. 2. The girl became sad when she heard the mournful news. 3. The mother was happy (she rejoiced) when she received many letters from her daughter. 4. He dreamed of nothing else but becoming a doctor. 5. There was nothing else they had to demand but that the old woman should be treated with all respect due to her. 6. The only thing we objected to was her stubbornness. 7. She had better do nothing else but attend to her work. 8. There was nothing else she had wanted him to do, but to trust to his judgment.

2. Translate the following sentences into English using the speech patterns.

1. Нежелание Гордона понять жену разозлило Лору. 2. Ребенок станет счастливее, если его мать будет проводить с ним больше времени. 3. Все, на что мог надеяться Вол, так это на показания его жены. 4. "Единственное, что ты умеешь делать, так это придирааться ко мне, и это меня бесит", - сказала Лора. 5. Последняя встреча с Фрэнком опечалила Эйлин. Все, на что она могла надеяться, так это ждать, что он, в конце концов, поймет, как он ее унизил. 6.

Его возмущает, что ему не доверяют. 7. Ее сердит, что ей приходится напоминать ему о его обязанностях. 8. Учительницу всегда радует, когда она слышит об успехах своих учеников. 9. Каждой матери приятно, когда ее ребенка хвалят. 10. Каждый бы пришел в ярость, если бы с ним так поступили. 11. Она только и мечтает о том, чтобы стать артисткой. 12. Единственное, что меня возмущает, это твоя лень.

3. Make up two sentences of your own on each pattern.

4. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work.)

5. Note down from the text (p. 231) the sentences containing the phrases and word combinations (p. 238) and translate them into or Uzbek.

6. Paraphrase the following sentences using the phrases and word combinations:

1. At times some praise will work wonders. 2. You'd better explain to him how he is to behave when his wife has friends over. 3. Don't you think we are giving the child too much attention? 4. Never mind Molly, what has she got to do with it? 5. You don't mean to betray your friend, do you? Who has turned you against him? 6. I have a feeling that somebody has been ransacking my drawer. 7. "How long are you going to labor with that assignment?" my roommate asked me at two in the morning. 8. When a young couple is expecting friends they are anxious to arrange everything properly in the house. 9. His reckless driving brought about the accident. 10. Photographs are sure to remind one of the past. 11. I don't mind your being curious, but you are overdoing it. 12. If you must give support to one or the other cause first makes up your mind. 13. How do you feel about Smith? I used to respect him a lot, but now I'm angry with him. 14. Scarlett was furious that she had to spend so much time and work so hard on the wounded in the hospital under the supervision of Mrs. Meade.

7. Make up two sentences of your own on each phrase and word combination.

8. Make up and practise a suitable dialogue using the phrases and word combinations.

9. Translate the following sentences into English using the phrases and word combinations:

1. Мальчик очень старался не делать ошибок в своем изложении. 2. Почему вы не откроете ей глаза на истинное положение дел? 3. В детстве ее не баловали, и теперь она оказалась более самостоятельной, чем ее брат. 4. Сильные дожди в горных районах привели к наводнению. 5. Встреча и разговор со старым школьным товарищем вызвали в памяти старые времена. 6. Не

кажется ли вам, что она слишком далеко заходит в своей дерзости? Однако не думайте, что я говорю это, чтобы восстановить вас против нее. 7. Не беспокойтесь, все устроится чудесно. Нам надо только обсудить все заранее. 8. На чьей вы стороне? Решайте. 9. Скарлетт рылась в ящике стола, пытаясь найти там остатки денег. 10. Пока он не займется делом всерьез, он не получит повышения. 11. Учительница была очень недовольна учеником и задавала ему самые трудные вопросы. 12. Если он дал слово, он достаточно мужественен, чтобы не отказаться от него.

10. Explain what is meant by:

1. His fuse also is rapidly shortening. 2. If you'd married Jack Davis or some other of those jokers you'd never have had to see the inside of a kitchen. 3. He shall get married, just to be a humiliating example to his father. 4. The expectant mother-in-law! 5. Let's see if you can ratify it from your extensive observation of life. 6. I ought to have known that oil and water won't mix. 7. He wants to take out some more insurance... 8. It runs in the Johns family. 9. ...and was made so much of, it gave her wrong ideas. 10. I was always afraid she'd have a hard awakening when she married. 11. My husband was shortsighted, too. He had had to skimp... 12. It's a kind of spiritual laxative. But they carry it too far. 13. Being a mother-in-law is almost as painful as being a mother.

Homework: Ex.4, p.242.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 10]

LESSON #8.2. TEXT «THURSDAY EVENING».

Identified aims of the lesson:

1. to acquaint the students with the background of the text
2. to teach the students translate the text into or Uzbek, paying special attention to stylistic devices and stock-phrases
3. to teach the students to analyze the literary passages, to share their opinion about the text, its meaning, ideas and composition

The main notions: recognition, stereotype, modest, quarrel, fierce, hash, to waste, garbage, to spoil, to guess, handcuffs, refined, charming, hesitation, tartly, stubborn, living-room, dining-room, fatal, exeunt, conceal, extravagant, adorable.

The form of the lesson: working in groups and separately

Equipment: dictionary, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

The course of the lesson:

1. Working with the text.

Read and translate the following passage from Thursday Evening by Ch. Morley

Christopher Morley (1890-1957), an American author, received unusual recognition early in his career. Among his widely known novels are *Kitty Foyle* and *The Trojan Horse*. In his popular short play *Thursday Evening*, Christopher Morley opposes the common mother-in-law stereotype with two very likable and charming women.

The scene is in the small kitchen of the modest suburban home of Mr. and Mrs. Gordon Johns. A meal has recently been cooked, as is shown by a general confusion of pots and pans and dishcloths.

Laura, who is an attractive little woman aged about twenty-three, is in that slightly tense condition of a young hostess who has had a long and trying day with house and baby, and has also cooked and served a dinner for four as both the grandmothers are visiting.

Both husband and wife are washing up. They are in good humor at first but every time one or the other refers to his or her mother the atmosphere becomes tense. Gordon, more than his wife Laura, takes pains to avoid a quarrel and changes the subject whenever he is aware of danger.

While scraping portions of food off the soiled plates Gordon picks out several large pieces of meat, lettuce, butter, etc., which he puts on one plate at one side. Later his wife sees the plate of odds and ends and scrapes its contents into the garbage pail.

Among other things Gordon says that he's a little worried about his mother as she hardly ate any of her salad. This time, it is Laura who tries honorably to avert the gathering storm by mentioning that Junior drank out of a cup the first time. But even this seemingly encouraging event puts the two on the break of a quarrel. Gordon feels slighted because the cup used was the one Laura's mother had used, not his mother's.

Though he's been trying to tide over the mutually realized danger point, when Gordon begins hunting for the plate with "a lot of perfectly good stuff he saved, a fierce quarrel breaks out.

Laura: Well, if you think I'm going to keep a lot of half-eaten salad your mother picked over

Gordon (seizes garbage pail, lifts it up to the sink and begins to explore its contents. His fuse also is rapidly shortening): My Lord, it's no wonder we never have any money to spend if we chuck half of it away in waste. (Picking out various selections) Waste! Look at that piece of cheese, and those potatoes. You could take those things, and some of this meat, and make a nice economical hash for lunch.

Laura: It's a wonder you wouldn't get a job as a scavenger, I never heard of a husband like you, rummaging through the garbage pail.

Gordon (blows up): Do you know what the one unforgivable sin is? It's waste! It makes me wild to think of working and working like a dog, and half of what I earn just thrown away. Look at this, just look at it! (Displays a grisly object) There's enough meat on that bone to make soup. Oh, ye gods, about half a dozen slices of bread. What's the matter with them, I'd like to know.

Junior: the younger, especially of two brothers or a father and son with the same first name. Gordon Johns' son is also named Gordon; he will be called Gordon Johns Junior. The parents simply call him Junior.

Laura: I think it's the most disgusting thing I ever heard of. To go picking over the garbage pail like that. You attend to your affairs and I'll attend to mine.

Gordon: I guess throwing away good, hard-earned money is my affair, isn't it?

Laura: You're always quick enough to find fault. You don't seem to know when you're lucky. You come back at night and find your home well cared for and me slaving over a hot dinner, and do you ever say a word of thanks? No, all you can think of is finding fault. I can't imagine how you were brought up. Your mother...

Gordon: Just leave my mother out of it. I guess she didn't spoil me the way yours did you. Of course, I wasn't an only daughter...

Laura: I wish you had been. Then I wouldn't have married you.

Gordon: I suppose you think that if you'd married Jack Davis or some other of those jokers you'd never have had to see the inside of a kitchen...

Laura: If Junior grows up with your disposition, all I can say is I hope he'll never get married.

Gordon: If he gets married, I hope it'll be to some girl who understands something about economy...

Laura: If he gets married, I hope he'll be man enough not to be always finding fault...

Gordon: Well, he won't get married! I'll put him wise to what marriage means, fussing like this all the time...

Laura: Yes, he will get married. He shall get married!

Gordon: Oh, this is too absurd...

Laura: He shall get married, just to be a humiliating example to his father. I'll bring him up the way a husband ought to be.

Gordon: In handcuffs, I suppose...

Laura: And his wife won't have to sit and listen to perpetual criticism from his mother.

Gordon: If you're so down on mothers-in-law, it's queer you're anxious to be one yourself. The expectant mother-in-law!

Laura: All right, be vulgar, I dare say you can't help it.

Gordon: Great Scott, what did you think marriage was like, anyway? Did you expect to go through life having everything done for you, without a little hard work to make it interesting?

Laura: Is it necessary to shout?

Gordon: Now let me tell you something. Let's see if you can ratify it from your extensive observation of life. Is there anything in the world so cruel as bringing up a girl in absolute ignorance of housework? Marriage ought not to be performed before an altar, but before a kitchen sink.

Laura (furiously): I ought to have known that oil and water won't mix. I ought to have known that a vulgar, selfish, conceited man couldn't make a girl happy who was brought up in a refined family. You're too common, too ordinary, to know when you're lucky. You get a charming, aristocratic wife and expect her to grub along like a washerwoman. You try to crush all the life and spirit out of her. You ought to have married an icebox - that's the only thing in this house you're really attentive to.

Gordon: Now listen...

Laura (will not be checked): Talk about being spoiled - why, your mother babies you so, you think you're the only man on earth. (Sarcastically) Her poor, overworked boy, who tries so hard and gets all fagged out in the office and struggles so nobly to support his family. I wonder how you'd like to run this house and bear a child and take care of it and cook a big dinner and be sneered at and never a word of praise. All you can think of is picking over the garbage pail and finding fault...

Gordon (like a fool): I didn't find fault! I found some good food being wasted.

Laura: All right, if you love the garbage pail better than you do your wife, you can live with it. (Flings her dish towel on the floor and exits into dining-room.)

Gordon stands irresolutely at the sink, and makes a few gloomy motions among the unfinished dishes. He glares at the garbage can. Then he carefully gathers those portions of food that he has chosen as being still usable, then puts them on a plate and, after some hesitation, puts the plate in the icebox. He is about to do some other things but then a sudden fit of anger seizes him, he tears off apron, throws it on the floor, and goes out, slamming door.

After a brief pause, Mrs. Sheffield and later Mrs. Johns enter the kitchen. They begin putting things to rights. They work like automatons. For perhaps two minutes not a word is said, and the two seem, by searching side glances, to be probing each other's mood.

Mrs. Johns: If it wasn't so tragic I'd laugh. (A pause, during which they work busily)

Mrs. Sheffield: If it wasn't so comic I'd cry. (Another pause) I guess it's my fault. Poor Laura, I'm afraid I have spoiled her!

Mrs. Johns: My fault, I think. Two mothers-in-law at once is too much for any young couple. I didn't know you were here, or I wouldn't have come.

Mrs. Sheffield: Laura is so dreadfully sensitive, poor child...

Mrs. Johns: Gordon works so hard at the office. You know he's trying to get promoted to the sales department, and I suppose it tells on his nerves.

Mrs. Sheffield: If Laura could afford to have a nurse to help her with the baby, she wouldn't get so exhausted.

Mrs. Johns: Gordon says he wants to take out some more insurance, that's why he worries so about economy. It isn't for himself; he's really very unselfish.

Mrs. Sheffield (a little tartly): Still, I do think that sometimes. (They pause and look at each other quickly.) My gracious, we'll be at it ourselves if we don't look out! (She goes to the clotheshorse and rearranges the garments on it. She holds up a Lilliputian shirt, and they both smile.)

Mrs. Johns: That darling baby! I hope he won't have poor Gordon's quick temper. It runs in the Johns family, I'm afraid. You know Gordon's father used to say that Adam and Eve didn't know when they were well off. He said that was why they called it the Garden of Eden.

Mrs. Sheffield: Why?

Mrs. Johns: Because there was no mother-in-law there.

Mrs. Sheffield: Poor children, they have such a lot to learn! I really feel ashamed, Mrs. Johns, because Laura is an undisciplined little thing, and I'm afraid I've always

petted her too much. She had such a lot of attention before she met Gordon, and was made so much of, it gave her wrong ideas.

Mrs. Johns: I wish Gordon was a little younger; I'd like to turn him up and spank him. He's dreadfully stubborn and tactless.

Mrs. Sheffield: But I'm afraid I did make a mistake. Laura was having such a good time as a girl, I was always afraid she'd have a hard awakening when she married. But Mr. Sheffield had a good deal of money at that time, and he used to say, "She's only young once. Let her enjoy herself!"

Mrs. Johns: My husband was shortsighted, too. He had had to skimp so that he brought up Gordon to have a terror of wasting a nickel.

Mrs. Sheffield: Very sensible. I wish Mr. Sheffield had had a little more of that terror. I shall have to tell him what his policy has resulted in. But really, you know, when I heard them at it, I could hardly help admiring them. It brings back old times!

Mrs. Johns: So it does! (A pause) But we can't let them go on like this. A little vigorous quarrelling is good for everybody. It's a kind of spiritual laxative. But they carry it too far.

Mrs. Sheffield: They're awfully ingenious. They were even bickering about Junior's future mother-in-law. I suppose she's still in school, whoever she may be!

Mrs. Johns: Being a mother-in-law is almost as painful as being a mother.

Mrs. Sheffield: I think every marriage ought to be preceded by a treaty of peace between the two mothers. If they understand each other, everything will work out all right.

Mrs. Johns: You're right. When each one takes sides with her own child, it's fatal.

Mrs. Sheffield (lowering her voice): Look here, I think I know how we can make them ashamed of themselves. Where are they now?

Mrs. Johns (goes cautiously to dining-room door, and peeps through): Laura is lying on the couch in the living-room. I think she's crying - her face is buried in the cushions.

Mrs. Sheffield: Splendid. That means she's listening with all her ears. (Tiptoes to window) I can't see Gordon, but I think he's walking around the garden.

Mrs. Johns (quietly): If we were to talk a little louder he'd sit on the back steps to hear it.

Mrs. Sheffield: Exactly. Now listen! (They put their heads together and whisper; the audience does not hear what is said.)

Mrs. Johns: Fine! Oh, that's fine! (Mrs. Sheffield whispers again, inaudibly.) But wait a moment. Don't you think it would be better if I praise Laura and you praise Gordon? They won't expect that, and it might shame them.

Mrs. Sheffield: No, no! Don't you see? (Whispers again, inaudibly)

Mrs. Johns: You're right Cunning as serpents and harmless as doves. (They carefully both doors ajar)

Mrs. Sheffield: I only hope we won't wake the baby.

(They return to the task of cleaning up, and talk very loudly, in pretended quarrel. Then each one begins praising her own child and criticizing the other. Their last words are):

Mrs. Sheffield: Yes, as Laura's mother I can't let her go on like this. A husband, a home, and a baby - it's enough to ruin any woman.

Mrs. Johns: It's only fair to both sides to end it all. I never heard of such brutal hardships- Gordon can't fight against these things any longer. Throwing away a soup bone and three slices of bread! I wonder he doesn't go mad.

Mrs. Sheffield: We've saved them just in time.

(They took at each other knowingly, with the air of those who have done a sound bit of work. Then they stealthily open the door at the rear, and exeunt up the back stairs.

There is a brief pause; then the dining-room door opens like an explosion, and Laura bursts in. She stands for a moment, wild-eyed, stamps her foot in a passion. Then she seizes one of the baby shirts from the rack, and drops into the chair by the table, crying. She buries her head in her arms, concealing the shirt. Enters Gordon, from porch. He stands uncertainly, evidently feeling like a fool.)

Gordon: I'm sorry, I, I left my pipe in here. (Finds it by the sink.)

Laura (her face still hidden): Oh, Gordie, was it all a mistake?

Gordon (troubled, pats her shoulder tentatively): Now listen. Creature, don't. You'll make yourself sick.

Laura: I never thought I'd hear such things — from my own mother,

Gordon: I never heard such rot. They must be mad, both of them.

Laura: Then you were listening, too.

Gordon: Yes. Why, they're deliberately trying to set us against each other.

Laura: They wouldn't have dared speak like that if they had known we could hear. Gordon, I don't think it's legal.

Gordon: I'm afraid the law doesn't give one much protection against one's mothers.

Laura (miserably): I guess she's right. I am spoiled, and I am silly, and I am extravagant.

Gordon: Don't be silly, darling. That's crazy stuff. I'm not overworked, and even if I were I'd love it, for you.

Laura: I don't want a nurse for Junior. I wouldn't have one in the house. (Sits up, disheveled, and displays the small shirt she has been clutching.) Gordon, I'm not an amateur! I love that baby and I am scientific. I keep a chart of his weight every week.

Gordon: Yes, I know, ducky, Gordon understands.

Laura: Nobody can take away my darling baby.

Gordon: It was my fault, dear, I am obstinate and disagreeable.

Laura: Gordon, you mustn't work too hard. You know you're all I have (a sob) since Mother's gone back on me.

Gordon (patting her): I think it's frightful, the things they said. What are they trying to do, break up a happy home?

Laura: We are happy, aren't we?

Gordon: Well, I should say so. Did you ever hear me complain? (Takes her in his arms)

Laura: No, Gordie. It was cruel of them to try to make trouble between us; but, perhaps, some of the things they said...

Gordon: Were true?

Laura: Well, not exactly true, dear, but - interesting! Your mother is right, you do have a hard time, and I'll try.

Gordon (stops her): No, your mother is right I've been a brute.

Laura: I'm lucky to have such a husband. (They are silent a moment.) You know, Gordie, we mustn't let them know we heard them.

Gordon: No, I suppose not. But it's hard to forgive that sort of talk.

Laura: Even if they did say atrocious things, I think they really love us -

Gordon: We'll be a bit cold and standoffish until things blow over.

Laura (complacently): If I'm ever a mother-in-law, I shall try to be very understanding —

Gordon: Yes, Creature. Do you remember why I call you Creature?

Laura: Do I not?

Gordon: There was an adjective omitted, you remember.

Laura: Oh, Gordie, that's one of the troubles of married life. So many of the nice adjectives seem to get omitted.

Gordon: Motto for married men: Don't run short of adjectives! You remember what the adjective was?

Laura: Tell me.

Gordon: Adorable. It was an abbreviation for Adorable Creature. (Holds her. They are both perfectly happy.) I love our little Thursday evenings.

Laura (partly breaks from his embrace): Sssh! (listens.) Was that the baby?

2. Answer the questions and do the given assignments:

a)

1. Is the fact that both the mothers are residing of any special importance in causing the above mentioned tense condition?

2. What does the fact that Gordon takes more pains than his wife to avoid a quarrel suggest?

3. Do you think a wife should be economical? To what extent?

4. Why did Gordon feel slighted by Junior's not having drunk out of his mother's cup?

5. What do you think about the upbringing of an only child? What should be his (her) share in the household chores?

6. Should children be made to understand what marriage means? To what extent?

7. Should a husband and wife have similar personalities or not?

8. What makes for a happy marriage?

9. What brought about the quarrel between Laura and Gordon and what did it result in?

10. Was there any implication in Mrs. Sheffield's words to the effect that "they have such a lot to learn"?

11. What do you think of Mr. Sheffield's words to the effect that "she's only young once? Let her enjoy herself"?

12. Why would their children's quarrel bring back old times to their mothers?

13. What is your opinion about "a treaty of peace between the, two mothers" and its effect on their children's married life?
14. What did Laura mean when she said her mother was going back on her?
15. What would you say about Gordon's motto for married men?

b)

1. Indicate the features of the writing which denote that it is a play. Examine and describe its regular characteristics.

2. What are the differences in the general atmosphere among the different parts of the play? Which stylistic devices does the author use to create these differences? Point out details which add a dramatic though comic flavor to the play. Pay attention to a) epithets, b) similes, c) metaphors, d) intensifiers the characters use when speaking about themselves and about each other.

3. Note the way Laura and Gordon a) speak, b) move, c) look. Indicate the lexical and syntactical devices used to emphasize the emotional style of the young people: 1) lexical and syntactical repetition; 2) length of the period; 3) the use of formal and informal vocabulary; 4) the forms of address; 5) the intonations (questions, exclamations, disjunctive questions, unfinished sentences, the interjections and the stresses). Justify their use.

4. Discuss the examples of irony and sarcasm. How are the effects achieved? Compare these with the humorous effect and note the difference.

5. Examine the stage directions and find out where the author's sympathies lie. How do they help you to visualize the characters? How do they reveal the emotions, the intentions and difference in the characters' behavior?

6. Explain the play on words: "All you can think of is finding fault." "I didn't find fault. I found some good food being wasted."

7. Pay attention to the use of synonyms, antonyms and the effect of gradation.

8. Find the examples of half reported speech. What effect is achieved by its use?

9. Find in the text the allusions and say if these are used effectively.

10. What is your general impression of the play and the way the incident in the family life is described?

3. Give a summary of the text.

4. Make up and act out dialogues between:

1. Laura (Gordon) and a friend discussing the events of Thursday evening.

2. Mrs. Jones (Mrs. Sheffield) speaking with her husband about the quarrel and their ingenious plan of making up that quarrel.

5. Give extensive paraphrase of the conversations between Laura and Gordon in indirect speech. Try to bring out the gist of the conversation and its emotional character. Avoid using "He (she) asked" or "He (she) answered". Consult the list of words and choose the ones best suited in each case:

1. to observe, to suggest, to declare, to point out, to remark, to reply, to tell smb in reply, to instruct, to caution, to relate, to add, to hint, to explain, to address, to inform, to promise, to affirm, to admit, to own, to advise, to confess, to demand, to claim, to insist, to warn, to retort, to order, to regret, to forbid, to impress upon, to challenge, to inquire;
2. to shout, to scream, to snap at, to speak sharply;
3. to sneer, to taunt, to mock;
4. to beg, to plead with, to soothe;
5. to whisper, to murmur, to mumble;
6. to wonder, to be interested, to be surprised, to be displeased, to be angry, to disapprove, to be indignant, to be annoyed, to be irritated, to be resentful, to be furious;
7. in his (her, etc.) opinion; 8. (much) to his (her, etc.) surprise, to his (her, etc.) consternation, to his (her, etc.) dismay; to his (her, etc.) regret, etc.

6. Write a chatty personal letter to a good friend saying how life has changed since your sister married a year ago. When you have written the letter, deliver it to another student. He or she should then write an answer to it.

Homework: Ex.6, p.242.

LESSON #8.3. ESSENTIAL VOCABULARY.

Identified aims of the lesson:

1. to acquaint the students with new words and word-combinations
2. to teach the students use these new words and word-combinations in written tasks
3. to teach them use these new words and word-combination while speaking

The main notions: slight, disgust, humiliate, conceit, glare, cunning.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Essential Vocabulary:

avoid

- to keep away from, as to avoid a person, speaking to smb. meeting smb, mentioning smth, mistakes, bad company, a quarrel, an argument, a scandal, a difficulty (difficulties), an attack, danger, evil, a punishment, an accident, answering, etc., e. g. What have I done? Why are you avoiding me? We only just avoided an accident. The doctor told her to avoid fatty meat (eating much fat).

- avoidable that can be avoided, e. g. I'm sure the quarrel was quite avoidable, your interference spoiled everything.
- ant. unavoidable, e. g. The accident was unavoidable, the man ran out into the street too suddenly for the driver to stop the car.

avert

- to prevent, as to avert a blow, failure, controversy, evil, the gathering storm (fig.), etc., e. gr. I did my best to avert the danger. Wasn't it possible to avert the accident? War was averted by a timely peace mission.
- syn. avoid
- to turn away, as to avert one's gaze, face, thoughts, attention (from smth), e. g. She averted her eyes (gaze) from the terrible sight.

slight

- slender, slim, e. g. She is a slight girl.
- not serious, not important, e. g. I hardly felt that slight scratch. He has a slight cold. She had a slight attack of fever.
- not the slightest not the least, e. g. I haven't the slightest idea (doubt) about it.
- slightly adv somewhat; to a slight degree, e. g. The child is only slightly hurt.
- slight to pay too little attention to smb; to treat disrespectfully, e. g. Mary felt slighted because she was not invited to the party. Although the author's work was slighted during his lifetime, he became quite popular after his death. Aileen was slighted and insulted.
- syn. hurt

disgust

- a very strong feeling of dislike, e. g. A great feeling of disgust overwhelmed her. She turned away in disgust when she saw the drunk man. He left the room in disgust over their petty quarrel.
- disgust to cause disgust in smb, e. g. The smell of a bad egg disgusts most people. Your vulgar slang disgusts me. He was disgusted at (by) her answer. How could you say such a thing? I'm disgusted.
- disgusting a causing disgust, e. g. What a disgusting smell. I find cruel treatment of animals disgusting. Look at the mess he has made of the place. It's disgusting.

humiliate

- to lower the dignity or self-respect of smb; to put to shame, e. g. That child who behaved badly when guests were present humiliated his parents. We felt humiliated by our failure.
- humiliation n humiliating or being humiliated, e. g. I shall never forget that humiliation.

- humiliating a that humiliates, e. g. Such a humiliating experience was good for his egoism.

conceit

- too much pride in oneself, e. g. Her self-praising letter seemed to be motivated more by conceit than a desire to communicate. The braggart's letter was full of conceit.

- conceited a full of conceit, e. g. Many performers become conceited after only modest success. The conceited man is rarely a happy man.

to glare

- to shine with a light so bright as to hurt the eyes, e. g. The sun glared down on us all day. The frozen snow glared in the morning sunlight. A single naked bulb glared pitilessly in the centre of the room.

- to stare angrily or fiercely, e. g. He glared at me like a bull at a red rag. A tiger glares at its prey.

glare

- a very bright light, so strong that it is unpleasant or blinding, e. g. The unshaped bulbs threw a yellow glare over the walls. We shielded our eyes from the glare of the sun on the

water. She hates the glare of publicity.

- an angry or fierce look or stare, e. g. He looked at me with an angry glare (gave me a glare) when I said he couldn't be trusted with the job.

- glaring a 1) unpleasantly bright, e. g. The glaring head-lights of a car blinded me for a moment. There were glaring neon signs over the building.

- angry or fierce, e. g. Her glaring eyes were suggestive of her anger.

- easily seen, obvious, e. g. How could you overlook it? It is a glaring mistake (error). There are several glaring defects in your plan.

extravagant

- spending much more than is necessary or wise; wasteful, e. g. Dora was an extravagant wife and could never make both ends meet. She was extravagant in everything she bought.

- ant. thrifty

- excessively high, as extravagant expenses, claims, etc., e. g. The price is extravagant; I shall never pay so much.

- extravagance means wastefulness in spending money, e. g. That fur coat is an extravagance you can't afford. His wife's extravagance ruined him.

cunning

- clever at deceiving people; sly, e. g. Be careful. He is as cunning as a fox.
- syn. sly
- cunning n skill in deceiving people, e. g. The boy showed a great deal of cunning in getting what he wanted. He succeeded in his object by pure cunning.

1. Translate the following sentences into or Uzbek:

1. We avoided riding through large cities on our trip. 2. One would admire his excellent qualities, but avoid his company. 3. You can hardly avoid wounding such persons at one time or another, no matter how unintentionally. 4. They drove on, slowly, gropingly, chattering meanwhile, avoiding the main street as far as possible. 5. A man averts controversy by keeping clear of the subjects that might bring it out. 6. Try as they would they could not avert their eyes from the disgusting sight. 7. Andrew kept his eyes averted. 8. An accident was narrowly averted. 9. After a slight inquiry you had better draw no conclusions. 10. To ignore his greeting was to slight him publicly. 11. There's been a slight improvement in the situation. 12. I recalled other times he'd slighted his wife, by neglecting to introduce her. 13. Her disgust for falsehood was evident. 14. Handling the frogs and animals in the laboratory disgusted her at first but then she got used to it. 15. Sameness is the mother of disgust, variety the cure. 16. "What's up now?" he asked in a disgusted tone. 17. "It's your kindness that humiliates me even more than your laughter," said the boy. 18. The manner of his reception was a humiliation to Scarlett. 19. It was shocking to discover that one could be humiliated to tears. 20. Why do you persist in humiliating people you argue with? 21. The man is too conceited to be likable. 22. The world tolerates conceit from those who are successful, but not from anybody else. (M. Twain) 23. "Without wishing to sound conceited, I'm clearly the best salesman in the company," he bragged. 24. The conceit of this man is incredible. 25. For a moment the driver was blinded by the glaring headlines of the car that came round the bend in the road but he turned the wheel in time to avert an accident. 26. The glare of the sun on the water made him blink. 27. The report is full of glaring faults. 28. She continued to glare at Ellery with an unwavering glassiness. 29. An extravagant man has extravagant tastes and habits. 30. She lived a life of extravagance and waste. 31. Economy must recover what extravagance has lost. 32. Note that extravagant laughter, extravagant passion do not mean "экстравагантный" but "безудержный, несдержанный". 33. It was cunning of the managing director to sell his shares just before the company went bankrupt. 34. Richard may not be all that bright, but he's certainly cunning. 35. John knew nothing of the desperate and cunning means employed to get him out of his job. 36. What a cunning trick!

2. Give the English equivalents for the following phrases:

избегать старых друзей, дурной компании, ошибок, какой-л. пищи, скандала, ссоры, неприятностей, трудностей; избегать обращаться к кому-л., упоминать о чем-л., ездить куда-л.;

отводить глаза; отвести взгляд от чего-л.; отвернуть лицо; отвратить опасность; отвести удар; отвратить несчастье; предотвратить войну; предупредить несчастный случай; предотвратить спор; предотвратить провал;

тонкая фигурка; хрупкое сооружение; тоненькая девушка; легкая простуда; небольшой кашель; незначительное повреждение; небольшой ушиб; легкое сомнение; ни малейшего подозрения; не иметь ни малейшего понятия о чём-л.;

малейший (самый легкий) шум; легкий толчок; относиться кому-л, с неуважением; пренебрегать работой; несерьезно относиться к занятиям;

отвратительный запах; омерзительное зрелище; отвратительный вкус; возмутительное поведение; испытывать отвращение к чему-л.;

унизительная ситуация; стогать от стыда; выносить унижение, унижать кого-л.,

самодовольный вид; быть о себе высокого мнения; полный самодовольства;

ослепительно сверкать на солнце; бросать свирепые (сердитые) взгляды на кого-л.; яркий свет лампочки; ослепительный блеск льда; яркий свет рекламы; вопиющая ошибка; бросающийся в глаза дефект; слепящий свет фар автомобиля; горящие от гнева глаза;

расточительная хозяйка; небрежливая женщина; сумасбродное (несдержанное) поведение; нелепый язык; безудержная страсть; безудержный смех; дикие требования; непомерные претензии; нелепые обвинения; неумеренные похвалы; неумеренный восторг; мерное честолюбие; непомерные цены; непомерные расходы;

хитрая проделка; хитрые животные; ловкий фокус; коварный взгляд.

3. Paraphrase the following sentences using the essential vocabulary:

1. He knew where the danger lay and took care not to go near it. 2. He said that at all costs the danger must be prevented. 3. She felt she was disrespected because she was not asked to stay. 4. His too much pride in himself is unbearable. 5. The sickening smell caused a strong feeling of dislike in her. 6. John's dignity was lowered by the slight. 7. Sir Peter complained of Lady Teasle's wastefulness in buying roses in winter. 8. Harvey said that Paul's income was not enough to supply Madeline's carelessness in spending money.

4. Answer the following questions. Use the essential vocabulary:

1. What do you do if you don't want to meet a person? 2. When do you avoid somebody? 3. What do you usually avoid or try to avoid doing? 4. How do you think one can best avoid making spelling mistakes, grammar mistakes and mistakes in word usage? 5. How can one avert a controversy? 6. What do you say of a pain or a headache that is not at all serious? 7. How would you feel if your hostess paid too little attention to you? 8. What do you call a very strong feeling of repulsion caused by a bad smell? 9. What do you call an exaggerated opinion of oneself? 10. Why doesn't anybody like people who are full of conceit? 11. What do you call very bright

light? 12. When does one glare at somebody? 13. What do you call a mistake that is quite obvious? 14. What do you call one who spends money carelessly?

5. Choose the right word:

slight (be, feel slighted); humiliate (be, feel humiliated); hurt (be, feel hurt):

1. When the "Old Guard" refused to visit Scarlett in her new luxurious house she felt... but it didn't... her. She was too conceited to feel....What really... her badly was Rhett's sneering remark that he had warned her that her extravagance and lack of taste would only make things worse and it would ... her. 2. Scarlett felt ... and ... when she learned that Ashley would marry Melanie. 3. Scarlett took pains to show her new Yankee acquaintances her indifference and dislike for them. She ... them sneered at them and they often felt... and ... not knowing what had brought about such a change in so pleasant a lady as Mrs. Butler.

avert, avoid, evade:

1. The key to the code ... all his efforts. 2. They saw the danger ahead but could do nothing to ... it. 3. One would admire his excellent qualities, but ... his company. 4. She wouldn't answer, she walked hurriedly on with ... face. 5. Please answer the question; do not.... 6. Each person... the eyes of the others.

6. Review the essential vocabulary and translate the following sentences into English:

1. Студентка говорила медленно, стараясь избегать даже небольших ошибок. 2. Было совершенно очевидно, что Мария старалась избегать старых друзей. 3. Казалось, ничто не могло отвлечь надвигающуюся опасность. 4. Врач уверял Томми, что операция прошла благополучно и не было ни малейшего основания для беспокойства. 5. Нервы Эйлин были так напряжены, что малейший шум заставлял ее вздрагивать. 6. Его плоские шутки мне противны. 7. Всех покорило (возмутило) его поведение. 8. Элиза чувствовала, что к ней было проявлено неуважение — никто не встретил ее. 9. Ваше недоверие обижает (задевает) меня, я не думал, что вы сомневаетесь в моей искренности. 10. Марион знала, что Гарри приложил много сил, чтобы настроить мальчиков против нее и таким образом унижить и оскорбить ее. 11. Ее очень расстроило, что Чарльз так доверял Джону, этому самонадеянному ловкачу. 12. Никому не нравятся люди с сомнением. 13. Оскорбленный юноша свирепо посмотрел на своего обидчика. 14. Эту грубую ошибку (бросающуюся в глаза) нельзя было не заметить. 15. Гарвей жаловался на расточительность своей жены, упрекал ее в том, что она тратит деньги на пустяки. 16. Дора Копперфильд была расточительной хозяйкой, и бедному Дэвиду не удалось отучить ее от расточительности. 17. Ее очень расстроило, что Чарльз так доверял Джону, этому самонадеянному ловкачу. 18. Марион

знала, что Гарри приложил много сил, чтобы настроить мальчиков против нее и таким образом унижить и оскорбить ее.

7.

a) Give the equivalents for the following English proverbs (or translate them into):

1. A good husband makes a good wife.
2. Marry in haste and repent at leisure.
3. Blood is thicker than water.

b) Explain in English the meaning of each proverb.

c) Make up a dialogue to illustrate one of the proverbs.

Homework: Ex.2, p.246-247.

LESSON #8.4. TOPICAL VOCABULARY.

Identified aims of the lesson:

1. to enlarge students' lexicon with new words having a certain thematic direction
2. to teach the students gather different words they know according to their thematic belonging
3. to teach students compare, change and drop some thematic words and terms in their speech

The main notions: family, household, ancestor, heredity, paternal, in-laws, equality, prejudice, reactions, forefather, folks, marriage, to bring up, adultery.

The form of the lesson: working in groups and separately

Equipment: word-cards, book, desk, distributing materials etc.

Methods & methodology: working with a word-cards, using method of explanation, practical exercises, method of composition

The course of the lesson:

Topical Vocabulary:

1. Family, folks, household, tribe, clan, descent (to be of some descent), descendant, ancestor, forefather, heredity, hereditary, sibling, paternal, maternal, next of kin, nearest and dearest, one's own flesh and blood, in-laws.

2. To date smb, to be smb's date, to go out with smb, to court smb. boyfriend, girlfriend, bridegroom, bride, fiancée, best man, bridesmaid, newlyweds, marriage knot, marriage of convenience, single, spouse, divorced, divorcee, separated, bachelor, spinster, old maid.

3. To bring up a child, to raise a child, to adopt a child, to foster, a foster child/brother, step-mother/father, half-brother/sister, a single parent.

4. Household chores: to do the chores, to do the laundry, to wash dishes and pots, to wash up, to cook meals, to do the shopping, a shopping list, to vacuum a room, to polish furniture, to redecorate a room (with new wallpaper).

5. Equality and prejudice: to consider smb inferior/superior or as an equal; to enjoy equal prospects and opportunity; equality of opportunity; conventional/unconventional attitudes/beliefs; acceptable/unacceptable patterns/modes of behavior; to be prejudiced against smb; to discriminate against; sexual discrimination; to be faithful; to commit adultery.

6. Reactions: amazement, surprise, astonishment, horror, misery, disappointment, to be appalled, to be astounded, to be disgusted; ecstatic, overjoyed, thrilled; to be put out, to be offended, to hurt someone's feelings; furious, speechless with anger; to be taken aback; to be upset, to be dismayed, to be disheartened, moving, touching; to feel crushed, horror-stricken.

1. Group work. Split into two groups of four to six students:

1. One of the groups has to prepare the role of the interviewers and write down questions each interviewer could ask the members of the "ideal family". The other group represents an "ideal family"; they should allocate the different roles within the group and talk about the personalities, ways of behavior and ideas of the people in their family and give advice to other families.

2. The "ideal family" is interviewed by a different interviewer in turn in front of the class. At the beginning each member of the family introduces either himself or another family member.

3. Since a lot of the students' values and ideals regarding families will have become obvious, they should discuss them afterwards.

2. Role play the following scene with other members of your group. Each person plays a different role in the family. Make a decision as a family group:

A mother has just enrolled into evening language classes. She has a lot of studying to do and cannot do all the housework any more. Her husband and two teenage children want her to be happy, but they are not used to helping with the housework much. However, they do not like TV dinners and dirty clothes. What can they do?

3. Group discussion. "What are the changes in family life?"

Sociologists say that the relationship between men and women is changing rapidly nowadays. Dating customs are changing. More women are working. Family life is changing. Men are helping more in the home. At the same time, the divorce rate is rising. More and more single parents are raising children nowadays. Discuss the following: What changes are taking place in family life? What are your predictions for the future? What changes in behavior will become acceptable the future? Will more women work? Will divorce become more common? Will the size of the average family change? What things won't change?

4. Here are some English proverbs dealing with marriage and family life. Illustrate them with a short story:

Absence makes the heart grow fonder.
Every family has a skeleton in the cupboard.
Men make houses, women make homes.
It's a sad house where the hen crows louder than the cock.

5. Do library research and prepare an essay on one of the following topics:

1. Major problems young couples face.
2. The impact of social changes in modern society on family life.
3. Women's movements in the USA.

Homework: Ex.2, p.254.

LESSON #8.5. TEXT «THE POLITICS OF HOUSEWORK».

Identified aims of the lesson:

1. to develop the skill of picking out thematic words and word-combinations from the text
2. to teach the students translate the text professionally taking into consideration special terms and expressions
3. to enlarge students' vocabulary with certain groups of words according to their thematic and topical belonging

The main notions: family, household, ancestor, heredity, paternal, in-laws, equality, prejudice, reactions, forefather, folks, marriage, to bring up, adultery.

The form of the lesson: working in groups and separately

Equipment: special dictionary with word definitions, text-book, desk, distributing materials etc.

Methods & methodology: working with a book, methods of translation theory, practical exercises, method of analysis & synthesis, methods of making classifications

The course of the lesson:

1. Working with the text.

Read and translate the following text. Use topical vocabulary.

The Politics of Housework

It seemed perfectly reasonable. We both had careers, both had to work a couple of days a week to earn enough to live on, so why shouldn't we share the housework? So, I suggested it to my mate and he agreed. You're right, he said. It's only fair.

Then an interesting thing happened. I can only explain it by stating that we women have been brainwashed more than even we can imagine. Probably too many years of seeing television women in ecstasy over shiny waxed floors or breaking down over their dirty shirt collars. Men have no such conditioning. They recognize the essential fact of housework right from the very beginning. Which is that it stinks?

Here's my list of dirty chores: buying groceries, carting them home and putting them away; cooking meals and washing dishes and pots; doing the laundry; digging

out the place when things get out of control; washing floors. The list could go on but the sheer necessities are bad enough. All of us have to do these things, or get someone else to do them for us. The longer my husband contemplated these chores, the more repulsed he became, and so proceeded the change from the normally sweet considerate Dr Jekyll into the crafty Mr. Hyde who would stop at nothing to avoid the horrors of housework. As he felt himself backed into a corner laden with dirty dishes, brooms, mops and reeking garbage, his front teeth grew longer and pointer, his finger-nails haggled and his eyes grew wild. Housework trivial? Not on your life! Just try to share the burden.

So ensued a dialogue that's been going on for several years. Here are some of the high points:

Don't mind sharing the housework, but I don't do it very well. We should each do the things we're best at.

MEANING Unfortunately I'm no good at things like washing dishes or cooking. What I do best is a little light carpentry, changing light bulbs, moving furniture (how often do you move furniture?)

ALSO MEANING Historically the lower classes (Black men and us) have had hundreds of years experience doing manual jobs. It would be a waste of manpower to train someone else to do them now.

ALSO MEANING I don't like the dull stupid boring jobs, so you should do them.

Don't mind sharing the work, but you'll have to show how to do it.

MEANING I ask a lot of questions and you'll have to show me everything every time I do it because I don't remember good. Also don't try to sit down and read while I'm doing jobs because I'm going to annoy hell out of you until it's easiest to do them yourself.

We used to be so happy (Said whenever it was his turn to do something.)

MEANING I used to be so happy.

MEANING Life without housework is bliss. No quarrel here. Perfect agreement.

We have different standards, and why should I have to work to your standards. That's unfair.

MEANING If I begin to get bugged by the dirt and crap will say "This place is a sty" or "How can anyone live like this?" and wait for your reaction. I know that all women have a sore called "Guilt over a messy house" or "Household work is ultimately my responsibility." I know that men have caused that sore - if anyone visits and the place is a sty, they're not going to leave and say, "He sure is a lousy housekeeper." You'll take the rap in any case. I can outwait you.

ALSO MEANING I can provoke innumerable scenes over the housework issue. Eventually doing all the housework yourself will be less painful to you than trying to get me to do half. Or
I'll suggest we get a maid. She will do my share of the work. You will do yours. It's women's work.

I've got nothing against sharing the housework, but you can't make me do it on your schedule.

MEANING Passive resistance. I'll do it when I damned well please, if at all. If my job is doing dishes, it's easier to do them once a week. If taking our laundry, once a month. If washing the floors, once a year. If you don't like it, do it yourself oftener, and then I won't do it at all.

Hate it more than you. You don't mind it so much.

MEANING Housework is garbage work. It's the worst crap I've ever done. It's degrading and humiliating for someone of my intelligence to do it. But for someone of your intelligence...

Housework is too trivial to even talk about.

MEANING It's even more trivial to do. Housework is beneath my status. My purpose in life is to deal with matters of significance. Yours is to deal with matters of insignificance. You should do the housework.

This problem of housework is not a man-woman problem. In any relationship between two people one is going to have a stronger personality and dominate.

MEANING That stronger personality had better be me. In animal societies, wolves, for example, the top animal is usually a male even where he is not chosen for brute strength but on the basis of cunning and intelligence. Isn't that interesting?

MEANING I have historical, psychological, anthropological and biological justification for keeping you down. How can you ask the top wolf to be equal?

Women's Liberation isn't really a political movement.

MEANING The Revolution is coming too close to home.

ALSO MEANING I am only interested in how I am oppressed, not how I oppress others. Therefore the war, the draft and the university are political. Women's Liberation is not.

Man's accomplishments have always depended on getting help from other people, mostly women. What great man would have accomplished what he did if he had to do his own house-work?

MEANING Oppression is built into the system and I as the white American male receive the benefits of this system. I don't want to give them up.

(From: "Voices from Women's Liberation")

2. As you read the text, look for the answers to the following questions:

1. Why do some men agree to help with the housework, at least in theory? 2. Do you think "dirty chores" is a suitable heading for the list of work that follows? 3. Do you find the additional meanings to the first excuse accurate? 4. What sort of emotional blackmail do husbands use as an excuse? 5. Do you think playing ignorant is a good way of avoiding doing jobs you don't want to do? 6. Is it possible to let housework wait until you want to do it as the man implies? 7. What gives you the idea that this man has a superiority complex? 8. How accurate is the man's picture of housework?

3. In a paragraph of around 80 words, sum up men's attitude to share the housework, according to the writer of the text.

4.

a) Draw a family tree for yourself and using the topical vocabulary explain the relationship between your immediate ancestors and any interest facts about them.

b) Answer the following questions using the topical vocabulary:

1. What are the usual steps that precede marriage? 2. Have you ever witnessed a wedding ceremony? Describe it with all the participants and their activities. 3. Under what circumstances can a family foster a child? Think of some example. 4. Do you believe house chores should be distributed among the members of the family? 5. What would you take into consideration while distributing house chores in your family? 6. What do you like to do about the house and what do you dislike? 7. What would you do if your husband/wife comes home from work tired and irritated? 8. If you feel ill-treated or hurt by your husband/wife do you think you should have the matter out at once or would you wait till you cool down?

c) Consider the following "Being married or being single". You should: 1. discuss the differences between them; 2. discuss the advantages and disadvantages they have; 3. say what you would do if you were given the choice (use the topical vocabulary).

5. Marriage has always been argued about! Below are statements about marriage which express different opinions. Imagine that they are your opinions, and change them into subjective arguments:

1. Society would not exist without marriage. 2. Marriage is unnecessary. 3. Marriage is important for the children. 4. Marriage keeps couples together. 5. A marriage license is a worthless piece of paper. 6. Marriage restricts freedom. 7. A lot of married people get divorced.

6. Choose one of the following topics and prepare to give your views on it for 1.5 to 2 minutes. You may make notes, but do not try to write out a whole speech. (The students are allowed 15 minutes to prepare this beforehand.

1. Husbands and wives who both work should share domestic chores. 2. The problems of having a granny in the family. 3. Courses on marriage and family matters in secondary school might be helpful in preserving the family. 4. Home life feels the stress of social life. 5. Divorce is morally wrong and marriage should be preserved at all costs. 6. Marriages at later ages are more stable. 7. Love begins at home.

7. What are the characteristics of a wife/husband and a mother-in-law?

a) Study the following characteristics of:

1. Wife or husband: tolerant, considerate, faithful, affectionate to husband/wife, affectionate to children, hard-working, tidy, home-loving, good-looking, rich, thrifty, quiet, well-educated.

2. Mother-in-law: willing to baby-sit, attractive, generous, young (relatively!), well-dressed, rich, good at organizing home, has telephone, has many interests, does not interfere, has other married children, lives nearby.

b) Put the characteristics in order of priority.

c) Cut them down to the five most important.

d) Expand them to describe exhaustively the most perfect wife/husband and mother-in-law.

8. One of the main problems of family life is the relationship between young adults and parents. Discuss the problem considering the following:

1. When do usually young people move out of their parents' home and start living in their own place? Is it different for sons and daughters? How and why?

2. What are the advantages of living with parents? What are the disadvantages? What kind of problems do young adults have when they live with their parents?

3. Should young adults live with their parents until they get married? Why or why not? When should they move out, in your opinion?

4. Are you living with your parents or relatives now? Would you rather be living in your own apartment? Why or why not?

5. In many countries young married couples live with their in-laws after marriage. Is this good? Why or why not?

6. If you are a parent, do you want your children to continue living with you until they get married? When do you think your children should leave home?

9. Pair work. Read the quotations given below and agree or disagree with them. Your opinion should be followed by some appropriate comment where possible:

1. Love is just like the measles; we all have to go through it.
(Jerome K. Jerome)

2. A good marriage would be between a blind wife and deaf husband.
(Montaigne)

3. All happy families resemble one another, each unhappy family is unhappy in its own way.
(Leo Tolstoy)

4. Man for the field and woman for the hearth;
Man for the sword and for the needle she;
Man with the head and woman with the heart;
Man to command and woman to obey;

All else confusion. (Lord Tennyson)

5. Home is the girl's prison and the woman's workhouse

(G. B. Shaw)

6. Marriage is like life in this - that it is a field of battle, and not a bed of roses.

(R. L. Stevenson)

10. Work in groups of three or four. Decide which of the following statements you agree with and which statements you disagree with. Discuss these with the other members of your group. Be ready to report your discussion to other groups:

1. You should always ask your parents for permission to marry.

2. Children should only leave home after they are married.

3. You should always be ready to help a member of the family.

4. The members of a family should live in the same area so that it is easy for them to visit each other.

5. Old people should be encouraged to stay in old people's homes rather than with the family.

6. Family life is less important in the modern world than it was in the past.

11. In many women's magazines there is a column on personal problems where a journalist running the column tries to answer the readers' letters. Below you'll find a woman's letter to Mr. Know-It-All and a stereotyped reply to the letter, imitating the kind of "sensible", inoffensive advice offered in such columns in women's magazines.

a) Read the letter and the reply. The expressions in bold type show the ways English people give advice. Note them down:

Dear Mr. Know-It-All,

My father-in-law died about two years ago. Of course my mother-in-law was very upset and lonely, so my husband invited her to live with us. I don't know what to do - I'm going crazy,

My mother-in-law and I don't get along very well. She's a wonderful person and is very helpful to me in many ways, but she thinks she's the boss in our home. If I try to discipline the children and tell them that they can't do something, they go running to their grandmother and she tells them they can do it! My husband and I have no privacy. What's worse is that she constantly criticizes me to my husband behind my back. I'm afraid this is going to break up our marriage. What should I do?

Dear Jean,

Do you think you could bring yourself to ask your mother-in-law to leave? (Maybe explaining that now the children are growing up they need more space.)

If you think that the old lady would then be too lonely don't you think it would be a good idea at least to ask somebody, probably some of your husband's relatives, to invite her for a couple of weeks. It would somehow release tension in your family and entertain the old lady. I realize it's much easier to give advice than really tackle

the problem, but if I were you I'd think of some regular house chores that would keep her busy. And, Jean, why don't you try to show now and then that you appreciate her help. However it is very important for your mother-in-law to feel that she is needed in the house, but let her know that the children are your responsibility. Your husband will no doubt be grateful for your effort and things will turn out for the best I hope.

b) Turn the above situation into a dialogue and act it out.

Homework: Ex.1, p.254.

Home Reading 1. [Home Reading Activities] [Audio Files. Karen Silkwood 11]

TEACHING MATERIALS (LECTURES, METHODOLOGICAL PACKAGES)

VANITY FAIR

By William Makepeace Thackeray (1811-1863)

W.M. Thackeray, one of the greatest English prose writers, provided the best portrait of the ruling classes of his country in the first half of the 19th century.

“Vanity Fair” (1846 – 1848) is his masterpiece. It is a broad panorama of contemporary life written with power and brilliance. The novel is heavy with satire. Thackeray attacks the most common vices of the upper classes: money-worship, reverence for ranks and titles, hypocrisy, cruelty and corruption. The plot develops around the fate of two women, Rebecca Sharp and Amelia Sedley. The central figure in the novel is Becky Sharp, the daughter of poor artists. She is determined to make her way into high society at any cost.

In the selection, given below we see the cruel, selfish, unscrupulous, eternally scheming and plotting, devoid even of material feelings.

In the second part of the extract the reader finds references to the lower classes. And the lower classes in Thackeray’s novels are the servants. In their own way they criticize, they are always there observing and noticing things, pronouncing judgement on their masters. The vast army of the working people finds no place in Thackeray’s novels.

Chapter XLIV

A Roundabout. Chapter between London and Hampshire

[...] He^{*} was a fine open-faced¹ boy, with blue eyes and waving flaxen hair, sturdy in limb, but generous and soft in heart: fondly attaching himself to all who were good to him – to the pony – to Lord Southdown,^{**} who gave him the horse (he used to blush and glow all over when he saw that kind young nobleman) - to the gloom who had charge of the pony – to Molly, the cook who crammed him with ghost stories at night, and with good things from the dinner² – to Briggs,^{***} whom he plagued and laughed at – and to his father especially,³ whose attachment toward the lad was curious too to witness. Here, as he grew to be about eight years old, his attachments may be said to have ended.⁴ The beautiful mother-vision had faded away after awhile. During [9] near years she had scarcely spoken to the child. She disliked him. He had the measles and the hoping-cough. He bored her. One day when he was standing at the landing-place, having crept down from the upper regions, attracted by the sound of his mother’s voice, who was singing to Lord Steyne,^{****} the drawing-

^{*} He – little Rawdon, Rebecca’s son

^{**} Lord Southdown – brother lady Jane Crawley, Rawdon’s aunt

^{***} Briggs – an old spinster who lived with Rebecca as companion

^{****} Lord Steyne – an old aristocrat, Rebecca’s admirer

room the door opening suddenly, discovered the little spy, who but a moment before had rapt in delight, and listening to the music.

His mother came and struck him violently a couple of boxes on the ear. He heard a laugh from the Marquis in the inner room (who was amused by this free and artless exhibition of Becky's temper), and fled down below to his friends of the kitchen, bursting in an agony of grief.

"It is not because it hurts me" little Rawdon gasped out – "only – only" sobs and tears would up the sentence in a storm. It was the little boy's heart bleeding.⁵ "What mayn't hear her singing? Why don't she ever sing to me⁶ – as she does to that bald-headed man with large teeth?" He gasped out at various intervals these exclamations of rage and grief. The cook looked at the housemaid; the housemaid looked knowingly at the footman – the awful kitchen inquisition⁷ that sits in judgment in every house, and knows everything – sat on Rebecca at the moment.

After this incident, the mother's dislike increased to hatred: the consciousness that the child was in the house was a reproach and a pain to her. His sight annoyed her. Fear, doubt, and resistance sprang up, too, in the boy's own bosom. They were separated from that day of the boxes on the ear.

Lord Steyne also heartily disliked the boy. When they met by mischance, he made sarcastic bows or remarks to the child, or glared at him with savage-looking eyes. Rawdon used to stare him in the face, and double his fists in return. He knew his enemy and this gentleman, of all who came in house, was the one who angered him most. One day the footman found him squaring his fists at Lord Steyne's hat in the hall. The footman told the circumstance as a good joke to Lord Steyne's coachman; that officer imparted it to Lord Steyne's gentleman, and to the servants' hall in general. And very soon afterward, when Mrs. Rawdon Crawley made her appearance at Gaunt House,^{*} the porter who unbarred the gates, the servants of all uniforms in the hall, the functionaries in white waistcoats, who bawled out from landing to landing the names of Colonel and Mrs. Rawdon Crawley, knew about her, or fancied they did. The man, who brought her refreshment and stood behind her chair, had talked her character over with the large gentleman in motley-colored clothes at his side. Bon Dieu!^{**} It is awful, that servants inquisition.⁸ You see a woman in a great partly in a splendid saloon, surrounded by awful admirers, distributing sparkling glances, dressed to perfection, curled, rouged, smi-[10]ling and happy: Discovery walks respectfully up tot her, in the shape of a huge powdered man with large calves and a tray of ices – with calumny (which is fatal as truth) – behind him,⁹ in the shape of hulking fellow carrying the water-biscuits. Madam, your secret will be talked over¹⁰ by those men at the public house tonight. Jeameswill tell Chawles his notions about you over their pipes and pewter beer-pots. Some people ought to have mutes for servants in Vanity Fair¹¹ – mutes who could not write. If you are guilty, tremble. That fellow behind your chair may be a janissary with a bowstring in his plush breeches pocket. If your are not guilty, have a care of appearances;¹⁰ which are as ruinous as guilt.

* Gaunt House – Lord Steyne's mansion

** Bon Dieu! (*Fr.*) – Боже мой!

“Was Rebecca guilty or not?”, the Vehmgericht^{***} of the servants’ hall had pronounced against her.

And, I shame to say; she would not have got credit had they not believed her to be guilty. It was the sight of the Marquis of Steyne’s carriage-lamps at her door, contemplated by Raggles, burning in the blackness of midnight “that kep him up”^{****} as he afterward said; that even more than Rebecca’s arts and coaxings.

And so – guiltless very likely – she was writing and pushing onward toward that they call @a position in society”, and the servants were pointing at her as lost and ruined. So you see Molly, the housemaid, of a morning watching a spider in the doorpost lay his thread and laboriously crawl up it, until, tired of the spot, she raises her broom and sweeps away the thread and the artificer.

COMMENTARY

1. He was a fine open-faced boy...

This sentence is rich in epithets. The epithet is a word or a group of words, giving an expressive characterization of the object described. Grammatically epithets commonly appear as attributes. They disclose the emotionally colored individual attitude of the writer towards the person or thing qualified. Thus Thackeray speaks of little Rawdon as a “fine open-faced boy”, calls him “generous and soft in the heart”.

2. ... Molly, the cook, who crammed him with ghost stories at night, and with good things from the dinner”

“Ghost stories” and “good things from the dinner” are treated here by the author as word combinations of the same rank. The parallel use of these word combinations so different in meaning helps the author to reach a humorous effect.

3. He was a fine open-faced boy... fondly attaching himself to all who were good to him – to the pony – to Lord Southdown... - to Molly, the cook... - to Briggs... and his father especially...[11]

Note the reverse way, in which little Rawdon’s attachments are listened. First comes the pony, then Lord Southdown, who gave him this pony, then Molly, the cook, the Briggs, who actually brought him up, and finally his father. This reverse innumeration helps in creating a humorous effect.

4. Here, as he grew to be about eight years old, his attachments may be said to have ended...

Make a note of the use of the Subjective Infinitive Construction. The Perfect Infinitive shows priority of the action expressed by it.

5. It was a little boy’s heart that was bleeding

A common device to achieve emphasis is to place “it is” or “it was” before the member of the sentence that is to be accentuated. It is usually followed by a clause introduced by “that” or “who”.

6. What mayn’t hear her singing? Why don’t she ever sing to me...?

The violation of grammar rules that we see here may occur in children’s speech.

7. The cook looked at the housemaid; the housemaid looked knowingly at the footman – the awful kitchen inquisition...

*** Vehmgericht (*German*) – тайное судилище

**** That kep him up – that kept him up

The stylistic device used in this sentence is known as parallelism. It consists in the similarity of the syntactical structure of successive phrases, clauses or sentences. Parallel constructions are often accompanied by the repetition of one or more words. In the sentence analyzed these words are “cook” and “housemaid”. The latter word completes the first clause and is repeated at the opening of the second clause. The sameness of the structure and vocabulary accentuates the fact that everyone in the servants’ quarters was drawn into gossip.

Scandal lived in the kitchens as well as in the parlours. According to Thackeray, the servants gossiped about their masters, criticized them and passed their sentence on them. The satirical effect is heightened by juxtaposing the words “kitchen” and “inquisition” so different in sphere of usage.

8. Bon Dieu! It is awful, that servants inquisition!

Thackeray here digresses from the narration expressing his views on contemporary society. Such digressions from the thread of narration could be traced throughout the novel and are very characteristic of Thackeray’s manner of writing. Here the author comments on the events described, reflects on the vices of the bourgeois world, expresses his philosophical views on life.

9. Discovery walks respectfully up to her... with Calumny...

The abstract nouns “discovery” and “calumny” are used instead [12] of the names of the persons who were living embodiments of these vices, who were engaged in slander (calumny), in discovering the particulars of other people’s life. This transfer of the name of one object to another with which it is in some way connected is known as metonymy. Here it comes very close to allegory and serves to create a physically palpable image of slander and gossip.

10. Madam, your secret will be talked over... If you are guilty, have a care of appearances...

The use of the direct address as well as the use of the second person pronoun involves the reader into events of the book and lends a greater generalizing force to the passage.

“Vanity Fair” is the name Thackeray gave to English aristocratic and bourgeois society. The title of the book is highly symbolic and shows Thackeray’s attitude towards the contemporary society. He brands it as vain, mean, vicious and corrupt. The title can be traced back to the novel “The Pilgrim’s Progress” by John Bunyan (1628 - 1688). The pilgrims come to the city of Vanity and there at Vanity Fair “houses, lands, trades, places, honours... and delights of all sorts as whores, bawds, wives, husbands, children... could be sold and bought”.

DISCUSSION OF THE TEXT

1. Characterize the text under study. Say whether it presents a piece of narration, a description, character-drawing, etc. If it contains different elements, name all of them.
2. Into what parts does it fall? Characterize each of them.
3. What is the general slant of the text? Is it satirical, humorous, pathetic, unemotional? How you can prove it?
4. What kind of boy was little Rawdon?

5. What is the author's method of describing him? Does Thackeray use direct characterization amply or sparingly? Point out the instances of direct characterization. How does Thackeray describe the boy otherwise (through his actions, feelings, attitude towards other people)?
6. Could you trace where the author's sympathy lies? Comment on the words chosen by the novelist to describe little Rawdon.
7. What role did the ear-boxing incident play in the formation of Rawdon's character and in his relations with the mother? What sides of his character are revealed through his intense dislike of Lord Steyne?
8. How is Rebecca presented in the extract under discussion? What artistic means does the author employ to make the reader understand what kind of woman she was? What were her feelings towards her son?
9. Comment on the words "free and artless" used by the author in description of Becky's temper? Do you feel a ring of irony here? [13]
10. Do you find any instances of the author's digression in this extract? What role does it play? How is the effect it produces on the reader heightened?
11. Comment on the syntax of this part. Find sentences with parallel constructions and speak of their use.
12. In what way does Thackeray attain a high degree of generalization? How does the use of pronouns contribute to it?
13. What sentences in particular show how scandal and gossip could undo a man in *Vanity Fair*? Does Thackeray want to impress upon the reader that all layers of society are infected by scandal? If so, prove it by references to the text.
14. What is the symbolic significance of the last lines? Aren't there any meeting points in the fate of a man "pushing-onward" and a spider laboriously laying its thread? Don't they come to the same end? What is the role of this image of the spider?
15. Comment on the use of the expressive means of the language— particularly such as epithet and metonymy. Say how they tie in with the main line of thought.
16. Study the sentence "Bon Dieu! it is awful, that servants' inquisition!" Don't you think it sounds more like the words of a fretting lady than the utterance of the novelist himself? If so, what is the purpose of this device? Why does Thackeray catch the intonation of a lady of society?
17. How does Thackeray cloak his ridicule?
18. Give a summary of your comments on the text.

WORDS AND WORD COMBINATIONS TO BE MEMORIZED

Open-faced (a)
 Artless (a)
 Glow (v)
 Gasp out (v)
 Cram (v)

Wind up (v)
 Fade away (v)
 Bleed (v)
 Measles (n)
 Resistance (n)
 hooping-cough (n)
 Guilty (a)
 Bore (v)
 Writhe (v)
 Creep (v)
 Crawl (v)
 Violently (adv.)
 Sweep away (v)
 To have charge of something or somebody
 To strike somebody a box on the ear
 To burst into (an agony of grief)
 To stare someone in the face
 To square (double) one's fists
 To make one's appearance
 To have a care of appearances
 To get credit
 To push onward
 A position in society
 To keep somebody up
 To lay the thread [14]

EXERCISES

I. Explain and expand on the following:

1. The beautiful mother-vision had faded away after awhile.
2. The cook looked at the housemaid; the housemaid looked knowingly at the footman — the awful kitchen inquisition that sits in judgement in every house, and knows everything — sat on Rebecca at the moment.
3. You see a woman in a great party in a splendid saloon, surrounded by faithful admirers, distributing sparkling glances, dressed to perfection, curled, rouged, smiling and happy.
4. Discovery walks respectfully up to her, in the shape of a huge powdered man with large calves and a tray of ices — with Calumny (which is as fatal as truth) — behind him, in the shape of the hulking fellow carrying the Wafer-biscuits.
5. Some people ought to have mutes for servants in Vanity Fair — mutes who could not write.
6. If you are guilty, tremble ... If you are not guilty, have a care of appearances; which are as ruinous as guilt.

II. Paraphrase the following sentences from the text:

1. He was a fine *open-faced* boy, with blue eyes and *waving flaxen hair*, *sturdy in limb*, but generous and *soft in heart: fondly attaching . himself to all* who were good to him.

2. Molly ... *crammed* him with ghost stories at night, and with good things from the dinner.

3. He *plagued* and *laughed at* Briggs.

4. His mother ... *struck him* violently *a couple of boxes on the ear*.

5. He *gasped out* at various intervals these exclamations of rage and grief.

III. Find in the text the sentences of which the following ones are periphrases:

1. Lord Steyne could not stand the sight of the boy

2. Of all the people who visited their house, this one roused the boy's most bitter hatred.

3. After that day of the boxes on the ear the mother's feelings for the boy grew more and more bitter.

4. Rawdon would meet his gaze without flinching.

5. The image of the beautiful mother had gradually disappeared.

IV. Paraphrase the following sentences using the vocabulary and phraseology of the text:

1. Molly *used to tell him ghost stories* at night.

2. His *natural innocent* ways attracted people to him.

3. Rawdon was *very well built*.

4. He *was enraptured* by Rebecca's singing.

5. He *would* continuously *poke fun at* Briggs. [15]

6. Rebecca did not spare efforts *to climb up the social ladder*.

7. The little boy was attached to the groom *who looked after his pony*.

V. Give definitions of the following words using an English-English dictionary:

Exhibition

Judgment

Notion

Motley-colored

Sparkling

Glow

Plague

Wind up

Bawl

Writhe

VI. Give corresponding colloquial variants for the following:

1. That officer *imparted* it to Lord Steyne's gentleman. 2. It was the sight of the Marquis of Steyne's carriage-lamps at her door, *contemplated* by Haggles... "that kept him up".

VII. (a) Give Russian equivalents for the following:

Sturdy in limb; soft in heart; to glow all over; to have charge of somebody or something; to strike (give) somebody a box on the ear; to square one's fists; to have a care of appearances; to get credit; to keep someone up; a position in society; to lay the thread

(b) Translate the sentences containing the above expressions into Russian.

VIII. Give English equivalents for the following:

пощечина; дать пощечину; привязываться к кому-либо; пичкать; сжимать кулаки; появиться; положение в обществе; плести паутину; заботиться о соблюдении приличий

IX. Make up sentences using the following expressions:

a box on the ear; to double one's fists; to get credit for something; to have charge of something; to stare someone in the face; to lay the thread; to keep someone up; to push onward

X. Make up several short dialogues using the following words and word combinations:

To glow all over; to have a care of appearances; to crawl; to tremble; to be rapt in delight; to bore resistance

XI. Make the following sentences emphatic by placing "it is" or "it was" at the beginning. Follow the model from the text.

Model: It was the boy's heart that was bleeding.

1. The boy resented the offence, not the pain. 2. Lord Steyne was amused by Becky's behaviour. 3. He disliked the boy heartily. 4. Rebecca was craving after a position in society.

XII. Find instances in the text where a repeated action in the past is expressed. Pattern your own sentences after these. [16]

XIII. Transform the following complex sentences into simple ones by using the Subjective Infinitive Construction.

Model: It was thought that he had been generous and soft in heart. - He was thought to have been generous and soft in heart.

1. It seemed that the boy was rapt in delight. 2. It was said that his hobby had often kept him up. 3. It was not likely that she would burst into tears in the presence of strangers. 4. It was known that she had charge of the baby. 5. It was said that they had got credit for faultless service.

XIV. Make up your own sentences with the Subjective Infinitive Construction.

XV. Make up your own sentences after the model.

Model: She would not have got credit had they not believed her to be guilty.

XVI. Pick out sentences with compound adjectives from the text under study.

XVII. Recast the following sentences so as to use compound adjectives instead of the italicized words.

Model: He was a boy with blue eyes and fair hair. He was a blue-eyed and fair-haired boy.

1. Her brother was short, strong and had *broad shoulders*. 2. The girl was short for her age and *had bowlegs*. 3. She had a beautiful face of *oval shape*. 4. Dobbin had a very *kind heart*. 5. He was known as a man of a *broad mind*.

XVIII. Pick out the sentence from the text in which the word "anger" is used. State what part of speech it is. Make your own sentences with the same word used as another part of speech.

XIX. Recast the following sentences substituting the parts of speech indicated in brackets for the italicized words. Make necessary changes.

Mode 1: She *disliked* him. (noun).

She felt a strong *dislike* for him.

1. He heard a *laugh* from the marquis. (Verb). 2. When he was eight years old his attachments may be said *to have ended*, (noun). 3. His *sobs* stifled the words, (verb) 4. The cook *looked* at the housemaid, (noun). 5. The mother's *dislike* increased to hatred, (verb). 6. The consciousness that the child was in the house was a *pain* to her. (Verb). 7. Lord Steyne *was amused* by the exhibition of Becky's temper, (noun). 8. He *bored* her. (Noun) 9. He *attached* himself to all who were good to him. (Noun). 10. His very sight *annoyed* her. (Noun). 11. He made sarcastic *bows* to the child. (Verb). [17]

XX. Translate the following sentences into English:

(A) 1. Мальчик был крепкого сложения. 2. Ребекка очень оскорбила ребенка, надавав ему пощечин. 3. Мальчик сжал кулаки и молча уставился на своего врага. 4. Домашние дела часто заставляли ее засиживаться допоздна. 5. Заботы о ребенке лежали на мисс Бриггс. 6. Мальчик перенес корь и коклюш. 7. Родон подкрался к двери, где мать пела лорду Стейну. 8. Он съежился не от боли, а от стыда.

(B) 1. Он всегда появлялся неожиданно. 2. Она, как правило, подходила, когда ее меньше всего ждали. 3. Говорят, она очень любит музыку. 4. Говорят, она очень любила музыку. 5. Казалось, ребенок сразу же привязался к нему.

XXI. Fill in the blanks prepositions or adverbs if necessary:

(a) 1. The child's grief was so tense, that he burst ___ passionate tears. 2. He easily attached himself ___ people. 3. The woman that had charge the baby was anything, but softhearted. 4. The way the boy stared him ___ the face was most disconcerting. 5. This proposition will be talked ___ tonight. 6. They discussed the news ___ their coffee. 7. She slept the thread laid ___ the spider.

(b) 2. A day or two ___ Christmas, Becky, her husband and her son, made ready and went to pass the holydays ___ the seat ___ their ancestors ___ Queen's Crawley. Becky would have liked to have a little brat ___ and would have done so but for Lady Jane's urgent invitations ___ the youngster: and the symptoms ___ revolt and discontent which Rawdon manifested ___ her neglect her son. "He's the finest boy ___ England," the father said ___ a tone ___ reproach ___ her, "and you don't seem to care ___ him, Becky, as much as you do ___ your spaniel. He shan't bother you much ___ the home he will be away ___ you ___ the nursery, and he shall go outside ___ the coach ___ me". (From "Vanity Fair" by W. M. Thackeray).

XXII. Fill in the blanks with the definite or indefinite article where required:

While — present century was in its teens, and on one sunshiny morning in June, there drove up to — great iron gate of Miss Pinkerton's academy for — young ladies, on — Chiswick Mall, — large family coach with two fat horses in — blazing harness, driven by — fat coachman in — three-cornered hat and wig, at — rate of four miles — hour. — Black servant, who reposed on — box beside — fat coachman, uncurled his bandy legs as soon as — equipage drew up opposite Miss Pinkerton's shining brass plate, and as he pulled — bell at least — score of — young heads were seen peering out of — narrow windows of — stately old brick house. Nay, — acute observer might have recognized — little red nose of — good-natured Miss Jemima

Pinkerton herself [18] rising over some geranium-pots in — window of that lady's own drawing-room.

(From "Vanity Fair" by W. M. Thackeray)

XXIII. Retell the ear-boxing incident as if you were (a) little Rawdon; (b) one of Rebecca's servants; (c) Lord Steyne.

XXIV. Write a brief summary of the extract.

XXV. Write an essay on mother and child relations as described by Thackeray.

[19]

ONE COAT OF WHITE

by H.A. Smith

SMITH, HARRY ALLEN (1907 - 1976), American newspaper man and humorist, who gained national prominence with the publication in 1941 of "Low Man on a Totem Pole ", a diverting collection of autobiographical articles and interviews. Harry Allen Smith was born in McLeansboro, Ill., on Dec. 19, 1907. A series of moves during his childhood took the family to Huntington, Ind., where at the age of 15 he began his newspaper career. For more than a dozen years afterward he traveled around the country, working on newspapers. In 1929 he went to New York City, where he was a feature writer for the United Press (1929 - 1935) and the World-Telegram (1936 - 1941). The success of "Low Man on a Totem Pole " led to other books generally in the same uninhibited anecdotal vein, including "Lost in the Horse Latitudes"(1944), "Rhubarb"(1946), and "To Hell in a Handbasket "(1962). He died in San Francisco, Calif, on Feb. 24, 1976.

Everybody knows by this time that we first met Lautisse¹ on shipboard but few people know that in the beginning Betsy² and I had no idea who he was.

We were on the Queen Elizabeth³, coming back from our first trip to Europe. It was on the second day that I ran into him sitting in a quiet corner on deck⁴. He gave me a nasty look. I started to back away mumbling an apology and then his expression changed.

"Wait!" he called out. "You are an American?"

His English was good, and he asked me if I had a moment to help him with a small problem. He wanted to know the name of some United States Senator⁵ for the ship's daily crossword puzzle. I sat down and puzzled over the thing. The definition was, "Senator who crosses a river". I thought of Senator Ford, but there were no Fords on the passenger list, and then I got it — Senator Bridges. There was a Miss Ethelyn Bridges on board.

I didn't see him until next day, just before lunch, when he came into the main lounge, caught me by the arm, and whispered "Look!" In his big hand he was holding a man's wallet made of pigskin. "The prize!" he said. "See what I've won! But for you, though, I would have never solved the puzzle. Come and have a cocktail with me."

I went with him to his state-room⁶, and he got out a bottle of brandy.

7 ONE COAT OF WHITE

He introduced himself as Monsieur Roland and kept thanking me for my help with the puzzle. Then he began asking me some questions about myself and my business, and I told him I sold oil-burners.

We sat there talking, and finally he asked me if I could keep a secret, and then he said, "I am Lautisse."

I told Betsy all about it, so after lunch we went up and talked to the ship's librarian, asked him a few innocent questions and then dropped the name of Lautisse. We were greatly impressed by what we heard. We found out that my new friend was probably the world's greatest living painter, that he had given up painting and was heard to say that he would never touch another brush as long as he lived. Betsy talked me into sending a note to his cabin, asking him around for a drink.

Well, we got to be real friendly. He planned to spend a month in New York, and it was Betsy who suggested that he came up to our place for a weekend.

Lautisse arrived on the noon train Saturday and I met him at the station. We had promised him that we wouldn't invite any people in and that we wouldn't try to talk art to him. Driving out from the station I asked him if he wanted to do anything in particular, like play croquet or go for a swim or a walk in the woods, and he said that he just wanted to sit and relax. So we sat around all afternoon, and Lautisse looked at a ball game⁷ on television for about five minutes, and couldn't understand it, and I took him to my shop and showed him an oil-burner and he couldn't understand that either. Mostly we sat around and talked.

I was up at seven-thirty the next morning and when I was having breakfast I remembered a job I'd been putting off for some time. Our vegetable garden has a white fence which I built with my own hands five years ago.

That garden fence is my pride and joy, and now that it needed a fresh coat of paint, I wanted to do the job. I got out a bucket half full of white paint and a brush. While I was getting things ready, I heard footsteps and there stood Lautisse. I said I had been getting ready to paint the fence but now that he was up, I'd postpone it. He protested. I took up the brush but he seized it from my hand and said, "First, I show you!"

I'm no Tom Sawyer — I wasn't looking for anybody to paint that fence. I let him finish two sides of the post and then interrupted.

"I'll take it from here," I said, reaching for the brush.

"No, no!" he said, with an impatient wave of the brush.

I argued with him but he wouldn't even look up from his work. I went back to the Sunday papers but every now and then I'd get up and go out

8 ONE COAT OF WHITE

and watch him for a couple of minutes. He spent three hours at it and finished the fence, all four sections of it. You should have seen him when he walked around the house to the terrace where I was sitting — he had paint all over him.

Some time during the afternoon he asked me if we were anywhere near Chappaqua, and I said it was the next town, and he wanted to know if we had ever heard of Gerston, the sculptor. We had heard, of him, of course, and Lautisse said he had once known Gerston in Paris, and would it be possible to get in touch with him? I got Gerston on the telephone for him, but he talked in French, and I have no idea what the conversation was about.

He went back to town on the 9.03 that evening and at the station shook my hand and said I was a fine fellow and that he hadn't enjoyed himself so much in years, and that he wanted Betsy and me to come to New York and have dinner with him some night.

We didn't hear anything from him or about him for ten days. Then the New York papers got hold of the story. In the interview which Lautisse gave there were a few lines about the weekend he had spent with Mr. and Mrs. Gregg.

The day after the story appeared a reporter and a photographer from one of the papers arrived at our place. Besides taking pictures of Betsy and me, as well as of the house, they asked for every single detail of the great man's visit, and Betsy told them of course about the garden fence. They took more pictures of the fence, the paint bucket and the brush and the next morning the paper had quite a story. The headline said: LAUTISSE PAINTS AGAIN.

It gave us a sort of funny feeling, all this publicity³, but we didn't have much time to think about it. People started arriving in large numbers. They all wanted my garden fence, because it had been painted by the great Lautisse.

"Look, gentlemen," I said. "I'm a businessman, I don't know anything about painting, I mean painting pictures. But I do know a thing or two about painting a fence. A mule could have held a paint brush in his teeth and done almost as good a job on that fence as Lautisse did."

In their turn they asked me if I knew that a single painting by Lautisse was worth as much as a quarter of a million dollars and whether I realized that my garden fence was a genuine Lautisse. I told them I'd make my decision in the next few days. **ONE COAT OF WHITE**

Those next few days were bedlam. We had to have the telephone disconnected — there were calls from all over the country. At least another dozen art galleries and museums sent people. By the end of the second day I was being offered twenty-five thousand. The next day fifty.

When on the fourth day Gerston came in. I immediately took up the subject of the fence. He advised me not to sell the fence yet — and let the Palmer Museum in New York exhibit it for several weeks. He also explained what all the excitement was about. He said one reason was that Lautisse had never before used a bit of white paint.

The fence was taken to New York. I went down myself to have a look, and I couldn't keep from laughing when I saw my fence — it had a fence around it.

The exhibition was to end on a Saturday, and Gerston phoned that day and asked if I would meet him at the museum on Sunday.

He led me to the room where my fence had been exhibited, and I did get a shock when we walked in. The fence had been cut up into sections.

"Don't get excited," said Gerston. "Let me show you something." He pointed to a word in black paint at the bottom corner. It took me a few seconds to recognize it. It was the signature of Lautisse.

"But ... but I don't get it" I stammered. "Why ... what ... where is he?"

"Lautisse sailed for home early this morning," said Gerston. "But last night he came over here, got down on his hands and knees, and signed each of the thirty sections. Now you've got something to sell."

And indeed I did have. Twenty-nine sections of the thirty sections were sold within a month's time at 10,000 each. I kept the thirtieth, it's hanging now in our living-room. After it was all over, I went to see Gerston.

"Lautisse was genuinely fond of you and Mrs. Gregg," he said. "He had no idea, when he painted your fence, that it would make such a noise. But when it did, he got a good laugh out of it. And it was his idea to have the fence cut into sections. Then he got down to work and signed each one,"

Notes:

1. 2. 3. 4.

5. 6.

Lautisse [lotis]

Betsy — the short for Elizabeth

the "Queen Elizabeth" — an ocean-going liner

to be on deck (at sea, on board (a ship)) — remember that there are no articles in these word-combinations

Senator — a member of the Senate, the upper house in US Congress

state-room — a private cabin on a steamer

10 ONE COAT OF WHITE

7. **ball game** — *here*: baseball, the national game of the US

8. **publicity** — public notice or attention

I. VOCABULARY

idea (n) 1. thought; picture in the mind

O This book gives you a good **idea** of life in ancient Greece.

2. plan; scheme; design; purpose

O That man is full of new **ideas**.

3. opinion

O! You should not force your **ideas** on other people.

4. conception

O What **idea** can a man who is blind from birth have of colour?

□ You can have no **idea** (of) how anxious we have been.

nasty (adj) 1. dirty; disgusting; unpleasant

O medicine with a **nasty** smell and a nastier taste. 2. dangerous; threatening

□ There was a **nasty** look in his eye.

mumble (v) say smth, speak one's words indistinctly (see the Verbs of Speaking p. 23) **n** The old man **was mumbling** away to himself.

apology (n) statement of regret (for doing wrong, being inipoiite, hurting smb feelings)

□ offer (make, accept) **an apology**; make **an apology** to smb for smth. **puzzle** (n) 1. question or problem difficult to understand or answer

□ His unexpected disappearance was **a puzzle** to everybody.

2. problem or toy designed to test person's knowledge, skill, patience or temper

□ a crossword **puzzle**.

puzzle (v) cause (smb) to be perplexed; make hard thought necessariy

□ This letter **puzzled** me.

D He **puzzled** his brains to find the answer. **puzzle over smth** think deeply about smth

□ **to puzzle over** a problem

puzzle smth out (try to) find the answer or solution by hard thought.

list (n) number of names (of persons, items, things, etc.) written or printed

0 a shopping **list**; put smb's name on (take his name off) **the list-get (v)** (*colloquial*) understand

☐ I don't **get** you (don't get your meaning). **keep (v)** 1. possess; own and look after

11 ONE COAT OF WHITE

D keep a shop (an inn);

2. be faithful to

☐ **keep** a promise (a treaty);

3. not let people know, conceal

☐ Can you **keep** a secret?

D She can **keep** nothing from her friends (= has no secrets from them).

4. continue to be, remain in a special condition or relation

☐ Please **keep** quiet/silent.

5. **keep (smb) doing smth** continue doing smth or cause smth to be continued

☐ He **kept** smiling.

n I'm sorry I **kept** you waiting. **keep smth in mind** remember, not to forget

☐ You should **keep in mind** that he is not as strong as he used to be. **keep one's temper** not to get angry, excited or nervous; keep cool

☐ Try to **keep your temper** when you speak to him. **keep an eye on smb or smth** watch smb, guard

☐ **Keep an eye on** the milk, otherwise it will boil over. **keep one's head** remain calm during some emergency

☐ She **kept her head** and called immediately the fire department.

to keep house to do the usual work of running a home, cooking, cleaning, etc.

☐ Mother **keeps house** but we all help her, of course.

keep early (good, regular, late, etc.) hours be habitually early (or) late in getting up, returning home at night or in going to bed

☐ Schoolchildren should **keep early** (good) hours.

talk (v) say things; speak to give information, discuss smth

☐ He was **talking** to/with a friend.

☐ What are they **talking** about/of?

talk smb into/out of (doing) smth persuade smb by talking to do/not to do smth

☐ See if you can **talk** Father **into** lending us the car tomorrow. **talk art (business, politics, sports, shop, etc.)** discuss art (business, politics, sports, professional questions/work, etc.)

☐ Stop **talking** shop at home.

touch (n) communication: **in (out of) touch (with)** in (not **in**) regular communication (with), having (not having) information about

☐ keep **in touch with** old friends;

☐ **be out of touch** with the political situation. **lose touch (with)** be out of touch (with)

☐ If we correspond regularly we shan't **lose touch**.

detail (n) small, particular fact or item **n** Please give me all the **details**, **d** Every **detail** of her dress was perfect.

12 ONE COAT OF WHITE

in detail providing all the small points of fact

□ to explain smth **in detail, to go (enter) into details**

take up (v) 1. proceed to deal with (a matter); give one's attention to

O I shall **take** the matter up with the Ministry (= speak or write to them (to inquire, protest, etc.)).

2. pursue further; begin afresh (smth left off, smth begun by smb else)

□ Harry **took up** the tale at the point where John had left off.

3. interest oneself in; engage in smth (as a hobby, business, etc.) O **take up** photography (market gardening).

stammer (v) speak haltingly with a tendency to repeat rapidly the same sound or syllable (as in "G-g-g-ive me that b-b-book") (See the Verbs of Speaking p. 23)

COMPREHENSION

Ex. 1. Answer the following questions:

1. How did Mr. Gregg happen to meet Lautisse?

2. What was their first meeting like?

3. Why did Lautisse invite Mr. Gregg to his cabin the following day?

4. Why did Lautisse first introduce himself as Monsieur Roland?

5. Why wasn't Mr. Gregg in the least impressed when he heard his new friend's real name?

6. What did the Greggs learn about Lautisse from the ship's librarian?

7. Why did Lautisse accept the invitation to spend a weekend with the Greggs?

8. Why did Lautisse enjoy his stay at the Greggs' so much?

9. Why did the Greggs become suddenly popular?

10. At what exact moment did Gerston appear on the scene?

11. What was Gerston's advice to Mr. Gregg?

12. Why did Lautisse think the incident with the fence a great joke?

Ex. 2. Translate the following passages into Russian.

1. p. 7. From "Everybody knows by this time..." to "...and then his expression changed."

2. p. 7. From "His English was good..." to "There was a Miss Ethelyn Bridges on board". ONE COAT OF WHITE

3. p. 8. From "I told Betsy all about it..." to "...that he came up to our place for a weekend".

4. p. 8. From "That garden fence is my pride and joy..." to "First, I show you!"

5. p. 9. From "I argued with him..." to "...he had paint all over him".

6. p. 9. From "The day after the story appeared..." to "...because it was painted by the great Lautisse".

7. p. 10. From "In their turn they asked me..." to "The next day fifty".

8. p. 10. From "'Lautisse was genuinely fond of you..." to "...and signed each one".

III. WORD STUDY

Ex. 3. Translate all Vocabulary entries and examples.

Ex. 4. Give words and expressions close in meaning to the following:

to run into smb; to puzzle over a problem; to get smth (smb); to catch smb by the arm; to solve a puzzle; to get things ready; to get in touch with smb; have no idea; to

realize; to know a thing or two about smth; a genuine Lautisse; to get a good laugh out of smth

Ex. 5. Paraphrase the italicized parts of the following sentences; translate them into Russian.

1. ... finally he asked me if I *could keep a secret*. 2. We asked him a few innocent questions and then *dropped* the name of Lautisse. 3. Betsy *talked me into sending* a note to his cabin, *asking him around* for a drink. 4. Well, we *got to be real friendly*. 5. ... when I was having breakfast I remembered a job *I'd been putting off* for some time. 6. Then the New York papers got *hold of the story*. 7. *It gave us a sort of funny feeling*, all this publicity. 8. We had *to have the telephone disconnected*.

Ex. 6. Replace the italicized parts of the sentences with words and phrases from the text.

1. He was *covered with stains of paint*. 2. ... a single painting by Lautisse *cost* as much as a quarter of a million dollars. 3. When on the fourth day

14 ONE COAT OF WHITE

Gerston came in 1 immediately *began to discuss the subject of the fence with him*. 4. I *could not help laughing* when I saw my fence. 5. "Don't worry," said Gerston. "Let me show you something." 6. "Lautisse *liked you and Mrs. Gregg very much*," he said. 7. He had no idea, when he painted your fence, that it would *cause such a sensation*.

Ex. 7. Learn the following phrases; a) recall the sentences in which they are used in the text and b) use them in sentences of your own.

on shipboard; **in** the beginning/end; **on** deck; run **into**; **on/in** the list; thank smb **for** smth; give up; talk smb **into** doing smth; ask smb around (**for** a talk, a cup of tea, a week-end, etc.); **on** the (noon, 8.15) train; go **for** a walk; **with** one's own hands; take pictures **of**; keep **from** doing smth; **in** black paint; at the bottom/top corner; sail **for**; come over (to a place); sell at (a price of); get a laugh out **of** smth.

Ex. 8. Fill in the blanks with prepositions or adverbs.

1. "Is it possible to get ... touch ... him before I leave?" — "Certainly. I can get him ... the telephone ... you ... no time." 2. We did our best to talk him ... taking ... this job. It's the only one he's really fit ... 3. The telephone exchange warned them that their telephone would be disconnected if they didn't pay ... it ... three days. 4. I like solving crossword puzzles. I don't do it ... prizes. I enjoy puzzling them ..., just for the fun of it. 5. You would have found your name ... the list if you had looked carefully. 6. The students are still ... the impression of the graduation ceremony they attended last month. 7. He insisted ... going ... details of the accident. 8. True, there were a few interesting pictures ... the exhibition, but I wasn't impressed ... anything ... particular. 9. Before you go ... details tell me what it is all 10. We first met him ... shipboard, when we were coming back... our first trip ... Europe. 11. When he ran ... me in the street he caught me ... the arm and began to explain something. 12. He arrived ... the noon train and we met him ... the station. 13. We arrived ... their place early in the morning. 14. ... his turn he thanked me for all my help. 15. When ... the third day my friend came ... I took ... the subject ... our approaching vacation.

Ex. 9. Use a proper article or no article in the following sentences. Comment on the use of the article. (For reference see "English Grammar", p. 177-201)

1. We first met this man on ... shipboard. 2. We were on ... Queen Elizabeth, coming from our first trip to... Europe. 3. It was on... second

15 ONE COAT OF WHITE

day that I saw him sitting in a quiet corner on ... deck. 4. He asked me if I had ... moment to help him with ... small problem. 5. He wanted to know ... name of some United States Senator. 6. There was a Miss Ethelyn Bridges on ... board. 7. We asked him ... few innocent questions. 8. My new friend was probably ... world's greatest living painter. 9. He planned to spend ... month in ... New York. 10. We didn't try to talk ..., art to him. 11. I showed him ... oil-burner and he couldn't understand that. 12. He went back to ... town. 13. He said I was ... fine fellow and he wanted me to come to ... New York and have ... dinner with him some night. 14. In the interview there were ... few lines about ... weekend he had spent with us. 15. The painting cost ... quarter of ... million dollars. 16. He came on ... fifth day. 17. It took me ... few seconds to recognize it. 18. ... St.Petersburg is situated on ... Neva. 19. ... Elbrus is ... highest peak of ... Caucasian Mountains. 20. ... Crimea is surrounded by ... Black Sea. 21. ... Morocco is in ... North Africa. 22. They were born on ... same day and in ... same town. 23. My room is on ... second floor. 24. What ... strange idea! 25. I am leaving for ... Paris ... next week.

Ex. 10. a) Find in the text the following expressions. Use them in the sentences below.

не иметь представления; посмотреть с неприязнью на кого-л.; попытаться; пробормотать извинения; решить кроссворд; хранить секрет; задать невинный вопрос; упомянуть между прочим чье-л. имя; бросить живопись; приехать двенадцатичасовым поездом; говорить на темы искусства; построить своими руками; свежий слой краски; время от времени; соседний город; со всех концов страны; не удержаться от смеха; по-настоящему хорошо относиться к кому-л.; вызвать шум (сенсацию)

1. Никто не смог удержаться от смеха, когда он задал свой невинный вопрос. 2. Как жаль, что он бросил живопись. 3. Представления не имею, где он сейчас находится. 4. Когда он увидел незнакомца, он быстро попытался, бормоча извинения, и выбежал из комнаты. 5. Ты можешь себе представить: он построил этот дом своими руками несколько лет назад. 6. Он спросил меня, могу ли я хранить тайну, и рассказал в подробностях о случившемся. 7. Они с неприязнью посмотрели на вновь пришедших. 8. Они жили в соседнем городе, и мы могли встречаться время от времени. 9. Он был благодарен мне за то, что я помог ему решить кроссворд. 10. Когда они встречаются, они могут часами говорить на темы искусства. 11. Когда я случайно упомянул его имя, она

16

ONE COAT OF WHITE

покраснела. 12. "Твои друзья уже приехали?" "Да, они приехали вчера двенадцатичасовым поездом." 13. Свежий слой краски ярко блестел на солнце. 14. Люди съезжаются со всех концов страны для того, чтобы увидеть картины этого художника. 15. Он очень хорошо к вам относится и часто вспоминает о вас. 16. Его новая картина вызвала настоящую сенсацию.

b) Translate the sentences into English paying special attention to the use of past tenses.

1. Мы узнали, что наш новый друг был, вероятно, самым известным из современных художников, что он бросил живопись и, согласно слухам, признался, что никогда в жизни больше не возьмет кисть в руки, 2. Когда я завтракал, я вспомнил о работе, которую откладывал в течение некоторого времени. 3. В то время как я готовился к работе, я слышал шаги. 4. Он поинтересовался, слышали ли мы когда-нибудь

о скульпторе Джерстоне. 5. Все эти люди хотели купить мою садовую ограду, потому что она была покрашена великим Лотиссом. 6. К концу второго дня мне предлагали двадцать пять тысяч долларов. 7. Он привел меня в комнату, где выставилась моя ограда.

Ex. 11. Translate the sentences, paying special attention to the meaning of the words and phrases from the Vocabulary.

1. I had an *idea* for small hotels, and I persuaded a banker there to finance me. 2. "I want to grade those exams tonight." "Good *idea*." 3. He unpacked a ridiculous number of books, all with marked passages he could read aloud should he run out of *ideas*. 4. I pleaded with him to give me some sort of address somewhere *to get in touch* with him. 5. Look, Danny,

I hope we'll *stay in touch*. 6. Several students dropped by, asked questions that genuinely *puzzled* them. 7. It's not a crisis exactly, it's more of a *puzzle*. 8. I was *puzzled* for several reasons. 9. He was helping Kissinger solve the jigsaw *puzzle* called world politics. 10- In fact what *puzzles* me, is why Jastrov's taking Latin in the first place. 11. I'll never say a *nasty* word about you. 12. "Just *keep* your eyes and ears open, lad," he explained at the beginning of my first day. 13. His mother couldn't *keep* from asking why Maria wasn't there. 14. "A woman from Columbia University called me." "Well, could you give me *the details* on that?" 15. You have to realize that men have been *keeping* mammals and reptiles in Zoos for hundreds of years. 16. Everyone in the lab knew that Atherton had had some association with Hammond, although *the details* were never clear. 17. If Mary can put up

17 ONE COAT OF WHITE

with just this one visit, it should help *to keep* the peace. 18. "That's the best atmosphere for getting new *ideas*," she commented. 19. It was quite dark now and he could hardly make out *details*.

Ex. 12. Translate the following sentences using "*except*" or "*besides*" according to the sense. Note the scheme.

кроме

f

'за исключением, исключая — **except**

[помимо, в дополнение к — **besides**

1. Помимо того, что они сфотографировали Бетси, меня, наш дом, они попросили в подробностях рассказать о визите этого известного художника. 2. Он, кажется, не знает ни одного иностранного языка, **кроме** английского. 3. **Кроме** английского языка, он знает еще французский и немецкий. 4. Я занят все дни недели, **кроме** воскресенья. 5. Какой у вас еще свободный день, **кроме**

воскресенья? 6. Нам не удалось ни с кем связаться, **кроме** секретаря. 7. Они согласились со всеми внесенными дополнениями, **кроме** последнего. 8. Какие еще книги Моэма, **кроме** романа "Театр", вы читали на английском языке? 9. Во время поездки в Париж, **кроме** музеев и картинных галерей, мы посетили и театры.

Ex. 13. Translate the following sentences, using *"run out (of)"*.

1. Что делать? Кончается горючее. 2. Наше время истекает. Надо принимать срочные меры (urgent measures). 3. Митчел не мог найти работу. Отложенные на черный день деньги (saved for a rainy day) давно были истрачены. Ему грозила нищета (staring in his face). 4. Что нам делать? У нас кончаются запасы продовольствия. 5. Мальчик неплохой, но очень упрямый. Когда мать теряет терпение, она дает ему хороший шлепок (to give a good slap). 6. Сбегай в молочный магазин за углом. У нас кончается молоко, 7. Будешь слушать, что тебе говорят? У меня уже терпение иссякло. 8. Где находится табачный магазин? У меня кончаются сигареты.

18 ONE COAT OF WHITE

Ex. 14. Translate the following sentences, using a) *"keep doing"*, b) *"keep an eye on smb"*.

a) 1. Он продолжал задавать глупые вопросы. 2. Он то и дело спрашивал, когда приедут гости. 3. Он продолжает курить, несмотря на то, что врачи запретили ему. 4. Мальчик все время пытался заглянуть в тетрадь своего соседа по парте. 5. Он не переставая твердил, что он ни в чем не виноват. 6. Продолжайте рассказывать вашу историю.

b) 1. Мать рассчитывала на то, что соседи присмотрят за детьми в ее отсутствие. 2. Присмотрите за багажом, а я поищу носильщика. 3. Не спускай глаз с молока, а то оно убежит (boil over).

Ex. 15. Use emphatic *"do" ("did")* according to the model and translate the sentences.

Model: I got a shock when we walked into the room where my fence was exhibited.

I did get a shock when we walked into the room where my fence was exhibited.

1. I asked him to keep the truth to himself but he told her everything. 2. How did it happen that he failed the examination? He knew the subject well. 3. You won't believe me, but I want to become a doctor. 4. Read the book, it is well worth reading. 5. He said he would give up smoking and he gave it up. 6. Stop arguing.

Ex. 16. Translate the following sentences, using the construction with emphatic *"do"*.

1. Интересно, почему его еще нет? Он же обещал прийти рано. 2. Хотя он и был очень занят, он все же сдержал свое слово и пришел проводить нас. 3. Непременно посетите Британский музей, когда будете в Лондоне. Я знаю, что он произведет на вас огромное впечатление. 4. Пожалуйста, расскажите нам все подробно.

5. Почему они сердятся на него? Он же предлагал им свою помощь.

6. Он уговорил-таки нас принять их предложение.

Ex. 17. Complete the following sentences according to the model. Give the meaning of *"won't/wouldn't"*. Suggest your own examples.

Model: 1. There is something wrong with the door, it (open).

There is something wrong with the door, it **won't open**.

19 ONE COAT OF WHITE

2. There was something wrong with the door, it (open).

There was something wrong with the door, it **wouldn't open**.

1. There is something the matter with the car engine, it (run). 2. Give me your pen please, the one I have (write) with. 3. The child was told not to make a noise, but he (obey). 4. We told him to drop smoking as it was harmful to his health, but he (listen). 5. He was trying hard to build up a fire, but the wood (burn). 6. She wanted to write down on paper what she thought and felt, but the right words (come). 7. We asked him to slow down, but he (listen) to us. 8. She was tired and needed a rest, but she (hear) of it. 9. We wanted to know the reason for his absence, but he (discuss) it. 10. I argued with him but he (look) up from his work.

Ex. 18. Translate the following sentences, using "won't/wouldn't".

1. Ему следовало бы серьезно заняться своим здоровьем, но он и **слышать об этом не хочет**. 2. Зная, что ему одному трудно справиться с заданием, мы решили помочь ему. Но он **ни за что не хотел** принять нашу помощь. 3. С ней было бесполезно разговаривать на эту тему, она **упорно молчала**. 4. Эта марка **никак не приклеивается**. Дай, пожалуйста, другую. 5. Я **ни за что не заговорю** с ним первый. 6. Его явно что-то волновало, но он **никак не хотел говорить**, в чем дело. 7. Его несколько раз предупреждали, чтобы он не ездил на такой скорости, но он и **слушать не хотел**, пока не попал в аварию.

Ex. 19. Choose and insert the correct word or verb-adverb combination in the proper form.

journey — travel(s) — trip — tour — voyage

"trip" — journey, especially a pleasure excursion

О a long **trip** to the seaside; a holiday (honeymoon) **trip** to Venice. *"travel"* — a long journey especially in foreign or distant places; is often used in plural

П He is writing a book about his **travels**. *'Journey'*—a travel from one place to another; a trip of considerable length, wholly or mainly by land; *"travel"* is indefinite, *"journey"* is definite, with its appointed destination

☐ a three days'**journey**;

☐ make **a journey** half-way round the world.

"tour" — a long journey in which a short stay is made at a number of places in sequence; a round of visits; at the end of the tour the traveller usually returns finally to the place from which he started

20

run ONE COAT OF WHITE

☐ a round-the-world **tour**

☐ We made **a tour** round the island.

"voyage " — a journey, especially a long one, by sea, along a river

☐ **a voyage** from London to Australia;

☐ go on **a voyage**.

1. We were on the *Queen Elizabeth*, coming back from our first ... to France. 2. In a long ... straw weighs. 3. He had a tedious but easy ... across the Atlantic Ocean. 4. I'd

rather see countries with my own eyes than read lots of books on 5. Last year I was on a motor During the twenty-day holiday we visited some six or seven towns. 6. John was off to Milan on a business ... on March 15. 7. It was a ... of over 2,000 miles and took nearly three days.

put out — put off — put up at — put up with — put up

"put off" — postpone

□ Never **put off** till tomorrow what you can do today. *"put out"* a) extinguish, cause to stop burning

□ Be sure to **put out** the gas (light) before you leave, b) annoy, worry

□ She was very much **put out** by the loss of her documents. *"put up "* — construct

II They **are putting up** several new buildings hi that block. *"put up" (at)* — stay, lodge, shelter

□ We can **put up** at this hotel for a week.

□ I shall be happy to **put** you **up** when you come to town. *"put up (with) "* — tolerate, stand

D How do you **put up with** that noise all day long?

1. I remembered a job I'd been ... for some time. 2. I refuse to ... his carelessness any longer. 3. The firemen worked hard but were not able to ... the fire. 4. The conference was ... until next month. 5. They are tearing down that old building in order to ... a new one. 6. Do you think we'll be able to ... this Youth Hostel?

run out of — run across/into — run against — run down — run over

"run into " a) collide with

□ The bus got out of control and **ran into** a wall, b) meet unexpectedly

□ **run into** an old friend

"run across smb or smth " — meet or find by chance, come across

□ I **ran across** my old friend Hill in Paris last week.

"run against smb or smth " — come into contact or collision with

21 ONE COAT OF WHITE

II The ship **ran against** a rock and was wrecked. *"run down "* a) be tired, exhausted, ill

□ He is (feels, looks) **run down** after his examinations, b) stop working or going

II The clock has **run down**. •*"run out (of smth) "* — come to an end, exhaust the supply of

□ We're **running out of** provisions.

□ Her patience **is running out**.

"run over" — strike or pass over with a moving car, bus, etc.

□ **He was run over** and had to be taken to hospital.

1. It was on the second day that I ... him sitting in a quiet corner on deck. 2. How did the bus driver happen to ... that man? 3. You mustn't hurry along a corridor with your head turned aside or back, otherwise you may ... somebody and knock him down. 4. He's just returned from an expedition, that's why he is looking so 5. It seems to me we ... sugar. Will you go and buy half a kilo? 6. I ... Mr. Smith in the park this morning. 7. What's wrong with my watch? It's not working. — I think it... . Wind it up.

give up — give in

"give up " a) stop doing smth; discontinue a habit II He **gave up** painting.

□ You **should give up** smoking, b) surrender, sacrifice, part with

fj **give up** one's seat to smb (eg, in a crowded bus);

□ **give up** a fortress. D I **give up**!

"give in " — stop fighting or arguing, surrender

□ The enemy **gave in** at last.

D He has **given in** to my views.

□ **1 give in!**

1. We found out that he ... painting. 2. He is not the kind of man who is likely to ... ; he is sure to go on fighting. 3. The plan is unworkable, we've got to ... it 4. She will never ... the idea of working on her own; but for the time being, she may have to ... to the demands of her boss.

22 ONE COAT OF WHITE

Study the Verbs of Speaking

The verbs in the table below describe how quietly or loudly a person is speaking.

whisper	<p>speak using breath but not vocal cords (fig.) make soft sounds</p>	<p>□ They were talking in a whisper.</p> <p>□ The wind was whispering in the leaves.</p>
murmur	<p>speak softly and indistinctly (fig-)</p>	<p>II I heard a murmur conversation from the next room.</p> <p>□ The murmur of distant brook.</p>
mumble	<p>speak indistinctly</p>	<p>II The old man was mumbling away to himself.</p>
shout	<p>say in a loud voice</p>	<p>□ He shouted to me/for me to come.</p> <p>□ He shouted himself hoarse.</p>
scream (out)	<p>give a loud sharp cry (as of fear or pain)</p>	<p>□ She screamed out that there was a burglar in the house.</p> <p>D We all screamed with laughter.</p>
stammer	<p>speak in a halting way (fig.) say smth in a confused</p>	<p>□ G-g-give me that b-b-book.</p> <p>□ I stammered out request with</p>

	way	difficulty.
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Ex. 20. Make six sentences of your own describing how a person would speak in these situations:

1. when smb is sleeping in the room;
2. rude loud quarrel of two women in the market place;
3. you don't know your lesson but try to answer;
4. the situation is very awkward, you don't know what to say, you have no words, but try to say smth;
5. you cut your finger, it hurts;
6. you want to say smth to your friend without anybody hearing you.

Ex. 21. Give words of the same root in Russian. Compare the meanings.

Idea, moment, problem, crossword, prize, final, secret, cabin, plan, protest, interview, reporter, photographer, detail, shock, section.

23 ONE COAT OF WHITE

Ex. 22. Explain the formation and the meaning of the following adjectives and adverbs. Use them in sentences of your own. (For reference see "English Grammar", a) p. 228-229, b) p. 242-243).

- a) daily, friendly, manly, masterly, unwomanly;
- b) finally, greatly, probably, immediately, genuinely, angrily.

Ex. 23. Recast the following sentences, using the prefix "*dis-*" with the italicized words. Make all other necessary changes. (For reference see "English Grammar", p. 162, p. 228)

1. I couldn't make much of the story. The facts he gave were not properly *connected*.
2. He is hard to please. He is never *satisfied* with anything.
3. They did not seem to be *pleased* with the turn of events.
4. They are reported to have failed to *agree* on the matter.
5. We have never heard anybody say that he is not an honest person.
6. I did not *like* the man the moment I saw him.
7. After the disagreement they had he didn't *appear* for a long time.
8. The child is just hopeless, he never seems to *obey* his parents.
9. She can't stand it when her house is not in *order*.

IV. SPEECH PRACTICE

Ex. 24. Memorize the following proverbs, sayings and idiomatic expressions and use them in retelling and discussing the text.

I.

1. Art is long, life is short. — *Жизнь коротка, искусствоечно.*
2. Every man has his hobby-horse. — *У всякого свой конек.*
3. One good turn deserves another. — *Одна хорошая услуга заслуживает другой. Услуга за услугу. Долг платежом красен.*
4. Tastes differ. — *Вкусы расходятся. О вкусах не спорят.*

II.

1. the chance of a lifetime — *счастливый случай, возможность, представляющаяся только раз в жизни*
2. draw (give; paint) a picture (of) — *рисовать, воссоздавать картину (чего-л.)*

24 ONE COAT OF WHITE

Ex. 25. Retell the story according to the following plan using the words and expressions given below.

1. *Mr. Gregg meets Lautisse*

happen; as follows; on deck; run into smb; alone; give a nasty look; not want to disturb smb; back away; mumble an apology; discover that smb's English is good; approach smb; puzzle over smth; suggest the right word; solve the puzzle; be highly pleased with smb.

2. *Lautisse invites Mr. Gregg to his cabin*

win the prize; a wallet made of pigskin; be beside oneself with joy; celebrate; introduce oneself as ...; discuss things over a glass of brandy; finally; promise not to breathe a word; give one's real name; make no impression on smb; not know a thing about smth.

3. *The Greggs learn the truth about their fellow-traveller*

talk smth over with smb; be puzzled; make up one's mind; find out smth; consult the ship's librarian; a few innocent questions; drop a name; be surprised to learn that ...; the world's greatest living painter; give up painting; not touch another brush as long as he lived; be delighted; seize the chance; invite smb around for a drink.

4. *Lautisse comes to spend a weekend with the Greggs*

get to be real friendly; suggest; arrange to spend a weekend with smb; arrive on the noon train; drive; ask if smb wants to do anything in particular; be eager to please smb; have one wish only; sit and relax; show smb about (around); be attentive to smb's wishes.

5. *The fence is given a fresh coat of paint*

rise early; remember a job; build a fence with one's own hands; one's pride and joy; need a fresh coat of paint; get out a bucket half full of white paint; hear footsteps; decide to postpone the job; seize the brush from smb's hand; show firmness and determination; get on with the job; work fast; be impatient to finish smth; be happy in one's work; do a good job on the fence; have nothing to do but to return to one's papers; let one's guest have his own way.

6. *The papers get hold of the story*

not hear of or from smb; give an interview; mention smth; (the story) appear in the papers; a reporter; a photographer; rush; be eager to learn every little detail; take notes; take pictures; not miss anything; show particular interest in smth; mark a turning point in one's life.

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25 ONE COAT OF WHITE

7. *Bargaining over the fence*

publicity; give smb a funny feeling; an eventful week; lots of visitors; at first; be at a loss; take smth for a joke; find smth impossible to understand; express one's point of view openly; be worthless as a work of art; make smth clear to smb; a genuine Lautisse; be worth a lot of money; be offered large sums; finally; need time to think smth over.

8. *Mr. Gregg really has something to sell*

get good advice from smb; talk smb into doing smth; hold an exhibition; be unable to keep from laughing; be cut up into sections; come straight to the point; at the bottom

corner; a signature; in black paint; fail to understand smth; offer an explanation; make a great noise; get a good laugh out of smth; shortly before; repay smb for his kindness; play a joke on the public; sell within a month's time.

Ex. 26. Tell the story in the words of:

- a) Mrs. Gregg;
- b) Lautisse;
- c) a newspaper reporter.

Ex. 27. Give a character sketch of:

- a) Mr. Gregg; b) Mrs. Gregg; c) Lautisse.

Ex. 28. Topics for discussion and essays.

1. What attracted Lautisse in the Greggs.
2. Say what particular features of the American national character and life-style the story is meant to illustrate.
3. Write up the story as it might have appeared in the newspapers under the headline: LAUTISSE PAINTS AGAIN.
4. Tell the life story of your favourite painter (writer, composer).

Ex. 29. Render the following texts in English. I.

"Взялся Леонардо выполнить для Франческо дель Джокондо портрет Моны Лизы, жены его, и трудился над ним четыре года. Это произведение находится ныне у французского короля в Фонтенбло.

В этом произведении воспроизведены все мельчайшие подробности, какие только может передать искусство живописи. Поэтому глаза имеют тот блеск и ту влажность (moisture), какие обычно видны у живого

FOREIGN RESOURCES

1. Клементьева Т.Б. "English Tenses in Pictures and Games" Москва, "Просвещение" 1989
2. Т.Б. Клементьева, Б. Монк "Happy English" Москва, "Просвещение" 1992
3. "Иностранные языки в школе" журналы
4. "Headway" English course "Oxford University Press"
5. "Word wise" by Martin Seviour 1997
6. Л.П. Христорождественская, Минск, 1996
7. Virginia Evans English grammar book Round up 2006
8. <http://www.google.com>
9. <http://www.wikiprdia.org>
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