



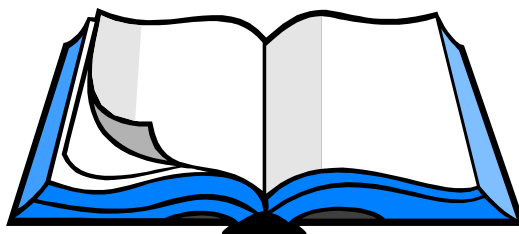
**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ХАЛҚ
ТАЪЛИМИ ВАЗИРЛИГИ**

**ФАРҒОНА ВИЛОЯТИ ХАЛҚ ТАЪЛИМИ
ХОДИМЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА
УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ
ИНСТИТУТИ**

ТИЛ ВА АДАБИЁТ ТАЪЛИМИ КАФЕДРАСИ

**“Reading in different ways for
different purposes”
мавзусидаги**

ТАВСИЯНОМА



Фарғона 2015 й.

Ушбу тавсиянома умумий ўрта таълим мактаби хорижий тиллар ўқитувчилари ва мустақил равишда хорижий тилни ўрганувчилар учун мўлжалланган.

Муаллиф: Х.Тўхтарова - ФВПКҚТМОИ тил ва адабиёт таълими кафедраси доценти, кафедра мудири.

Такризчилар:

1. М.Хожикулова – Данғара тумани 1-умумий ўрта таълим мактаби, олий тоифали ўқитувчи
2. М.Жакбаров – Фарғона ВХТХҚТМОИ тил ва адабиёт таълими кафедраси инглиз тили ўқитувчиси
3. А.Таджибаева – Фарғона ВХТХҚТМОИ тил ва адабиёт таълими кафедраси инглиз тили ўқитувчиси

ФВПКҚТМОИ Илмий Кенгашининг _____ йил, _____
ойидаги № _____ сонли қарори билан тасдиқланган.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the leading language activities to be developed.

Reading is of great educational importance, as reading is a means of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading.

Reading is a complex process of language activity. As is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process is connected with the work of visual, kinesthetic and thinking. There are two types of reading; aloud and orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and in this way, he perfects his command of the target language.

It is very important to know about reading techniques:

Reading techniques	Description and aim
1 Skimming	Reading a text quickly to get the main idea
2 Scanning	Reading a text quickly to find specific information (names, places, dates, numbers, etc.)
3 Intensive reading	Reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)
4 Paraphrasing	Retelling a text for a T to check Ls' understanding of the text
5 Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation
6 Information transfer	Change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

While learning language our pupils should differ the stages of activities as pre, while, post.

Pre-reading activity

Aim: to prepare Ls for reading and understanding the text

While-reading activities

Aim: to help Ls understand the text; to check understanding and pronunciation; to help Ls retell the text

Post-reading activities

Aim: to develop the topic

Defining reading

Different people use the term reading in different ways, which can cause much confusion. So we had better start by making sure that we are thinking about the same thing when we use the term. As a first step, it would be useful to find out what your own ideas are about reading, so please do Activity 1.1 before turning the page.

Activity 1.1 *What is reading?*

Take a piece of paper and write down a brief definition of the term reading.

Don't take more than five minutes over this.

What sort of definition did you give? Did you use words from one of these groups?

- a** decode, decipher, identify, etc
- b** articulate, speak, pronounce, etc.
- c** understand, respond, meaning, etc

Looking at the ideas reflected in these three groups will help to clarify the view of reading that is central of this work.

Teachers whose definition includes the ideas reflected in group **a** are focusing on the first thing of all about reading : unless we can recognize the written words, we cannot even begin to read. This is certainly important: we know that good readers are able to identify words very rapidly, and helping learners to do this is a task for teachers of early reading. But it is debatable whether specific training can improve word recognition at later stages- which are our concern in this book – and no suggestions are offered. It is more likely that speed comes from massive amounts of practice.

The words in group **b** reflect a common experience: in a great many classrooms, the reading lesson is used as an opportunity to teach pronunciation, practice fluent and expressive speaking, and so on. For early readers, again, reading aloud is important they have to discover how writing is associated with the spoken words they already use. But this stage does not last long. What is the function of reading aloud after that? We shall return to this question later.

Before we deal with the words in group **c** , it would be helpful to do Activity 1.2.

Activity 1.2 What have you been reading?

Take five minutes to list all the different kinds of things you have read in the last few days, in any language. Remember to include things like these :

- telephone directory
- statistics

- label on medicine bottle
- engagement diary
- street map
- letter
- timetable
- instruction leaflet
- notice
- application form

Finally, categorize the items on your list according to the language they were written in. How many were written in English (or whatever foreign language you are interested in)? And how many of these were directly concerned with your teaching?

Reasons for reading

Reading in different ways for different purposes

Think about the things you listed in Activity 1.2. Why did you read each one? What did you want to get from it? Was it only information? What about the letter from home?

The detective novel? You will find that you had a variety of reasons for reading, and if you compared notes with other people, you would find different reasons again.

Now think about the way you read each item. How did the various reasons influence this? Do you read a telephone directory the same way as a poem? How about a street map or a diagram? Reading these is very unlike reading a book.

The way you tackled each text was strongly influenced by your purpose in reading. Quickly scanning a page to find someone's telephone number is very different from perusing a legal document. You probably noticed big differences in the speed you used. Did you also find that in some cases you read silently while in others you read aloud? What were the reasons that led you to articulate what you read? For most of us, reading aloud is uncommon outside the classroom.

Reading for meaning

Whatever your reasons for reading (excluding any reading for language learning), it is not very likely that you were interested in the pronunciation of what you read, and even less likely that you were interested in the grammatical structures used. You read because you wanted to get something from the writing. We will call this the *message*: it might have been facts, but could just as well have been enjoyment, ideas, feelings (from a family letter, for instance).

Whatever it was, you probably wanted to get the message that the writer intended.

You were interested in what the writing meant; hence the sort of words found in group c on p2 turn out to be the important ones if we are trying to make a definition that covers most authentic reasons for reading. (By *authentic* I mean reasons that are concerned not with language learning but with the uses of reading in our daily lives outside the classroom.)

The view of reading offered in this book is essentially concerned with meaning, specifically with the transfer of meaning from mind to mind: the transfer of a message from writer to reader. As we shall see, it is not quite as simple as that, but we exclude any interpretation of the word *reading* in which meaning is not central. We shall explore how we get meaning by reading, and how the reader, the writer and the text each contribute to the process.

Why do people read foreign languages?

Perhaps the advantages of knowing a foreign language are clear to your students - better jobs, access to literature or whatever. Reading is usually recognized as a necessary part of these activities. However, if the only foreign language items you have read recently (your list in Activity 1.2) were directly concerned with your teaching, it may be that you, and your students too, do not really need to read that language except for classroom purposes.

If this is the case, we must not be surprised if student motivation is low. This is a major problem for many language teachers: the motivation of *needing* to read is powerful. However, you can also motivate students by making their foreign language reading interesting in itself. The language is alive - its users have the same variety of purposes for reading as anybody has when reading their mother tongue - and this fact can be used by teachers to increase motivation.

I contend that by treating reading as a purposeful activity, we can make teaching more purposeful and classes livelier, even in the difficult circumstances just outlined. If you teach in such circumstances, please suspend your disbelief for the moment; we are going to discuss the way reading works when it is used for real life purposes, and this should give you a better understanding of it. Later (mainly in Part Three) we shall explore ways of using this understanding to help students read better, whether this is a matter of real necessity or just an examination requirement.

Getting a message from a text

We shall assume, therefore, that reading has one overriding purpose: to get meaning from a text. Other ways of looking at reading will not concern us. Our business is with the way a reader gets a message from a text. So we will begin by establishing what we mean by a message.

What makes a text difficult?

To throw some light on this question, we will examine in Activity 1.3 some texts that many people would find difficult. Do this before reading the comments that follow.

Activity 1.3 *Difficult texts*

Here are four texts that you may find difficult to read. They are difficult in different ways; study each in turn and decide in each case what makes the text difficult.

a Istuin eraana tammikuun loppupaivana Tiitin kanssa Kokkolasta Jyväskylään kulkevassa linja-autossa. Oli kirpea pakkasilma, taivas oli kirkas, ja aurinko heitti lumihangille ja tien poikki puiden pitkea sinisia varjoja.

From Kokko, Y. 1954 *A/e Tulevat Takaisin* (Werner Soderstrom OY)

b In the first example, a carbon anion is formed that is stabilized by resonance (electrons delocalized over the carbonyl group and the α carbon atom). In the second case, a carbon anion is formed that is stabilized by the electron withdrawing inductive effect of the three chlorines.

From University of Malaya Language Centre 1979 *Reading Projects: Science* (University of Malaya Press/Nelson)

c Ideas imprinted on the senses are real things, or do really exist, this we do not deny, but we deny that they can subsist without the minds which perceive them, or that they are resemblances of any archetypes existing without the mind: since the very being of a sensation or idea consists in being perceived, and an idea can be like nothing but an idea.

From Berkeley, G. 1949 *Principles of Human Knowledge* (Nelson)

d Cavorting in the vicinity of the residential area populated by those of piscatorial avocation, the miniscule crustacean was enmeshed in a reticulated object with interstices between the intersections.

This activity demonstrates some of the ways in which texts can be difficult.

If you found text a difficult, it is probably because you are not familiar with Finnish, the code (ie language) in which it is written. So a prerequisite for satisfactory communication is that writer and reader should share the same code. The implications for foreign language teaching do not need pointing out.

Text b is difficult for someone who, like me, knows little about science. It would not help if I looked up some of the words in a dictionary, because I should not understand the definitions. The only thing that would help is a chemistry course. The difficulty here depends on the amount of previous knowledge the reader brings to the text.

The vocabulary used in text c is not particularly difficult, but many people find that its message eludes them. Even if you have a vague idea what it is about, you probably cannot explain it clearly unless you have read a good deal more by Bishop Berkeley (who wrote it) and thought carefully about his arguments. For the difficulty lies not in the language, and not in the knowledge the reader requires, but in the complexity of the concepts expressed.

On the other hand, vocabulary is the only source of difficulty in text d, since you can 'translate' it into extremely simple English and the message is not challenging

intellectually. For readers whose vocabulary is limited, this is more like the problem of text than b or c: the writer's code is only partly the same as the reader's.

We recommend you to use the following sample lesson plan in teaching reading

Subject: Theories of English language and methods of teaching

Audience: School teachers

Theme: Methods of teaching reading

Key words: Skimming, scanning, contextual guessing, intensive reading, paraphrasing, information transfer.

Number of hours: 2 hours lecture

Lecture materials worked out by: Tuhtarova Hayotkhon - English teacher

Date of preparing lecture materials: 15.05.2015

Work place: Fergana teachers' re-training Institute, a chief of "Language and literature education"

A brief determination of a lecture (According to the State orders)

Reading as an aim and a means of teaching. Main habits on learning types of reading: to formulize qualification of language materials, qualification of language materials, to understand the words in a sentence, to find key words, to understand the meaning of unknown words and understand the idea of the topic. Using different ways of teaching reading methods.

Technology of carrying out of learning process

Method: Orally, brainstorming, round-table discussion, exchange experiences.

Equipements (technic and didactic): Handouts, questionnaires, tests, slides. markers, scotchs, flipcharts.

Control: Oral control, self-checking, asking questions, presentation.

Assessment: Award

Form: Lecture, discussion, asking question, individual and group work.

Aim and tasks of a lecture:

Aim: <i>Educational:</i> Explain an importance of reading on learning foreign language, teach professional terms related to reading. <i>Educative:</i> Be able share experiences, ideas on reading <i>Developing:</i> To become aware of effective reading techniques		Tasks: <i>Educational question:</i> How can you understand an importance of reading? <i>Educative question:</i> As a professional teacher in which ways can you help your colleagues on a topic? <i>Developing question:</i> What will you do your pupils achieve good results on reading?	
Outcomes:			
By the end of the lesson listener will know: (Knowledge) a) a role of reading in learning of a foreign language b) statements on importance of reading		Which questions will be asked: 1. What is the role of reading? 2. What are components of reading?	
By the end of the lesson listener will understand: (Habit): a) share experiences on reading b) understand reading is one of the main skills		Which questions will be asked: 1. What can you tell that reading is one of the main skills?	
By the end of the lesson listener can do (Qualification): a) become aware of effective reading strategies b) make an action plan c) learn how to work with textbooks effectively using proper reading techniques		What kind of tasks will be given: 1. What are effective reading techniques? 2. What helps a teacher to achieve successes on reading?	
Procedure and steps of the lesson:			
Name of work	Aim of work	Method	Time (minute)
Step-1 Organization moment	Acquaintance and define attendance of listeners.	Introduc-tion	5
Step-2 Reflection:	Clarifying necessaties. A teacher ask questions on a theme:	Asking questions	5

Clarify necessities			
Step-3: Procedure of a new lesson	<p>Exploring a theme by a plan:</p> <ol style="list-style-type: none"> 1. Discuss a role of reading 2. Analyzing what pupils read outside the class and in lessons 3. Discuss aims and ways of reading in real life and in class 4. Exploring effective reading strategies 5. Exploring learning techniques and identifying them in texts from textbooks 6. Reflection on listeners' professional experience and planning their actions 	<p>A lecture basing on slides.</p> <p>plenary</p> <p>Exchange experiences</p> <p>Pair work</p> <p>Pair work</p> <p>Pair work individual</p>	<p>5</p> <p>5</p> <p>5</p> <p>10</p> <p>25</p> <p>5</p>
Step-4: Consolidation	Discuss and practice establishing lesson objectives. Reflection on the lesson	Work in groups.	5
Step-5: Assessment Outcomes	<p>Analysis of group presentations and assessment.</p> <p>Conclusion.(asking questions, ideas and suggestions)</p>	<p>Assessment</p> <p>Asking questions and answer</p>	<p>5</p> <p>5</p>
Step-6: Reflection and action plan	<p>Tests.</p> <p>Recommend literatures.</p>	Orally	10

Procedure of the lesson:

Step-1: Teacher introduces the theme and checks the attendance of the listeners. Providing with necessary equipments of the lesson.

Step-2: Clarifying necessities. A teacher asks questions on a theme:
 What is the purpose of reading?
 Why is reading important?

What does reading develop?

Step-3: Exploring a theme by a plan

Mini lecture using slides. An importance of reading. Effective reading techniques.

	Stages	Procedure	Time	Materials
1.	Lead in	Involving Pts in the session; announcing outcomes to Pts	5 min	Cards
2.	What we read	Analyzing what Pts read outside the class and in lessons	5 min	flipchart
3.	Why and how we read	Discussing aims and ways of reading in real life and in class	10 min	Handout 1, Handout 2, flipchart
4.	Exploring reading strategies	Exploring effective reading strategies	15 min	Handout 3
5.	Exploring reading techniques	Exploring reading techniques and identifying them in texts from textbooks	35 min	Handout 4, Handout 5
6.	Outcomes	Eliciting learning outcomes from Pts	5 min	None
7.	Reflection and action planning	Reflecting on Pts' professional experience and planning their actions	5 min	Handout 6

1. Outcomes

Objective:

➤ to involve Pts in the topic of the session

Time: 5 min

Materials: cards with words of the proverb 'Reading for the mind is the same as exercises for the body'.

Interaction: plenary

Preparation: before the session write words of the proverb 'Reading for the mind is the same as exercises for the body' on 4 cards so that phrases of the proverb are on separate cards. Prepare 3 sets of the cards:

Reading for the mind	is the same	as exercises	for the body.
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- Put Pts into 3 groups.
- Put the cards with words of the proverb at random on the floor.
- Say to Pts:
 - In your group unscramble the proverb and guess the topic of the session.
- Ask Pts:

Do you agree with these words? Why / why not?

2. Activity : What we read

Objective:

- to analyze what Pts read outside the class and in lessons

Time: 5 min

Materials: the flipchart, a list of items for reading

Interaction: plenary

Preparation: before the session write a list of items for reading on flipchart

Ask Pts:

What do you read in real life?

Accept Pts' ideas.

Ask Pts:

What do your Sts read in English lessons?

Accept Pts' ideas.

Say to Pts:

We prepare our Ls to use English in real life communication, so it is necessary to read a lot of different materials from different sources. For that you can use UzTEA Resource Centre and IPK Resource Centre.

3. Activity: Why and how we read

Objective:

- to make Pts understand that the aim of reading influences the way we read

Time: 10 min

Materials: Handout 1

Interaction: Plenary, pair work, individual

Ask Pts:

- Why do people read?

Possible answers: for pleasure, to find necessary information.

Accept Pts' ideas. Say to Pts:

- So, there could be different reasons for reading.

Show Handout 1 and say to Pts:

Handout 1 has part A) and B). Part A) has two short texts from *English Matters* 8. Individually choose the text you like more and explain your choice.

6. You have not more than 2 min.

Check the instruction.

Distribute Handout 1.

Handout 1

A) Read 2 texts. Which story would you like to read? Why?

Are we alone?	Elizabeth I
In fact, some people say that we might have been visited by aliens. These people point to 'wonders' such as Stonehenge in Britain and the Nazca lines in Peru as	She was born in Greenwich near London. She became queen at the age of 25 after both her father and mother had died.

proof that aliens have been there.	Elizabeth I had a very strong personality. Once she was in love but never got married, to avoid political conflicts.
So, what are the chances that there is life out there?	

B) Find on the list:

- the price of English Matters Uzbek-English dictionary
- the most expensive and the cheapest books on the list

Price-list

Name	Components	Unit	Quantity	Price
Methodology				
Children Learning English		p	1	28.000,00
700 Classroom Activities		p	1	25.000,00
Readers				
Black Cat + CD		p	1	13.500,00
Arabian Nights		p	1	4.500,00
Grammar				
English Matters Grammar		p	1	7.500,00
Elementary Language Practice + key		p	1	14.800,00
Dictionaries				
New Dictionary for Advanced Ls + CD		p	1	65.000,00
English Matters Uzbek-English dictionary		p	1	6.500,00
Essential Dictionary		p	1	33.000,00
Children's Dictionary		p	1	14.800,00
Textbooks				
English Matters 5-6		p		4.000,00
English Matters 7,9		p		4.500,00

In 2 min ask 2-3 Pts to share their ideas.

1. Say to Pts:

➤ Part B) is a price-list of some books.

2. In pairs find and say 1) the price of English Matters Uzbek-English dictionary; 2) the most expensive and the cheapest books on the list.

You have not more than 1 min.

3. Check the instruction.

4. In 1 min check the answers.

Key: a) English Matters Uzbek-English dictionary costs 6.500; b) The most expensive book is New Dictionary for Advanced Learners + CD which costs 65.000, the cheapest book is English Matters 5-6 which costs 4.000.

5. Ask Pts:

6. How did you read part A)? Why?

Possible answer: We read 2 texts carefully from the beginning to the end because we had a task to choose the text we like.

7. How did you read part B)? Why?

Possible answer: We looked for special information because we had a task to find this information.

➤ Sum up the stage saying:

8. So, when we read part A) we looked for the main idea of the text, because we chose the most interesting text for us. When we read part B) we looked for specific information.

9. Did we know why we read the texts? Key: Yes, we did.

10. Is it important to know the aim of reading before we start to read? Why / why not?

11. Do your Sts know the aim of reading before they begin to read?

a. Sum up the stage saying:

i. Ts must say the aim of reading before Sts start to read, because a task influences the way Ls will read information.

4. Activity: Exploring reading strategies

Objective:

➤ to help Pts explore reading strategies

Time: 15 min

Materials: Handout 2

Interaction: pair work, plenary

➤ Say to Pts:

➤ Let's look how our Ls read texts.

➤ There are different reading strategies on Handout 2. They are called learners' strategies because our learners use them when they read.

➤ You are teachers now.

➤ Let's decide which learners' strategies are effective and which are ineffective from a teacher's point of view.

➤ Check the instruction.

➤ Distribute Handout 2.

Handout 2

Read the strategies A – F. Write if they are effective to be used in lessons. Some examples are given to you.

Learners' strategies	Effective (E) /ineffective (I)
A) I read all texts aloud.	<i>I</i>
B) I try to understand a text even if I don't know some words of the text.	<i>E</i>

C) I always ask my teacher for help when I meet a word I don't know.	
D) I look at titles, pictures and other visuals before reading.	
E) I use my finger to help my eyes follow the text.	

1)

➤ Say to Pts:

12. Who wants to read the instruction?

- Handout 2 has 2 columns. The first column is learners' strategies; the second column shows if the strategy is effective or ineffective.
- Discuss with Pts the item A. Say to Pts:
- Strategy A) 'I read all texts aloud' is very popular in lessons of English. Ts often ask their Ls to read long texts one by one. This strategy is ineffective, because it slows a reader and takes a lot of time.
- What are the aims of reading aloud in real life?
Key: E.g., we read fairy-tales to children; we read information to a person who does not have his/her spectacles.
- When is it appropriate to ask Ls to read aloud in class?
Key: When Ls do exercises on pronunciation, intonation or when Ls role-play.

2)

➤ Ask Pts:

- Why do you think strategy B) is given as effective?
- Accept Pts' answers and react adequately.
- Read the other strategies one by one. Explain the meaning if necessary, stress key words with your intonation.
- Say to Pts:
13. In pairs discuss and write if strategies C), D), E) are effective in lessons. Give your reasons.

14. You have not more than 5 min.

- a. Check the instruction.
- b. In 5 min check the answers and ask Pts to give their reasons.
- c. The answer key contains possible reasons to help a trainer.

3)

d. Sum up the stage saying to Pts:

Now you know which learners' strategies are effective. Help your Ls use them when they read.

5. Activity: Exploring and identifying reading techniques

Objective:

- to explore and identify different techniques in texts from textbooks

Time: 35 min

Materials: Handouts 3, 4

Interaction: plenary, pair work

1.

➤ Say to Pts:

➤ We discussed strategies our Ls use in reading lessons.

➤ Now we'll talk about teacher's techniques. They are called Teacher's techniques because Ts use them in reading lessons.

➤ Let's check your memory. Take Handout 1. Did we read part A) to find specific information?

Key: No, we read it to find the main idea of the texts.

➤ Did we read part B) to find the main idea?

Key: No, we read it to find specific information.

➤ Say to Pts:

➤ When we ask our Ls to read a text to find the main idea of it, we use the technique which is called skimming.

➤ Write the word 'skimming' on the Bb / flipchart. Watch that Pts write it in their notebooks.

➤ Say to Pts:

➤ The word 'skimming' comes from the verb 'to skim.' It means 'to take cream from milk', so by skimming we take 'cream' from the text, its main idea.

➤ Pay attention that the verb 'skim' ends with the letter 'm' and the phrase 'main idea' (which explains the meaning of the technique) starts with the letter 'm'. It could help you remember the meaning of the technique.

➤ Say to Pts:

➤ Repeat after me, 'skimming'.

➤ Ask Pts:

➤ Why to use skimming? Possible answer: To help Ls to understand the main idea.

➤ Ask Pts:

➤ When did we use skimming, in part A) or part B)? Key: In part A).

2.

➤ Say to Pts:

➤ When we ask our Ls to read a text to find a specific information, we use the technique which is called scanning.

➤ Write the word 'scanning' on the Bb / flipchart. Watch that Pts write it in their notebooks.

➤ Say to Pts:

➤ The word 'scanning' comes from the verb 'to scan'. It means 'to read quickly to find specific information'.

➤ Which specific information can we find in a text? Key: numbers, dates, names.

➤ Say to Pts:

➤ Repeat after me, 'scanning'.

➤ Ask Pts:

○ Why to use scanning? Possible answer: To help Ls to find details quickly.

➤ Ask Pts:

- When did we use scanning, in part A) or in part B)? Key: In part B).
- 3.
- Say to Pts:
 - Handout 3 has 4 short texts.
 - They are from *Fly High English 6* and *English Matters 8*.
 - Read the instructions to the texts, but don't read the texts.
 - Work in pairs.
 - Find the instruction which uses skimming and scanning.
 - You have not more than 2 min.
 - Check the instruction.
 - Give out Handout 3.
 - In 2 min check the answer. Key: Text B (Question 1. to the text uses skimming, question 2. - scanning).
- 4.
- Say to Pts:
 - The instruction to text B has question 3 which is 'give synonyms to the words in bold'.
 - When we ask our Ls to read a text to find synonyms, antonyms, some grammar constructions, we use the technique which is called 'intensive reading'.
 - Write the word 'intensive' on Bb / flipchart. Show a vertical line with you hand, explaining that intensive reading is a very careful 'deep' reading.
 - Say to Pts:
 - Repeat after me, 'intensive reading'.
 - Ask Pts:
 - Why use intensive reading? Possible answer: To help Ls understand a text deeply, to see all details connected with grammar and vocabulary.
 - Say to Pts:
 - Which techniques do we use for text B? Key: skimming, scanning, intensive reading.
- 5.
- Ask Pts:
 - What is retelling?
Possible answer: It is telling a story using your own words.
 - Ask Pts:
 - Do you ask you Ls to retell a text? Why / why not?
Possible answer: Retelling is a very good exercise to develop Ls' speaking.
 - Say to Pts:
 - When we ask our Ls to retell a text, we use the technique which is called 'paraphrasing'.
 - Write the word 'paraphrasing' on Bb / flipchart and watch that Pts write it in their notebooks.
 - Ask Pts:
 - Do you see any familiar word in the word 'paraphrasing'?
Key: the word 'phrase'.

- 'Paraphrasing' means to say a phrase using other words, retelling it.
- Repeat after me, 'paraphrasing'.

15. Say to Pts:

- In pairs find the text which instruction has paraphrasing.
- You have not more than 2 min.

16. Check the instruction.

17. In 2 min check the activity. Key: Text C.

6.

➤ Ask Pts:

- When you read an economic text in Uzbek, do you always know all the words?

- What do you do to understand this text?

Possible answer: We look at the words we know in the text and we try to understand the meaning of the unknown words.

- The same you can do in English. It is not necessary to know all the words in a text to understand it.

- If we ask our Ls to read a text to understand the meaning of it from its context, we use the technique which is called 'contextual guessing'.

- Write 'contextual guessing' on the Bb / flipchart, watch that Pts write it in their notebooks.

▪ Ask Pts:

- Which another word do you see in the word 'contextual'? Key: The word 'text'.

- The word 'context' means 'connected with a text'.

- Explain the meaning of the word 'guessing' if necessary.

- Ask Pts:

- Repeat after me, 'contextual guessing'.

- Ask Pts:

- Why to use contextual guessing? Possible answer: To help our Ls become independent Ls, because in real life they will have to understand texts in English without anybody's help.

- Say to Pts:

- In pairs find the instruction which uses contextual guessing.

- You have not more than 1 min.

- Check the instruction.

- In 1 min check the answer. Key: Text D.

7.

➤ Ask Pts:

- Which text in Handout 3 did we not talk about? Key: Text A.

- What does the instruction ask Ls to do in text A? Key: Read the text and complete the table.

- So, we have the text, or information and the table where we should write some of this information.

- When we ask our Ls to change information from one form (for example, the text) into another form (the table), we use the technique which is called 'information transfer'.
- Write 'information transfer' on the Bb / flipchart. Watch that Pts write it in their notebooks.
- 'Transfer' means 'move', we move information from one place to another.
- Ask Pts:
 - Repeat after me, 'information transfer'.
 - Why to use this technique? Possible answers: It develops attention, because Ls look for specific information. We can use the table when we ask our Ls to retell, or paraphrase the text.

8.

- Ask Pts:
- Which teacher's techniques for reading do we know? Key: skimming, scanning, intensive reading, paraphrasing, contextual guessing, information transfer.
- Ask Pts:
 - Can we ask Ls to paraphrase text A? Key: Yes.
 - Can we ask Ls to skim text A? Key: Yes.
 - Can we ask Ls to scan text A? Key: Yes.
 - Which teacher's techniques can we use with the texts on Handout 3?
- Accept Pts' ideas and react adequately.
- Ask Pts:
- Why is it important to know and use all these techniques?

Possible answers: Instead of asking all Sts to read the same text again and again, a T can use a variety of techniques. As a result, a lesson will be interesting and effective, because Sts will be able to understand the text better.
- Sum up the stage saying:
 - Use as many teacher's techniques as possible, they will help your Ls improve their reading skill.

9.

- Say to Pts:
 - Now let's have a game.
 - You'll get Handout 4 with information about teacher's techniques.
 - You already know this information.
 - In pairs you'll check how well you know reading techniques.
- Get pairs into A, B.
- Say to Pts:
 - First As will check Bs.
 - Bs will close the second column of the table, so not to see the description and aim.
 - As will read aloud the description and aim of any technique, and Bs should name this technique.
 - If Bs do it correctly then they check As in the same way.
 - If Bs don't do it correctly, As will check them again and again.

- For example, I'm a B and I close a part of the table. Any A, read aloud the description and aim.
- Name the technique.
- Ask Pts:
Am I right?
- Say to Pts:
You have 5 min.
- Distribute Handout 4.

Handout 4

Read the information about reading techniques.

Reading techniques	Description and aim
1 Skimming	Reading a text quickly to get the main idea
2 Scanning	Reading a text quickly to find specific information (names, places, dates, numbers, etc.)
3 Intensive reading	Reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)
4 Paraphrasing	Retelling a text for a T to check Ls' understanding of the text
5 Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation
6 Information transfer	Change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

- In 5 min stop the game.
- If you have time you can play the game with all the Pts. Say to Pts:
 - Turn down Handout 4.
 - I'll read the description and aim aloud, and you will say the technique.
- Sum up the stage saying:
18. Use different reading techniques with your Ls.

Step-4: Discuss and practice establishing lesson objectives Reflection on the lesson.

Listeners will work individually, in pairs and make action plan. Select goals for development.

Objective:

- to elicit from Pts learning outcomes of the session

Time: 5 min

Materials: none

Interaction: plenary

- Elicit the learning outcomes from Pts by asking:
 - What was our session about?
 - What did we do?

Step-5: Presentation of the groups and teachers' opinion about on consolidation of the lesson.

Reflection and action planning

Objectives:

- to help Pts reflect on the session
- to help Pts make an action plan

Time: 10 min

Materials: Handout 6

Interaction: individual task

Say to Pts:

Fill in the reflection and action plan table using the information of our session.

Give out Handout 6.

Handout 6

Reflection and action plan

Write which of learning strategies are the best for your students and why	
Write down which of reading techniques you are going to try out and why	

Note: If you have some spare time, play Bingo on teacher's techniques and activities with Pts.

Step-6: For consolidate of the lesson listeners will work in small groups and work on tests during 10 minutes. Listeners will check each others tests. At the end of the lesson a teacher concludes the lesson and recommends literatures.

Tests on a topic:

1. What is skimming?

- a) reading a text quickly to get the main idea
- b) reading a text quickly to find specific information (names, places, dates, numbers, etc.)
- c) reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)
- d) retelling a text for a T to check Ls' understanding of the text

2. What is skanning?

- a) making guesses about the meaning of words by looking at the surrounding words or situation.
- b) reading a text quickly to get the main idea
- c) reading a text quickly to find specific information (names, places, dates, numbers, etc.)

d) reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)

3. *What is intensive reading?*

a) reading a text quickly to get the main idea

b) reading a text quickly to find specific information (names, places, dates, numbers, etc.)

c) reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)

d) retelling a text for a T to check Ls' understanding of the text

4. *What is paraphrasing?*

a) change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

b) retelling a text for a T to check Ls' understanding of the text

c)) reading a text quickly to find specific information (names, places, dates, numbers, etc.)

d) reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)

5. *What is information transfer?*

a) change of information (e.g., a text) into another form of information (e.g., a table) to check Ls' understanding

b) retelling a text for a T to check Ls' understanding of the text

c)) reading a text quickly to find specific information (names, places, dates, numbers, etc.)

d) reading carefully for detailed understanding (e.g., main ideas, vocabulary, details)

Handout 3

Look through the instructions to the texts A - D and decide which reading techniques they use.

Text A

Read the text and complete the table:

Film star

Charlie Chaplin was born in 1889 in London. His family was very poor. His mother was a singer. Charlie Chaplin was a famous film star. He made a lot of films. Charlie Chaplin was married four times. He had five sons and five daughters.

Name	
Born	
Family	
Famous for	

Text B

Read the story and answer the questions:

What is the main idea of the text?

Who was Alexander the Great?

Give synonyms to the words in bold.

Some people say Alexander the Great's cook was the first man to cook palov. One day Alexander the Great was **hungry**. He said to his cook, 'Please cook something **special**'. The cook took rice, oil, carrots, meat and onion and made palov. Everybody liked it and they ate a lot. Now palov is many people's **favorite** meal.

Text C

Read and retell the story.

When people visit another country, one place where they can go to find out about the culture and the history of the country is a museum. For example, the British Museum in London is the largest in Britain and people from around the world visit it. There you will find a unique collection of sculpture, drawings and paintings from more ancient times up to the most modern.

Text D

Read the story. What do you think these words mean?

expensive cheap popular

Fast food came from America. McDonald's, Kentucky Fried Chicken and Pizza Hut are popular fast food restaurants. Millions of Americans eat in fast food restaurants. McDonald's is a symbol of American life and culture. Fast food is not usually expensive. It is quick and quite cheap.

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