

**ЎМКнинг 01.02. 2013 йилда ўтказилган 4— йиғилиши баённомаси билан тасдиқланиб
чоп этишга тавсия қилинди**

Тузувчи: Султанов Б. Р.

*Ушбу ўқув-услубий мажмуа замонавий педагогик технологиялар асосида,
олий таълим муассасалари филология факультетлари чет тиллар
(мутахассислик) кафедрасининг 2-босқич ОЎЗАКИ ТАРЖИМА фани ўқув
дастури асосида тайёрланган. Ўқув-услубий мажмуа Гулистон давлат
университети ўқув-услубий кенгаши томонидан тавсия этилган.*

Тақризчилар:

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**Уразбаев Х. катта ўқитувчи, Инглиз тили ва адабиёти
кафедраси мудири**

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ANNOTATION

Ушбу ўқув-услубий мажмуа педагогика олий ўқув юртлари филология факультетлари, инглиз тили бўлимлари 2 босқич талабалари учун мўлжалланган.

Мажмуанинг бош мақсади автоматлашган нутқ малакалари асосида оғзаки ва ёзма таржима кўникмаларини шакллантириш, олдин ўзлаштирилган граммтик ва лексик маълумотларни сақловчи матнларни ўқиб тушуниш техникаларини, 4 босқич ўқув дастурига кирган билимларни ёзма ва оғзаки равишда баён қила олиш малакаларни ривожлантиришдир.

Ўқув услубий мажмуа 3 қисмдан иборат:

1. Кириш қисми
2. Асосий қисм
3. Лексик материаллар устида ишлаш машқлари

Асосий курс ичига 2 та матн киритилган бўлиб, бири тасвирий иккинчиси диалогик характерга эга. Ҳар бир матндан сўнг янги сўзлар рўйхати берилган. Ушбу мажмуа ўз ичига:

8 та мавзуй матнлар

8 та нутқий конструкция намуналари

8 мавзуй диалоглар

16 қўшимча диалог ва матн

Ҳар бир мавзу бўйича машқлар

Ҳар бир юнит бўйича тақдимотлар

Шуни таъкидаш керакки, филология факультети инглиз филологияси бўлими 2 босқич ўқув дастурига мос ишлаб чиқилган.

Данный учебно-методический сборник предназначен для студентов 2го курса английского отделения филологических факультетов педогогических институтов.

Главная цель сборника формировать автоматические речевые навыки устного и письменного перевода, развивать технику чтения и распознавания текстов, которые содержат ранее изученную лексическую и грамматическую информацию, умение изложить устно и письменно знания, которые включены в учебной программе 4го курса.

Учебно-методический сборник состоит из:

- Введение
- Основная часть
- Задания по лексическим материалам.

Основная часть включает в себе 2 текста, один описательного, а другой диалогического характера. После каждого текста дается список новых слов. Данный сборник включает в себе:

- 8 тематических текстов
- 8 образцов речевых конструкций
- 8 тематических диалогов
- 16 дополнительных диалогов и текстов
- Задания по всем темам
- Презентации по всем юнитам

Этот учебно-методический сборник был разработан в соответствии с учебной программой 2го курса английского отделения филологических факультетов.

This educational-methodological workbook is meant for the students of English departments of Philological faculties in Pedagogical Institutes.

The main goal of the workbook is to form automatical speech skills of oral and written translation, develop the techniques of reading and understanding the texts consisting the lexical and grammatical information, which was learnt before, the ability to state orally and in written form of the knowledge included in educational program of the 4th year.

The educational-methodological workbook consists of:

- Introduction
- Main body
- Tasks on lexical material

The main body includes 2 texts, one of which descriptive and the other of dialogical character. After each text there is given the list of new words. The workbook is composed of:

- 8 thematic texts
- 8 examples of of speech constructions
- 8 thematic dialogues
- 16 additional dialogues and texts
- Tasks on every theme
- Presentations on every unit.

The given educational-methodological workbook was worked out under the program of the second year English departments of Philological faculties.

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RECOMMENDATIONS AND SUGGESTIONS

Оғзаки ва ёзма таржима фани талабалар нутқини ўстириш, оғзаки ва ёзма нутқдан хорижий тилга ёки она тилидан хорижий тилга таржима қилиш кўникмаларини ҳосил қилишни назарда тутди. Ёзма таржимани тилнинг амалий курси ўтилгандан сўнг бошлаш мақсадга мувофиқ бўлади. У кетма-кет таржима ва тез ёзишқобилиятларини ҳам шакллантиради. Бунда ёзма таржиманинг асоси бўлган таржима-диктант усулига ва ундан унумли фойдаланишга аҳамият берилади. Таржима-диктант (матн ўқувчи томонидан синтагмаларга ва маъно гуруҳларига бўлиб ўқилади). Матнни тушуниб олишга қаратилган машқлар тузилади. Ажратиб кўрсатилган лексикаларни тушунишга алоҳида эътибор берилади. Яхши натижаларга эришиш учун тўғри таржима қилинган гаплар овоз чиқариб ўқилади ва унинг тўғри таржимаси бир неча маротаба такрорланади. Матнда берилган сўз ва иборалар синоним, антоним ёки тасвирловчи сўз бирикмалари билан алмаштирилади. Ўқилган ёки танланган матнни қисқа реферат қилиш. Қоғоздан таржима қилиш (матн ўқилмасдан ва у билан танишмасдан таржима қилинади), машқларда репродукция, яъни олинган матндаги гапларни учинчи шахс номидан ва замони ўзгартирилган ҳолда қайта гапириб бериш яхши натижа беради.

таржима усуллари

Ўзгартиришлар билан ўқиш (трансформацион ўқиш). Матннинг маъносини она тилида талқин этиш ва уни хорижий тилда худди шу усулда таржима қилиш. Нутқ техникасини ривожлантириш.

Абзацга бўлиб таржима қилиш. Матн абзацларга бўлиб ўқилади ва оғзаки таржима қилинади; кейинги абзацни ўқишдан олдин абзацдаги сўзлар йиғиндиси ҳақида маълумот бериб ўтиш керак бўлади. Қийин вазиятли мулоқотда таржима қилиш (шовқин – сурон, мусиқа садолари остида, тингловчилар сони кўп бўлганда).

Кетма-кет таржима қилиш малака ва кўникмаларини ҳосилқилиш. Кетма-кет таржима.

Вертикал тарзда ёзиш. Тез ёзиш қобилиятини ўстириш. Аҳамиятли маълумотларни мантиқий ривожлантириш. Қисқа муддатли таржимага оид машқлар. Аудио-визуал материаллар асосида кетма-кет таржима қилиш.

Синхрон таржима. Оғзаки таржима синхрон таржиманингасоси. Оғзаки таржима вазиятини яратиш ва шартликонференциялар ўтказиш. Конференция иштирокчиларини (раис,президиум, делегат, таржимон), мавзу танлаш ва таржимон учунишчи вазият яратиш.

Амалий машғулотлар

Хорижий тилидаги радио ва телевидиние кўрсатувларини

оғзаки таржима қилиш.Хорижий тилидаги фильмни томоша қилиб, унинг асосиймазмунини гапириб беришни.Чет эл радио, телевидение янгиликларини эшитиб уларниўрганилаётган тилларда муҳокама қилиш. Ҳар хил соҳага тегишли бўлган хорижий тилидаги терминларни она тилидаги эквивалентларни топиб, луғат тузиш. Ўқитувчи томонидан танланган алоҳида хорижий тилидаги бадиий адабиётни она тилига таржима қилиш. Нотиқлар нутқини ёзиб олиб, уни оғзаки таржима қилиш.

Мустақил иш

Саломлашиш (узоқ давом этмайдиган вазиятлар - оғзаки нутқжараёнида).

Бирдамлик (ҳар хил маҳаллий ва халқаро тадбирларда,шунингдек йиғилиш ва конференциялардаги таржимамулоқотлари).Музокаралар (халқаро ва давлат миқёсида: кабиналарсиз,бевосита иштирокчилар билан мулоқот).

Халқаро йиғилиш ва тадбирлар (кабинада таржимонда тематик материалларнинг мавжудлиги ёки ушбу материалларнинг мавжуд бўлмаслиги).

- **Фаннинг ҳажми ва мазмуни:**

Билим соҳаси:	220000 –ижтимоий фанлар
Таълим йўналиши:	5220100 – филология (инглиз тили)
Кафедра:	Инглиз тили ва адабиёти
Босқич:	2
Ажратилган соат:	68
Шу жумладан	
Амалий:	48
ТМИ:	20

- **Мультимедиа воситалари ва тақдимотлар рўйхати:**

- 20 мавзулар бўйича тақдимотлар;
- Талаба мустақил ишлари бўйича тақдимотлар;
- Уйга ўқиш бўйича тақдимотлар;

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 кўшимчалар 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 турларива уни амалга ошириш тартиби
- Баҳолаш тартиби ва мезонлари
- IV. Назорат турларини ўтказиш муддати
- V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби
- VI. Яқуний 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 турларива уни амалга ошириш тартиби

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

Яқуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Яқуний 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 яқуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо) ўтказилиши мумкин.**
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудири 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 яқуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, яқуний назорат натижалари **бекор қилинади** ҳамда яқуний 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 **ўзлаштириши даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириши кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- **яқуний 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 **яқуний 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 куйидагиларга жавоб бериши лозим:
- *хулоса ва қарор қабул қилиш;*
- *ижодий фикрлай олиш;*
- *мустақил мушоҳада юрита олиш;*
- *олган билимларини амалда қўлай олиш;*
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- б) учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим:
- *мустақил мушоҳада юрита олиш;*
- *олган билимларини амалда қўлай олиш;*
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- в) учун талабанинг билим даражаси куйидагиларга жавоб бериши лозим:
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- г) куйидаги ҳолларда талабанинг билим даражасибилан баҳоланиши мумкин:
- *аниқ тасаввурга эга бўлмаслик;*
- *билмаслик.*
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича *аниқ мезонлар* ишлаб чиқилиб, кафедра мудири томонидан *тасдиқланади* ва талабаларга эълон қилинади.
- 16. *Намунавий мезонларга мувофиқ* мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан *яқуний 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 яқуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги куйидагича аниқланади:

$$R_f =$$

- бу ерда:
 - V – семестрда фанга ажратилган умумий ўқув юклармаси (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 яқуний назоратга *киритилмайди*.
 - *Жорий ва оралиқ* назорат турлари бўйича *55 ва ундан юқори бални* тўплаган талаба фанни ўзлаштирган деб ҳисобланади ва *ушбу фан бўйича* яқуний назоратга *кирмаслигига* йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган *умумий бали* ҳар бир назорат туридан белгиланган қоидаларга мувофиқ *тўплаган баллари йигиндисига* 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**, сўнги жорий ва оралиқ назоратлар учун **якуний назоратгача** бўлган муддат берилади.
- **Касаллиги** 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 йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугганидан 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 **гурӯх журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма ши** 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 рейтингини унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинги** барча фанлардан

тўпланган рейтинг баллари **йигиндис** 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** 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, оралик ва якуний назорат натижалари **кафедра йигилишлари, 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.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

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 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 меъерий 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-услубий 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 чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

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

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 чиқилади, кафедра йиғилишида муҳокамадан ўтказилади 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 руҳсат 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 топширгандан 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 консультациялар 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) машғулоти дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотида 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 машғулоти бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулоти 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 асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудири томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташиқил этиши, назорат қилиши ва баҳолаш тартиби хақидаги намунавий низом тўғрисида”ги 34-сонли буйруги, 2009 йил 14 августдаги 286-сонли буйруги билан тасдиқланган “Талабалар мустақил ишини ташиқил этиши ва назорат қилиши бўйича йўриқнома”си асосида тузатишлар киритилган “Гулистон давлат университети талабаларининг мустақил ишларини ташиқил этиши, назорат қилиши ва баҳолаш тартиби тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгаининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги _____ -сонли буйруги 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 юритишида 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 тутади.

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 журналига “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 журнали” ва “Гуруҳ журнали”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 журнали” ва “Гуруҳ журнали”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 ўзлаштирмаган 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 рухсати билан қабул қилинади.

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

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирмаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат 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 ўқитувчиситақдим 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 тақдим 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.

ASSESSMENT CRITERIA

ОҒЗАКИ ТАРЖИМА АМАЛИЙ КУРСИ БЎЙИЧА БАҲОЛАШ МЕЗОНИ

1 СЕМЕСТР			
1. Жорий Баҳолаш			
ВАЗИФА	СОНИ	БАЛЛ	ЖАМИ
Матнлар таржима қилиш	5	2	10
Луғовий машқлар бажариш	10	0,5	5
АКТ асосида берилган маълумотларни таржима қилиш	5	2	10
Назорат иши	1	5	5
ЖН Жами			30
2. ТАЛАБА МУСТАҚИЛ ИШЛАРИ			
Бадиий матнлар таржимаси(тми)	10	1	10
Луғовий машқлар бажариш(тми)	20	0,3	6
Интернет материал	1	2	2
Матбуот материалларини таржима қилиш(тми)	4	0,5	2
ТМИ жами			20
ЖБ+ТМИ Жами			30+20=50
3. ОРАЛИҚ БАҲОЛАШЛАР			
1-ОБ			
Езма шакли	2	5	10
Оғзаки шакли	2	5	10
Жами			20
4. ЯКУНИЙ БАҲОЛАШ			
Оғзаки шакли	1	10	10
Ёзма шакли	2	10	20
ЯБ Жами			30
УМУМИЙ БАЛЛ	50+20+30=100		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
- хулоса ва қарор қабул қилиш	- мустақил мушоҳода	- моҳиятни тушуниш	- аниқ тасаввурга эга бўлмаслик
- ижодий фикрлай олиш	юрита олиш;	- билиш, айтиб бериш	- билмаслик
- мустақил мушоҳода	билимларини	- тасаввурга эга	

юрита олиш	амалда қўллай	бўлиш	
- олган билимларини	олиш		
амалда қўллай олиш	- моҳиятни		
- моҳиятни тушуниш	тушуниш		
- билиш, айтиб	- билиш айтиб		
бериш	бериш		
- тасаввурга эга	- тасаввурга эга		
бўлиш	бўлиш		

БАҲОЛАШ МЕЗОНИ

1. Жорий назорат

Талаба жорий назоратда тўплаши мумкин бўлган максимал балл 30 баллни ташкил қилади.

1.1 Матнлар таржимаси – матнлар сони 5 та бўлиб ҳар бир матн таржимаси учун талаба максимал 2 баллдан олиши мумкин. Агар талаба матнни грамматик ва лексик хатоларга йўл қўймасдан гапириб берса, бирикмаларини талаффуз қилишда хатоларга йўл қўймаса, 1,5 баллдан 2 баллгача олиши мумкин.

Агар талаба матнни таржима қилишда грамматик хатоларга йўл қўйса 0.7- 1 баллгача олиши мумкин.

Матн таржимасида лексик ва грамматик хатолар учраса талаба 0.5-0.6 балл олиши мумкин.

Матн таржимасида маъно йўқотишларга сезиларли йўл қўйилган бўлса 0.2 дан 0.4 баллгача олиши мумкин.

Бу ерда ҳам таржимани баҳолаш ҳар бир хато учун максимал баллдан 0.1 баллни айириб ташлаш йўли билан ҳам амалга оширилиши мумкин.

1.2 Мавзулар якуни бўйича ёзма ёки оғзаки назорат. Мавзулар якунидаги жорий назоратда талаба максимал 5 балл олиши мумкин. Назорат иши мавзулар юзасидан ўтилган машқлар, янги сўзлар, матнлардаги сўз ва сўз бирикмалари, фонетик маълумотлар асосида оғзаки ёки ёзма савол-жавоб ва таржима қилиш орқали ўтказилиши мумкин. Назорат савол-жавоби давомида талабага 10 та савол берилади. (Бунда талабадан савол тарикасида берилган гапни таржима қилиш (ўзбек тилидан инглиз тилига, инглиз тилидан ўзбек тилига), сўз ва сўз бирикмалари асосида гап тузиш, сўз ва сўз бирикмаларининг таржимасини айтиш сўралиши мумкин).

Савол жавоб давомида йўл қўйилган ҳар бир хато – 0.2 баллга тенг бўлади. Яъни савол-жавоб давомида 10 та саволдан 5 тасига нотўғри жавоб берган талабага 2,5 балл қўйилади.

1.3 Машғулотдаги фаоллик. Талабалар ҳар бир машғулотда фаол қатнашгани учун максимум 1.8, 1.9 баллдан олиши мумкин. 3 семестрда ўғзаки таржима фанидан машғулотлар сони 16 та жуфтликни, яъни машғулотни ташкил қилади. Баллар профессор-ўқитувчи журналида қайд этилганда машғулот сўнгида машғулот давомида бошқа рейтинг ишланмага киритилган топшириқларни бажаришда олинган баллар билан қўшиб қайд этилади.

1.4 Тест. Тест жорий назорат давомида мавзу якуни бўйича олинади. Яъни тестлар қатъий ўтилган юнит асосида тузилган бўлади. Тест давомида талабадан 20 та муқобил жавоб вариантларига эга саволларга жавоб бериш сўралади. Тестни баҳолашда ҳар бир тўғри жавобга 0.1 баллдан берилади.

Талаба мустақил иши (ТМИ)

Талабаларнинг мустақил иши ҳажми 250-300 та сўзга тенг 10 та матнни таржима

қилиш, уйга вазифаларга тайёрланиш (30 та 0.5 баллдан) ва белгиланган мавзулар асосида иншо ёзиш шунингдек постер яратиш ва унинг тақдимотини ўтказиш тариқасида топширилади.

1.5 Матнлар таржимаси. Таржимага талабаларга ҳажми 250-300 та сўзга тенг ўртача мураккабликдаги 10 та матн берилади. Ҳар бир матнга қўйиладиган максимал балл 1 баллни ташкил қилади.

Матнни таржима қилишда йўлга қўйилган ҳар бир ҳато 0.5 баллга тенг.

1.6 Интернет материал тайёрлаш. Талабалардан интернет материал асосида тақдимот яратиш асосан Current Events (янгиликлар) машғулотларда ўтилган дарслар асосида берилиши мумкин. Тақдимот сони 1 та бўлиб максимал балл 1 баллни ташкил этади.

1.7 Матбуот материалларини таржима қилиш. Янгиликлар машғулотларида ўтилган маълумотларни умумлаштирувчи (яъни талабаларнинг 1 семестрда ўқиши давомида жаҳонда ва мамалакатимизда, вилоятимизда бўлиб ўтган воқеа-ҳодисаларни умумлаштирувчи ёки маълум бир мавзунини таржима қилиш асосида асосида бўлиши мумкин.

Вазифани бажаришда талаба 4та топшириқни бажариб максимал 1 баллдан 4 балл олиши мумкин.

2. О.Н

Оралиқ назорат 4 та топшириқдан иборат бўлиб, ҳар бир топшириқ 5 тадан саволни ўз ичига олади. Оралиқ назоратга максимал 20 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 5 баллдан қўйилади. Яъни бунда ҳар бир топшириқдаги саволга жавоб 1 баллга тенг. Ҳар бир саволга берилган жавобдаги битта хато 0.5 баллга тенг. Бундан келиб чиқадигани, талаба 5 та саволдан биттасига жавоб беришда хатога йўл қўйган бўлса, ўша топшириқ учун 2 балл олади.

О.Н олишда талабалардан шунингдек мустақил иш топшириш ҳам сўралади. Мустақил иш сифатида О.Нга белгиланган мавзулар асосида матнни айтиб беришга тайёрлаб келиш сўралади. Бунда матн баёнига максимал 2.5 балл қўйилади.

3. Я.Н

Якуний назорат 3 та топшириқдан иборат бўлиб, берилган матнларни ва гапларни грамматик ва лексик жиҳатдан тўғри таржима қилиш, берилган иборалардан топиклар тузиш каби топшириқларни ўз ичига олади. Якуний назоратга максимал 30 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 10 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 0,1 баллга тенг. Топиклар тузишда йўл қўйилган ҳар бир хато 0.1 баллга тенг. Агар талаба гапларинини таржима қилишда грамматик ва лексик хатоларга йўл қўймаса 0.8 дан 1 баллгача олиши мумкин. Гапларни таржимасида лексик ва грамматик хатолар учраса талаба 0.5-0.6 балл олиши мумкин.

Матн таржимасида маъно йўқотишларга сезиларли йўл қўйилган бўлса 0.2 дан 0.4 баллгача олиши мумкин.

Бу ерда ҳам таржимани баҳолаш ҳар бир хато учун максимал баллдан 0.1 баллни айириб ташлаш йўли билан ҳам амалга оширилиши мумкин.

III. ФАНИННН ҲҚИТИШНИННГ КОНЦЕПТУАЛ АСОСЛАРИ.

Оғзаки ёзма нутқ таржимаси фани – комплекс фан бўлиб, ўз ичига ўқиб тушунишни, ёзма ва оғзаки нутқ малакаларини ривожлантирувчи мақсадларни кўзловчи бир қанча йўналишларни олади. Ушбу фанни ўтишда урғу монологик ва диалогик нутқ кўникмаларини ривожлантиришга берилган. Замонавий тил ўқитиш концепциялари талабларига кўра асосий эътибор талабаларда мустақил ва танқидий фикрлашни ривожлантиришга қаратилган.

I. SYLLABUS

ЎЗБЕКИСТОН RESPUBLIKASI OLIY VA ЎРТА MAHCYС TAЪЛИM BAZIPЛИГИ

Рўйхатга олинди
№ Б0-51201-3.1
2012 йил «14» март

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



АСОСИЙ УРГАНИЛАШТИРГАН ТИЛ

фанлари

ЎҚУВ ДАСТУРИ

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

Тошкент-2012

Кириш

Асосий ўрганилаётган тилих тисослик фанисифати датили ўрганилаётган мамлакатларнинг бадиий адабиётнамуналарини ўқиш ва мазмунини англаш, даврий матбуотнашрларида баён этилган асосий воқеа-ҳодисалар тўғрисида ўқиб, маълумотга эга бўлиш ҳамда уларни оғзаки ўзлаб бериш, мазмунини ёзма баён этишга ўргатишнинг ўзда тутилади.

Ушбу фандан ўтилади гана маънавий машғулотларда матн биланиш лашасоси далабаларнинг нутқий малакасини ошириш орқали турли хил нутқ услубларини билиб олишнинг мумкинлигини ҳосил қилди.

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

Ўқув фанининг мақсади ва вазифалари

Ўқув фанининг мақсади – талабаларда лингвистик, линвокультурологик ва коммуникатив кўникма ва малакаларни шакллантиришдир.

Лингвистик компетентлик тил

тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўзичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазиятида муносабат қилиш ва суҳбатдошларнинг ўзаро муносабатини коммуникация жихатдан ўта муҳимдир.

Линвокультурологик компетенция тили ўрганилаётган мамлакатнинг Айни пайтдаги ижтимоий-иқтисодий ва маданий ривожига шунга мос тарзда нутқ муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик мақсади эса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш, уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

Фанининг вазифаси – нутқ амалиёти талабаларнинг мантикий тафаккурини, чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларни, 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 ўзлаштирилган билим ва малакаларни қўлланилиши кўзда тутилади.

Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар Асосий ўрганилаётган тил (инглиз тили) ўқув фанини ўзлаштириш жараёнида бакалавр:

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

- инглиз тилининг ривожига ва тил доирасидаги асосий экстралингвистик жихатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;

- мулоқотнинг оғзаки ва ёзма турлари;

- инглиз тилида фикрнинг лисоний ифода қилиш усуллари ва уларнинг нутқ оғзаки ва ёзма шаклларида қўлланилиши қонуниятлари;

- нутқнинг диалогик ва монологик шакллари ҳақида тасаввурга эга бўлиши;

- тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик-грамматик туркумлар, сўз тузилиши, бошқа тиллардан сўз кириб келишининг умумий тарихини;
- содда ва қўшма гаплар, сўз бирикмалари синтаксиси, лексика ва ёзма нутқ, диалектал лексиканинг асосий хусусиятлари;
- инглиз тилида сўзловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сўзлаган 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 жиҳатдан таҳлил қилиш, турли жанрга оид матнларни инглиз тилидан она тилига ва она тилидан инглиз тилига оғзаки ва ёзма таржима қилиш;
- жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;
- лисоний ва ўлкашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив кўникмаларини фаоллаштириш учун замонавий инфор­мацион технологиялардан фойдаланиш малака­сига эга бўлиши 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 мулоқот олиб бориш;
- ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутқ ва маърузаларни оғзаки 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 йўналтирилган мақсадларда фойдалана олиш кўникмасига эга бўлиши зарур.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги

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

Фаннинг амалиётдаги ўрни

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган тил (инглиз тили) умумкасбий Фан ҳисобланиб, талаба-бакалаврларнинг умумий ўрта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида фаолият кўрсатишларига ёрдам беради. Фанни ўқитишда замонавий ахборот ва педагогик технологиялар.

Талабаларнинг асосий ўрганилаётган тил (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усуллари­дан фойдаланиш, янги инфор­мацион- педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш Интернет тармоғидан

мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

II. WORKING SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ” КАФЕДРАСИ

«Тасдиқлайман»

Ректор _____ А. Эминов
“ _____ ” _____ 2013 йил

АСОСИЙ ЎРГАНИЛАЁТГАН ЧЕТ ТИЛИ (Оғзаки таржима) фани бўйича

ИШЧИ ЎҚУВ ДАСТУР

220000 – гуманитар фанлар
5120100 – Филология ва тилларни ўқитиш (Инглиз тили)

Умумий ўқув соати: 68

Шу жумладан:

Амалий: 48

ТМИ: 20

Гулистон – 2013/2014

Фаннинг ишчи ўқув дастури намунавий ўқув дастури ва ўқув режасига мувофик ишлаб чиқилди.

Тузувчи: Султанов Б.Р. – ГулДУ Инглиз тили ва адабиёти кафедраси
ўқитувчиси _____ (имзо)

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

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2013 йил “___” _____ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услугий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири:

Уразбаев Ҳ.

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

Факультет Илмий-услугий
Кенгаши раиси:

доц. М.Бойэшонов

Келишилди:

Ўқув ишлари бўйича ректор муовини

доц. Н.Баракаев

1. КИРИШ

Инглиз тили ёзма ва оғзаки таржима фанининг мақсади талабаларда инглиз тилида сўзлашиш нутқи ва ундаги таржима учун мураккаб бўлган қатламларини ўрганиш, айрим ибора ва сўзларнинг келиб чиқиши, шу билан биргаликда уларнинг ўзбек тилидаги муқобилларини топиш йўлларини кўрсатишдан иборат.

Инглиз тилидаги матнни ўзбек тилига таржима қилишдаги муммолардан энг асосийси шундаки, бу икки тилдаги гап структураларининг фарқланишида, шунинг учун ҳам ўзбек тилидан инглиз тилига ёки инглиз тилидан ўзбек тилига синхрон равишда оғзаки таржима қилиш қийинчиликлар туғдиради.

1.1 Фаннинг мақсад ва вазифалари

- талабаларда инглиз тилидаги нутқ, ёзма ва оғзаки таржима қилишда эътиборга олиниши керак бўлган жихатларни кўрсатиш;
- инглиз тилидаги кўп сонли фразали бирикмаларнинг ўзбек тилидаги муқобилларини топишга кўмаклашиш;
- таълим олувчиларнинг умуммаданий ва филологик дунёкарашини кенгайтириш;
- талабаларда филология, хусусан, инглиз филологияси соҳаси бўйича кенгроқ билим, кўникма ва малакаларни шакллантиришга қизиқишни шакллантириш.

Фаннинг вазифалари қаторига талабаларга инглиз тили матнининг таржима қилинишида олиб борилган бир қатор изланишларни кўрсатиб бришдир, яъни таржимада гап бўлақларининг жойлашган ўзинлари ва таржимада жой алмашиниш ҳолатларини айтиш мумкин.

Фанни ўзлаштириш давомида талаба:

1.2 Фанни ўзлаштирган талабанинг малакавий даражалари

Инглиз тили оғзаки ва ёзма таржимаси фанини ўрганишда бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;
- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жихатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма-хиллиги;
- Замонавий инглиз тили ривожланиш босқичлари ҳақида;
- фаннинг терминологик аппарати ҳақида тасаввурга эга бўлади.
- Неологизмлар ва шу билан биргаликда архаик сўзларнинг таржимаси ва ўзбек тилидаги муқобилларини топишни ўрганади;
- грамматика соҳасида инглиз тилининг ривожланиш

қонуниятлари ҳақида;

- инглиз тили луғат бойлигининг ўсишининг асосий манбалари ҳақида билимга эга бўлади.

1.3 Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Инглиз тили оғзаки ва ёзма таржимаси фани айниқса, таржима назарияси , умумий тилшунослик, ўрганилаётган тил назарий фонетикаси ва назарий грамматикаси, лексикология, инглиз тили тарихи фанлари билан бевосита боғлиқ бўлиб, ушбу дарслардоталабалар олган билимларини таржима назарияси, умумий тилшунослик, стилистика, таржима, қиёсий типология фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу инглиз тили тарихи фанининг ушбу фанлар биланалоқадорлигини ва мазмуний узвийлигини таъминлайди.

1.4 Фанни ўқитишда педагогик ва ахборот технологияларидан фойдаланиш

Талабаларнинг инглиз тили тарихи фанини ўзлаштиришлариучун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информатсион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, тарқатма ва электронматериаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланишлозим, шунингдек бир қатор электрон луғатлар, айниқса ABBYY LINGVO дан, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернеттармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш варивожлантиришда катта самара беради.

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

№	Themes for the lesson	Type of the lesson	Data on performance		Theme of the independent work	Type of the work	Signature
			Hour	Date			
1	Types on translation. Working on dictionary	Practical	2		Describing to work on dictionary. Refer articles and factual reports	Oral	
2	Mass media (articles) MPT	Practical	2		To make a presentation on articles	written	
3	Translation exercises 17-18 page 109. MPT	Practical	2				
4	Mass culture texts MPT	Practical	2		Giving positive or critical ideas. Approaches to the magazines	Oral	
5	Translation exercises 21-22 page 113. MPT	Practical	2		Exercises 4, 5. Page 356	Written	
6	Lexical exercise 23pages 115 -121 MPT	Practical	2		Translate the text England	Written	
7	Uzbekistan and the world. MPT	Practical	2				
8	Video lesson	Practical	2		Make an internet material	Written	
9	Working on poems MPT	Practical	2		Translate the text Health and Space part two	written	
10	Working on dialogues. MPT	Practical	2				
11	The problem of drugs MPT	Practical	2		Industry of Uzbekistan	Written	
12	Speech at the conference. Exercise 15. MPT	Practical	2		Working on activities	Written	
13	Working on proverbs	Practical	2		Translate the text International Cooperation for the Use of Outer Space for Peaceful Purposes	Oral, written	
14	The first intermediate control work (written)	Practical	2		Make a presentation	Oral	
15	The first intermediate control work (oral)	Practical	2		Word and word combinations	Written	
16	Working on activities 24 – 26 page 145. MPT	Practical	2				
17	Video lesson	Practical	2		Write a topic on the watched film	written	

18	Working on idioms	Practical	2		Analyzing 15 the idioms	written	
19	Health and spaceMPT	Practical	2		Working on translation exercises	written	
20	Video lesson	Practical	2		Analyzing the film	written	
21	Armed sources	Practical	2		Translating exercises	written	
22	Video lesson	Practical	2		Exercises	written	
23	The second intermediate control work (written)	Practical	2		Exercises	written	
24	The second intermediate control work (oral)	Practical	2		Exercises	written	

2. Ўқув материаллари мазмуни

2.1 Types on translation. Working on dictionary(2 hours)

Identified aims of the lesson:

- to acquaint the students with the background of the statement
- 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

The main notions: to go realize, native speakers, absolutely necessary , patience. , 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

2.2 Mass media (articles) MPT(2 hours)

Identified aims 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

The main notions:

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

2.3 Translation exercises. MPT (2 hours)

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

2.4 At a design office(2 hours)

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 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

2.5 Translation exercises. MPT (2 hours)

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: 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

2.6 Development of national economy of Uzbekistan (2 hours)

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

2.7 Uzbekistan and the world. MPT (2 hours)

Identified aims 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

The main notions: The majority , accomplished the final process of ratification , responsibility in the, sphere, Rapid , external policy and principles of international cooperation

2.8 Tips on culture, Traditions, Customs and beliefs. MPT(2 hours)

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: promotion, art, developing, inhabitant

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

2.9 Working on dialogues. MPT (2 hours)

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: fatalistic, acceptance, prayers, the sacred flower of , religions., particularly, advertisement, censorship

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

2.10 Economic relations. MPT (2 hours)

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: It was a terribly stupid mistake, determined to have our holiday, He seemed nice enough, but within a few minutes, the enthusiasm, setting out, didn't realize at

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

2.11 Speech at the conference. Exercise 15. MPT (2 hours)

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: It was a terribly stupid mistake, determined to have our holiday, He seemed nice enough, but within a few minutes , the enthusiasm , setting out , didn't realize at

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

2.12A stubborn old man (2 hours)

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: fatalistic, acceptance, prayers, the sacred flower of , religions., particularly, advertisement, censorship

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

2.13A New Yorker goes to the cinema (2 hours)

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

2.14 Working on activities 24 – 26 page 145. MPT (2 hours)

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: 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

2.15 Working on idioms (2 hours)

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: I see what you mean. — Тушунарли.

I'll see what I can do. — Қўлимдан нима келишини уйлаб кураман.

(I'm) sorry to trouble (you). — Сизни безовта килганлигим учун мени кечиринг.

I'd be pleased to join you. — Мен сиз билан бўлганлигимдан гоят хурсандман.

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

2.16 Health and space MPT (2 hours)

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: annoy, cheer, chatter, contest, emerge, to go.

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

3. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабалар мустақил таълимнинг мазмуни ва ҳажми

Талабаларнинг амалий машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан ўқув услубий мажмуалар ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралик 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.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- амалий машғулотлар бўйича уй вазифаларни тайёрлаш – 8 соат.
- ҳар бир мавзу бўйича мустақил тарихий аҳамиятга эга матнларни таржима қилиш –12 соат

Барча амалий машғулотларда билимлар мавзуга оид савол жавоблар ўтказиш орқали мустаҳкамланади. Инглиз тили оғзаки ва ёзма таржима фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзусини мустақил ўрганиши ва ёзма топшириқларни бажариш орқали мустаҳкамлаши зарур.

Қолдирилган дарсларни топшириш учун талаба дарс материални тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ОН ва ЯН лар белгиланган тартиб бўйича топширилади.

4. Рейтинг баҳолаш тизими

4.1. Рейтинг назорати жадвали

4 СЕМЕСТР			
1. Жорий Баҳолаш			
ВАЗИФА	СОНИ	БАЛЛ	ЖАМИ

Бадиий асарлар таржимаси	10	1	10
Луғовий ва лексик машқлар бажариш	20	0,5	10
АКТ асосида берилган маълумотларни таржима қилиш	5	1	5
Тақдимот	1	5	5
ЖН Жами			30
2. ТАЛАБА МУСТАҚИЛ ИШЛАРИ			
Бадиий асарлар ёзма таржимаси(тми)	10	1	10
Луғовий ва лексик машқлар бажариш(тми)	20	0,3	6
Интернет материал	1	2	2
Илмий мавзудаги материалларини таржима қилиш(тми)	4	0,5	2
ТМИ жами			20
ЖБ+ТМИ Жами			30+20=50
3. ОРАЛИҚ БАҲОЛАШЛАР			
1-О.Н			
Ёзма шакли	2	4	8
Оғзаки шакли	1	2	2
2 - О.Н			
Ёзма шакли	2	4	8
Оғзаки шакли	1	2	2
Жами			20
4. ЯКУНИЙ БАҲОЛАШ			
Оғзаки шакли	1	10	10
Ёзма шакли	2	10	20
ЯБ Жами			30
УМУМИЙ БАЛЛ	50+20+30=100		100

КУЗГИ СЕМЕСТР

№	Сентябр				Октябр				Ноябр				Декабр				Январ						
	3-8	10	17	24	2	8-13	15	22	29	5-10	12-17	19	26	3-7	10	17	24	2	8	15	22		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Ж	Амалиёт									3				3									
Н	Мустақил таълим										2									4			
40%																							
О																							
Н	Мустақил таълим																						
30%							5															5	
3	ЯН – 30%																						30
Жами				19				32				19				30							
Жами Гп бўйича				19				51				70				30							

Эслатма: 6- семестрда ўқитиладиган “Инглиз тили оғзаки таржимаси” фанининг ўқув ҳажми 68 соатни ташкил этганлиги сабабли фан коэффиценти 0.68 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0.48 га кўпайтирилади ва бутунгача яхлитлаб олинади.

Баҳо	5	4	3	2
Рейтинг	86-100	71-85	55-70	< 55
Фанни ўзлаштириш Кўрсаткичлари	41-48	34-40	26-39	<26

Талабалар билимини баҳолаш мезони

Балл	Баҳо	Мезон
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86-100	Аъло	Тил ривожига туртки бўлган тарихий, ижтимоий ва маданий воқеа-ҳодисалар ҳақида билимга эга, тилдаги энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида тушунчага эга; тилда рўй берган ўзгаришлар тарихини таҳлил қила олади.
71-85	Яхши	Инглиз тили ривожига туртки бўлган тарихий, маданий воқеа ва ҳодисалар ҳақида билимга эга, энг машҳур тилшунос олимлар, тилда юз берган сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга;
55-70	Қониқарли	Тил ривожланиш тарихидаги асосий ўзгаришлар ҳақида, тил ривожига энг сезиларли ўзгаришлар ҳақида билимга эга;
0-54	Қониқарсиз	Асосий билимга эга эмас; энг сезиларли ўзгаришлар, уларнинг манбаи ва таъсири ҳақида умумий тушунчага эга эмас.

“Инглиз тили оғзаки таржимаси” фанидан талабалар билимини БАҲОЛАШ МЕЗОНИ

1. Жорий назорат

Талаба жорий назоратда тўплаши мумкин бўлган максимал балл 30 баллни ташкил қилади.

1.1 Матнлар таржимаси – матнлар сони 5 та бўлиб ҳар бир матн таржимаси учун талаба максимал 2 баллдан олиши мумкин. Агар талаба матнни грамматик ва лексик хатоларга йўл қўймасдан гапириб берса, бирикмаларини талаффуз қилишда хатоларга йўл қўймаса, 1,5 баллдан 2 баллгача олиши мумкин.

Агар талаба матнни таржима қилишда грамматик хатоларга йўл қўйса 0.7-1 баллгача олиши мумкин.

Матн таржимасида лексик ва грамматик хатолар учраса талаба 0.5-0.6 балл олиши мумкин.

Матн таржимасида маъно йўқотишларга сезиларли йўл қўйилган бўлса 0.2 дан 0.4 баллгача олиши мумкин.

Бу ерда ҳам таржимани баҳолаш ҳар бир хато учун максимал баллдан 0.1 баллни айириб ташлаш йўли билан ҳам амалга оширилиши мумкин.

1.2 Мавзулар якуни бўйича ёзма ёки оғзаки назорат. Мавзулар якунидаги жорий назоратда талаба максимал 5 балл олиши мумкин. Назорат

иши мавзулар юзасидан ўтилган машқлар, янги сўзлар, матнлардаги сўз ва сўз бирикмалари, фонетик маълумотлар асосида оғзаки ёки ёзма савол-жавоб ва таржима қилиш орқали ўтказилиши мумкин. Назорат савол-жавоби давомида талабага 10 та савол берилади. (Бунда талабадан савол тарихида берилган гапни таржима қилиш (ўзбек тилидан инглиз тилига, инглиз тилидан ўзбек тилига), сўз ва сўз бирикмалари асосида гап тузиш, сўз ва сўз бирикмаларининг таржимасини айтиш сўралиши мумкин).

Савол жавоб давомида йўл қўйилган ҳар бир хато – 0.2 баллга тенг бўлади. Яъни савол-жавоб давомида 10 та саволдан 5 тасига нотўғри жавоб берган талабага 2,5 балл қўйилади.

1.3 Машғулотдаги фаоллик. Талабалар ҳар бир машғулотда фаол қатнашгани учун максимум 1,8, 1,9 баллдан олиши мумкин. 3 семестрда ўзгаки таржима фанидан машғулотлар сони 16 та жуфтликни, яъни машғулотни ташкил қилади. Баллар профессор-ўқитувчи журналида қайд этилганда машғулот сўнгида машғулот давомида бошқа рейтинг ишланмага киритилган топшириқларни бажаришда олинган баллар билан қўшиб қайд этилади.

1.4 Тест. Тест жорий назорат давомида мавзу якуни бўйича олинади. Яъни тестлар қатъий ўтилган юнит асосида тузилган бўлади. Тест давомида талабадан 20 та муқобил жавоб вариантларига эга саволларга жавоб бериш сўралади. Тестни баҳолашда ҳар бир тўғри жавобга 0.1 баллдан берилади.

Талаба мустақил иши (ТМИ)

Талабаларнинг мустақил иши ҳажми 250-300 та сўзга тенг 10 та матнни таржима қилиш, уйга вазифаларга тайёрланиш (30 та 0.5 баллдан) ва белгиланган мавзулар асосида иншо ёзиш шунингдек постер яратиш ва унинг тақдимотини ўтказиш тарихида топширилади.

1.5 Матнлар таржимаси. Таржимага талабаларга ҳажми 250-300 та сўзга тенг ўртача мураккабликдаги 10 та матн берилади. Ҳар бир матнга қўйиладиган максимал балл 1 баллни ташкил қилади.

Матнни таржима қилишда йўлга қўйилган ҳар бир хато 0.5 баллга тенг.

1.6 Интернет материал тайёрлаш. Талабалардан интернет материал асосида тақдимот яратиш асосан Current Events (янгиликлар) машғулотларда ўтилган дарслар асосида берилиши мумкин. Тақдимот сони 1 та бўлиб максимал балл 1 баллни ташкил этади.

1.7 Матбуот материалларини таржима қилиш. Янгиликлар машғулотларида ўтилган маълумотларни умумлаштирувчи (яъни талабаларнинг 1 семестрда ўқиши давомида жаҳонда ва мамалакатимизда, вилоятимизда бўлиб ўтган воқеа-ҳодисаларни умумлаштирувчи ёки маълум бир мавзунини таржима қилиш асосида асосида бўлиши мумкин.

Вазифани бажаришда талаба 4та топшириқни бажариб максимал 1 баллдан 4 балл олиши мумкин.

2. О.Н

Оралиқ назорат 4 та топшириқдан иборат бўлиб, ҳар бир топшириқ 5 тадан саволни ўз ичига олади. Оралиқ назоратга максимал 20 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 5 баллдан қўйилади. Яъни бунда ҳар бир топшириқдаги саволга жавоб 1 баллга тенг. Ҳар бир саволга берилган жавобдаги битта хато 0.5 баллга тенг. Бундан келиб чиқадики, талаба 5 та саволдан биттасига жавоб беришда хатога йўл қўйган бўлса, ўша топшириқ учун 2 балл олади.

ОН олишда талабалардан шунингдек мустақил иш топшириш ҳам сўралади. Мустақил иш сифатида ОНга белгиланган мавзулар асосида матнни айтиб беришга тайёрлаб келиш сўралади. Бунда матн баёнига максимал 2.5 балл қўйилади.

3. Я.Н

Якуний назорат 3 та топшириқдан иборат бўлиб, берилган матнларни ва гапларни грамматик ва лексик жиҳатдан тўғри таржима қилиш, берилган иборалардан топиклар тузиш каби топшириқларни ўз ичига олади. Якуний назоратга максимал 30 балл қўйилиши мумкин.

Ҳар бир топшириқ жавоби учун 10 баллдан қўйилади. Ҳар бир саволга берилган жавобдаги битта хато 0,1 баллга тенг. Топиклар тузишда йўл қўйилган ҳар бир хато 0.1 баллга тенг. Агар талаба гапларини таржима қилишда грамматик ва лексик хатоларга йўл қўймаса 0.8 дан 1 баллгача олиши мумкин. Гапларни таржимасида лексик ва грамматик хатолар учраса талаба 0.5-0.6 балл олиши мумкин.

Матн таржимасида маъно йўқотишларга сезиларли йўл қўйилган бўлса 0.2 дан 0.4 баллгача олиши мумкин.

Бу ерда ҳам таржимани баҳолаш ҳар бир хато учун максимал баллдан 0.1 баллни айириб ташлаш йўли билан ҳам амалга оширилиши мумкин.

III. ФАНИ ҲАМ УЎҚИТИШНИНГ КОНЦЕПТУАЛ АСОСЛАРИ.

Оғзаки ёзма нутқ таржимаси фани – комплекс фан бўлиб, ўз ичига ўқиб тушунишни, ёзма ва оғзаки нутқ малакаларини ривожлантирувчи мақсадларни қўзғовчи бир қанча йўналишларни олади. Ушбу фанни ўқишда урғу монологик ва диалогик нутқ кўникмаларини ривожлантиришга берилган. Замонавий тил ўқитиш концепциялари талабларига кўра асосий эътибор талабаларда мустақил ва танқидий фикрлашни ривожлантиришга қаратилган. 6 балл билан баҳоланади.

5. ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

• 5.1 АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусхаси
1.	O. Muninov, A Kuldashev U. Hoshimov “English for translators” Т_ 2005	15
2.	L. Visson Practical course for translators М_ 1986	15

5.2. ҚЎШИМЧА АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутуб- хонада мавжуд нусхаси
1.		
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Кутубхона мудираси
имзоси ва муҳри

5.3. ТАВСИЯ ҚИЛИНАДИГАН ҚЎШИМЧА АДАБИЁТЛАР ВА АХБОРОТ МАНБАЛАРИ

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
•	Karimov I.A. Uzbekistan: The Road of Independence and Future. Т., 1992.	
•	Karimov I.A. Building the Future 1993.Dialogues 1994-1997. Volume 1-15.	
•	V. D. Arakin Practical Course For English М_ 2005	
•	S. Gulamov, R. Ubaydullayeva “ Independent Uzbekistan” Т_ 2003	

•	Аракин В.Д.» Практический курс английского языка». –М.: Владос, 2001.	
•	Conley W. Mark. Content Reading Instruction. –L.: CamPH, 2000.	
•	Holt, Rinehart Winston. English Writing Skills. –NY.: Hill, 2008.	
•	ТенсонВ. Войтова, А. Habits and Ways in Great Britain and the USA. Международные отношения М.: МО, 1998.	
•	Матюшкина, Геркеидр. AnAdvancedBookforOralWork. –М.: Высшаяшкола, 2003.	
•	Поувид. English at Leisure. –М.: Высшаяшкола, 1998.	
•	Герман В. С.Sport. –М.: Высшая школа, 1998.	
•	Ступников И. В. “Theatre Work”” Москва «Высшая школа», 1978.	
•	Войтенок В. М., Войтенко А. М. «Разговорный английский язык» Москва 1993	
•	Матюшкина, Геркеидр. AnAdvancedBookforOralWork. –М.: Высшаяшкола, 2003.	

III. TECHNOLOGY OF EDUCATION

The technological schedule of the 1st lesson

step	The scope of work	Responsible
Step 1	<p>The aim of the lesson: To provide freer practice on the topic on the unit.</p> <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the society. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	<p>Key words: disproportionately, ambassadors, a big construction sight, surmount mountain, flora of the country.</p> <ul style="list-style-type: none"> Organization of the lesson: working in groups and micro groups. Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, Translating the text</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> What do you know about Aral Sea? - Make your sentences less categorical by using the given model. 	A teacher and the students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and translate the text. 	Teacher

The technological schedule of the 2nd lesson

step	The scope of work	Responsible
Step 1	<p>The aim of the lesson: To provide with advanced speech on the text.</p> <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the situations. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	<p>Key words: training center, training facilities, principal, trade, social facilities, foreman, trainee, run a center.</p> <p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. To use MPT. (Tape –recorder) 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> What do you know about the training system in Great Britain? What purposes do educational establishments serve? - Make your sentences less categorical by using the given new words 	A teacher and the students.

Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and learn by heart the phrases. 	Teacher
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The technological schedule of the 3rd lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide with advanced speech on the given exercises. <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the situations. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key words: At crash rates, how do you manage your meals, admission, develop a scheme, arrange for rigorous tests. <ul style="list-style-type: none"> Organization of the lesson: working in groups and micro groups. Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. To use MPT. (Tape –recorder) 	Students and teacher.
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures	Students Teacher
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> Do you know how to use the phrases? - Make your sentences less categorical by using the given model.	Teacher and student
Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and learn by heart the phrases. 	Teacher

The technological schedule of the 4th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the text. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key words: to an extent, proposed site, neglect, crop- up, on top of that, right away, I can fix it for you, The form of the lesson: working in groups and individually a. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. To use MPT. Watching video films. 	Students and teacher.
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures	Teacher Students
Step 4	Tasks for consolation and evaluation:	Teacher

	To retell the text and new words.	and students.
Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and learn by heart the phrases. 	Teacher

The technological schedule of the 5th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the story. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key : Just name it you have got it, in – house equipment, collect initial data. The form of the lesson: working in groups and individually a. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. To use MPT. Watching video films. 	Students and teacher.
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures	Teacher Students
Step 4	Tasks for consolation and evaluation: To retell the text and new words.	Teacher and students.
Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and learn by heart the phrases. 	Teacher

The technological schedule of the 6th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To know the students knowledge about the other countries. <ul style="list-style-type: none"> To be able to produce a piece of creative thinking in several situations in a foreign country. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key words: wisdom, resulting impact, intergovernmental, challenges, civilizable fresh water. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Students Teacher
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures.	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> What tense group is used in the text and why? 	Teacher and students.

	<ul style="list-style-type: none"> • What does the phrase “a place of interest” mean? 	
Step 5	General conclusion: <ul style="list-style-type: none"> • Analyzing the accomplishment of aims, tasks making. • Home work: Make up a dialogue between Uzbek tourist and British policeman. 	Teacher

The technological schedule of the 7th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the topic on the unit. <ul style="list-style-type: none"> • To be able to produce a piece of creative thinking in giving arguments about the society. • To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key words: the majority of the country, great contribution, prestigious international organizations, internal and external policy. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	Students and teacher.
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures	Teacher Students
Step 5	General conclusion: <ul style="list-style-type: none"> • Analyzing the accomplishment of aims, tasks making. • Home work: Read and translate the text. 	Teacher

The technological schedule of the 8th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the topic on the unit. <ul style="list-style-type: none"> • To practice talking about different traditions. • To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. • To encourage students to talk freely about products and why they bought them. 	Teacher
Step 2	Key words: Tip, it goes back in history, Holy Koran, foot wearing is strictly prohibited in, Nirvana. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, the pictures. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	Teacher and students.
Step 3	Working in groups: - Answering the questions. <ul style="list-style-type: none"> • Making the situations using the new words. • Work in pairs. They should look at the three slogans for hotdog and discuss whether or not they can be believed. 	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> • Make a list about customs. • Distinguish around the types of the cultures of the countries. 	A teacher and the students.

Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and translate the text. 	Teacher

The technological schedule of the 9th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the text of unit. <ul style="list-style-type: none"> To practice talking about education system. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. To encourage students to talk freely on specific information. 	Teacher
Step 2	<ul style="list-style-type: none"> Organization of the lesson: working in groups and micro groups. Visual aids: To use handouts, cards, chalk, blackboard, the pictures. Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Teacher and students.
Step 3	Working in groups: - Answering the questions. <ul style="list-style-type: none"> Making the situations using the new words. Work in pairs. To write school rules as if students were charge. Exchange opinions on the use of various kinds of punishment in school. 	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> Write rules for school club. - Introduce and practice “ it’s good\bad because ... - Draw students attention pronunciation of the new words . 	Teacher and students.
Step 5	General conclusion: <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and translate the text. 	Teacher

The technological schedule of the 10th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the unit. <ul style="list-style-type: none"> To practice talking about characters of the new story. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. To encourage students to talk freely on speech patterns. 	Teacher
Step 2	Key words: Prospective, meditate, forbid, decoration, I take it, ensure interests, book-keeper, fulfill a variety functions, broaden economic ties. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, the pictures. Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Teacher and students.
Step 3	Working in groups: - Answering the questions. <ul style="list-style-type: none"> Making the situations using the new words. Work in groups. St-s take turns to ask and answer questions about humanity. Exchange opinions on the use of various kinds of treatment in university and in society. 	Teacher Students

Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> • Write rules for goodness. - Introduce and practice “ it’s good\bad because ... - Draw students attention pronunciation of the new words . 	Teacher and students.
Step 5	General conclusion: <ul style="list-style-type: none"> • Evaluation. • To revise the speech patterns. Home work: Learn by heart the vocabulary notes.	Teacher

The technological schedule of the 11th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the topic. <ul style="list-style-type: none"> • To practice talking about the theme “What makes all people kin”. • To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. • To encourage students to talk freely on speech sport programs. 	Teacher
Step 2	Key words: resident representative, assess, mission, the country in question, feature an event, chart, announcer, job opportunity, make a statement. <ul style="list-style-type: none"> • Organization of the lesson: working in groups and micro groups. • Visual aids: To use handouts, cards, chalk, blackboard, the pictures. • Methods and approaches: To use visual aid, to use worming up, explanation of the task. 	Teacher and students.
Step 3	Working in groups: - Answering the questions. <ul style="list-style-type: none"> • Making the situations using the new words. • Work in groups. St-s take turns to ask and answer questions about sport. • Exchange opinions on the use of various types of sport in university and in society. 	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> - Evaluate the reports of students on fluency . - Introduce and practice “ it’s good\bad because ... - Draw students attention pronunciation of the new words . 	Teacher and students.
Step 5	General conclusion: <ul style="list-style-type: none"> • Evaluation of students knowledge. • To revise the essential vocabulary. Home work: Write 15 questions about text A and B. To retell the texts A and B.	Teacher

The technological schedule of the 12th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide freer practice on the theme. <ul style="list-style-type: none"> • To practice talking about the countries of U.K. • To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. • To encourage students to talk freely on speech sport programs. 	Teacher
Step 2	Key words: Male Nurse, obeying orders, to throw out, to interfere to one’s affairs. <ul style="list-style-type: none"> • Organization of the lesson: working in groups and micro groups. • Visual aids: To use handouts, cards, chalk, blackboard, the pictures. 	Teacher and students.

	<ul style="list-style-type: none"> • Methods and approaches: To use visual aid, to use warming up, explanation of the task. 	
Step 3	Working in groups: - Answering the questions. <ul style="list-style-type: none"> • Making the situations using the new words. • Work in groups. St-s take turns to ask and answer questions about London. • Exchange opinions on the use of various types of sport in university and in society. 	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> - Evaluate the reports of students on fluent . - Introduce and practice “ it’s good\bad because ... - Draw students attention pronunciation of the new words . 	Teacher and students.
Step 5	General conclusion: <ul style="list-style-type: none"> • Evaluation of students knowledge. • To revise the essential vocabulary. Home work: Write 15 questions about text A and B.	Teacher

The technological schedule of the 13th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide a fully comprehensive pronunciationTo provide with advanced speech on the unit. <ul style="list-style-type: none"> • To be able to produce a piece of creative thinking in giving arguments about the situations. • To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	Teacher
Step 2	Key words: cast, immensely, curtain calls, playwright. Organization of the lesson: working in groups and micro groups. <ul style="list-style-type: none"> • Visual aids: To use handouts, cards, chalk, blackboard, a map. • Methods and approaches: To use visual aid, to use warming up, explanation of the task. • To use MPT. (Tape –recorder) 	Students and teacher.
Step 3	Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures	Teacher Students
Step 4	Tasks for consolation and evaluation: <ul style="list-style-type: none"> • Do you know how to use the phrases? - Make your sentences less categorical by using the given model.	A teacher and the students.
Step 5	General conclusion: <ul style="list-style-type: none"> • Analyzing the accomplishment of aims, tasks making. • Home work: Read and learn by heart the grammar spot. 	Teacher

The technological schedule of the 14th lesson

step	The scope of work	Responsible
Step 1	The aim of the lesson: To provide a fully comprehensive pronunciation.To provide with advanced speech on the unit.	Teacher

	<ul style="list-style-type: none"> To be able to produce a piece of creative thinking in giving arguments about the situations. To have acquired understanding of and had practice in writing as a process of drafting self and peer editing and evaluation. 	
Step 2	<p>Organization of the lesson: working in groups and micro groups.</p> <ul style="list-style-type: none"> Visual aids: To use handouts, cards, chalk, blackboard, a map. Methods and approaches: To use visual aid, to use warming up, explanation of the task. To use MPT. (Tape –recorder) 	Students and teacher.
Step 3	<p>Working in groups: - Answering the question, - Making the situations using the new words, proving moral preparation for any kinds of success and failures</p>	Teacher Students
Step 4	<p>Tasks for consolation and evaluation:</p> <ul style="list-style-type: none"> Do you know how to use the phrases? <p>- Make your sentences less categoric by using the given model.</p>	Teacher and students.
Step 5	<p>General conclusion:</p> <ul style="list-style-type: none"> Analyzing the accomplishment of aims, tasks making. Home work: Read and learn by heart the grammar spot. 	Teacher

IV. COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

LESSON 1

Nature and natural resources administrative and territorial structure of Uzbekistan

Identified aims 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

The main notions: disproportionately, ambassadors, a big construction sight, surmount mountain, flora of the country.

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:

Nature and natural resources administrative and territorial structure of Uzbekistan

Uzbekistan is located on the Asian continent in the basin of great rivers _ the Amudarya and Syrdarya, in the desert subtropical zone taking the of the Turan lowland in the west the mountainous highlands in the east. The Republic of Uzbekistan represents peculiar combination of plains and mountains relief. Mountains and foothills occupy one third of the territory of Uzbekistan and are located in the east and south east where they join the towering and gigantic mountains of the bordering states _ Kyrgyzstan and Tajikistan.

Natural environment of the Republic is characterized by high seismic conditions that reach 8 - 9 by Richter scale. Among the disastrous earthquakes are the ones that took place in Fergana (1823), in Andijan (1902), in Tashkent (1966). It happened at 5:23 a.m. when population of the city slept. Thousands of one storey and multistoried buildings were damaged and ruined.

Uzbekistan is a sunny republic. Its location in the center of the vast mainland, that is located far from oceans and other water sources, results in the arid and extremely continental climate . Drought – afflicted climate results in small quantity of atmospheric precipitation and low air humidity in summer time, absence of clouds and presence of many bright sunny days. Day length is 15 hours in summer and 9 hours in nights.

The Republic of Uzbekistan is rich in various water sources, which have medicinal properties. Among them the most valuable are: hydrogen sulfide, iodine, radon and alkaline thermo mineral waters. While discussing about natural resources of Uzbekistan, we should underline that we do not use them to the full capacity. It is also noted abroad. For instance, the South Korean newspaper “Korea Herald” informs: only 45% of natural resources of Uzbekistan are actively exploited now, the rest are waiting their turn and miners.

Article 68 of our Constitution says: “ The Republic of Uzbekistan consists of provinces, districts, towns settlements, villages. It also consists of the Republic of Karakalpakstan.

Uzbek verse: O'zbekiston osiyo qit'asida huduning yirik daryolari bo'lmish Amudaryo va Sirdaryo oralig'ida joylashgan bo'lib, g'arbda turon pasttekisligini va sharqda tiog;I o'lkalarni o'z ichiga oladi. Respublikamiz tabiati boy va xilma – xil. O'zbekiston hududini katta qismini sharp va

cho'llar egallaydi. Sharqiy qismida osmono'par tog'lar daryo atroflarida ajoyib vodiylar bor. O'zbekiston tabiati uchun jazirama qum sahrolari, muzliklar, oppoq qorga burkangan tog' cho'qqilari, paxtazorga burkangan yam – yashil dalalari mavjudligi xosdir. Mamlakatning qariyb uchdan bir qismini egallagan tog' tizmalari sharqiy qismga to'ri keladi va qo'shni Qig'iziston va Tojikiston tog'lari bilan tutashib ketadi.

O'zbekiston tez – tez zil – zilalar bo'lib turadigan o'lkadir. Yer qimirlashi kuchi 8 – 9 ballgach borishi mumkin. O'lkada bo'lib o'tgan qattiq zil – zilalar qatoriga Farg'ona (1823), Andijon (1902) yillar, Toshkent (1966) yillardagi zil- zillalarni ko'rsatib o'tish mumkin.

O'zbekiston sequyosh o'lka. Uning qit'a markazida, okeanlar va boshqa suv havzalaridan uzoqda joylashgan iqlimning quruqligini va keskin continental ekanligini bildiradi. Iqlimning quruq kelishi va bu yerda yog'in sochining kam bo'lishi bilan ifodalanadi, yoz oylarida havo ochiq bo'ladi. Kunduz kunlari yozda 15 soat va kechasi 9 soatni tashkil etadi.

O'zbekiston tabiiy boyliklari xususida gap ketganda shuni ta'kidlash mumkinki, biz undan to'liq foydalana olmayapmiz. Buni xorijliklar ham ta'kidlashmoqda. Jumladan Korea davlatida chop etiladigan "Korea Herald" gazetasining yozishicha, O'zbekistondagi ulkan tabiiy boyliklarning faqat 45 % gina qayta ishlanib qolganlari esa o'z foydalanish vaqtini kutib turibdi.

O'zbekiston Respublikasi Konstitusiyasining 68 – moddasida shunday deyilgan: "O'zbekiston Respublikasi viloyatlar, tumanlar, shaharlar, qishloqlar shuningdek, Qoraqolpog'iston Respublikasidan iborat.

Exercise 1. Listen to the sentences and translate them.

1. The ship won't sail out again before the 9th of August. 2. When the traveller learned that the ship was not due till the end of the month he made up his mind to go by train. 3. You'd better book your ticket (passage). 4. The boat is always full this time of year. 5. Make sure what ship calls at that port. 6. Last Wednesday I went down to London Port to see my friend off. 7. When the ship began to move off all the passengers leaned over the rails waving good-bye to their friends standing below among the crowd. 8. Slowly the ship left the harbour and gradually disappeared in the distance.

9. Hadn't you better stay at home if you are always sea-sick?

10. As the sea wasn't calm he didn't want to stay up on deck.

2. Answer the following questions.

Have you ever travelled by boat? What journeys have you taken by boat? What kinds of ships do you know? Which is more convenient, to travel on board a big ship or on a smaller one? Give your reasons. When do we use the expressions "to sail out" and "to sail for"? What happens to some passengers when the sea is not calm? Do they stay on deck during a storm? What do we call the sleeping place on board the ship?

2. How to use the game

Check that your students are familiar with the grammar. Give one PROMISES, PROMISES sheet to each student. Ask them to imagine the future this time next year. Ask them to use the future perfect to complete three sentences with: 1 a fact (something they will definitely have done) 2 a promise (something they promise themselves they will have achieved) 3 a wild dream (wish-full filament!). They should not show their sentences to anyone else. Group the students into groups of 3-4. The object of the game is to guess each other's sentences and to decide which are facts, which are prognoses and which are dreams. The first player begins by giving the other players three clues about the subject matter of her sentences, e.g. exam, job, marriage. The order of the clues must not match the order of the sentences. The others must try to guess the sentences: 'Will you have got married?' They must then try to decide which fact, which is a promise and which is a dream. Then it is the next player's turn to give clues while the others guess.

Monitoring and feedback After the small group guessing game

- **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.

Home work: Exercises 12. 14 page 21

LESSON 2

Personnel Training Center

Identified aims of the lesson:

- to acquaint the students with the meaning of new text.
- to teach the students use these patterns in their writings
- to teach them use these patterns while speaking

The main notions: training center, training facilities, principal, trade, social facilities, foreman, trainee, run a center.

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:

Exercise 1. Translate the text into mother tongue visually

Personnel Training Center

Nowadays national training center is matter of particular concern in young developing countries where there is a great shortage of qualified staff at all levels. A lot of schemes have been developed to rectify this situation. Among the educational establishments working on this, there are training centers with full time instructors; training facilities on construction sites and operating projects. Another way in which personnel can be trained is by sending nationals to different

enterprises in developed countries.

Training national personnel in local training centers is becoming increasingly popular. The most needed general trade workers - mechanics, car mechanics, fitters, electricians, and foreign language teachers' construction workers can take full time courses here.

There are several examples of training centers: the oil industry training center in Bagdad, Iraq, the training center for metallurgical plant in Pakistan and Nigeria. An efficient staff of teachers and instructors is provided to run the centers.

Visitors who may wish to see over the center are usually met by the Center Principal. If the Principal is not available an instructor or senior trainee can show them round.

Exercise 2 While reading the text let someone translate into mother tongue.

PRINCIPAL: Gentlemen now you have been round the center it would be a good training to exchange opinions.

VISITOR: We've been favorably impressed by what we have seen. We knew that your center ranked high but frankly speaking, we never speaking to be so well equipped and so efficiently run. Incidentally, when was it set up?

P: This year we will be celebrating 10th anniversary.

V: Oh, that's a long time. How many trainees have you turned out so far?

P: I'll give you a bit of history here. The center was designed at first to accommodate only 100 students. There were to be trained for different industry was badly undermanned and we needed to be more people with the right sort of skills. Naturally we grew. At present we have as many as 700 trainees and each year about 70 – 80 % people are taking on. We offer then two years training.

Exercise 3 Give the words corresponding to the following definitions:

a sleeping place on board a ship; a person whose work is to carry luggage; a row of bushes forming a boundary for gardens or fields, something for carrying one's clothes when one is travelling; a journey by sea; the train that takes a passenger to his destination without need to change trains; a railway carriage with beds; money charged for a journey by ship, bus, etc.

Exercise 4 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?

Home work: translate the text. "At the canteen" page 279.

LESSON 3

Translation exercises

Identified aims 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

The main notions: Training center, social facilities, foreman, fully meet the growing needs, fitter, trade, develop a scheme, matter of particular concern.

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

In a way _ qnday darajada

To an extent _ qandaydir darajada

Naturally _ tabbiy

Leaves a lot to be desired _ yaxshi bo'lgan bo'lar edi

Now that you have been round _ siz ko'rganingixdan keyin

NOTES

Where there is a great shortage of qualified staff at all levels _ Hamma sohada yuqori malakali kadrlar yetishmasligi sezilib turadi.

You've got to work that out for yourselves _ Bu ahvolni o'zingiz to'g'irlashingizga to'g'ri keladi.

At crash rates _ qisqa muddat ichida

We had naturally nothing in the way of premises and facilities _ bizda bino ham jihozlar ham umuman yo'q edi.

We knew that your center ranked high _ sizning markazingiz yuqori o'rin egallashini bilar edik.

A sound mind in sound body _ sog'lom tanda sog'lom aql

Exercise 1 Make up a short text on the basis of these situations and train your translation skills.

- A group of newly arrived instructors are shown round the Construction Workers Training Center. They want to know everything about the center and conditions of training down to the smallest detail. Two senior trainees who take them round answer their questions.
- You're on the construction site of a assisted project. Make a conversation with some local workers. Ask them in what way they are trained for their trade, who does the training.
- You're on the training site of the Motor Transport and Round Workers Training Center, where they conduct group and individual exercises. Have a talk with trainee about his future trade.
- You are discussing all the advantages and short comings of the present training scheme with the Principal of the Center. Ask him about the future of the Center. Come up with some new ideas.

2. Listen to the joke and tell it.

All the passengers boarded the plane and it took off. The plane lifted smoothly and began to gain height. Soon the passengers could hardly distinguish a few landmarks. At first they enjoyed

their flight and nobody was getting air-sick. But some time after the plane began rocking and it was found out that the engine was out of order. The passengers were frightened to death. Suddenly they saw the pilot come out wearing a parachute.

"Don't worry," he said as he stepped out of the door, "I'm going for help."

Exercise 3 Join the following by making one of them a clause with the verb in the Past Perfect Tense. Use the conjunctions: after, as soon as, before, until, till and when.

Example: They went home. They finished their work. (after) ___ They went home after they had finished their work. The sun set. I was ready to go. (before) ___ The sun had set before I was ready to go.

- She tore up the letter. She read it. (as soon as)
- He died. He was very ill. (before)
- I didn't understand the problem. He explained it. (until)
- She wrote the letter. She went to the post office. (after)
- I arrived in Odessa. My friend left the town. (when)
- She read the message carefully. She wrote the reply. (before)
- He left the room. I turned on the radio. (as soon as)
- He had dinner. He went to the cinema. (after)
- The man didn't leave. He didn't receive a definite answer. (till)
- We didn't disturb him. He finished his work. (until)

(T. I. Matyushkina-

Guerke, "Practical Grammar in Patterns". Moscow-1974.)

Exercise 4 Answer the questions, using the words suggested.

Example: What would you have done if you had been offered this job? (accept it)

___ I'd have accepted it.

1.

Where would you have gone if he had rung you up yesterday? (to the Philharmonic)

2.

What faculty would you have chosen if you had entered the University then? (the faculty of philology)

3. What would you have done if your friend had won the prize? (congratulate him)

4. What would you have done if you had lost the way? (spend the night in the forest)

5. Who would you have danced with if you had been invited to that party? (Irene)

6. Where would you have gone if you had been given a choice? (to Novgorod)

7. What would you have got if you hadn't been so careless? (a good mark)

8. Which reading-lamp would you have chosen if you had had money? (the one with the green shade).

Home work Exercise 34, 36

LESSON 4

At a Design Office

Identified aims 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

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:

Exercise 1 . Translate the text into mother tongue

At a Design Office

Designing is the initial stage of any project construction irrespective of its size and nature. It is a complex activity which involves the combined efforts of qualified experts and engineers, skilled technicians and draughtsmen.

Until recently only advanced countries could boast such highly efficient design offices. Inevitably, new developing countries had to approach them for different services in the field.

Design institutes among other have done a lot of design work on projects which this country undertook for construction in different regions of the world.

A new international economies have come into being a strong drive has now arisen in developing countries to increase their own technological capabilities.

Design institutes among others have done a lot of design work on projects which this country undertook for construction in different regions of the world.

As new national economies have come into being, a strong drive has now arisen in developing countries to increase their own technological capabilities. This is reflected in the setting-up of national design branches which later grow into full-scale design offices.

It ranges from doing a large share of the design work in hand. Newly-founded national design offices employ experts and make use of specifications, technological standards and production techniques.

Good examples are MECON, an Indian firm which specializes in designing projects of ferrous, non-ferrous, chemical power and mining industries; Energy Project—a national company EP the Arab Republic of Egypt employing more than 200 people, and a designing and consulting agency in Syria. National agencies for designing various projects in Cuba, Algeria, Iraq and other countries have been established to handle design work in their countries.

Ex. 2. Act as an interpreter.

VISITOR: Gentlemen, before we get down to the points in question could you put us in the picture about the entire range of your activity? The customer for whom we're going to construct a project believes that we can cooperate successfully.

FOREIGN REPRESENTATIVE: It's a natural interest for potential partners. All your questions are of course welcome.

V.: A few basic facts first. The office was founded quite recently, wasn't it?

F. R.: Well, yes and no, we were set up in 1960 but it was a small bureau. In a couple of years it became a full-scale design office.

V.: You run several lines here, don't you? Do you mainly do designing or do you provide other services as well?

F.R.: Now we do both. When the firm was started, all we did was to design small projects basic and detailed engineering, survey and investigations. Later we expanded to become the country's leading designer and constructor of projects. On top of that we now offer full engineering services, consulting our clients.

Home work: Translate the text.

LESSON 5

Identified aims 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

The main notions: **Could you put us in the picture about—** Сиз бизни ишюзасидан бохабар қилсангиз... **on top of that** — меъёрдан ортиқ, **It's quite a job!** — Бужуда қийиниш! **I mean ... what I mean is...** — Мен... назардатуя пман ... Айтмоқ[^]иман...

right away, straight away — бирданига, дарҳол **I wouldn't worry about that.** — Бухдқда ҳавотиролмасамх, амбулади.

No problem. — Гапбулишимумкин эмас. **What's the trouble?** — Нима бўлди? **What a nuisance!** — Қандай ачинарли! **I can fix it for you.** — Мен сиз учун бу ишни уюштиришимумкин.

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:

sample, n — мисол, намуна

take samples — намуна олмақ,

up-to-date, adj — замонавий

borrow (smth from smb) — қимдан динимани-дир қ, арзга олиб турмоқ,

loan — қ; арзга бериб турмоқ;

uncovered, adj — ёпилмаган

neglect, n — диққатсизлик

costly, adj — қдмат

copy of a drawing — чизмануsxаси

attend (to),v— бирор нарса билан банд булмок,
blueprint— кукартириш (техник)
таp — харита

proposed site— куpит учун мулжалланган май- дон
photo-copier— нусха олувчи машина
run off a copy — нусха олмок,, нусха тайёрла-
мок,

desired size— хохлаган улчам, размер
pickup phone— телефон гушагини кутармок
hang up— телефон гушагини куй мок,
track down — кузатмок,

fix (smth.) — ташкил кдпмок, уюштиpмок,
give smb. a lift in one's car — машинада бирор
кимни бирор жойга олиб бормок,
crop up— пайдо булмок,
get papers retyped— хужжатларни к,айтадан бо-
СИБ ЧИК.МОК,
time is (very) short — вакт жуда зик, **rubber, n** — сак,ич

drawing instrument — чизишучунасбоб

set of drawing instruments — чизмаасбоблари
ruler, n — чизгич

whatman (paper) — ватманкpгози

be in charge of smth — бирор нарсага жавоб
бермок,

keyboard — шpифт

be on leave — таътилда булмок,
for the lime being — маълум бир вақтга

carbon paper — нусха олишучу кpгоз
correction fluid — хатоларни тукрилайдиган су- юкушк
brush, n — тозалагич (чутка)

SPEECH PATTERNS

Could you put us in the picture about — Сиз
бизни ишюзасидан бохабар кдлсангиз... **on top of that** — меъёрдан ортик, **It's quite a job!** —
Бужуда кдйиниш! **I mean ... what I mean is...** — Мен... назардату таяпман ... Айтмок^иман...

right away, straight away — бирданига, дар^ол **I wouldn't worry about that.** —
Бухдкда хавотиролмасамх, амбулади.

No problem. — Гапбулишимумкин эмас. **What's the trouble?** — Нима булди? **What a nuisance!**
— К,андай ачинарли! **I can fix it for you.** — Мен сизучун бу ишни уюштиришимумкин.

Come on, wait a minute! — Эй, тухтанг, бунчашошманг!

Ex. 4. Read the dialogue, retell the main content and translate.

V.: What equipment have you got in here?

F.R.: Some of it is Italian made.

V.: Do you have any drilling rigs for sample taking?

F.R.: Sure. They are quite up-to date and reliable.

V.: I know we didn't leave much time to inspect the equipment but it seems to me that you may need more than I've been shown. Some important pieces of equipment seem to be missing.

F.R.: I wouldn't worry about it. If we need to, we can borrow some items from the Irrigation Project. That is now also being worked on by your experts, We can easily arrange for a visit there. Let's have a talk about it later in the week, shall we?

V.: Yes, but we'd better get it all sorted out as soon as possible. If they loan us some equipment it'll certainly speed up the work. Another thing. Mr. Salem. You keep some of your equipment uncovered right in the open. You should take better care of it or it may very soon pack up. Neglect may be both costly and dangerous.

Ex. 5. Translate the dialogue consecutively.

- Good morning, Mr. Raddi. Can I have the copies of our drawings? Mr. Mohammed promised to have them done for us for today.

- Of course, Mr. Pulatov, one minute. I'll find out if the matter has been attended to. What copies did you need?

- One Xerox of the Feasibility Report, several drawings and blueprints and a map of the proposed site.

- No problem. We've bought a new photo-copier recently, it can run off as many copies of the desired size as you like. (*Picks up a phone, dials, has a short talk, hangs up and turns to Pulatov.*) I'm afraid you'll have to wait.

- What's the trouble?

- They've done what you wanted, but it seems they've sent the copies off to our branch office together with some other drawings. I'll have to track them down for you.

- What a nuisance! I was rather hoping to have them all this morning. The thing is that we are going to see the proposed site area tomorrow and I wanted to do my homework before going out to the field.

- I can fix it for you. The branch office is just a ten- minute drive from here. I can give you a lift in my car. You can pick them up yourself.

- Thank you. that would be great.

Ex. 6. Translate into mother tongue.

F.R.: Gentlemen, you'll be quite comfortable here. We've done this room up specially for you. You can use those tables over there, near the window, there should be plenty of light.

V.: Thanks a lot, I think we've got all we need here.

All those unexpected changes that cropped up yesterday! Now we'll have to put them into all our drawings and figures, and then get some papers retyped. We've got lots of things to do. Time is very short.

F.R.: We've got Instructions from the Chief to give you everything you may need. Just name it. you've got it.

V.: Splendid! First of all paper, pens, pencils, rubbers, drawing instruments, rulers, a set of rotting pencils, paper for drawing, I mean, whatman paper.

F.R: Come on. wait a minute! Let's take each problem separately. First of all, there's a special drawing office where you will find everything you may need for drawing. It's the third room on your left on this floor. Our draughtsmen will help you, if necessary.

In the desk you'll find paper, carbon paper, correction fluid, pencils, «B1C» pens, brushes, anything.

V.: I think we can manage. Anyway, I'll come to you if we have any problem.

Ex. 7. Imagine that you are an interpreter and you are translating the following questions.

-
- What's the background of the customer's design office?
- What projects did they do at first?
- What services do they offer at present?
- What is the structure of the design office? How is it run?
- What can you say about the personnel of the office?

-
- How did the two design offices divide their obligations?
- Why do the experts want to look at the equipment available?
- Why does the timing angle worry the customer?
- What equipment has the customer got?
- Is the visitor satisfied with the inspection?
- What alternative does the customer suggest?

-
- What papers do the experts expect to have?
- Is it a problem for the customer to supply them? Why?
- Why is Mr. Pulatov disappointed?
- 4 What help does the customer offer?

-
- Why did the customer have to arrange for a special room for the experts?
- What instructions did the customer's engineer get from his chief?
- What do the experts need for their work?
- How can the customer's draughtsmen help them?
- Where can they get the stationery?

Ex. 8. Read these flashes of conversation and act them out.

- — How long has your design office been operating?
- Let me see. We were set up about 15 years ago.
- Could you put us in the picture about that?
- Certainly. You transferred documentation and experience. You actually helped us to work out the structure of the office.
- — Could you tell me more about the services you render?
- Certainly. We're the country's leading designer and constructor. We do design work, supply

complete plant and equipment, send highly qualified experts to the customer's country to carry out starting up and adjustment operations. On top of that we supply spares and guarantee trouble-free operation of our equipment.

- Do you construct projects on a turn-key basis? I
-

Home work: Learn by heart the new words and notes.

LESSON 6

Identified aims 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

The main notions: implemented, spheres of life, substantiated, fulfillment, live-stock, implementation

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:

DEVELOPMENT OF NATIONAL ECONOMY OF UZBEKISTAN

Only after the independence a number of important measures on elimination of above mentioned diseases were elaborated, oppressed spiritual values were gradually reformed. Positive results appeared in economic life of the republic. In this Uzbekistan leaned on its model created on the basis of peculiarities of the country and its achievements and experiences. The traversed path during the short term of independence showed effectiveness of this model. Among the CIS countries Uzbekistan reached the positive results in national economy, macroeconomic stability and production development. Our country began to produce the most important products in different fields and reached higher levels. Good natural condition, different natural and human resources, industriousness of the people and other factors were really essential in this.

To continue application of market mechanisms and methods to economy and to improve the organizational structure of authorities of economy and statistics according to the requirements of liberation of all living spheres, President I. Karimov signed the Decree on December 22, 2002 "On reorganization of the Ministry of macroeconomics and statistics of the Republic of Uzbekistan". According to this Decree, the responsibilities such as elaboration of long term strategy and complex programs of development of the country and their fulfillment, conducting economic policy and other important tasks were placed upon the Ministry of Economy. No doubt that fulfillment of these tasks will bring to acceleration of economic development of the country.

Uzbekistan has the biggest economic potential among the other Central Asian republics. It is distinguished in many indicators, both in industrial and agricultural development. Various branches of industry have been established and are successfully developing in the economy of the Republic. An important place in the economy of the Republic belongs to agricultural branches, first of all, to a cotton-growing branch. Nature and climate and traditional skills of the population also promote the development of such branches as silk worm breeding, live-stock farming, grape, fruit and melon

production.

Essential scientific and technical potential has been created both in industry and agriculture. At present, positive changes are taking place in the economic life of Uzbekistan.

In different countries market economy develops according to general rules. But at the same time, every country has its own peculiarities. The structure and branches of economy, geographical and climate conditions, as well as national traditions of the population define these peculiarities.

That is why Uzbekistan has shaped its own specific transition model to market relations. The main propositions of the model selected by the Republic have been substantiated in the works of our President, in adopted Laws and Resolutions of the Government. Special attention is attached to the 5 main principles of the building of the sovereign state, advanced by I. A. Karimov, that were recognized not only in our country, but also abroad. These principles are the following: economy should be a priority task over politics; the state should act as the main reformer; leadership of law should be established in all spheres of life, strong social policy should be implemented in all spheres of life; transition to market economy should be evolutionary, i.e. step by step. Exactly these 5 principles are at the basis of the development of our State and branches of economy.

Progress in the sphere of economy achieved during the Independence years have created conditions for transition to the next stage of economic reforms and implementation of new goals in public and social- economic development.

1998-1999 were the years of stable economic progress for our country. Economic increase was observed in all fields of national economy.

At present, private non-government structures dominate in the economy of Independent Uzbekistan. Thus, in 2000 private forms of property amounted to 2/3 of the GDP production in industrial products and in the agrarian sector this indicator was higher - 98%.

More than 2/3 of the total number of people employed in the economic sphere is working in the non-government sector.

INDUSTRY

The industry of Uzbekistan emerged and developed mainly on the basis of needs outlined in the main branches of the national economy: cotton-growing, silk-worm breeding, gardening, astrakhan sheep breeding and others. It is characterized with a highly developed specialization and cooperation between its major branches. The achievement of self-secure necessity in oil and gas, in receiving precious metals, reorganization, reequipment of technique and technology of great industrial concerns, building and interpolating in exploitation of new ones. All these are economical developing steps of our country.

Nowadays there are positive dislocations in direction to optimization of branch structure of Uzbekistan's industry is improving and takes the form of an interrelated complex. It begins to meet all market requirements.

Information about the structure of the Uzbek industry can be obtained from Table 7 given below.

The Resolution by the Cabinet of Ministers of the Republic of Uzbekistan issued on May 27, 1999 "On measures on further development of culture and sport in Uzbekistan" will significantly contribute into further advancement of sport.

Thus, we can see that reforms in the health care system, culture, tourism and sport are carried out in our Republic on a large scale. Improvement of social infrastructure in rural areas is

accelerated as well, the look of the villages changes and social consumer services are improving as well. Problems with provision of rural areas with potable water and natural gas are being solved. Positive changes for the better are felt in every side of the life of the suburban's.

Uzbek verse:

Mustaqillika erishish tufayligina aytib o'tilgan illatlarni tugatish borasida qator va muhim chora tadbirlar ishlab chiqarildi, toptalgan qadriyatlar asta sekin tiklana bordi, Respublika iqtisodiyotida ijobiy o'zgarishlar ro'y berdi. Buday o'zgarishlarda O'zbekistonning o'ziga xos xususiyatlarini va jahon doirasida erishilgan yutuq va tajribalarini e'tiborga olishga asoslangan holda yaratilgan o'z modeliga suyandi. Mustaqillikning tarixan qisqa davri ichida bosib o'tilgan yo'l bu modelning samaradorligini ko'rsatib berdi. O'z – b MDH tarkibidagi mamlakatlar orasida milliy iqtisodiyot makro iqtisodiy barqarorlik va ishlab chiqarishni rivojlantirish borasida sezilarli yutuqlarga erishdi. Turli sohalarda umumiy ishlab chiqarish va ayniqsa qat'iy muhim mahsulotlarni ishlab chiqarish bo'yicha mamlakatimiz Hamdo'stlik tarkibidagi mamlakatlar doirasida o'z salmog'ini oshirdi va ayrim ko'rsatgichlar bo'yicha yuqoriroq o'rinlarga chidi. Bunday yutuqlarga erishishda O'zbekistonning turli imkoniyatlari: tabiat sharoitining qulayligi, xilma xil tabiiy boyliklarga egaligi mehngnat resurslarining yetarliligi, xalqning mehnatsevarligi kabi omillar ijobiy rol o'ynaydi.

Home work: Analyze the text.

LESSON 7

Identified aims of the lesson:

- To develop the skill of translating words and word-combinations, specific information's 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

The main notions: administration, academic calendar, financing,

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:

UZBEKISTAN AND THE WORLD

Uzbekistan has already become a full and equal member in this community and steadily moves along its own way of political and social- economic development. The majority of countries in the world recognized the independent Republic of Uzbekistan. Our country has become the member of the United Nations Organization (UNO) and other prestigious international organizations. Embassies and councils from all the continents operate in our Republic. By the year 2000 diplomatic relations have been set up with 120 countries.

A really great event for Uzbekistan took place on May 12, 1999. This day the National Assembly - the Lower Chamber of the Parliament of France - considered and ratified the text of the

Convention about the partnership and cooperation between the Republic of Uzbekistan and the European Union. It was approved by the Upper Chamber of the Parliament on December 22, 1998. So, France was the last of the 15 member -countries that accomplished the final process of ratification of the Convention about partnership and cooperation between Uzbekistan and the European Union.

It is generally known that this Convention was ratified by I. Karimov. at the meeting of the heads and governments of the EU (European Union) member-countries held in Florence on June 21, 1998. Among the heads of the full members of the CIS countries, only Uzbekistan and Russia were vouchsafed such an honor. Now Uzbekistan's authority in the international scene increased, besides, its responsibility in the sphere of internal and external policy arose.

Rapid economic progress of the EU and its influence on the international life will turn it into one of the three leading industrial, financial and scientific-technical centers of the world. It unites a huge market with the population of 370 million. The opportunities of this market are great. Here we can't fail to mention the fact that on the territory of the EU member- countries there are not any considerable natural resources. Therefore, the European Union is now the biggest consumer of energy and raw materials and its economic activity entirely depends on freedom of the world trade.

The basic provisions of our external policy and principles of international cooperation of our state are legalized in the Constitution of the Republic of Uzbekistan. Article 17 of the Constitution runs: "The Republic of Uzbekistan shall have full rights in international relations. Its foreign policy shall be based on the principles of sovereign equality of states, non-use of force or threat of its use, inviolability of frontiers, peaceful settlement of disputes, non-interference in the internal affairs of other states, and other universally recognized norms of the international law"¹.

Independent Uzbekistan, its President, the Government incessantly run the policy that aims at establishing peace and stability in all the countries of our planet, especially in those that are close to Central Asia, to Uzbekistan, in particular. The bright manifestation of this aspiration of the Republic is that on July 19-20, 1999, the capital of the Republic - Tashkent - became the world center of thorough and profound discussion by the International Community of one of the most serious topical problems of the passing XXth century - the Afghani problem. On these days the meeting of the "6+2" Group took place in Tashkent. The Group includes 6 countries directly bordering on Afghanistan - Iran, China, Pakistan, Tajikistan, Turkmenistan and Uzbekistan, including the USA and Russia gathered for the discussion.

The Head of our Republic was the first to propose the creation of this group. He announced this initiative in 1997 and it has found recognition among the interested countries and was brought into life through foundation of this Group. The first meeting of its members was held in New-York on October 16, 1997.

The Afghani Civil War continuing for two decades become a concern of not only of this country itself and not only of bordering countries but of the entire world. Therefore we cannot fail to appreciate the discussions held in the Tashkent meeting. The most important thing was that the two fighting Afghani sides - the United Front and the Taliban Movement - that control 85% of the Afghanistan's territory for the first time agreed to begin direct negotiations with each other.

The important outcome of these negotiations was approval of the Tashkent Declaration "About Basic Principles of Peaceful Regulation of the Conflict in Afghanistan".

The Declaration is circulated by the UNO as the official document of the Security Council and the UN General Assembly.

Currently the "6+2" Group that is the only mechanism of this kind on the international level to

resolve the conflict in Afghanistan, has done much work to elaborate the Tashkent Declaration that will from now on serve as an official longtime UN program document on peaceful settlement of the conflict.

The Tashkent meeting of the "6+2" Group has received great international response and support. Namely, Mr. M. Komura, the Minister of Foreign Affairs of Japan, evaluating its outcome said: "We consider the Tashkent meeting can be an important step towards peace stabilization in Afghanistan." With the purpose of carrying out the works on important problems involving the Central Asian countries the Organization of Central Asian Cooperation (CAC) was founded with the initiative of I. Karimov in February 2002. This organization actively works on the way of solving the tasks put before itself.

Uzbekistan is positively and steadily moving along the road of introducing itself into not only the world's politics, but in the world's economy as well. Alongside with establishing and further developing trade and economic relations, our Republic earns political respect in the sphere of diplomacy, because trade and economic relations are one of the fundamental principles of international cooperation.

Diverse foreign economic relations are the most important means to satisfy different demands of our state, to accelerate its social and economic development, to attain high-life standards.

Well-balanced foreign economic relations encourage rapid development of all the branches of the national economy, increase the industrial and agricultural production, provide with modern equipment and advanced technology, more productive use of natural and geographic conditions, mineral raw and labor force. Well-run foreign economic policy enables successful resolution of serious problems facing the country in harmonization of various branch proportions in its economy, replacement of the old technology in building, transport, development of infrastructure and communications. Uzbekistan has an opportunity to reach higher productivity and higher quality of production, as well as to solve problems with the use of huge labor resources when it actively participates in the international division of labor force.

Foreign trade-economic relations are the necessary condition of the world labor division and this enables to improve the process of production of material resources. In short, wisely outlined foreign economic relations will increase productivity of national economy.

Wide and skillful implementation of scientific-technical achievements of different countries enables further advancement of our domestic science and research, its specific gravity and contribute into the growth of national economy that in its turn accelerates and cheapens solution of a number of acute and serious social-economic problems.

The interstate trade-economic cooperation of the post-Soviet republics is regarded as a vitally important necessity in the solution of various problems without which a single CIS country cannot solve its problems in social-economic sphere and escape this difficult condition. Foreign economic relations openly reflect the level of technical production, the quality of manufactured industrial and food products. Our foreign economic relations are established on the basis of mutual benefit and equality of the two sides.

Participation of Uzbekistan in foreign economic activity and as a result of it increased turnover of foreign trade enables rational solution of our problems that emerged under the present complicated conditions, i.e. economic reforms and transition toward market relations.

During the Soviet power Uzbekistan was deprived of freedom to choose partners in trading. Our Republic could not participate in the world labor division process, make use of its natural and economic resources and timely join to advanced technology. Every step of the Republic concerning

foreign economic activity was dictated by Moscow. Therefore, having proclaimed its independence, Uzbekistan now has to familiarize with the laws and secrets of the world market in the "running order" to bring more benefit for its national progress.

Before disintegration of the former USSR Uzbekistan exported different raw materials, basically, cotton, the wealth of our republic, to the foreign countries, but now along with raw materials, it exports competitive products such as electrical equipment, airplane, automobile, TV set, crystal and crystal-ware, jewelry and many other products meeting the world standards. Moreover, Uzbekistan imports industrial goods and foodstuffs such as different machines, modern equipment, passenger's carriage, clothes, tobacco, dry goods and others. The City of Tashkent, the regions of Tashkent, Andijan, Navai, Kashkadarya, Fergana and Samarkand take a leading place in the foreign economic relations of our country. According to information of 1999 more than 42 % of foreign economic relations capacity of our republic accounts for the city of Tashkent and the Tashkent region.

To improve capacity and adequacy of export in foreign economic relations, it is necessary to produce competitive goods, which meet the world standards.

Uzbek verse:

O'zbekiston Respublikasi mustaqil davlat sifatida dunyo mamlakatlari orasida o'zining mustahkam o'rini egalladi va o'zi tanlagan siyosat negizida ijtimoiy – iqtisodiy hayotda ishonch bilan olg'a qarab bormoqda, jahoning ko'pchilik davlatlari mustaqil Ozbekistonni tan oldilar. Mamlakatimiz BMT va boshqa qator nufuzli xalqaro tashkilotlarga a'zo bo'lib kirdi. Yurtimizda ko'plab dunyo mamlakatlarning elchxonalari va vakolatxonalari ish yuritmoqdalar. Ozbekiston hozirgi kunda jahonning 120 mamlakati bilan diplomatik munosabatlarni o'rnatgan.

1999 yil 12 mayda O'zbekiston uchun juda muhim voqea ro'y berdi shu kuni Fransiya Milliy Kengashi _ parlamentning quyi palatasi O'zbekiston bilan Evropa ittifoqi o'rtasida sheriklik va hamkorlik borasidagi Bitim matnini ko'rib chiqqan va qabul qildi. Fransiya Parlamentining yuqori palatasi tomonidan ushbu Bitim 1998 yil 22 dekabrda ma'qullangan edi. Shunday qilib Ozbekiston bilan EI o'rtasidagi sheriklik va hamkorlik bobidagi bitimni Fransiya Evropa Ittifoqiga a'zo bo'lgan 15 mamlakatning eng so'ngisi bo'lib qabul qildi. Aytib o'tilgan bu Bitimga I. Karimov EI ga a'zo bo'lgan mamlakatlar rahbarlari bilab 1996 yil 21 iyunda Florensiyada bo'lib o'tgan uchrashuvda imzo chekkan edi. Mustaqil Davlatlar Hamdo'stligiga kirgan mamlakatlar rahbarlari orasida bunday sharafiga faqat bizning mamlakat va Rossiya rahbari muayassar bo'lgan. Hozir O'zbekistonning xalqaro davradagi obro'- etibori ortdi, shu bilan birga ichki va tashqi siyosat sohasidagi mas'uliyati ham ko'tarildi.

Home work: Exercise 24, 26

LESSON 8

Identified aims 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

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:

Tips on Culture, Traditions, Customs and Beliefs

A journey to a foreign country is always a voyage of discovery in which the human elements are art, history, culture and human contact.

In developing countries you will discover a complexity of multi-faceted societies with many different traditions, languages, customs and religions, many of which often have a strong impact on the political, economic and social life of the country and should not be disregarded in business.

Visits to temples, mosques, churches, pagodas and museums will enable you to go back through centuries of visible history. (Footwear is strictly prohibited in mosques and temples.)

Often marriage or different religious ceremonies are occasions for the lively demonstration of folk customs.

High quality craftwork is something you come across everywhere in these countries. Glasswork, gold and silver jewelry, often decorated with turquoises, damascened steel of Syria, copper-smithing, brightly-painted woodwork — all demonstrate skills going back a thousand years.

Theatrical and folk art festivals as well as art exhibitions take place throughout the year. In Aleppo, Syria, a Cotton Festival takes place every year in September. It is an international gathering with many artistic, folklore and popular events. The National Theater of Baghdad, for instance, is one of the most modern and best equipped in the Arab world. Plays, concerts, musical evenings and film shows are regularly presented in it.

You can find what is on at the cinema or theater by looking- in the newspaper. The local paper for each town will have details of cinema performances and quality national papers carry details of theater performances.

The press, radio and television in Arab World countries are mainly in Arabic. In Lebanon, Syria and Kuwait the main foreign language newspapers and other publications are on sale in book-shops, whereas in Libya, Iran and Iraq these are scarce nowadays. However, radio broadcasts in European languages, mostly French and English, are to be found in some countries.

Perhaps because of the influence of television many cinemas and theaters do not work to full capacity. Homes as well as offices, hotels and clubs have been invaded by color TV sets and videos, computers. Television programmers' as a rule include British and American productions. It is not unusual for programmers' to be broadcast live nowadays. In Libya there is also a good reception of transmissions from Italian television networks.

I'd like to very much. — Меншунихохлардим.

Who's playing tonight? — Бугункимуйнайди?

I can hardly put into words — Менсўзбилан
ифодалаббераолармикинман?

I see what you mean. — Тушунарли.

I'll see what I can do. — Қўлимданнимакели-
шиниуйлабкураман.

(I'm) sorry to trouble (you). — Сизнибезовта
килганлигимучунменикечириг.
I'd be pleased to join you. — Менсизбилан
бўлганлигимдангоятхурсандман.
You won't regret it. — Сизбунгаачинмайсиз.
What's on tonight? — Бугункечкуруннимабўла-
ди? (телевизорда)

1. **Say what they do.**

A dancer, an usher, an actor, a conductor, a singer, a clerk, a ticket-taker, an actress, a musician, a composer, a prompter, a producer, a spectator, - a playwright.

2. Change the meaning of the following sentences by replacing the underlined word by its antonym.

The lights went up and the performance was over. We've got fine seats quite close to the stage. As the performance was bad all the tickets were still in the box-office. The curtain went up and the performance began.

3. Name all the plays you have seen this year.

New Words

exclusively [iks'klu:sivh] — not including cosy ['kouzil — comfortable striped [straɪpt] settee [se'ti:] — a sofa

Srush Up Your Talk

1. Listen to the text and speak about Covent Garden Opera-House.

The Moscow Bolshoi Theatre stands in front of two squares full of flowers, right in the centre of the town, the Grand Opera in Paris is right in the centre of the Boulevard, while the Opera-House in London is ... inside fruit, flower and vegetable market called Covent Garden. Isn't it strange!

The first Covent Garden Theatre was built in 1792. It was more a theatre of drama than of opera at that time. This historic theatre was burned down in 1808 and rebuilt exactly a year after — in 1809.

It opened its season with Shakespeare's "Macbeth" but soon became exclusively an opera-house. In 1856 a fire broke out again in the hall and in a few hours the building was in ruins. Two years later it was again rebuilt.

There are seats for 2,000 persons and though this theatre is rather big it looks very cosy. In the corridors the wallpaper is striped and one can see pink settees and pink-shaded lamps everywhere.

2. Say a few words about any opera-house.

3. Make up dialogues about any ballet you've seen.

Revision

1. Paraphrase the following sentences.

1. Everybody liked the play very much. 2. I have got a friend who remembers all his visits to the Bolshoi Theatre. 3. This opera owes much of its charm to the delightful music and splendid scenery.

4. I went to the box-office to get tickets for the ballet "The Nutcracker" but found out that there were no more tickets left. 5. First of all let's go inside and check our things. 6. The audience was highly pleased with the play "The Taming of the Shrew" by William Shakespeare. 7. This play

draws the audience and pays its way in spite of the fact that it has a long run.

Brush Up Your Talk

1. Ask and answer exercises.

Are you a theatre-goer? When were you in the theatre last time? What was on? What can you tell me about the cast? What actor (actress, singer, dancer) did you like most of all and why? What did the play deal with? When and where was the scene laid? Was it a three-act play or not? When was it over? Do you recommend me to see this play or not? Give your reasons. What kind of play do you like best, a comedy or a drama? Do you prefer to go to the theatre or to watch a play on TV? Why so?

2. Tell us a few words about your last visit to the opera-house. Say what you liked best. Give your reasons. 3- Make up dialogues about any concert you have visited, using the key words,

Word Study

1. Listen and complete the following sentences.

1. What do we call a place at the railway station where we can leave our luggage? We call it ... , (*a cloak-room*) 2. A sleeping-car is divided into (*compartments*) 3. I must buy some newspapers and magazines. Where is the nearest ...? (*bookstall*) 4. What berth do you want to have, ... or ...? (*lower, tipper*) 5. As we came to the railway station too early we had to go to the ... * (*waiting-room*) 6. This train will move at a great speed, don't forget that it is a »... . (*fast train*) . •

2. Answer the following questions.

Where do we buy books, newspapers and magazines? Do you buy tickets at the bookstall? What is the difference between "to buy" a ticket or "to book" it? When you go by train where do you have your dinner? What do we call a sleeping place in a train? How many people can travel in a compartment (in a sleeping-car)? What kinds of trains do you know? What is the synonym of the words "trip" and "travel"?

Home work: Make up the sentences with the new words.

LESSON 9

Identified aims 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

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:

Ex. 2. Act as an interpreter. Learn the dialogue by heart and let someone be your interpreter.

Y.: I see there are various religions in your country.

F.: Yes, that's correct. It goes back in history. We also have, many nationalities here.

V.: I take it, different nationalities have their own religions, haven't they?

F.: Yes, that's so. Most of the population are Hindus, then there are Moslems, Christians, Sikhs,

Buddhists and some others.

V.: Could you give me some details of these? I'm afraid I know very little about them.

F.: Well, if you are interested I'll go into some detail. The Hindus' principal gods are Brahma the Creator, Vishnu the Preserver and Siva the Destroyer.

V.: I hear there's a sacred book — a collection of songs and prayers of the Hindus, right?

F.: Exactly. It's called the Veda. The Moslems, for example, have their Holy Koran. Well, Islam came to India with the Moslem invasions. It professes the fatalistic acceptance of God's will, the equality of all believers and a caste-free society.

V.: I've read there are special duties that the devout Moslem must fulfill very strictly. What are they?

F.: Well, I know some of them. These are prayers five times a day, a month's fast every year, the giving of alms and a pilgrimage to Mecca at least once in a lifetime.

V.: This religion, I mean Islam, is predominant in the Arab World countries, but in South East Asia it's Buddhism, I know that the sacred flower of the Buddhists is the lotus and the perfect state of Nirvana is associated with Buddhism.

F.: Quite so. The lotus is the flower of purity. And the Buddha is usually shown sitting cross-legged on a lotus plinth. The position of the hands means teaching, meditating and witnessing.

V.: Would it be too much to ask you about Sikhism?

F.: Not at all. It came into being in the 15th century and was a kind of extension of Hinduism. In fact it tried to bridge the gap between that religion and Islam.

V.: I can't understand why every Sikh is called Mr. Singh. Can you explain this?

F.: You are quite right here. Never look for a Sikh under the name "Mr. Singh — they are all called that and it means lion-hearted: they are known by their first names.

V.: You really have a thorough knowledge of all these religions. It was very kind of you to tell me about them.

Ex. 3. While retelling the text let someone translate into mother tongue.

V.: I saw a procession coming down that hill. What was it?

F.: A wedding, I suppose. I saw them carrying the bride in a sort of chair supported on wooden poles.

V.: Shall we hurry up to get a better look?

F.: It'll be a waste of time. They have probably gone by now.

V.: Ah, what a pity. Could you tell me something about the marriage traditions here?

F.: With pleasure. You know many Indians live together in big families particularly in villages.

V.: But surely, when young man gets married, he...

F.: No, he doesn't set up a house of his own but brings his bride to the family home.

V.: But nowadays at least he chooses his bride himself, doesn't he?

F.: Not necessarily. Most marriages are arranged and the bride is chosen by the young man's

parents or elders.

F.: That is true, changes are taking place. Girls now get married later and are more educated. By the way, education is becoming more and more important, even replacing a dowry.

V.: That's fine. But one other thing I was surprised to see a marriage advertisement in the newspaper the other day.

F.: Oh. that. Well, marriage advertisements in the papers are not unusual. These advertisements may be placed by the parents of the boy or girl and answered by the parents of the prospective match.

V.: Not by the girl or the boy themselves?

F.: No, never, only by the parents. Actually, parents spend much of their time arranging marriages in advance for their children.

V.: How very interesting, quite unlike European countries.

Ex. 4. Read the dialogue, retell the main content and translate.

V.: What's this place?

F.: It's called a "Craft Bazaar" — look, there are all sorts of glasswork and pottery here. I know some workshops here where goldsmiths do their wonderful work.

V.: Shall we go and see them? I'd like to buy some things made of brass or perhaps copper decorations.

F.: I'd say it's worth it. You could choose some wooden craftwork as well if you are keen on it.

V.: I'd like to very much. Where's that?

F.: It's all here in this place and you can find similar things in souks. I'll take you there some time. Look, how do you like those marquetry boxes and chessboards?

Ex. 5. Learn the dialogue by heart.

— We could go to the theatre or perhaps a concert today. What do you say to that?

— Why not? We've just done a good day's work and it'll be nice to go out. Besides, I'm very fond of music.

— In that case how would you like to go to a concert this evening?

— I'd love to.

— The National Theatre is not far from here and we could go straight after work.

— The National Theatre, you say? They don't only give concerts there, do they?

— No, not only. They put on modern plays and often musicals, you can see folk song concerts there too.

— That's interesting to know. Who's playing tonight?

— It's the National Symphony Orchestra. They've just returned from a tour abroad and are doing an eighteenth-century programme.

— Fine. I'd be pleased to join you. I'd better phone for seats immediately.

— Good.

Q. Ex. 6. Express your point of view to the answers in the ^ dialogue.

— I understand, radio and television broadcasts here are entirely in the Arab language, aren't they?

— No, not quite so. There are some programmers in other languages too, say, in English or Italian, but not many.

— What are they? Feature films? Cartoons? Or perhaps documentaries?

— Sometimes feature films, quite often musical programmer from Italy, but mostly news.

— It would be nice to watch some programmes in English, It's good for English learners, you understand.

— I see what you me in. Of course, there is a programmer which is worth watching, but not often.

— How about the cinema? What's on here? Mostly local films, I presume?

— I wouldn't say that. Our cinema industry is just developing. We are getting a lot of Westerns, though often of a violent nature.

— I suppose that's where your censors come in, isn't it?

— Certainly, censorship is quite strict but there's now a way for various films or low morals to get into the country.

— What do you mean?

— Videotapes! On the one hand it's quite handy to have a VCR to video good films for playing back to friends. On the other hand, a lot of violent films have flooded the market.

— Well, the popularity of the video is really very great nowadays. But personally I don't feel like wasting my time on any of those you've mentioned.

— You know, it's a kind of a boom. Video clubs have sprung up everywhere. Most recorded tapes are expensive to purchase, and so they are hired, usually overnight.

— And what's your preference here?

— Well, I'll tell you what. You come round to my place and I'll play you some of the good ones. You won't regret it.

— I'd love to, thanks.

III

Ex. 7. Read these flashes of conversation and act them out.

— Excuse me, but I've got a problem. My visa has expired and our people can't get through to the Consulate Department on the phone. Could you help us?

— Oh, well, it's bairam now, a kind of Easter. Naturally no one is available.

— Do you see any way out?

— It's a bit difficult I'm afraid.

- But surely somebody must be working these days?
- You see, all the offices are closed now.

Brush Up Your

Listen to the joke and tell it.

IN THE TRAIN

Nick with his father went to see Grandmother. In the train Nick every minute put his head out of the window. His father said, "Nick, keep quiet. Don't put your head out of the window!" But Nick went on putting his head out of the window.

Here his father took Nick's cap quietly, hid it behind his back and said, "You see, your cap has flown." Nick was sorry for his cap and began to cry. Then his father said, "Well, whistle once! Perhaps, your cap will come back."

Nick came up to the window and whistled.. Nick's father put quickly the cap on Nick's head.

Oh! it was wonderful. Nick was very pleased. He took quickly his father's cap and threw it out of the window. "Now it is your turn to whistle, Dad!" he said gaily.

them away, When he came back to his town they began to follow him to get hold of the jewels. A lot of funny episodes happened during this hunt. Finally the smugglers were traced down by the militia.

Nikulin who was in the title-role is a great favourite with the public. Even though he sometimes didn't do anything funny the audience started laughing the very moment he appeared on the screen. His very face was enough to set them roaring with laughter. As for me, I am not terribly fond of him though he is an actor of some talent. Another man playing the second best role, one of the gang, Mironov, was more to my taste. His acting was quite good. There was a couple of songs and some dancing too.

There were some fantastic tricks as well. Such as a car lifted by a helicopter, pistol shots in the dark, hands moving in the light of diamonds, etc. I couldn't call it exactly a very good film, but I must say I enjoyed it.

2. Listen to the teacher's statements and make your comments.

Most people like to have tickets in the stalls, but I prefer seats in the dress-circle facing the stage.

You are free to disagree with me, but I don't like to see tragic films or plays. I can't say that I am a theatre-goer, but whenever I have any time to spare I go to a theatre. I like the Theatre of Moscow Soviet best because my favourites Plyat and Maretskaya work there. They are the actors of great talent. I wanted to see the play "The Low Depth" the other day, but to my great sorrow I could not get any tickets as they all had been sold out.

My daughter has seen the ballet "Karmen" this week. She says that it ranks as an outstanding ballet of our times. She asked me to come with her, but I refused saying I was not fond of ballets.

Speak of your favourite performance, using the key sentences given below:

1) I enjoyed the biting satire of this play.

2) This play is based on historical facts.

3) The main characters' are true to life. .

4) The cast is well chosen.

5)- Everything was first-rate.

4. Make up a story ending in one of these proverbs:

A friend in need is a friend indeed. A miss is as good as a mile. After dinner comes the reckoning. All is well that ends well.

5. Speak about yourself.

What do you prefer, ballet or opera? Give your reasons. Tell us about your first visit to the theatre. What performance made the deepest impression upon you and why? Are you fond of music? What

LESSON 10

Identified aims 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

The main notions:

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:

Economic relations

No matter how interesting, informative and entertaining a business trip can be, sooner or later it comes to an end. The team, having fulfilled their economic and technical mission, return to the capital from whichever part of the country their business took them to and the last visit of course is to the Trade Representation at Uzbekistan Embassy.

There they pay a visit to the resident representative of the export-import association which sent them on business. Together they assess the results of the mission, discuss outstanding questions and have all protocols and other documents typed and ready for the report once back at home.

The Trade Representation is staffed with people of different specialties: experts, engineers, economists, book-keepers and legal advisers. It fulfills a variety of functions, the most important being to ensure the interests of Uzbekistan in matters relating to economic cooperation and technical assistance in the construction of different enterprises and in training the Customers' national personnel. The staff of the Trade Representation study the economy of the country, try to find the possibilities of broadening economic ties between Uzbekistan and the country in question, supervise the work done by Uzbek experts on working out feasibility reports, collecting initial data, carrying out survey work, and last but not least, supervise and check the work done by Uzbek experts under contracts which are signed with different firms and organizations.

Wherever possible the Trade Representation staff promote the Uzbek way of life and achievements of Uzbekistan in the development of the economy, science and technology.

This is done through local mass media, fairs, exhibitions, personal contacts and various get-togethers.

A good example is a press-conference arranged by the Trade Representation to mark an important occasion, such as an anniversary of the Friendship and Cooperation Agreement. A lot of

people are usually present: businessmen, reporters of foreign and local papers and magazines and members of the public.

Ex. 2. Read the text and sight translate.

The Head of the Trade Representation of Uzbekistan Embassy chairs the meeting dedicated to the anniversary of the signing of the first Intergovernmental agreement on economic and technical cooperation between Uzbekistan and the host country.

The panel consists of four persons. They are the Head of the Trade Representation, the Chairman of the Permanent Commission on economic and technical cooperation, the Minister of Economy of the host country and the head of the visiting Uzbek group.

The Chairman declares the meeting open and gives the floor to the Minister of Economy.

Ladies and gentlemen! Dear friends! It has become an important tradition with us to meet every year in the

House of Friendship to assess our progress in mutual cooperation. We attach great importance to our friendship with Uzbekistan and today as never before we witness the unprecedented heights which have been reached-

Uzbekistan has become a leading partner of this country in implementing our economic and social development plans ...

Speaking of the developments there have been and the progress we have made in cooperation with Uzbekistan we should first of all mention the disinterested help of Uzbekistan in training national personnel for all branches of industry ...

The floor is then given to the Head of the Trade Representation, who makes a statement. The text of the statement is circulated among all those present.

Dear comrades, dear friends!

I'm "happy to speak to you all on this glorious occasion. This day 10 years ago the foundations were laid for an economic and technical cooperation between our two fraternal states.

... Loyal to its international duty Uzbekistan supports your country in its efforts for a new Ufe...

... Our cooperation is aimed at the development of the state sector of the economy ...

... The implementation of the food programmed has always been an acute problem for the country. That's why agriculture and irrigation receive top priority in our mutual cooperation ...

... Long live friendship between our two peoples!

Ex. 3. Translate the speeches into mother tongue.

Later the Head of the Trade Representation and the head of the visiting group answer questions asked by the local media.

Q.: What in your opinion are the ways of boosting the overall economic efficiency of the lands irrigated?

A.: From the chart on the stand you can see that gross output of state-owned farms has increased from year to year ... But there are reserves here.

Q.: What's being done to overcome the consequences of the natural disaster that badly hit several major development projects?

A.: We all know that as a result of the spring flood a number of dams were destroyed and many were badly damaged. You're right. We have recently signed two new contracts for the supply of equipment, materials and spares. We are also going to send Uzbek engineers to help straighten out the terrible after-effects.

Q.: At present a joint geological survey is being carried out to explore the country's deposits. Is it being done by Uzbekistan alone?

A.: Not exactly. The survey is being carried out by geologists of Uzbekistan, on a joint basis. We have agreed to coordinate the efforts of our sides.

Q.: In your speech you mentioned that workers are trained on construction sites and enterprises. How about their job opportunities in the future?

A.: I should start by saying that they are fully employed at present. From what I know most of the geological and oil prospecting is going to be carried out entirely by the nationals.

The Head of the Trade Representation declares the press-conference closed with the words:

Ladies and gentlemen! Dear comrades, friends! Let me thank all those present for taking part in the press-conference. Thank you for coming. We hope to meet you again. Good-bye.

LESSON 11

Identified aims 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

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:

Ex. 4. Read the dialogue, retell the main content and translate.

— Could you tell me something about the display we can see here?

— Certainly. It's been prepared by the Trade Representation specially for the occasion. On the stand here you will see photos and charts showing the growth of our cooperation as years went by. As you go along you'll see pictures of various projects: a fish canning factory, a thermal power station, a radio station, the whole lot.

— Is it possible for one office like yours to handle such a variety of projects?

— That would be really difficult for one office. But the point is that we have a staff of experts representing different export-import associations. They deal with different projects like power stations, agricultural projects, etc.

— Thank you. I see an interesting model over there. What's that?

— Oh, that's a model of a fishery port equipped with refrigerators, ship repair shops, etc. It's under construction now in ... port.

— Thank you very much. Oh, and what's that? Those are samples of foodstuffs: tinned fish, smoked fish, lobsters and shrimps which are caught in great quantity. You can also see tomatoes grown on state farms. By the way, we can taste some of the samples.

S.V.: Let's do that. Mm-m, they taste delicious.

Ex. 5. Translate the dialogue.

— Gentlemen, before we start our session today let me congratulate you on the success of your press-conference. I, for one, think that it was a most spectacular and informative function.» Today's issue of the paper highlights the event in its article «Press-Conference in the House of Friendship». Here it is, I've got a copy. Have a look, will you? There's a wide coverage of the event, the editorial and comments.

— Thanks, let me have the paper. Oh, it's all on the front page. Look, there are several pictures right in the centre. This is our Chief answering the questions of the journalists and here's the House of Friendship in the right-hand corner. And that's the head of our group.

— They enjoyed every minute of the press-conference.

There were several TV men with their cameras and radio correspondents as well. They'll be featuring the event next Saturday. You'll be in tonight's news programme. Don't miss it.

— I'll try not to, it's good publicity for our joint work.

Ex. 6. Translate into mother tongue and retell.

— Would you like to see the film?

— I'd love to. You see, this is the second time I've attended a conference like this. The last time was five years ago and I must say that your people always make a good job of it.

— We're doing our best.

— Incidentally, what's the film about?

— It's a full documentary about our cooperation. Is it in technicolour?

— Certainly, a wide screen. Do we have to buy tickets?

— No, admission is free and you can sit wherever you can see best from. By the way, they show films in the House of Friendship three times a week.

— Oh, they do, don't they? I hear there are also courses of Uzbek here, aren't there?

— Yes, that's true. A lot of Arabs learn Uzbek in the House of Friendship. They also hold different lectures, concerts of touring actors and guest speakers, celebrate red-letter days, all sorts of things.

— I can see it's a real cultural centre. Small wonder it attracts so many visitors as it has today.

III

Ex. 7. Learn the following dialogues and train your translation skill.

GENERAL DIRECTOR: Good morning, gentlemen! Glad to see you back. Our sun seems to have done you a lot of good. You didn't suffer from the heat, did you?

Visitor: No, we didn't. Actually we enjoyed the weather.

JIM AT SEA

Jim works as a cabin-boy on a small ship. One morning he brings in breakfast for the captain and says, "May I ask you something, sir?" "Of course, you may/" says the captain who sees that the boy looks rather frightened. "What is it?" "Is a thing lost if you know where it is?" says Jim.

"Of course, it isn't," says the captain,

"Then your coffee-pot isn't lost, sir, because I know where it is," says Jim with a smile.

"Where is it?" asks the captain.

"At the bottom of the sea," answers Jim.

Home task: Make up dialogues on the situations:

a) Imagine that you are a foreigner who is asking the Intourist clerk about choosing a route. You don't know whether to go to Great Britain by plane or by boat.

b) You and your friend are at the railway station near the booking-office. You come up to it and ask the booking-clerk if you could have two tickets to Leningrad for the next day. The clerk says that he can only let you have tickets in a sleeping-car indifferent compartments, both upper berths. It doesn't suit you and after consulting your friend you refuse the tickets.

LESSON 12

Identified aims 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

The main notions: nonsense — булмаган ran to throw out — ташлабюбормок, capable student — иккидорлиталаба to step aside — четгаўтибтурмок, to afford the time — вакнибўлмок;

to declare — айтмок,, арзқдпмок, to display — курсатмок,, кургазмакдлмок, to become dump with astonishment — ажабланган- данлолбулибхолмок,

to be about to do smth. — бирорнарсакдшшгах,аракатқдпмок,

to keep calm — тинчликнисакдамок, a subborn man — ўжародам to have a bad memory for name — исмларниёддасакдайолмаслик

play on everybody — хамманингустиданкулмок,, Хамманиалдамок,

to make a fool of everybody — хамманиахмок қилмок,

to outwit everybody — хамманиалдамок,

to overestimate abilities — имкониятигаюқорибаҳо бермок,

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:

A stubborn old man

«Here, take your juice», said Koppel, the male nurse.

«No,» said Collis P.Ellsworth.

«But it's good for you, sir»

«No!»

Koppel heard the front door bell and was glad to leave the room. He found Doctor Caswell in the hall downstairs.

«I can't do a thing with him», he told the doctor. «He doesn't want to take his juice. I can't persuade him to take his medicine. He doesn't want me to read to him. He hates TV. He doesn't like anything!»

Doctor Caswell took the information with his usual professional calm. This was not an ordinary case. The old gentleman was in pretty good health for a man of seventy. But it was necessary to keep him from buying things. His financial transactions always ended in failure, which was bad for his health.

But the old man hated when somebody interfered in his affairs and ordered him to do things.

«How are you this morning? Feeling better?» asked the doctor. «I hear you haven't been obeying my orders».

«Who is giving me orders at my time of life? Am I to ask for permission every time I want to do something? Am I to be punished for disobedience?» The doctor drew up a chair and sat down close to the old man. He had to his duty.

«I'd like to make a suggestion», he said quietly. He didn't want to argue with the old man.

Old Ellsworth looked at him over his spectacles. The way Doctor Caswell said it made him suspicious.

«What is it, more medicine, more automobile rides to keep me away from the office?» the old man asked with suspicion.

«Not at all,» said the doctor. «I've been thinking of something different. As a matter of fact I'd like to suggest that you should take up art.»

«Nonsense!»

«But still ... I don't mean seriously of course», said the doctor glad that his suggestion had been taken calmly enough. «Just try. You'll like it».

Much to his surprise the old man agreed. He only asked who was going to teach him drawing.

«I've thought of that too», said the doctor. «I know a student from an art school who can come round once a week. If you don't like it, after a little while you can throw him out».

The person he had in mind and promised to bring over was a certain Frank Swain, eighteen years old and a capable student. Like most students he needed money. Doctor Caswell kept his promise. He got in touch with Frank Swain and the lessons began. The old man liked it so much that when at the end of the first lesson Koppel came in and apologized to him for interrupting the lesson, as the man needed a rest, Ellsworth looked disappointed.

When the art student came the following week, he saw a drawing on the table. It was a vase. But something was definitely wrong with it.

«Well, what do you think of it?» asked the old man stepping aside.

«I don't mean to hurt you, sir, but there is one thing I want to draw your attention to ...» began Swain.

«I see,» the old man interrupted, «the halves don't match. I can't say I am good at drawing.» He added a few lines with a shaky hand and painted the vase blue like a child playing with a picture book. Then he looked towards the door.

«Listen, young man,» he whispered, «I want to ask you something before Old Juice comes again. I don't want to speak in his presence.»

«Yes, sir,» said Swain with respect.

«I've been thinking... Could you afford the time to come twice or perhaps three times?»

«Sure, Mr. Ellsworth,» the student said respectfully. «When shall I come?»

They arranged to meet on Monday, Wednesday and Friday. Four o'clock.

Koppel entered the room and was surprised at the behavior of the old man who drank his juice obediently.

As the weeks went by, Swain's visits grew more frequent. Doctor Caswell hoped that business had been forgotten forever.

When spring came, Ellsworth painted a picture which he called Trees Dressed in White. The picture was awful. The trees in the picture looked like salad dressing thrown up against the wall. Then he declared that he was going to display it at the summer Show at the Lathrop Gallery. Doctor Caswell and Swain didn't believe it. They thought the old man was joking.

The Summer Show at the Lathrop Gallery was the biggest exhibition of the year. All outstanding artists in the United States dreamt of winning a Lathrop prize.

«We've got to stop him. It's our duty,» said Koppel. He insisted that they should do something about it.

«No,» said the doctor. «We can't interfere with his plans now and spoil all the good work we've done. Besides I can't order that he should take the picture back.»

To the astonishment of all three and especially Swain - Trees Dressed in White was accepted for the Show.

Young Swain went to the exhibition one afternoon and blushed when he saw Trees Dressed in White hanging on the wall. As two visitors stopped in front of the strange picture, Swain rushed out. He was ashamed that a picture like that had been accepted for the show. He could not stand to hear what they might say.

However Swain did not give up teaching the old man. Every time Koppel entered the room he found the old man painting something. Koppel even thought of hiding the brush from him. The old man seldom mentioned his picture and was unusually cheerful.

Two days before the close of the exhibition Mr. Ellsworth received a letter. Koppel brought it when Swain and the doctor were in the room. «Read it to me» asked the old man putting aside the brush he was holding in his hand. «My eyes are tired from painting».

The letter said, «It gives the Lathrop Gallery pleasure to announce that Collis P. Ellsworth has been awarded the First Landscape Prize of one thousand dollars for his painting Trees Dressed in White.»

Swain became dumb with astonishment. Koppel dropped the glass with juice he was about to give Ellsworth and did not bend to pick up the fragments. Doctor Caswell managed to keep calm. «Congratulations, Mr. Ellsworth,» said the doctor. «Fine, fine ... Frankly, I didn't expect that your

picture would win the prize ... Well ... Anyway I've proved to you that art is more satisfying than business..»

«Art is nothing. I bought the Lathrop Gallery,» said the old man highly pleased with the effect of his deception.

Ex. 2. Discuss behavior and character given in the previous text like the following dialogue and translate the discussion.

«Have you read the story 'Art for Heart's Sake?»

«Let me see... I'm afraid I haven't»

«But I'm sure you have. That's about a certain Ellsworth, a stubborn old man who had to be kept from making purchases but who deceived everybody in the end.»

«Now you've mentioned it I remember ... It's a funny story. Who is it by?»

«It is ... Just a moment. I'm afraid I don't remember. I've a bad memory for name. You don't know it either, do you?»

«No idea!»

«Look it up when we come home or remind me to do it.»

«All right. But back to Ellsworth ... You know I liked the old man. What a joke he played on everybody!»

«I liked him too.»

«What did you like about him?»

«The way he made a fool of everybody.»

«The way you put it!»

«What's wrong about my putting it like this?»

«You should have said: «He outwitted everybody».»

«It doesn't make any difference. The matter is that he was not very easy to deal with.»

«No, he wasn't. There is no denying it. Doctor Caswell knows it. Poor doctor!» The way the old man treated him! He didn't respect him and ignored all his advice.»

«I don't agree with you here. I can't say that the old man treated Doctor Caswell badly or didn't respect him. Only it seems to me that Doctor Caswell overestimated his abilities. Perhaps he was a good doctor, competent and efficient, but Ellsworth wasn't an ordinary case.»

«So what? I mean to say that the old man wasn't so naive and simple as it seemed to Doctor Caswell.»

«Still I'm sorry for Doctor Caswell. Though it wasn't easy to deal with Ellsworth, the doctor was always calm and polite. And obliging too. He found a student who could teach Ellsworth drawing...»

«Yes, of course. That reminds me ... I've got to be at the exhibition of Japanese art at three. I must be going, otherwise I'll be late.»

Ex.3. Answer the following questions and let someone translate into mother tongue while answering the questions.

1. What points of view are expressed in the dialogue?
2. What do you think of the story?
3. What is it you liked about the story?
4. What is it you didn't like about the story?
5. What are the main characters of the story?
6. What's the title of the story? (How can you account for it?)
7. Do you read much?
8. Have you many books at home or do you take books from the library?
9. What books do you like to read: fiction, science fiction, adventure books, detective stories, poetry? Do you prefer classics or modern writers?
10. What book are you reading?
11. Who's the author of the book?
What are the main characters of the book?
What is the book about?
What do you think of the book?
12. Did you read the preface to the book? Do you usually read the preface before you start reading the book or after you finish it? Why?
13. Speaking about books ... I for one like short stories. Do you like short stories or do you prefer novels?

ПРПЛ Ex. 4. Read the dialogue and pick out words and expressions [4-1] that might help you to discuss books and let be your interpreter.

«What do you think of the story?» «What story?»

«Why, «The Green Door», of course.» «Oh, that! It's interesting, amusing and instructive, too
Speaking of O. Henry ... Could you do me a favour?» «Yes, certainly.»

«Could you get me a biography of O. Henry.» «I think I'll manage to do it. But back to «The Green Door»... What is the moral of the story?»

* # *

«What is the title of the play I saw you read the other day?»

«It is «All my sons»».

«Who is the author?»

«Arthur Miller, a modern American writer.» «Where does the action take place?» «In America.»

«Did you read the book in the original?» «Yes.»

«What is the play about?»

«It's about university life in present day America.» «What else do you suggest I should read to get an

idea about the American way of life?»

* * *

«The story is sad». «What's sad about it?»

«Why, the end, of course. The doctor died after all, didn't he?»

«So what? But he made a very important discovery. That's the point.»

* * *

«What is it you didn't like about the book?» «To begin with, I like realistic books and this one is not.»

«So you were disappointed, weren't you?» «Rather.»

* * *

«What kind of books do you like most?» «When I was a boy I liked to read books of adventure and detective stories, now I prefer classics. And science fiction too.»

«What about poetry?»

«I'm afraid, I'm a poor judge of it.»

«You didn't say anything about the relations between the father and the son.»

«Wait a minute, I'm coming to that.»

* * *

«What are the main characters?» «Well, let me think.. I'm afraid I don't remember I've got a bad memory for name.»

Ex. 5. Make use of the vocabulary of the dialogue while discussing the following topics:

1. Ask your friend about the book he has just read.
2. When answering your friend's question say why you didn't like it.
3. Your friend and you have read one and the same book, but your opinions differ. Account for your point of view.

NOTES

Here take your juice — шарбатингизниичинг Male nurse — тиббийходим It's good for you — Сизжудаолижанобкишисиз. I can't do a thing with his — менхечуникўндираолмаяпман.

take the information with his professional calm —

ахборотни касбига лойик, вазминлик билан тингла- мок,

to interfere in one's affairs — бировнингишигааралашмок,

obeying orders — буйрукқабуйсуниш

WORDS AND PHRASES

nonsense — булмаган ran to throw out — ташлабюбормок, capable student — ик^идорлиталаба to step aside — четгаутибтурмок, to afford the time — вак^ибулмок;

to declare — айтмок,, арзқдпмок, to display — курсатмок,, кургазмақдлмок, to become dump with astonishment — ажабланган- данлолбулибқолмок,

to be about to do smth. — бирорнарсакдшшгах,аракатқдпмок,

to keep calm — тинчликнисакдамок, a stubborn man — ўжародам to have a bad memory for name — исмларниёддасаклайолмаслик

play on everybody — хамманингустиданкулмок,, Хамманиалдамок,

to make a fool of everybody — хамманиахмоқкилмок,

to outwit everybody — хамманиалдамок,

to overestimate abilities — имкониятигаюкорибахо бермок,

Home task: translate the text

LESSON 13

Identified aims 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

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:

A New Yorker goes to the Cinema or to the Theatre

When the New Yorker goes to the cinema he expects to see a big program: a newsreel (which is usually the first item on the program), a cartoon, a travel picture, a documentary a feature film. Sometimes two features are included in the program.

The age of black and white silent films has passed. Most of the films made now are sound cinemascope Technicolor's.

Foreign films are shown with subtitles or are dubbed in English.

In most American cinema theaters there is a continuous showing of the program from opening till closing time. It means that one may enter the hall or leave any time he likes and see first the end and then

The program may have one or two intervals during which refreshments of all kinds are offered. Smoking is often allowed during the show.

There is a parking ground attached to big cinema theaters. For those who want to see a film without leaving the car there are drive - in movie houses (so called drive - ins).

Most of the New York big movie houses and stage theatres are situated in Broadway and Time Square, which is the theatrical district of the City.

A great number of films are released in the USA every year. Most of the bestsellers are adopted for the screen.

It is needless to comment on Hollywood-Produce films. The acting and the camera work may be excellent. The costumes and the scenery may be magnificent. It isn't only the stars or the settings that make the film. Many Hollywood made - films are of little artistic value. The plot offers

primitive. Problems are solved very easily. Evil is punished and virtue triumphs. Most films have a happy end.

Westerns, horror films and such like thrillers, flood the American screen. To see such films is not only a waste of time. Slowly and methodically they poison the minds of the cinema-goers.

True enough, there are also good films raising important social problems, which give food for thought. But they are very few as compared the second - rate cheap films, propaganda films or period films (that is films dealing with some historical person or event), with often distort facts.

The theater in America is less popular than the cinema. With the growing popularity of the radio, the cinema and television, the theater lost a great deal of its attraction. Besides, theater tickets are so expensive that the theater is a luxury.

The theater in America is business. Only few theaters risk staging serious, intellectual plays. Producers avoid them as unprofitable. Managements consider that the theater-goers will not like them as in their opinion people go to the theater to relax. They think that if people do not expect to be amused at the theater they would rather stay at home. All this tends to pull Broadway productions down to the level of films and TV programs.

If a play is a hit, it may be shown for many years running, which for instance is the case with «My Fan- lady», a musical by Alan Jay Lerner and Frederic Loewe based on B.Shaw's Pygmalion.

Comparatively little opera and ballet are given in the USA. The nations leading the opera and ballet companies are situated in New York in Lincoln center for the Performing Arts, which also houses the New York Philharmonic Orchestra, a theater and a library museum. Touring ballet companies also perform in Madison Square Garden, which is a show place and a stadium. Symphonic music can be heard in Carnegie Hall. First run films coupled with a magnificent stage show may be seen in Radio City Music Hall, the world's largest theater seating 6200 people.

Ex. 2. Read the text and translate it into Uzbek

In London one can see plays, opera, ballet, musicals, revues and variety shows.

The chief theaters, music halls and cinemas are in the West End. The largest and oldest concert hall in London is the nineteenth century Albert Hall. Many well-known foreign musicians play there when giving guest performances in London. The Albert Hall so also many outstanding conductors. London's most modern concert hall is the Royal Festival Hall.

Opera can be heard in Covent Garden the Royal Opera House, which is also the home of Royal ballet and at Saddler's Wells theater.

Outside London, the only great theater is the Royal Shakespeare theater at Stratford-Upon-Avon Shakespeare's birthplace.

If one doesn't feel like queuing for the tickets at the box-office or at a theater agency one can reserve them by telephone several days in advance. The best seats at theaters are those in the stalls, the circle and upper circle. Then comes the pit, and last of all the gallery where the seats are the cheapest. Boxes are the most expensive.' Tickets for matinees are cheaper than those for evening performances.

Ex. 3. Answer the questions and let someone translate your answers.

1. What does the program in most New York cinema theaters usually include?
2. What kind of films are mostly made now and what are the latest developments in film making?

3. What kind of films are produced in Hollywood?
4. Why is the theater in America less popular than the cinema?
5. Where can one see ballet and hear opera and symphonic music in New York?
6. Do you think it is good that the program in American movie theaters is so big? Why?
7. Do you think a continuous showing of the program is convenient? Why?
8. Why do you think the seats in some American movie theaters are not reserved?
9. Do you think it is good that smoking is allowed in most American movie theaters? What makes you think?
10. Why do you think it is convenient that there is a parking ground attached to many big movie theaters?
11. Are most American theaters you have seen really good realistic films or are they of little educational value?
12. Why do you think theatre tickets are so expensive in the USA?
13. Why do you think most producers insist that their films should have a happy end?
14. Why do you think American producers believe that intellectual plays are unprofitable?

Ex. 4. Study the dialogue, use them to describe the play you've seen lately and act as an interpreter.

* * *

«Did you go to the theater last week?» «We did. We saw «The Price» by Arthur Miller.» «As far as I know it was the first night, wasn't it?» «Quite so.»

«It was a great success. The audience was actually carried away by the performances.» «How did you like the acting?» «The cast was very good. Especially the leading lady. A very talented actress. But the play is sad.» «What is sad about the play?» «Haven't you read it? If I were you I'd read it by all means.» «I will.»

* * *

«Well, what do you think of the play?» «I enjoyed it immensely.» «I liked the leading man. Did you?» «Very much. He acted with great feeling.» «There's no denying it.»

«Do you happen to know who played the part of the doctor?»

«No idea. Do you?»

«I wouldn't have asked you if I did.»

* * *

«How did the audience take the play?» «The play was a success. There were many curtain calls and a lot of flowers.» «Was the house full?»

«Oh, yes, it was.»

«I've recently read a very interesting review praising the play.»

«Where was it published? I'd like to read it.»

«Let me see... I believe it was in the Morning Star of December 5. Do you think you've got a

copy of the paper?»

«Perhaps I have but I'm not sure. Anyway I'd like to be thankful to you if you gave it to me. Just in case.»

* * *

«How did you like the performance?»

«I didn't like it at all. As a matter of fact it was a complete failure. »

«What about the play itself?»

«The play is no good either. The plot is primitive. There are other weak points too.»

«Who is the playwright?»

«Just a moment... I'm afraid I forgot the name. I can look it up if you wish. I've got a program.»

«Is it anyone well-known?»

«Oh, no, not at all.»

* * #

«What about the musical you saw the other day?»

«Oh the whole I liked it. Amusing and instructive at the same time. I'm sure you'd have liked it.»

«Did you like the play?»

«Not very much. The action was slow, some scenes are dull. It's a good thing you didn't go. You'd have been bored.»

* * *

«How did you like the acting?»

«Wonderful. Hard to believe It's an amateur performance.»

«I quite agree.» unofficially prohibited; justice was oppressed and various illnesses were deeply-rooted.

LESSON 14

Identified aims 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

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:

The main plan: 1. To revise and consolidate the “Conditional sentences.”
2. To introduce and practice new vocabulary notes and word combinations.

Key words: To shiver, ache, medicine, condition, foot, prescribe, bare, refusal, alike, vacant, fever. To have a headache, to bring down the fever, to live under good condition, on condition that, to make a note of smth, at the foot of the bed, to flush with. 8. **The aim of the plan:** To develop grammar, consolidate the material learned.

To give practice in using conditionals.

(Memories) The future perfect continuous in the Past is formed by means of the Future Perfect in the Past of the auxiliary verb –to be- and Participle I of the notional verb.

Last month Ann was ill. Tom didn't know this, so he didn't go to see her. They met again after Ann got better. Tom said: If I had known that you were ill, I would have gone to see you.

1a. It would have been natural if the boy had gone to sleep.

It would have been natural if you had punished the child for his behavior yesterday.

It wouldn't have been so cold in the morning if the wind had stopped blowing.

1b. The father wouldn't have been so called the doctor if the boy had been quite well.

Grant would have accepted Mario's invitation if he hadn't made up his plans for the summer.

Anne would have taken her spring exams if she hadn't fallen ill.

We shouldn't have made friends with them if we hadn't stayed in the same camp.

1c. The boy wouldn't have behaved in a different way if he were selfish.

They wouldn't have quarreled if the both were less nervous.

She wouldn't have forgiven him if she didn't love him so much.

2. He seemed to know all about influenza.

The children seem to like each other very much.

3. I can't keep him from thinking.

Try and keep from gossiping about other people.

Exercises.

Change these sentences, using patterns 1a and 1b:

1. Mario wouldn't come to England if John didn't invite him.

2. Peter would accept your invitation if he were not ill.

3. It wouldn't be hardship for the children to sweep and clean the rooms, would it?

4. If the weather were fine we should go to a holiday camp next year.

Exercise 275. Answer the questions, using the words suggested.

Example: What would you have done if you had been offered this job? (accept it)

___ I'd have accepted it.

1.

Where would you have gone if he had rung you up yesterday? (to the Philharmonic)

2.

What faculty would you have chosen if you had entered the University then? (the faculty of philology)

3. What would you have done if your friend had won the prize? (congratulate him)

4. What would you have done if you had lost the way? (spend the night in the forest)

5. Who would you have danced with if you had been invited to that party? (Irene)

6. Where would you have gone if you had been given a choice? (to Novgorod)

7. What would you have got if you hadn't been so careless? (a good mark)

8. Which reading –lamp would you have chosen if you had had money? (the one with the green shade).

(T. I.Matushkina-Guerke, “Practical Grammar in Patterns”. Moscow-1974)

Exercise 1 (I’d rather).

Say what you would rather do in these situations.

Example: If you had to choose between going snowboarding or going sailing, which would you choose? _____ I’d rather go

1. If you are thirsty, would you rather have a coffee or a cold drink? _____.
2. If you could choose between traveling by plane or by train, which would you rather do? _____.
3. You have to choose between fizzy mineral water or still mineral water. _____.
4. What do you want to watch on TV, the news or a quiz show? _____.
5. Which would you rather have as a pet, a cat or a dog? _____.
6. If you had to choose between being rich or being famous, which would you choose? _____.
7. In a restaurant you have to choose between boiled potatoes and French fries? _____.

Warm up activity: “Recalling words”.

Write on the board 15 and 20 words the students have recently learnt, or that you think you know. Make sure all the words are understood. Give a minute for everyone to look at them, then erase or conceal them. Individually or in pairs or groups, the students try recall as many as they can and write them down. Find out who remembered the most. Use overhead projector for this activity, if you have one; then the words can be quickly and easily hidden and revealed.

Exercise 3. Translate the sentences into English.

- Men uyqusizlikdan qiynalaman. 2. Men doimo aksirayapman va yo’talayapman. 3. Mening tomog’im og’riyapti. 4. Men tez-tez nafas olayapman. 5. Sizning sog’ligingiz joyida. 6. Burnigiz orqali chuqur nafas oling. 7. Sizda asab kasalligi bo’lishi mumkin. 8. Muntazam holda oziq-ovqat dietasini saqlashga harakat qiling. 9. Bir kunda 3 mahal choy qoshiqda iching. 10. Uch oy davomida butunlay tuzalib ketasiz deb va’da beraman. 11. Men buni o’ylab ko’raman. 12. Men qabulxonadagi yagona vrach edim. 13. Boshlanishiga men eng yengil tishni olishni tanladim. 14. Men unga bir juft ukol qildim. 15. Men gripga chalindim.

Exercise 4 Translate into English.

- Bolaligingizda qandqy sharoitda yashagansiz?
- Agar sen bu dorini kecha qabul qilganingda, bugun o’zingni yaxshiroq his qilgan bo’larding.
- Onasining kasalligi haqida qizga aytishganida uning ko’rinishi juda achinarli edi.
- Bolalarga oyoqyalang yurishga ruxsat bering bu ularga yomon ta’sir qilmaydi.
- Hamma bemorlar bir xil: arzimagan narsaga asablari buziladi va o’zlarini yosh boladek tutishadi.
- Men sizni o’rningizda bo’lganimda hamma ma’lumotlarni yozib olgan bo’lardim ular katta ahamiyatga ega.
- Agar sen uxlamasang ertaga o’zingni yomon his qilasan.
- Menga bu vrach yoqdi, chunki u lo’p dori yozmas ekan.
- Huddi yomg’ir yog’adiganga o’xshaydi. Uyda qolishimiz kerak deb o’ylayman.
- Vrach ketdi. U qanday bo’lmasin bolani kasalxonaga yuborish kerak deb o’yladi.

V. VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

Variants for control work

Variant 1

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.

Variant 2

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.

Variant 3

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.

Variant 4

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.

Variant 5

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.

Variant 6

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.

Variant 7

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.

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

Variant 9

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.

Variant 10

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.

Variant 11

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 –

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.

Variant 12

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.

Variant 13

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

Variant 14

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.

Variant 15

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.

Variant 16

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.

Variant 17

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.

Variant 18

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.

Variant 19

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.

Variant 20

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 eariler — 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.

VI. TEST QUESTIONS

Tests

- Complete the dialogue
Can you swim?
Yes,
At times? This sounds strange. When?
Yes, at times – when I'm
 - at times/in the water
 - I can/going to swim
 - I can/sent to bathe
 - I could/twelve years ago
 - He will/sorry of him

- Complete the dialogue

Head of school: How long have you been in the sixth form?
Pupil:
H: Too what?
P:
 - too/too long
 - for two years/two years
 - not long/ago
 - soon/then
 - since school/too soon

- Complete the dialogue
Teacher: Tell me two pronouns, please.
Student: ...
Teacher: Very good, thank you.
 - Who? Me?
 - I can't
 - Like you
 - It's a pity
 - Shall I

- Choose the appropriate answer
A: I don't think they will win and you?
B:
 - They won't either
 - Neither will they
 - So shall I
 - Neither do I
 - Nor will they

- Choose the word logically out of the list
 - a) teacher
 - b) headmaster
 - c) principal
 - d) painter
 - e) master

- Choose the word logically out of the list
 - a) cup
 - b) teapot
 - c) spoon
 - d) lemon
 - e) milk-jug

- Choose the word which can't be associated with the word «crime»
 - attorney
 - evidence
 - witness
 - sentence
 - litter

- Choose the word which can't be associated with the word «reside»
 - live
 - inhabit
 - extend
 - dwell
 - settle

- Choose the word which can't be associated with the word «escape»
 - leave
 - run away
 - slip away
 - disappear
 - melt

- Choose the word which can't be associated with the word «upset»
 - troubled
 - hurt
 - joyful
 - worried
 - nervous

- Choose the word which corresponds to the following description
 A house where you can get food to eat and wine to drink and a bed to sleep.
 - rest-house
 - inn
 - hostel

- hospital
 - college
- Choose the word which corresponds to the following description

The power a person's mind has to cause other to do what the person wants

 - invitation
 - favour
 - sentence
 - accusation
 - will
- Choose the word which corresponds to the following description

To walk with no particular direction or purpose

 - skip
 - run
 - go
 - stroll
 - scream
- Complete the sentence

He answered her question as quick as a

 - flash
 - gold
 - feather
 - mustard
 - knife
- Find a quantifier
 - a) the dog is cold
 - b) this dog is cold
 - c) some dogs are cold
 - d) my dog is cold
 - e) the dogs are cold
- Find a reflexive pronoun in the following sentences
 - a) he did it
 - b) they looked at each other
 - c) they looked at themselves
 - d) we both did it
 - e) I am well
- Find out a partitive numeral
 - a) some of the potatoes are bad
 - b) a third of the class failed the test
 - c) few people understand him

- d) many more don't like him
- e) three men appeared in the distance

- Find out a countable noun
 - a) the information was useless
 - b) which music do you like?
 - c) I saw him the last time we went
 - d) too much time has been wasted
 - e) It is a good advice

- Find out where an ellipsis is used
 - a) 'Do you swim?' 'I used to.'
 - b) It's very hot, isn't it?
 - c) Blame me, why don't you!
 - d) Come over here and speak to me.
 - e) Let's go

- What of the given questions is polar one?
 - a) why did you do it?
 - b) I wanted to know what time the train was.
 - c) did she do it?
 - d) is it a polar?
 - e) he is a student, isn't he?

- Where is the sentence in Future Perfect Continuous
 - a) We will have made up most of the time by then
 - b) We will be looking forward to a long partnership
 - c) I will have been doing this job for six years.
 - d) She won't have seen him before tonight.
 - e) They will have being invited for the party

- Find out an intransitive verb in the following sentences
 - a) She set the table in double quick time.
 - b) We were set another test today in class.
 - c) The sun set behind the hills and everyone left for home.
 - d) She set up the company in 1988.
 - e) Everything was setting too much time

- Which of the sentences is given in imperative mood?
 - a) John came over very quickly
 - b) John, come here please.
 - c) Coming over, John winked at me
 - d) Evening
 - e) Tomorrow you must go there

- Find an interjection
 - a) Can I just interrupt you for one moment.
 - b) Hey, that's my car!

- c) Stop it before I tell your mother!
- d) Now and then they visited them
- e) It is, as I see, a good idea

- Find out an onomatopoeia
 - a) ouch
 - b) blaze
 - c) buzz
 - d) bark
 - e) fuzz

- Find a gradable adjective
 - a) alive
 - b) starving
 - c) intelligent
 - d) perfect
 - e) percentive

- Which remark corresponds to the statement?
«Excuse me.»
 - Not at all
 - Yes?
 - All right
 - It is too difficult
 - Thanks

- Which remark corresponds to the statement?
«I've got a problem»
 - Sure. What is it?
 - Oh, yes? What's the matter?
 - Really? I like it.
 - All right. I agree.
 - Yes? I don't mind.

- Which remark corresponds to the statement?
Could you do me a favour?
 - All right. Fly.
 - Sure. What is it?
 - That's all right.
 - It's too expensive.
 - Not at all.

- Who will you call in the following situation?
You need a new cupboard in the kitchen.
 - professor
 - artist
 - plumber

- carpenter
 - electrician
- Who will you call in the following situation?
Your taps are leaking.
 - gardener
 - surveyor
 - plumber
 - babysitter
 - electrician
- Who will you call in the following situation?
You don't know Italian but you have to translate an article from Italian.
 - interpreter
 - locksmith
 - architect
 - engineer
 - decorator
- Choose the appropriate answer to the question.
I don't like rats, and you?
 - So do I
 - Neither do I
 - I don't like too
 - Neither I do
 - So I do
- Complete the dialogue
A: Do you think I must take my umbrella?
B: ...
A: If it begins to rain I'll certainly need it.
B: ...
 - No I don't/No you won't
 - I think so/I don't think so
 - As you like/No doubt you will need it
 - I don't know/No, I don't think so
 - Sure/You won't need it
- Choose the word that doesn't match
 - appliance
 - dishwasher
 - pants
 - television
 - vacuum cleaner
- Choose the word that doesn't match
 - ice-cream

- cake
- biscuits
- candy
- soft drinks

- Choose the word with the general meaning
Triangle, square, oval, diamond
 - drawings
 - outlines
 - figures
 - shapes
 - lines

- Answer the question
What's the American word for «lift»?
 - steps
 - escalator
 - elevator
 - ladder
 - stairs

- Choose the appropriate word
... people sleep outside in the streets in many countries.
 - careless
 - childless
 - homeless
 - tireless
 - spotless

- Choose the word which is out of the logic
 - beef
 - lamb
 - chop
 - lettuce
 - steak

- Choose the appropriate proverb.
A: I am lucky today, your turn will come later on.
B: Yes, ...
 - Deeds not words
 - Every dog has his day
 - Everything is good in its season
 - All is well that ends well
 - All roads lead to Rome

- Who is the head of the country?

- rumour
- power
- pilot
- ruler
- messenger

- Who designs and plans buildings?
 - painter
 - designer
 - architect
 - construction worker
 - referee

- What is the room or building where scientific tests are carried out?
 - label
 - known-how
 - test-tube
 - lab
 - graph

- What does the word «to commence» mean?
 - to wind
 - to get free
 - to say
 - to give
 - to begin

- Complete the dialogue

A: What do you do?

B: ...

 - It doesn't matter
 - I'm watching TV
 - Cheers. See you
 - I'm architect
 - Thank you

- What is the opposite meaning of «wealth»?
 - prosperity
 - poverty
 - affluence
 - influence
 - web

- What is a corner?
 - where two walls or roads meet
 - a sound that comes back to you

- a hard try several times
- the part of the body you hear with
- the place at the edge of the room

- Complete the proverb
Well begun is half ...
 - gone
 - done
 - undone
 - a way
 - come

- Complete the proverb
East or West ... is best
 - castle
 - hut
 - home
 - palace
 - hotel

KEY:

- a
- a
- a
- d
- d
- d
- e
- c
- e
- c
- b
- e
- d
- e
- c
- c
- b
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- e
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- c
- d
- e
- d
- b
- b
- a
- c

VII. GENERAL CONTROL QUESTIONS ON THE SUBJECT

Respond to the following situations either in a short story, using a dialogue and a description, or in an essay form.

1. Describe how illustrations can help a reader to enjoy the book. Refer to two or three books you have read.
2. Imagine that one of your friends is missing from the classes visiting his parents. Give details of his appearance which would enable the teachers to issue a description or build up an identical picture.
3. Recommend a friend (who does not read much) a book which you have recently read. Try to encourage your friend to spend more time reading.
4. Halloween.
5. Discuss the reasons why many people today read books about the Second World War.
6. Write a clear and factual report for the newspaper of an accident that you have witnessed.
7. The persistent disadvantages and advantages of being a woman.
8. The advantages and disadvantages of being an only child.
9. Superstition in our lives today.
10. Write a persuasive letter giving details about the pleasure of playing a musical instrument.
11. Suppose you were writing an account of your childhood in such a way as to emphasize your relations with your family.
12. Television and radio plays as a reflection of real life.
13. How have your years at school prepared you for your life after leaving school?
14. Write a letter to the press stating the case for abolishing examinations or for handing over students discipline to a committee in which staff and students co-operate on equal terms. Invent suitable names and addresses.
15. Write a short story to the magazine on one of the happenings in your childhood which much influenced you.
16. The wedding of one of the members of your family.
17. Crime and punishment. Give your views on juvenile delinquency. Should the punishment fit the crime?
18. What help in running a home should a husband give to his wife?
19. Explain the pleasures of music-making.
20. What seems to you worthwhile in some forms of popular literature, e. g. detective stories, science fiction?
21. A teacher looking rather tired and harassed at the end of a day's work.
22. A student whose dress and appearance are such as to excite comment.
23. Explain in your own words what is meant by the British custom of April Fool's Day, describing some of the tricks played by British children.
24. Describe some customs of girls and boys in this country.
25. Write a description of some animal with which you are familiar for the benefit of people who have never seen this animal.

IX. GLOSSARY

- 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 of 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.
begudge *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.

editor *n.* An official examiner of manuscripts empowered to prohibit their publication.

ensorious *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.

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.
fickle *adj.* Unduly changeable in 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
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

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.

illusory *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.

leonine *adj.* Like a lion.

lethargy *n.* Prolonged sluggishness of body or mind.

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
quadrant *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 be sent through or across.

transmission *n.* The act of sending through or across.

transmit *v.* To send through 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.* T

X. THEMES FOR INDEPENDENT STUDY

ТАЛАБАМУСТАҚИЛ ИШЛАРИ

The themes of students' original (independent) works

Each student has an opportunity to work out 5 original (independent) works. 4 hours are given for each original (independent) work (3 parts). Each original (independent) work consists of **three types of activity** and is evaluated separately:

- **Internet material** (3 points each)
- **Written part** (1 point each)
- **Presentation** (1 point each)

Internet material

Student gets 3 points if the material he took from Internet fits the theme of the task. It should completely fit the aim of the student.

Student gets 2 points if the material he took from Internet approximately fits the task. It should help the student to do the written and oral parts of the work.

Student gets 1 point if the material he took from Internet doesn't fit the task or isn't complete. It is impossible to do the written and oral part of the work with such kind of material.

Written part

Student gets 1 point if the written work is grammatically, lexically and stylistically correct.

Student gets 0.5 point if there are some grammatical, lexical and stylistic mistakes.

Presentation

Student gets 1 point if his presentation is correctly designed, fits the subject and theme, and possesses suitable examples, statistics, testimony and facts.

Student gets 0.5 point if there are some omissions in the speech, and if the presentation doesn't completely fit the subject.

Thus, during the first semester each student fulfils **15 activities on 5 themes**.

The list of the themes for 1st semester:

1. New technologies in our life
2. Family and society
3. Holidays
4. Outstanding people
5. Cooking. Healthful food

Thus, during the first semester each student fulfils **15 activities on 5 themes**.

The list of the themes for 2nd semester:

6. The US court structure
7. Tools for evaluating a story
8. Broadcasting systems
9. The structure and organization of the US court system
10. Revising original work

XI. LIST OF USED LITERATURE

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Матюшкина, Геркеидр. An Advanced Book for Oral Work. – М.: Высшая школа, 2003.
Поувид. English at Leisure. – М.: Высшая школа, 1998.
Герман В. С. Sport. – М.: Высшая школа, 1998.
Ступников И. В. “Theatre Work” Москва «Высшая школа», 1978.
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США. Энциклопедический справочник Москва 1998 .

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- www.wikipedia.org
- www.pdfdatabase.com
- www.answers.com
- www.toefl.org
- www.rong-chang.com
- www.a4esl.org
- www.esl.org

- www.eslabout.com
- www.transitionabroad.com
- www.google.com

XII. BASIC ABSTRACT

Как в своей устной форме, так и в его синхронной разновидности искусство перевода с русского языка на английский представляет собой совокупность знаний и умений, для усвоения которых нужна специальная подготовка. И она больше всего нужна в этой области русскоязычным профессионалам. Переводя на свой язык (как говорят переводчики, — «в свою сторону»), любой из них может отлично справиться со своим делом даже при пассивном знании неродного языка, что при переводе на иностранный («в обратную сторону») просто невыносимо: здесь непременным условием успеха является владение иностранным языком хотя бы на уровне его элементарно образованного носителя. Это обстоятельство ставит каждого устного переводчика, и прежде всего синхрониста, перед исключительно трудной задачей. Переводчик должен обрести не только сложный багаж — грамматику и синтаксис английского языка, но и познать его музыку — интонацию, произношение, стилистику устной речи и т.д., которые были и остаются одним из самых высоких барьеров для многих моих коллег из России.

Чтобы преодолеть этот и многие другие преграды, будущим русским переводчикам нужно, как мне кажется, значительно осовременить систему своего образования и самообразования. Речь идет, в первую очередь, о решительном отказе от старых методов советского обучения иностранным языкам, когда студенты в вузах одолевали свой предмет с «полузакрытыми ушами». Почти не общались с людьми из-за границы, а изучали их живую речь, главным образом, по печатным текстам и занимались на семинарах больше, чем в лингафонных кабинетах.

Под стать методам обучения было и оборудование. На больших магнитофонах — музыкальных шарабанах, которые появились в бывшем СССР в конце 50-х — начале 60-х гг., заниматься языковой самоподготовкой было очень неудобно, а портативные магнитофоны и уокманы с наушниками стали завозиться с Запада на 20-25 лет позже. В результате даже выпускники инязов приступали к работе без основательной звуковой тренировки. По рассказам многих из моих русских коллег, они в своих первых беседах с нами, носителями английского языка из Америки, не улавливали целый ряд слов, которые многократно видели на бумаге.

Еще хуже было положение с пособиями для переводчиков. В советское время магнитофонные пленки для лингвистических целей, насколько я знаю, никогда не запрещались, но в силу своей идеологически очищенной тематики были слишком пресной вегетарианской пищей и хранились, главным образом,

в институтских фонотеках. Аудиокурсы для изучения иностранных языков стали широко издаваться со времени перестройки, которая необычайно расширила спрос на языковых посредников между Россией и Западом. Но даже тогда специально для этих посредников не было издано ни одного учебника с систематически продуманными и хорошо озвученными упражнениями. Несмотря на достижения современной звукотехники и острую нужду в высококвалифицированных переводчиках — и с английского, и на английский, — такого пособия в России до сих пор нет.

Не лучше ситуация и в Америке, хотя она первой стала пожинать плоды информационно-технологической революции. Издательства у нас выпускают огромное количество аудиокурсов для студентов, изучающих западные, восточные и другие языки, во многих больших университетах есть хорошо оборудованные лингафонные кабинеты, ряд крупных компаний в области телекоммуникаций создал особую аппаратуру для перевода видеовстреч с деловыми иностранцами, и т.д., и т.п. А вот даже в самых вместительных конференц-залах, где проходят международные заседания, часто нет маленькой кабинки с нехитрой переводческой оснасткой — микрофонами, наушниками и переключателем каналов. Что же касается какой-либо литературы для синхронистов, не говоря уже о кассетах и CD-ROM'ах, то ее не сыщешь днем с огнем даже в самых всеядных магазинах Нью-Йорка. Между тем первоклассных переводчиков в США сегодня так же мало, как и в России, хотя в обеих странах есть необходимость увеличить число настоящих профессионалов в этой области, и в частности синхронистов, переводящих с русского языка на английский.

Представленный ниже аудиосборник является лишь первым, пробным шагом на непроторенном пути. Рассчитанный на начинающих переводчиков с хорошим знанием английской грамматики, этот сборник представляет собой единую по содержанию, но смешанную по форме — письменную и устную — композицию. Условно она может быть поделена на три раздела. Первый из них состоит из 25 русских текстов, которые предстают перед читателем сначала в напечатанном виде. По своему жанру это — речи и заявления на заседаниях в ООН и в других международных организациях, выступления ораторов перед университетской аудиторией, ответы на вопросы во время интервью и другие материалы на самые разные темы, среди которых вопросы политики, экономики, экологии, медицины, искусства и т.д.

Разумеется, русские тексты отбирались для сборника не по принципу их научной значимости, а с точки зрения их лингвистической пользы. Это относится и к лексике: читатель,

возможно, найдет здесь немало новых слов, но расширение его словаря не является основной задачей настоящего издания. Более того, при адаптации текстов составитель стремился избежать крайне редких или необычных слов,

способных отвлечь внимание читателя от главных проблем перевода. С той же позиции было размечено и адаптировано все содержание сборника — опущены сугубо технические термины, не относящиеся к делу имена, заменены не очень распространенные сокращения и т.п. И, наоборот, слова и выражения, создающие для переводчика наибольшие трудности, выделены жирным шрифтом.

Второй, тоже письменный, раздел аудиосборника — ино-язычный. Вслед за русским текстом дается его перевод на англ-ийский в двух вариантах — опытном, предназначенном для черновой работы, и окончательном, так сказать, — образцово-показательном. В первом и в примечаниях к нему комментируются и разбираются различные лексические, грамматические и синтаксические приемы перевода тех слов и выражений, которые выделены в русских текстах жирным шрифтом. Одновременно анализируются и другие, отмеченные дробью места, где большая часть проблем связана со стилистическими вариантами подачи материала¹. Именно выбор этих вариантов является неистощимым источником ошибок, проблем, головоломок, ловушек для переводчика, если тот не знает, когда и при каких условиях перевод требует не официального оборота речи, а, к примеру, разговорной фразы.

Наконец, объяснения и комментарии к английскому переводу завершаются его окончательным, образцовым видом, который затем зафиксирован в устной форме. Именно этому посвящен последний раздел сборника — кассеты, где представлены русские тексты с их английскими эквивалентами. Как первые, так и вторые записаны с голоса носителей языка, но если русские тексты продиктованы на пленку людьми с обычным опытом публичных выступлений, то английские — переводчиками или опытными лингвистами не только из США и Англии, но и из других стран, где акценты и иные характерные черты разговорной речи отличаются от британского и американского «стандартов». Кроме того, многие и русские, и английские материалы кассет читаются мужскими и женскими голосами в двух темпах речи — медленно и быстро, с разным произношением, с различными дикцией, тембром и т.п. В результате у слушателя появляется возможность вжиться в разные типы чужой речи и вместе с тем выверить услышанное по прочитанному. Я имею в виду как письменные тексты с комментариями к текстам сборника, так и страницы моего учебного пособия по синхронному переводу, которое было недавно опубликовано и в Америке (на английском), и в России (на русском)¹. Хотя настоящий сборник представляет собой самостоятельное целое, в то же время он, несомненно, может служить и приложением к вышеназванному пособию.

Как пользоваться аудиосборником?

Чтобы пройти курс самообучения по его материалам, можно разбить свою работу на два основных этапа

I Сначала прочитайте русский текст, обратив особое внимание на те

слова и выражения, которые выделены или не выделены жирным шрифтом, но переводятся на английский в разных вариантах, указанных во втором разделе сборника. Постарайтесь освоиться в работе с этими вариантами, а затем подготовьте русский текст для устной «обработки» по методике, хорошо известной всем профессиональным синхронистам. А именно напишите английские варианты перевода над каждым словом и оборотом, которые вызывают у вас наибольшие трудности. Чтобы случайно не запутаться в порядке слов при переводе, пометьте их цифрами 1, 2, 3, 4 и т.д.

Для дальнейшей работы вам понадобятся два магнитофона. В один из них вставляется кассета из Приложения, а в другой — чистая кассета. Прежде чем начинать работу, не забудьте положить рядом с собой карандаш и бумагу: они понадобятся вам для записи числительных. Если русский текст на кассете читается двумя скоростями, начинайте с медленной. Затем, положив этот текст перед глазами и включив одновременно оба магнитофона (один — на воспроизведение, другой — на запись), начинайте свой перевод и запишите его на чистую кассету. (Это упражнение приносит пользу, хотя и меньшую, даже тем, кто не записывает свой голос из-за отсутствия второго магнитофона.)

Теперь прослушайте еще раз английский текст на кассете и сравните его со своим переводом — с точки зрения произношения, стиля, синтаксиса, выбора времени глагола или по другим параметрам. Любой из них по отдельности или в совокупности с другими может стать объектом внимания на следующей фазе работы, когда первоначальные процедуры прослушивания

русского текста и воспроизведения его на английском проводятся с целью самопроверки в наиболее важных аспектах перевода. Сюда обычно включаются

- 1 Предлоги и их использование
- 2 Обстоятельства времени
- 3 Отрицание
- 4 Использование в английском определенного и неопределенного артиклей
- 5 Синтаксис
- 6 Выбор слов и стилистических вариантов
- 7 Допустимые рамки отставания (т.е. как долго можно и следует ждать от начала каждого русского предложения, прежде чем начинать переводить его на английский)
- 8 Интонация и общая подача текста (умение легко и красиво преподнести его слушателям)

В заключение выполните ваш перевод еще раз с учетом всех его аспектов, но не заглядывая в русский текст. А теперь сравните результат со своим самым первым переводом. Налицо — резкий контраст, несомненно свидетельствующий о прогрессе в вашей работе. Ту же процедуру можно проделать и на более высокой скорости. Но здесь результат может быть совсем

иным, и для его проверки нужно сравнивать свою запись с записью голоса носителя английского языка, говорящего в ускоренном темпе.

II Вторым этапом работы является перевод на английский без предварительного ознакомления с русским текстом. Но в этом случае не нужно записывать себя на кассету с первого раза во избежание больших фрустраций. Поначалу перевод на слух оказывается, как правило, намного хуже ожидаемого. Чтобы добиться прогресса в работе «без шпаргалки», приходится повторять упражнение многократно и всемерно расширять рамки исходного материала. В частности, исключительно эффективными являются упражнения с устным переводом радио- и телепередач, предварительно записанных на кассету.

При продолжении работы с русскими и английскими записями на кассетах читателю-слушателю рекомендуется не ограничиваться приведенными в аудиосборнике вариантами перевода и искать свои, новые. Кроме того, вы можете проделать те же упражнения и для перевода «в свою сторону», то есть слушать английские тексты и записывать себя по-русски. Понятно, что в этом случае полученный результат должен сравниваться не с английским, а с русским текстом на кассете аудиоприложения.

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