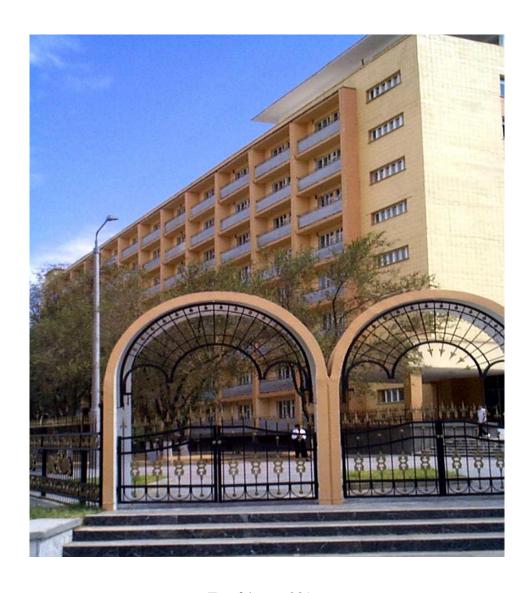
## O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

## NAVOIY VILOYAT HOKIMLIGI O'RTA MAXSUS, KASB-HUNAR TA'LIMI BOSHQARMASI

## XALILOVA NARGIZA OLIMOVNANING

## «INGLIZ TILI» FANI BO'YICHA TA'LIM TEXNOLOGIYASI



Zarafshon - 2016.

## I. Kirish

Xorijiy tilni egallash ta'lim, ilm-fan, iqtisodiyot, siyosat va ijtimoiy hayotdagi globallashuvning yangi davri uchun asosiy kalit hisoblanadi. Globallashayotgan ta'lim endilikda ilm oluvchilar uchun ham, oʻqituvchilar uchun ham butun dunyoda ta'limni va ilmiy izlanishlarni davom ettirish imkoniyatini yaratib bormoqda. Bundan tashqari bu jarayon oʻrta maxsus kasb-hunar bitiruvchilarining turli dunyoviy bilimlarni xususan, chet tillarida bilishlaridan tashqari oʻz kasblari boʻyicha egallagan bilim va koʻnikmalarini chet tillarida davom ettirish imkoniyatini yaratmoqda.

Ushbu oʻzgarishlar ta'lim sohasidagi mutaxassislarning xalqaro birlashuviga va ular tomonidan mamlakatlararo taqqoslanishi mumkin boʻlgan mukammal global dasturlarning yaratilishiga olib keldi.

Ushbu na'munaviy o'quv dasturi O'zbekistonda xorijiy tilni o'qitishning xalqaro standartlarga muvofiq keluvchi umumevropa xorijiy tillarni o'rganish, oqitish va baholash ramkalaridagi tavsiyalar-CEFRga moslashtirilgan holda amalga oshirildi. Bu oquv dasturi barcha chet tillarni o'rganish uchun asos bo'lib xizmat qiladi.

Shuningdek, akademik litsey va kasb-hunar kolleji oʻquvchilarining tilni oʻrganishdagi talablarini e'tiborga olgan holda xorijiy tildan jonli tarzda foydalanishga hamda turli muloqot koʻnikmalari — eshitish, gapirish, oʻqish va yozishga asoslangan tarzda darslarning olib borilishiga na'munaviy oʻquv dasturida e'tibor qaratilgan. Bugungi kunda xorijy tillarni egallashi avvalo eshitish, oʻqish va yozish koʻnikmalarining ketma-ketligida oʻrgatilib borilishiga hamda kelajakda OʻMKHT ta'limi tizimi bitiruvchilarining kichik mutaxassis sifatida ishlashi, erkin muloqot qila olishiga imkon yaratadi.

Mazkur dastur tilni oʻrganishning asosiy shakllarini tashkil qiluvchi 4 ta koʻnikmaga asoslanadi.

<u>Tinglash koʻnikmasi</u>. Ushbu oʻquv dastiri va uning asosida yaratilajak darsliklar ham aynan shu koʻnikmalarga asoslangan tarzda tuzildi. Xorijiy tilni egallashda eshitish koʻnikmasini shakllantirish maqsadida kasbga yoʻnaltiradigan matnlar tayyorlandi. Shuningdek, birinchi kurs oʻquvchilari uchun matnlar A2 dan B1 daraja oraligʻida boʻlishiga e'tibor qaratildi. Bundan tashqari eshitishdan oldin, eshitish davri va eshitishdan keyin bajariladigan topshiriqlar oʻquvchi darsligiga hamda ishchi kitobiga kiritildi. Bularning bari oʻquvchining tinglab tushunish qobiliyatining astasekin rivojlanib borishidagi asosiy omillardandir.

<u>Gapirish koʻnikmasi.</u> Tinglab tushunish uchun berilgan topshiriqlar va matnlar oʻquvchilarga oʻzaro dialog va monolog yaratish imkonini beradi. Bundan tashqari oʻquvchilarning oʻz fikrini ifodalab berishi uchun tuzilgan qiziqarli savollar asosida ularning gapirish koʻnikmalari oshib boradi.

<u>Oʻqish koʻnikmasi</u>. Oʻquvchining oʻqish koʻnikmasi turli darajadagi matnlarni oʻqib, tushunishi, fikrini ifoda eta olishi yoki baholash tizimida matn asosida tuzilgan testlarga javob bera olishi bilan belgilanadi.

<u>Yozish koʻnikmasi.</u> Yozish koʻnikmasida oʻquvchi oʻz fikrini yozma bayon eta olishi ahamiyatga molik. Yozishda oʻquvchi ishlatgan iboralarining mazmuni, foydalangan grammatik strukturalarning oddiy yoki murakkabligiga qarab oʻquvchining bilim darajasi aniqlanadi. Dars vaqtida oʻqituvchi har bir oʻquvchining yozish koʻnikmasini ushbu jihatlarni rivojlantirish maqsadida shakllantirib borishi muhimdir.

OʻMKHT tizimida B1, B1+ darajadagi oʻquvchilarni tayyorlash uchun yuqorida koʻrsatilgan koʻnikmalarni shakllantirish koʻzda tutilgan asosiy vazifalardan hisoblanadi.

Tillarni oʻrganish, oʻqitish va baholashning umumyevropa ramkalari tavsiyalari (CEFR – Common European Framework of Reference for Languages: Learning, teaching, assessment)

CEFR dunyo boʻylab keng tarqalgan xorijiy til ta'limining standartlaridan biridir. Oʻquv-uslubiy majmualar til oʻrganuvchining ma'lum maqsadga yoʻnaltirilgan oʻqitish tizimi va baholash tizimining zamon talablariga asoslanganligini va uning ijrosinini ta'minlashi lozim.

CEFR turli mamlakatlar yoki ma'lum bir mamlakatdagi turli universitetlar, kollejlar va maktablardagi oʻquv dasturlari, mutaxassislarning tayyorgarlik darajasi va baholash tizimlarini qiyoslash uchun ishonarli usul hisoblanadi.

CEFR taqdimotiga koʻra dunyo boʻyicha til kompitentsiyalarining baholanishini ingliz tili misolida quyidagi jadvalda koʻrish mumkin:

CEFR C2 nisbatan soʻz boyligi %larda		O'zbekiston yangi DTS	Oʻzbekiston ta'lim tizimi bosqichlari	IELTS	TOEFL IBT
A (24 - 48%)	A1	A1	1 – 4 sinflar	-	_
Elementlar darajasi		A1+	1 – 4 sinflar Tilga yoʻnaltirilgan		
	A2	A2	5-9 sinflar	1 - 2.5	1 - 30
		A2+	5-9 sinflar	2.5 - 3.5	30 - 40
B (49, 720())	B1	B1	AL va KHK	3.5 - 4.5	40 - 50
(48 - 72%) Erkin bilim Darajasi		B1+	Tilga yoʻnaltirilgan AL	4.5 – 5.5	50 - 60
	B2	B2	Oliy ta'lim, bakalavriatura	5.5 – 6.5	70 – 80
C (89 - 100%) professional darajasi	C1	C1	Oliy ta'lim, bakalavriatura, filologiya, magistratura va doktorantura	6.5 – 7.5	80 – 90
	C2	-	-	8 - 9	110 – 120

Til oʻrganuvchilar uchun zarur boʻlgan koʻplab malakalarni qamrab olish maqsadida bu asoslar tegishli ravishda kengaytirildi. Endilikda mazkur standart muayyan oʻquv rejasi, muayyan oʻquv faoliyati va baholash tizimi uchun yoʻriqnoma boʻlib xizmat qiladi.

## Til kompitentsiyalari darajalari:

C2	
	Mukammal foydalanuvchi
C1	
B2	Mustaqil foydalanuvchi
B1	Wustaqii Toydafanuvciii
A1	Docklang ich fordelenunchi
A2	Boshlang'ich foydalanuvchi

CEFRning C2 dan A1 gacha boʻlgan darajalari:

	T	CEFRNing C2 dan A1 gacha bo Igan darajalari:
	C2	- eshitgani va oʻqiganini osonlik bilan tushunadi.
Mukammal		- eshitgani va oʻqiganini natijalab, xulosa chiqara oladi, bir-biri
foydalanuvchi		bilan bogʻliq ifodalarda dalil va mulohazalarni qayta tiklay oladi;
		- oʻz mulohazalarini alohida tayyorgarliksiz, tushunarli va aniq
		ifodalay oladi, hatto murakkab vaziyatlarda ham fikrning nozik
		ma'nolarini ajrata oladi;
	C 1	- turli murakkab va uzun matnlarni tushunadi va ulardagi yashirin
		ma'noni anglay oladi;
		zarur ifodalarni qidirib oʻtirmay, oʻz fikrlarini erkin va
		tayyorgarliksiz ifodalay oladi;
		- ijtimoiy, akademik (ilmiy) va professional maqsadlarda tildan
		erkin foydalana oladi.
		- murakkab mavzulardagi matn qismlarini yaxshi bogʻlab, aniq
		kichik detallargacha ifodalay oladi, matn tarkibidagi qismlar,
		bogʻlovchi va bogʻlovchi vositalarni nazorat qilishini koʻrsata oladi;
	B 2	- aniq va mavhum mavzulardagi murakkab matnlarning umumiy
Mustaqil		ma'nosini, shuningdek, sohasiga oid texnik muhokamalarni tushuna
foydalanuvchi		oladi;
Toyualalluvcili		· · · · · · · · · · · · · · · · · · ·
		- til tashuvchilari bilan erkin va tayyorgarlik koʻrmasdan muloqot
		qila oladi;
		- keng mavzularda aniq, ilmiy uslubga xos boʻlmagan soʻzlar
		bilan oʻz fikrini ifodalay oladi, shuningdek, muhokama
		qilinayotgan mavzu boʻyicha turli variantlarning yutuq va
		kamchiliklarini koʻrsata oladi;
	B 1	- ishda, ta'limda, dam olishda doimo muhokama qilinadigan,
		tanish mavzularning asosiy mazmunini tushunadi;
		- sayohat vaqtida roʻy beradigan turli muloqot vaziyatlaridan chiqib
		keta oladi.
		- tanish yoki oʻzi uchun qiziqarli boʻlgan mavzularda matn yarata
		oladi;
		- oʻz rejalarini, boshidan kechirgan voqea va hodisalarni, orzu-
		umidlari va hissiyotlarni tasvirlab bera oladi, shuningdek, fikrlarini
		asoslab tusuntira oladi;
	A 2	- kundalik hayotda koʻp ishlatiladigan gap va ifodalarni (oʻzi va
Paghlangtich	112	
Boshlang'ich		Loileai haaidaai Loddiy ma'lumotlar yonid ailiah mahalliy saassastiya l
		oilasi haqidagi oddiy ma'lumotlar, xarid qilish, mahalliy geografiya
foydalanuvchi		va ish haqidagi ma'lumotlar) tushuna oladi;
Toydalanuvcni		va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda
Toydalanuvcni		va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi;
Toydalanuvcni		va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda
Toydalanuvcni		va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga
Toydalanuvcni		va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib
Toydalanuvcni	Δ 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi;
Toydalanuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni
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Toydalanuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni tushunadi va qoʻllay oladi: - oʻzini va boshqalarni tanishtira oladi, shaxsiy hayotga oid
Toydalanuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni tushunadi va qoʻllay oladi: - oʻzini va boshqalarni tanishtira oladi, shaxsiy hayotga oid savollarni bera oladi (masalan, qayerda yashaysiz, kimlarni bilasiz,
Toydalanuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni tushunadi va qoʻllay oladi: - oʻzini va boshqalarni tanishtira oladi, shaxsiy hayotga oid
Toydaranuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni tushunadi va qoʻllay oladi: - oʻzini va boshqalarni tanishtira oladi, shaxsiy hayotga oid savollarni bera oladi (masalan, qayerda yashaysiz, kimlarni bilasiz, nimangiz bor qabilida);
Toydalanuvcni	A 1	va ish haqidagi ma'lumotlar) tushuna oladi; -oddiy ma'lumot almashinuvini talab qiladigan maishiy mavzularda muloqot qila oladi; -oʻz tarjimai holini, shuningdek, uning atrofidagilar nimalarga ehtoyoj sezayotganini va buning sabablarini sodda qilib tushuntirib bera oladi; - aniq ehtiyojlarini qondirishga qaratilgan kundalik tanish ifodalarni tushunadi va qoʻllay oladi: - oʻzini va boshqalarni tanishtira oladi, shaxsiy hayotga oid savollarni bera oladi (masalan, qayerda yashaysiz, kimlarni bilasiz,

CEFR oʻquvchi ingliz tilida nima qila olishi nuqtai nazaridan oʻquv dasturi va uning baholanish tizimiga oid natijalarni tavsiflaydi:

- kommunikativ oʻquv dasturini ishlab chiqish;
- oʻqituvchilarni kommunikativ ta'limga oʻrgatish;
- oʻquvchilarning kommunikativ malakalarini koʻrsata oladigan baholash tizimini yaratish. Baholash tizimi oʻquvchilarning muloqot malakalarini tekshirish jihatdan kurs talablariga muvofiq kelishi kerak.

## II. Fanning maqsadi va vazifalari

Hozirgi Davlat ta'lim standarti (DTS)ga asosan, barcha akademik litsey va kasb hunar kollejlarida (B1), tilga yo'naltirilgan akademik litseylar uchun B1+ darajalarida xorijiy tilni o'rganish mutaxassislikka yo'naltirilgan. Ingliz tili misolida uni ESP -English for Specific Purposes, deb atash qabul qilingan.

Ushbu oʻquv dasturida umumta'lim fan- xorijiy til 250 soatga moʻljallanib, DTS talabini toʻliq qamrab olgan. DTS amalga oshirish va oʻquvchilarni B1 darajaga olib chiqish uchun kundalik hayot, oʻquvchining yoshi va qiziqishi, tanlagan kasbi haqida kommunikativ ravishda dars va darsdan tashqari ishlarni yoʻlga qoʻyish samarali natija beradi.

I – kurs talabalari uchun chet tili oʻqituvchisi oʻz e'tibotini maksimal darajada mustaqil, ya'ni o'z-o'zini boshqarish, prezentatsiya ko'nikmalarini, matnlar bilan ishlash, yozish koʻnikamlarini rivojlantiishiga qaratadi. II-kursga kelib oʻquvchilar oʻz kasblari yoʻnalishida kasbiy ta'lim ustasi va chet tili o'qituvchisi bilan hamkorlikda kurs ishlarinini amalga oshiradilar. IIIkursda esa kollej va litsey oʻqituvchilari ularning xuddi shu hamkorlikdagi diplom ishlarini amalda tadbiq etadilar. Natijada o'quvchi ikkita ustozi tomonidan diqqat markazda bo'ladi, shuningdek, kasbiy ta'lim ustasi va chet tili o'qituvchilari o'quvchi bilan birga ishlashi natijasida o'quvchining ham kasbiy ta'lim ustasining ham chet tilida muloqoti oshib boradi. Fan va til o'qituvchilari birgalikda oʻquvchilar ta'limini rivojlantirishadi. Oʻquvchining natijasi uchun ikkala tomon oʻqituvchilari mas'uliyatni his etishlari zarur. Ushbu jadvaldan dars olib borish, asosan, oʻquvchilarning mustaqil izlanishlariga qaratilganini koʻrish mumkin. Mazkur jarayon ham fan, ham til o'qituvchilari tomonidan nazorat qilinib, referat, kurs ishi tarzida o'quvchi tomonidan taqdimot qilinadi. Bu jarayonda o'quvchilar o'qish, yozish tinglash va gapirish ko'nikmalari bir-biri bilan bogʻliq ekanligini hamda turli kasb yoʻnalishlarida tahsil olayotgan talabalar uchun qisqa muddatda o'z sohalarida mustaqil ishlashlari uchun imkoniyat yaratilganligini anglaydi. Bu tajriba turli bilim darajalardagi o'quvchilar, jumladan, o'zlashtirishi past bo'lgan yoki turli ixtisosliklarda bilan ishlashni qamrab oladi.Shunday ekan, xorijiy ta'lim olayotgan o'quvchilar o'qituvchilarning vazifasi leksika va talaffuzni, shuningdek, ta'limning ma'lum sohasida soʻzlashuv nutqini oʻrgatishda yaqqol koʻrinadi.

Jadval

	Yakuniy baholash
orat ish	Bitiruv malakaviy ishi. III-kurs
naz ntir	Xorijiy tili oʻqituvchisi + oʻquvchi + fan oʻqituvchisi
Oraliq nazorat Oʻzlashtirish	Integrallashgan oʻrganish, oʻqitish va baholash
	Umumiy baholash
	Kurs ishi II - kurs
at	Xorijiy tili oʻqituvchisi + talaba + fan oʻqituvchisi
Oraliq nazorat	Integrallashgan oʻrganish, oʻqitish va baholash

Umumiy baholash

	Umumiy baholash
Oraliq nazorat	Mutaxassislikka kirish, I- kurs Loyiha va taqdimot malakalari Integrallashgan oʻrganish, oʻqitish va baholash

Mazkur jadval oʻrta maxsus ta'limi yoʻnalishi oʻquvchilarining xorijiy tillarni kelajakdagi rejalari yoki oʻqishni davom ettirishlari uchun zarur vosita sifatida qarab yutuqlarga erishayotganliklarini koʻrsatadi. Shu bilan birga jadval kurs unsurlari mutanosib joylashtirilganligi, kurs doirasida ta'lim jarayonining oʻrnini ham koʻrsatada. E'tibor bering, har bir bosqichda "integrallashgan oʻrganish, oʻqitish va baholash" degan soʻz iboralari takrolanib kelmoqda. Ya'ni kasb, til, real hayot va oʻquvchining yoshi bir-biriga integral holda oʻrganilishi, oʻqitilishi va baholanib borilishi zarur. Eslatib oʻtamiz, "can do" yoki "nima qila oladi",- degan savolga javob har doim yodda tutilishi lozim.

Dastavval, oʻquvchilar loyihalarni taqdim etish tajribasini oʻrganadilar, keyinroq oʻquvchilar va xorijiy til oʻqituvchilari soha oʻqituvchilari bilan birgalikda ishlashga oʻtadilar. Talabalarning til koʻnikmalarini namoyish eta olish qobiliyati sayoz boʻlganda ham bu usul albatta, oʻz natijasini beradi.

Oʻquvchini joriy baholash tizimi, asosan oʻquvchining ishchi kitobidagi ishi va ijodiy taqdimotlari asosida baholanadi. Oraliq va yakuniy baholash xalqaro standart talablariga mos oʻtqazilishi talab qilinadi, shunda DTS tomonidan OʻMKHT tizimi bitiruvchisiga qoʻyilgan talab - kamida B1 daraja (IELTS-5)ga erishiladi. Tilga yoʻnaltirilgan akademik litseylarda B1+(IELTS 5.5-6) darajasini har bir darsni mukammalroq oʻtqazilishi hisobiga erishiladi.

ESP (Mutaxassislikka yoʻnaltirilgan ingliz tili) ingliz tilini oʻqitishning bir tarmogʻi boʻlib, oʻz ichiga biznes, texnika, tibbiyot, turizm, san'at va boshqa turli sohalarga moʻljallangan ingliz tilini qamrab oladi. Masalan, turizm sohasidagi ingliz tili ESP sifatida mehmonxona xodimlariga oʻrgatiladi, chunki ular tildan chet ellik sayyohlar bilan muomala jarayonida foydalanishadi. Xuddi shunday boshqa yonalishlar ham shunday oʻqitiladi va baholanadi.

## ESP (Mutaxassislikka yoʻnaltirilgan ingliz tili) ning oʻziga xos xususiyatlari:

- til malakalari birgalikda qoʻllaniladi (masalan, faqat oʻqish malakasi oʻrgatilmay, balki tinglash, gapirish, yozish real hayot, yani oʻquvchining kasbi va yoshiga bogʻlangan tarzda oʻrgatiladi);
- ESP maxsus fanlarga asoslanib ishlab chiqilishi;
- ESP muayyan ta'limiy vaziyatlarda umumiy ingliz tilining turli metodikalaridan foydalanishi;
- ESP katta yoshli oʻrganuvchilar uchun ham moʻljallangan boʻlib, kasb talabi doirasida oʻqitiladi, yoki aksincha oʻrta maktab oʻquvchilari darajasida ham oʻqitilishi;
- ESP ning koʻpchilik kurslari ingliz tili boʻyicha asosiy bilimlarga ega boʻlishni talab etadi, ammo u boshlovchilar uchun ham soddalashtirilgan tarzda oʻqitilishi.

Akademik litsey va kasb-hunar kolllejlarining I-bosqich oʻquvchilari ESPni oʻrganish jarayonida mutaxassislikka kirish bosqichini oʻtaydilar, asosan, ingliz tili oʻqituvchisi oʻquvchilarni koʻproq mustaqil ishlash koʻnikmalarini shakllantirishga e'tibor qaratadi. Bunda asosiy urgʻu darsdan darsga mutaxassilikka oid soʻzlar koʻlamini oshirishga qaratiladi. Birinchi bosqichda oʻrganilayotgan soʻzlar miqdori 800-1000 ta hajmini tashkil etadi.

II- bosqichda ingliz tilini oʻrganish jarayoniga oʻquv amaliyot ustasi kirib keladi. Jarayon ingliz tili oʻqituvchisi, oʻquvchilar va amaliyot ustasi hamkorligida kechadi. Bunda 80 % vazifa bevosita ingliz tili oʻqituvchisi va 20% esa amaliyot oʻqituvchisi zimmasiga yuklatiladi. Ingliz tili oʻqituvchisi oʻquvchilarning referatlar, kurs ishlarini tashkil etishga mas'ul boʻlsa, oʻquv amaliyot ustasi mavzularni toʻgʻri tanlay olish va yorita olish mahoratini shakllantiradi. Bunda oʻzlashtirilishi lozim boʻlgan soʻzlar 1000-1200 hajmini tashkil etadi.

III-bosqichda esa toʻliq vazifalar yuzasidan ustunlik amaliyot oʻqituvchisi zimmasiga 80% hamda ingliz tili oʻqituvchisiga 20% yuklatiladi. Chunki bu jarayonda talabalalar oʻzlari tanlagan ixtisosliklari yuzasidan bitiruv malakaviy ishlarini yozish va himoya qilish vazifasini bajarishga kirishadilar. Bunda asosiy e'tibor kasbiy bilim va koʻnikmalarni amaliyotda qoʻllay olish qobiliyatini rivojlantirishga qaratiladi. Bunda oʻzlashtirilishi lozim boʻlgan soʻzlar 1200-1500 hajmini tashkil etadi.

## III. O'quv dasturi mazmuni

Grammatika qanday oʻqitiladi? CEFR grammatikani inkor qilmaydi, ammo grammatikani nofaol tarzda oʻqitishni ham qoʻllab-quvvatlamaydi shu bilan birga grammatikani dars rejasining asosi sifatida ham belgilamaydi. Misol uchun, "oʻquvchi ergashgan qoʻshma gaplar mavzusini bilsin" degan maqsad qoʻyilmagan. Har bir topshiriq tildan kommunikativ foydalanishni nazarda tutadi. Misol uchun, oʻquvchi odamlar, joylar va hodisalarning tavsifini ergashgan qoʻshma gaplarda ifodalashi mumkin. Buning uchun aniqlovchi ergash gaplardan foydalanishi kerak boʻladi. Natijada bu grammatik mavzu grammatik birliklarning qoʻshimcha roʻyxatidan oʻrin oladi, shuningdek, bu grammatik birliklarni ishlatish uchun zarur boʻlgan lugʻat tarkibida ham qayd etiladi. Aynan shu yoʻl bilan CEFR grammatikaning kontekst orqali faol maqsadga muvofiq ishlatilishini qoʻllab-quvvatlaydi.

Grammatika tilning boshqa birliklari kabi oʻquv rejalarida emas, oʻquv dasturlarida oʻz aksini topadi. Grammatikaga oid ma'lumotlar turli kurslarga va turli ixtisosliklarga moslashtirilishi zarurligini inobatga olish muhim.

Oʻquv dasturining leksikaga oid qismi, shuningdek, tilning boshqa birliklari va dars mavzulari haqida (British Council/EAQUALS Core Inventory hamda boshqa xorijiy tillar uchun esa <a href="www.coe.int/.../Manuel1">www.coe.int/.../Manuel1</a>) qoʻshimcha ma'lumot olish tavsiya etiladi.

## Tilni kommunikativ tarzda o'qitish (CLT – Communicative Language Teaching)

Hozirgi zamon xorijiy til fani oʻqituvchisidan DTSning talabi har qanday darsni oʻrganish, oʻqitish va baholash kommunikativ metodlarga suyangan bolishi kerak.

CEFR ning yuqorida keltirilgan tasnifidan kelib chiqib, oʻrganuvchi muloqot qilish orqali tilni oʻzlashtiradi. Shu sababdan, til oʻrganuvchiga tilni aloqa vositasi sifatida hayotiy reallikka bogʻlagan holda oʻrgatish lozim. CLT oʻqitish, oʻrganish va baholash metodikasining asosidir. U quyidagi kompitentsiyalarni oʻz ichiga oladi:

- Til kompitentsiyasi shu jumladan,grammatika, soʻz boyligi va talaffuz.
- Pragmatik kompitentsiyasi shu jumladan, funktsiya va diskurs.
- Sotsiolingvistik kompitentsiya shu jumladan, hurmat shakllari va registr (nutq variantlari). Asosiy maqsad oʻquvchilarning muloqot uslublarini yaxshilash orqali real hayotiy imkoniyatlarini oshirishdir.

## **CLT** ning qanday tamoyillari:

- tilni aloga vositasi sifatida oʻrgatish;
- tilni oʻrganish ham, lisoniy salohiyat ham nisbiy (absolyut emas)ligi.
- oʻqituvchilarning turli metodika va usullardan foydalanishi;
- oʻquvchilar tildan qancha koʻp foydalanishsa, ularning salohiyati shuncha oshib borishi;
- o'rganuvchilar qilayotgan ishlaridan manfaatdorligi.
- haqiqiy hayotda tildan qanday foydalanish kerakligiga e'tiborni qaratish;
- til oʻquvchilar uchun tushunarli va ahamiyatli boʻlgan kontekstda qoʻllansa, uni oʻzlashtirish shuncha yaxshi kechishi;
- tilni oʻqitish va oʻrganish asosiy fan oʻqituvchilari bilan hamkorlikda amalga oshirilishi;
- tilni kommunikativ oʻqitishning markazida oʻqituvchi emas, balki oʻquvchi boʻlishi;
- agar xato qayd etilsa, uning sababini oʻqitishdan izlash;
- tilni nazariyaga emas, amaliyotga tayanib oʻrganish;
- har bir oʻqituvchi va oʻquvchi turfa xarakterga ega shaxslar ekanligini nazarda tutish.
- til oʻrganish ishiga xolistik (bir butun hodisa sifatida) yondashish;
- mashqlarning real, hayotiy masalalarga tayanganligi;
- tangidiy fikrlashni riyojlantirish;
- o'quvchilarni ruhlantirish va tilni o'rganishga jalb qilish;
- kommunikativ salohiyatni rivojlantirish;
- guruhning faolligini rivojlantirib, birgalikda ishlashga chaqirish;
- mustaqil oʻrganish malakalarini rivojlantirib, butun hayot davomida shunday yoʻl tutishga undash.

## Dars hujjatlari majmuasi

Xorijiy tilni oʻqitishda barcha oʻqituvchilarga zarur boʻlgan hujjatlar majmuasi talab etiladi. Bunda oʻquv dasturi oʻquvchilarning tilni bilish darajalariga mos ravishda tuziladi. Masalan:

- 1) B1 darajadagi oʻquvchi nima qila olishi mumkinligini tavsiflovchi oʻquv rejasi;
- 2) mazkur darajadagi oʻquv rejasini bajarish uchun tegishli dastur (mavzular, grammatika, leksika va boshqa til elementlarni oʻz ichiga oladi);
- 3) oʻqituvchilar uchun taklif qilinadigan ish rejasi (yillik, haftalik, kundalik rejalar), shuningdek, tavsiya etiladigan manbalar roʻyxati;
- 4) ushbu daraja uchun joriy, oraliq va yakuniy baholash me'yorlari.

## 2. B1, B1+ darajalari uchun namunaviy reja

I-boʻlim 1-dars: "Sizning hayotingiz"	Oʻquvchi shu mavzu doirasida egallashi zarur boʻlgan kompetentsiayalar	Oʻquv dasturi	Nazorat turlari	Material manbalari, betlar
Tinglash	Ta'limga tegishli yoki kasbiga oid tanish mavzudagi so'zlasuv nutqini tushunadi. Sohasiga oid mavzularda murakkab nutqning asosiy mazmunini tushuna oladi.	-	Fikrdagi asosiy mazmunni ilgʻab, qaydlar qilish, munosib ravishda dalillash	

	Oʻz qarashlarini asoslashi va	-	Mavzuga doir	
	dalillar bilan qoʻllab-		vaziyatni	
	quvvatlashi mumkin.		tushuntirish,	
Coninish	Fikrlar oʻrtasidagi		savollarga javob	
Gapirish	bogʻliqlikni ifodalay oladi.		berish.	
	Muloqot jarayonida			
	oʻzining qarshi fikrlarini			
	bildira oladi.			
	Kasbiga oid tegishli	-	Masalaning	
	materialni topa olishi,		mohiyatini ilgʻab	
	tushunishi va		olish va tegishli	
O'qish	umumlashtirishi mumkin,		dalillar bilan	
O qisii	shuningdek, tegishli		asoslash.	
	manbalarni saralab, qoʻllay		Matndan tegishli	
	oladi.		ma'lumotni topa	
			olish.	
	Oʻz sohasiga oid qiziqishlari	-	Qaydlar boʻyicha	
	asosida kasbga yoʻnaltirilgan		yozish.	
	matnlarni yoza oladi.		Turli manbadan	
Yozish	Turli manbalardan olingan		olingan fikr va	
	ma'lumotlarni		dalillarni	
	umumlashtirishi va baholay		umumlashtira oladi.	
	oladi.	Otany		
		-		
Grammatika		_		
Graninatika		-		
		-		
Leksika		_		
Grammatika Leksika	Older.	Oʻquv dasturiga muvofiq ravishda tanlanadi Oʻquv dasturiga muvofiq ravishda tanlanadi		

Oʻquvchi yoshi va bilim darajasidan kelib chiqib ilm-fan, dunyo yangiliklari, iqtisod, siyosat, sport, ijtimoiy masalalar, tarix, ekologiyaga yoʻnaltirilgan bilimlarini real hayotga tatbiq eta olishi kerak.

Kurs tamoyillari quyidagilarga asoslangan:

- a) oʻquv rejasi;
- b) o'quv dasturi;
  - I. Lugʻat boyligi;
  - II. Grammatikani kommunikativ tarzda qoʻllash;
  - III. Tilning boshqa jihatlari.

## IV. Asosiy qism

## Birinchi bosqich uchun tavsiya etilgan mavzular:

1. Tanlagan	Mavzu	Dars	Ajratilgan	O.N	Y.N
Rasbingiz nima?   2					
talablari   3. Kasbiy odob qoidalari   2	1.Tanlagan	1. Mutaxassislikka kirish	2		
4. Takrorlash   2   2   2   2   2   2   2   2   2	kasbingiz nima?	•	2		
1. Qachon? Qanday? Qayerda?   2			2		
unumli		1 11 11 11 11 11 11 11 11 11 11 11 11 1		2	
Takilf	-				
4. Takrorlash   2   3. Mustaqil oʻrganishning foyda va muammolari   2. Oʻrganish turlari   2   3. Internetdan foydalanish   2   4. Hujjatlarni toʻldirish   1. Rasmiy va norasmiy matnlar   2   2. Qachon va qanday hujjatlar toʻldiriladi?   3. Soʻrovnoma toʻldirish   2   2   2   2   2   3. Soʻrovnoma toʻldirish   2   2   2   2   2   2   2   3   3   2   2	foydalanish va	takilf			
3.Mustaqil oʻrganish   1. Mustaqil oʻrganishning foyda va   2   muammolari   2. Oʻrganish turlari   2   3. Internetdan foydalanish   2   4. Takrorlash   2   2   2   2   2   2   3. Internetdan foydalanish   2   4. Hujjatlarni toʻldirish   2. Qachon va qanday hujjatlar toʻldiriladi?   3. Soʻrovnoma toʻldirish   2   2   2   2   2   2   2   2   2	boshqarish		2		
oʻrganish         muammolari         2           3. Internetdan foydalanish         2           4. Takrorlash         2           4. Hujjatlarni         1. Rasmiy va norasmiy matnlar         2           2. Qachon va qanday hujjatlar         2           toʻldiriladi?         3. Soʻrovnoma toʻldirish         2           4. Takrorlash         2           5.Oʻrganish         1. Aqliy salohiyat 9 xil koʻrinishda         2           uslublari         2. Oʻrganishning 6 xil sababi         2           3. Mening oʻrganish uslubim qanday?         2           Yakuniy         Semestr yakuniy tekshiruvi         2           6.Jamoani         1. Hamkorlikda oʻrganish, oldingi         4           bilimlarni takrorlash         2. Guruhda ishlashni tashkillashtirish         2           2. Guruhda ishlashni tashkillashtirish         2           3. Guruhning faol ishtirokchisiga aylanish         2           4. Takrorlash         2           7.Portfolio         1. Samarali kundalikdan foydalanish         2           2. Portfolio talablari         2           3. Portfolioni tekshirish va ma'lumotlarini yangilash         2           4. Takrorlash         2           3. Koʻnikmlarni shakllantirish         1. Koʻnikmalar oʻzlashtirilishin		31 - 11 3 - 2000 - 2		2	
3. Internetdan foydalanish   2   4. Takrorlash   2   2   2   4. Hujjatlarni toʻldirish   1. Rasmiy va norasmiy matnlar   2   2   2   2   2   2   2   2   2	-	muammolari	_		
4. Takrorlash   2					
1. Rasmiy va norasmiy matnlar   2		<u> </u>	2		
toʻldirish  2.Qachon va qanday hujjatlar toʻldiriladi? 3. Soʻrovnoma toʻldirish 4. Takrorlash 2  5.Oʻrganish uslublari 2. Oʻrganishning 6 xil sababi 2. Oʻrganishning oʻrganish uslubim qanday? 2  Yakuniy nazorat 6.Jamoani shakllantirish 2. Guruhda ishlashni tashkillashtirish 2. Guruhda ishlashni tashkillashtirish 4. Takrorlash 2. Portfolio 1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 2. Roʻnikmlarni shakllantirish 4. Takrorlash 4. Takrorlash 5. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 5. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 5. Portfolioni tekshirilishini nazorat qilish 5. Poʻzlashtirilgan koʻnikmalar va 5. Poʻzlashtirilgan koʻnikmalar va 6. Poʻzlashtirilgan koʻnikmalar va				2	
toʻldiriladi?  3. Soʻrovnoma toʻldirish  4. Takrorlash  2. Oʻrganish uslublari  2. Oʻrganishning 6 xil sababi  3. Mening oʻrganish uslubim qanday?  2. Semestr yakuniy tekshiruvi  6. Jamoani shakllantirish  1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash  2. Guruhda ishlashni tashkillashtirish  2. Guruhda ishlashni tashkillashtirish  4. Takrorlash  2. Portfolio  1. Samarali kundalikdan foydalanish  2. Portfolio talablari  3. Portfolioni tekshirish va ma'lumotlarini yangilash  4. Takrorlash  2. Semestr yakuniy tekshiruvi  2. Guruhda ishlashni tashkillashtirish  2. Guruhda ishlashni tashkillashtirish  2. Semestr yakuniy tekshirish  2. Guruhda ishlashni tashkillashtirish  2. Guruhda ishlashni tashkillashtirish  2. Takrorlash  3. Portfolio talablari  3. Portfolioni tekshirish va ma'lumotlarini yangilash  4. Takrorlash  4. Takrorlash  2. Oʻzlashtirilgan koʻnikmalar va  2. Oʻzlashtirilgan koʻnikmalar va  2. Oʻzlashtirilgan koʻnikmalar va					
4. Takrorlash   2     5.Oʻrganish uslublari   1. Aqliy salohiyat 9 xil koʻrinishda   2     2. Oʻrganishning 6 xil sababi   2     3. Mening oʻrganish uslubim qanday ?   2     Yakuniy nazorat   2     6.Jamoani shakllantirish   1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash   2     2. Guruhda ishlashni tashkillashtirish   2     3.Guruhning faol ishtirokchisiga aylanish   4. Takrorlash   2     7.Portfolio   1. Samarali kundalikdan foydalanish   2     2. Portfolio talablari   3. Portfolioni tekshirish va ma'lumotlarini yangilash   4. Takrorlash   2     8.Koʻnikmlarni shakllantirish   1. Koʻnikmalar oʻzlashtirilishini nazorat qilish   2.Oʻzlashtirilgan koʻnikmalar va   2	to`ldırısh	toʻldiriladi?			
5.Oʻrganish uslublari         1. Aqliy salohiyat 9 xil koʻrinishda         2           2. Oʻrganishning 6 xil sababi         2           3. Mening oʻrganish uslubim qanday ?         2           Yakuniy nazorat         Semestr yakuniy tekshiruvi         2           6.Jamoani shakllantirish         1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash         4           2. Guruhda ishlashni tashkillashtirish         2           3.Guruhning faol ishtirokchisiga aylanish         2           4. Takrorlash         2           7.Portfolio         1. Samarali kundalikdan foydalanish         2           2. Portfolio talablari         2           3. Portfolioni tekshirish va ma'lumotlarini yangilash         2           4. Takrorlash         2           8. Koʻnikmlarni shakllantirish         1. Koʻnikmalar oʻzlashtirilishini nazorat qilish         2           2.Oʻzlashtirilgan koʻnikmalar va         2			2		
uslublari  2. Oʻrganishning 6 xil sababi 2. Mening oʻrganish uslubim qanday?  2. Yakuniy nazorat  6.Jamoani shakllantirish  1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash 2. Guruhda ishlashni tashkillashtirish 2. Guruhda ishlashni tashkillashtirish 4. Takrorlash 2. Portfolio  1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 2. Roʻnikmlarni shakllantirish  2. Oʻzlashtirilgan koʻnikmalar va 2. Oʻzlashtirilgan koʻnikmalar va 2. Oʻzlashtirilgan koʻnikmalar va 2. Oʻzlashtirilgan koʻnikmalar va 3. Oʻzlashtirilgan koʻnikmalar va 4. Takrorlash 2. Oʻzlashtirilgan koʻnikmalar va 4. Takrorlash 4. Takrorlash 4. Takrorlash 4. Takrorlash 5. Oʻzlashtirilgan koʻnikmalar va 7. Oʻzlashtirilgan koʻnikmalar va				2	
2.   3.   Mening oʻrganish uslubim qanday ?   2	U	1. Aqliy salohiyat 9 xil koʻrinishda	2		
Yakuniy nazoratSemestr yakuniy tekshiruvi26.Jamoani shakllantirish1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash 2. Guruhda ishlashni tashkillashtirish 3.Guruhning faol ishtirokchisiga aylanish 4. Takrorlash27.Portfolio1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash28.Koʻnikmlarni shakllantirish1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2. Oʻzlashtirilgan 2. Voʻnikmalar2	uslublari	2. Oʻrganishning 6 xil sababi	2		
1. Hamkorlikda oʻrganish, oldingi bilimlarni takrorlash   2. Guruhda ishlashni tashkillashtirish   2   3. Guruhning faol ishtirokchisiga aylanish   4. Takrorlash   2   2   2   2   3. Portfolio talablari   2   3. Portfolioni tekshirish va ma'lumotlarini yangilash   4. Takrorlash   2   2   3. Portfolioni tekshirish va ma'lumotlarini yangilash   4. Takrorlash   2   2   3. Portfolioni tekshirish va ma'lumotlarini yangilash   4. Takrorlash   2   2   3. Portfolioni tekshirish va ma'lumotlarini yangilash   4. Takrorlash   2   3. Portfolioni tekshirilishini nazorat qilish   2. Oʻzlashtirilgan koʻnikmalar va   2   2   3. Portfolioni tekshirilishini nazorat qilish   2. Oʻzlashtirilgan koʻnikmalar va   2   3. Portfolioni tekshirilgan koʻnikmalar va   2   3. Portfolioni tekshirilishini nazorat qilish   2. Portfolioni tekshirilishini nazorat qil		3. Mening oʻrganish uslubim qanday?	2		
shakllantirish  bilimlarni takrorlash 2. Guruhda ishlashni tashkillashtirish 2. Guruhda ishlashni tashkillashtirish 3. Guruhning faol ishtirokchisiga aylanish 4. Takrorlash 2 7.Portfolio 1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ara'lumotlarini yangilash 4. Takrorlash 2 8.Koʻnikmlarni shakllantirish 1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2.Oʻzlashtirilgan koʻnikmalar va 2	•	Semestr yakuniy tekshiruvi			2
3.Guruhning faol ishtirokchisiga aylanish 4. Takrorlash  2. Portfolio 1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash  2. Roʻnikmlarni shakllantirish 1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2. Oʻzlashtirilgan koʻnikmalar va 2			4		
aylanish 4. Takrorlash  2  7.Portfolio 1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 2  8.Koʻnikmlarni shakllantirish 1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2.Oʻzlashtirilgan koʻnikmalar va 2		2. Guruhda ishlashni tashkillashtirish	2		
7.Portfolio  1. Samarali kundalikdan foydalanish 2. Portfolio talablari 3. Portfolioni tekshirish va ma'lumotlarini yangilash 4. Takrorlash 2. Roʻnikmlarni shakllantirish 1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2. Oʻzlashtirilgan koʻnikmalar va 2		1	2		
2. Portfolio talablari 2 3. Portfolioni tekshirish va 2 ma'lumotlarini yangilash 4. Takrorlash 2. S.Koʻnikmlarni shakllantirish qilish 2. Oʻzlashtirilgan koʻnikmalar va 2		<u> </u>		2	
2. Portfolio talablari 2 3. Portfolioni tekshirish va 2 ma'lumotlarini yangilash 4. Takrorlash 2. S.Koʻnikmlarni shakllantirish qilish 2. Oʻzlashtirilgan koʻnikmalar va 2	7.Portfolio	1. Samarali kundalikdan foydalanish	2		
ma'lumotlarini yangilash 4. Takrorlash 2 8.Koʻnikmlarni shakllantirish qilish 2.Oʻzlashtirilgan koʻnikmalar va 2			2		
4. Takrorlash  8.Koʻnikmlarni shakllantirish  2  2  2  3.Koʻnikmalar oʻzlashtirilishini nazorat qilish  2.Oʻzlashtirilgan koʻnikmalar va 2			2		
8.Koʻnikmlarni shakllantirish 1. Koʻnikmalar oʻzlashtirilishini nazorat qilish 2.Oʻzlashtirilgan koʻnikmalar va 2		, ,		2	
2.Oʻzlashtirilgan koʻnikmalar va 2		1. Koʻnikmalar oʻzlashtirilishini nazorat	2		
Crisingan naujaiai	-	1	2		
3. Shahs sifatida shakllanish 2			2		

	4. Takrorlash		2	
9.Sharh va	1.Zaruriy ma`lumotlarni aniqlash va	2		
muammoli	tanlab olish			
vaziyat	2.Ma'lumotlarni qayd etish va ulardan	2		
	toʻgʻri foydalanish			
	3. Muammoli vaziyat	2		
	4. Takrorlash		2	
10.Muvaffaqiyat ga eltuvchi	1. Faoliyatga yondashish	2		
ga eltuvchi mahorat sirlari	2. Muammoni hal etish yoʻllari	2		
	3.Kutilayotgan natijalarga erishish	2		
	4. Takrorlash		2	
11.Resume Portfolio	1.Sizdan kutilayotgan natijalar	2		
Portiono	2. Oʻz-oʻzini baholash	2		
	3. Portfolioni mukammallashtirish	2		
	4. Takrorlash		2	
12.Yakuniy	1. Yutuqlarni baholash	2		
imtihonlarga	2. Kelajakdagi rejalar	2		
tayorgarlik	3. Shaxsiy ma'suliyatni oshirish	2		
	4. Takrorlash		2	
Yakuniy				2
nazorat				
Jami soatlar		72	24	4

Birinchi bosqich o'quvchilari har bir mavzu yakunida berilgan "Takrorlash" darsida, oldin o'tilgan darslarni mustahkamlash bilan birga, o'zlashtirgan mavzulari asosida qisqa bayon yozadilar. O'quv yili davomida kamida 100 - 150 ta so'zdan iborat 12 ta bayon yoziladi.

## V.Baholash tizimi DTS boʻyicha B1, B1+ darajalari uchun til koʻnikmalariga qoʻyilgan talab (ingliz tili misolida)

## **Tinglab tushunish:**

Ishga yoki har kunlik hayotiga taaluqli mavzudagi soʻzlar bilan oʻz ma'nosida ishlatilgan nutqni tushuna oladi, undagi umumiy ma'no va ba'zi detallarga e'tibor qaratadi. Ammo bunda nutq ravon va tanish shemada boʻlishi shart. Tez-tez tilga olinadigan ish, oʻqish, dam olish kabi tanish mavzularda adabiy tildagi ravon nutqni tushunadi. Shu jumladan televidenie va radio eshittirish, kinolarini tushunadi. Akademik litsey va kollej oʻquvchilarining ushbu koʻnikamalarini darsda va darsdan tashqarida rivojlantirib borishlari uchun har darsda "til muhiti"ni yaratish uslublarini yaratishga ijodiy yondashish zarur. Turli manbalardan, jumladan oʻz sohasi va qiziqishlariga qarab manbalarni izlash madaniyatini oʻquvchilarga singdirib borish maqsadga muvofiq.

## **Gapirish**

Oʻz sohasiga aloqador tanish mavzularda oʻziga ishonch bilan muloqotga kirisha oladi. Fikr almashishi, ma'lumotni tekshirishi yoki tasdiqlashi mumkin. Odatdan tashqari mavzularda soʻzlasha oladi, muammo nimada ekanini koʻrsatib beradi. Mavhum mavzularda, masalan, madaniyat, kino, kitoblar haqida gapira oladi. Sayohat qilishga oʻxshash holatlarda soʻz boyligining koʻp qismini ishlata oladi. Tanish mavzularda tayyorgarliksiz soʻzlashadi, oʻz fikrini bildira oladi (oila, qiziqishlari, hissiyotlari, ish, sayohat, hozirda boʻlayotgan voqealar). Oʻquvchilarning gapirish koʻnikmalarini rivojlantirish uchun darsning har bir daqiqasini oʻquvchilarni gapirtirishga undash, til muhitini yaratish, qiziqarli vaziyatlarni vujudga keltirib, oʻquvchilar qaysi tilda gapirayotganini esdan chiqaradigan darajada oʻyinlar tashkil qilish kerak. Bu uchun ushbu dasturda koʻrsatilgan manbalardan foydalanish tavsiya qilinadi.

## O'qish

Oʻzi qiziqqan mavzularda oʻrtacha matnni bemalol qoniqarli darajada tushuna oladi. Oʻz kasbi, yoshi, qiziqishini qamrab oladigan matnlar bilan ishlay oladi va tushunadi. Matnlar bilan ishlashda "scanning" – "skanerdan oʻtqazish" yoki "shemming" – shemalar va tablitsalarni qarab tushunish, mantiqiy fikrlash darajalarini berib borish kerak boʻladi. Chunki asta-sekin oʻsmir yoshidan balogʻat yoshiga oʻtayotgan yoshlar uchun bu koʻnikmalar juda muhim hisoblanadi. Buning uchun oʻqish koʻnikmasini rivojlantiradigan koʻnikmalar manbasiga murojaat qilish, koʻproq uyga vazifa berish, vazifalarni oddiydan murakkabga oʻtish mexanizmini ishlatish tavsiya etiladi.

## Yozish

Oʻzi uchun qiziqarli boʻlgan mavzuda oʻrtacha 25- 500 ta soʻzgacha matn tuza oladi (bunda qisqa gaplar qatori birinchi kursda). Ikkinchi kursdan boshlab kurs va diplom ishlarini amalga oshirayotganda va har bir darsning portfoliosini bajarganda yozuv koʻnikmalari berilib boriladi. Oʻquvchilar oʻz fikrlarini har kunlik kundalik sifatida oz-ozdan yozib borsalar, biror darsdan ikkinchi darsga ularning koʻnikmalari rivojlanib borayotganini oʻzlari ham his qilib borishlariga e'tibor berilishi lozim. Yozishda plagiastlik haqida tushuncha berib borish, imkon qadar uni tekshirib, oʻquvchilarda bir-birining yozuviga nisbatan hurmatini oʻstirib borish tavsiya etiladi.

# DTS boʻyicha B1, B1+ darajalarida oʻrganilishi koʻzda tutilgan grammatik mavzular (ingliz tili misolida)

Ravish

too, enough bogʻlovchilari

Qiyosiy va orttirma daraja

Murakkab tasdiq soʻroq gaplar

Shart ergash gaplar 2-3

Soʻz birikmalarini solishtirish, taqqoslash

Kelasi zamon davom fe'li

Modal fe'llar - *must/can't* xulosalash

Modal fe'llar – *might*, *may*, *will*, ehtimol

Modal fe'llar – should have/might have/va h.k

Modal fe'llar: must/have to

O'tgan davom

O'tgan tugallangan

O'tgan zamon

O'tgan zamondagi javoblar

Fe'lli birikmalar

Hozirgi davomli tugallangan zamon

Hozirgi tugallangan/ oʻtgan zamon

O'zlashtirma gap

O'tgan zamondagi majhul nisbat

Wh-savollar

Will va going to bashorat uchun

# DTS boʻyicha B1, B1+ darajalarida oʻrganilishi koʻzda tutilgan fonetik mavzular (ingliz tili misolida)

- tovush va transkripsiya belgilari;
- urgʻuning asosiy qoidalari;
- nutqda: darak, soʻroq, inkor va buyruq gaplarda intonatsiyani toʻgri qoʻllash.

# DTS boʻyicha B1, B1+ darajalarida oʻrganilishi koʻzda tutilgan leksik talablar (ingliz tili misolida)

- kasbga yoʻnaltirilgan matnlar;
- nutq leksikasining soʻz hosil qilsh xususiyatlari va asosiy ma'nolari;
- texnik lugʻat glossariysini tuzish.

**Joriy, oraliq nazorat** doimiy baholash boʻlib, asosan, sinfda oʻtkaziladi. U orqali oʻqituvchi oʻquvchilarning yutuqlari haqida xabardor boʻlib, oʻquv jarayoniga tegishli oʻzgarishlarni kiritib boradi.Bunga oʻquvchilarni kuzatish va tinglash jarayoni kiradi. Oʻqituvchi nisbatan formal boʻlgan test va topshiriqlarning qanday bajarilganligini shu yoʻl bilan aniqlaydi.

Yakuniy nazorat odatda, kurs nihoyasida oʻquvchilar nimalarga erishganligini umumlashtirishdir. Bu aynan professionalizmni baholash emas, balki koʻp jihatdan oʻzlashtirishning baholanishidir. Bundan tashqari har bir koʻnikma boʻyicha qoʻshimcha imtihon olish mumkin. Shunda:

I–kursda yillik yakuniy baho + Portfolio + 2 ta semestr yakiniy bahosi + Til boʻyicha koʻnikmalarining jamlanmasi + bayonlar toʻplami;

II – kursda oʻquvchining I-kusdagi yakuniy bahosi+ II-kurs Portfoliosi + Kurs ishi + til boʻyicha koʻnikmalarining jamlanmasi+insholar toʻplami;

III – kursda oʻquvchining I-kurs va II-kursdagi yakuniy baholari +3 yillik Portfoliolar yakuniy bahosi + Bitiruv malakaviy ishi +Til boʻyicha koʻnikmalari yakuniy bahosi + insholar toʻplami, oʻquvchining diplomiga qoʻyiladigan yakuniy baho hisoblanadi.

## Nazorat mezonlari

I-bosqich	Tinglab tushunish	O'qish	Yozish	Gapirish
Matnlar	Tinglab tushunish	500-800 soʻzni	100-150 ta soʻz	
	uchun berilgan audio	qamrab olgan	hajmidagi bayon	
	topshiriq 15-20	3 ta matn		
	daqiqalik, bir marta			
	eshittiriladi			
Topshiriqlar	10-20 tagacha	25 tadan kam		Tanlangan
	tinglangan matn	boʻlmagan oʻqib		mutahassislikka
	yuzasidan	tushunganlik		oid dastlabki
	tushunganlikni aniqlab	darajasini		ma'lumotlarni
	beruvchi turli	aniqlab		ogʻzaki taqdimot
	topshiriqlar	beradigan turli		qilish
		topshiriqlar		
Vaqt	20 daqiqa	60 daqiqa	60 daqiqa	8-10 daqiqa

II-bosqich	Tinglab tushunish	O'qish	Yozish	Gapirish
Matnlar	4 qismdan iborat	600-900 soʻzni	150-200 ta soʻz	
	boʻlgan 20-30	qamrab olgan	hajmidagi insho	
	daqiqalik tinglab	3 ta matn		
	tushunishi uchun			
	audio matnlar			
Topshiriqlar	Topshiriqlar miqdori	30-35 ta oʻqib	Yozish talab	Mutaxassislikka
	30-40	tushunganlik	etiladigan 2ta	yoʻnaltirilgan
		darajasini	topshiriq	kurs ishlarini,
		aniqlab		loyihani
		beradigan turli		ogʻzaki taqdimot
		topshiriqlar		qilish
Vaqt	30 daqiqa	60 daqiqa	60 daqiqa	10 daqiqa

III-bosqich	Tinglab tushunish	Oʻqish	Yozish	Gapirish
Matnlar	4 qismdan iborat	1000-1200 soʻz	200-250 ta soʻz	
	boʻlgan tinglab	ishtirok 3ta	hajmidagi insho	
	tushunish uchun	etgan matn		
	audio matnlar			
Topshiriqlar	Tinglab	Oʻqib	2 qismdan iborat	Mutaxassislik
	tushunganlik	tushunganlik	boʻlgan yozish	doirasida
	darajasini aniqlab	darajasini	uchun	yozilgan bitiruv
	beradigan	aniqlab	topshiriqlari	malakaviy ishni
	topshiriqlar	beradigan	A) 150 so'z	ogʻzaki himoya
	30-40ta	topshiriqlar	B) 250 so'z	qilish

Vaqt	30-40 daqiqa	60 daqiqa	60-70 daqiqa	10-15 daqiqa

## TAVSIYA ETILADIGAN MANBALAR

- 1. Oʻzbekiston Respublikasi Prezidenti I. A. Karimovning 2012- yil 10- dekabrdagi "Chet tillarini oʻrganishni tizimini yanada takomillashtirish chora-tadbirlari toʻgʻrisida"gi PQ 1875-son qarori,
- 2. Vazirlar Mahkamasining 1998-yil 5 -yanvardagi "Uzluksiz ta'lim tizimi uchun davlat ta'lim standartlarini ishlab chiqish va joriy etish toʻgʻrisida"gi 5-sonli qarori.
- 3. 2013-yil 8-maydagi "Uzluksiz ta'lim tizimining chet tillar bo'yicha davlat ta'lim standartini tasdiqlash to'g'risida"gi 124-sonli qarori.
- 4. "Xorijiy tillar oʻqituvchilari uchun CEFR haqida qoʻllanma" L.Kirkham, A.Iriskulov, F.Rashidova., 2013 y.

## INTERNET manbalari:

- 5. CEFR Guidebook at Common European Framework of Reference for Languages www.coe.int.
- 6. Manual at Manual for Relating language examinations to the CEFR
- 7. www.examenglish.com
- 8. www.busyteacher.org
- 9. www.islcollective.com
- 10. www.pearsonlongman.com/ae/cef/cefguide
- 11. rcel.enl.uoa.gr
- 12. The Relevance of the CEFR to Teacher Training; clients.squareeye.net/.../Baby2-08CECR-North....
- 13. CEFR & Resources | EAQUALS; www.eaquals.org
- 14. The CEFR: DELF DALF Suisse
- 15. www.delfdalf.ch/index.php?id=155&L=1
- 16. www.goethe.de/lrn/prj/pba/bes/enindex.htm
- 17. European Bank of Anchor Items for Foreign Language Skills ...
- 18. The main objective of the project is to develop CEFR-based banks of anchor items for the assessment of three foreign languages (English, French and German) ...
- 19. Is CEFR applicable to non European languages? www.soas.ac.uk/.../28may2013-is-cefrapplicab...

## Mavzular rejasi

			soatl	Darslar turi bo'yicha soatlar raqsimoti. Mustaqil ish.	
№	Fanning mavzulari.	Jami.	Nazariy.	Amaliy mash g'ulot.	Musta qil ish.
1	Mavzu 1. Tanlagan kasbingiz nima? Dars1. Mutaxassislikka kirish (Unit 1.What's your speciality Lesson 1. Introduction to speciality)	2		2	2
2	1.2 Ish faoliyati talablari (Interview job requirement)	2		2	
3	1.3 Kasbiy odob qoidalari (Job etiquettes. Do's and don'ts)	2		2	2
4	Takrorlash (Review test from Teacher's book for Unit 1)	2		2	
5	Mavzu 2. Vaqtdan unumli foydalanish Dars 1. Qachon? Qanday? Qayerda? (Unit.1. Time management Lesson 1.When? How? Where?)	2		2	2
6	2.2. Vaqtni to'g'ri taqsimlashga oid 10 ta taklif (Ten time saving suggestions)	2		2	2
7	2.3. Mahoratli yetakchi(Priority organizer)	2		2	
8	Takrorlash (Review test from Teacher's book for Unit 2)	2		2	
9	Mavzu 3. Mustaqil oʻrganish Dars 1. Mustaqil O'rganishning foyda va muammolari( Unit 3. Independent learning Lesson 1.Benefits, challenges and risks of independent learning)	2		2	2
10	3.2. O'rganish turlari (Types of learning)	2		2	2
11	3.3. Internetdan foydalanish (Basics of E-learning)	2		2	2
12	Takrorlash (Review test from Teacher's book for Unit 3)	2		2	
13	Mavzu 4 . Hujjatlarni to'ldirish Dars 1. rasmiy va norasmiy matnlar(Unit 4. Filling in forms Lesson 1. Formal and informal texts)	2		2	
14	4.2.Qachon va qanday hujjatlar toʻldiriladi? (When and how to fill in forms)	2		2	
15	4.3. So'rovnoma to'ldirish (Filling in application forms)	2		2	2
16	Takrorlash (Review test from Teacher's book for Unit 4)	2		2	
17	Mavzu 5. Oʻrganish uslublari Dars1.Aqliy salohiyat 9 xil koʻrinishda (Unit 5 Study skills Lesson 1. Nine views of intelligence)	2		2	1

18	5.2. O'rganishning 6 xil sababi (Six conditions	2	2	
10	of learning)	2	2	
19	5.3. Mening o'rganish uslubim qanday? (What	2	2	
	type of learner are you?)	2	2	
20	Takrorlash (Review test from Teacher's book for	2	2	
20	Unit 5)			
	II – semester	<u> </u>		
21	Bo'lim 6.Jamoani shakllantirish	2		
	Dars1.Hamkorlikda oʻrganish, oldingi bilimlarni	_	2	
	takrorlash (Unit 6. Team-building Lesson 1.		2	
	Study with others)			
22	6. 2. Guruhda ishlashni tashkillashtirish ( Doing	2	2	2
	groupwork)			
23	6.3. Guruhning faol ishtirokchisiga aylanish	2	2	2
	(Being an effective group member)			
24	Takrorlash (Review test from Teacher's book for	2	2	
	Unit 6)			
25	Mavzu7.Portfolio Dars1.Samarali kundalikdan	2	2	2
	foydalanish (Unit 7.Portfolio Lesson1. Effective			
0.5	diary )keeping			
26	7.2. Portfolio talablari (Portfolio requirements)	2	2	2
27	7. 3. Portfolioni tekshirish va ma'lumotlarini	2	2	2
•	yangilash (Checking and updating the portfolio)			
28	Takrorlash (Review test from Teacher's book for	2	2	
20	Unit 7) Bo'lim 8.Ko'nikmlarni shakllantirish Dars 1.	2		
29	Koʻnikmalar oʻzlashtirilishini nazorat qilish (Unit	2	2	
	8. Identifying your skills. ) Lesson 1. Monitoring			
	skills development)			
30	8. 2. Oʻzlashtirilgan koʻnikmalar va erishilgan	2	2	2
30	natijalar (Skills and qualities you have now)	2	2	2
31	8.3. Shahs sifatida shakllanish (Personal profiles)	2	2	
32	Takrorlash (Review test from Teacher's book for	2	2	
32	Unit 8)	2	2	
33	Mavzu 9.Sharh va muammoli vaziyat Dars1.	2	2	2
	Zaruriy ma`lumotlarni aniqlash va tanlab olish	_	~	-
	(Unit 9. Report and case studies Lesson 1.			
	Identifying and selecting relevant information)			
34	9.2. Ma'lumotlarni qayd etish va ulardan to'g'ri	2	2	2
	foydalanish (Reporting and notes)			
35	9. 3. Muammoli vaziyat (Case study)	2	2	2
36	Takrorlash (Review test from Teacher's book for	2	2	
	Unit 9)			
37	Mavzu 10.Muvaffaqiyatga eltuvchi mahorat	2	2	
	sirlari Dars 1.Faoliyatga yondashish (Unit 10.			
	Skills for success. Lesson 1. Emphases on action)			
38	10.2. Muammoni hal etish yoʻllari (Problem	2	2	2
20	solving)			
39	10. 3. Kutilayotgan natijalarga erishish (Achieving	2	2	
	desire outcome)			

40	Takrorlash (Review test from Teacher's book for		2	
	Unit 10)	2		
41	Bo'lim 11. Resume Portfolio Dars 1.Sizdan	2		
	kutilayotgan natijalar (Unit 11. Resume. Portfolio.		2	
	Lesson 1. What is expected from you?)			
42	11.2. O'z-o'zini baholash (Self-evaluation)	2	2	2
43	11. 3. Portfolioni mukammallashtirish	2	2	2
	(Developing in portfolio)			
44	Takrorlash (Review test from Teacher's book for	2	2	
<u> </u>	Unit 11)			
45	Bo'lim 12. 11.Resume Portfolio	2	2	
	12 Volumin in tile onlangs to consequily			
	12.Yakuniy imtihonlarga tayorgarlik			
	Dars 1.Yutuqlarni baholash (Unit 12. Preparation			
	for final exam. Lesson 1. Evaluating achievement)			
46	12. 2. Kelajakdagi rejalar (Planning for future)	2	2	2
47	12.3. Shaxsiy ma'suliyatni oshirish (Personal	2	2	
	develoment)			
48	Takrorlash (Review test for Unit 12)	2	2	
49	Yakuniy nazorotga tayorlanish. Gramatik	2	2	
	qoidalarni takrorlash. (Preparing to final control			
	work. Repeat all grammar rules.)			
50	Yakuniy nazorat	2	2	
	(Final control work)			
	Jami	100	100	43

## O'qitish uslublari.

- 1. Interfaol
- 2. Aqliy hujum
- 3. Kichik guruhlarda ishlash
- 4. Seminar
- 5. Sinov darsi
- 6. Bilaman.Bilishnixohlayman.Bilib oldim.
- 7. Munozara
- 8. Muommoli
- 9. Mushoira darsi.
- 10. Amaliy mashg'ulot darsi.

1 Mavzu

# Study with other

1.1. Oquv mashg'ulotining talim texnologiyasi modeli soat O'quvchilar soni: 15

	O'quvchilar soni: 15
•	Amaliy – to'liq o'quv mashg'uloti.
	1. O'quvchilarni "birgalikda ishlash" tushunchasi
	haqida o'z fikrini bildirishi.
	2. Yangi mavzuga doir yangi soʻzlarni
	izohini(difinishin) tozish.
	3. Listening task: qushiqni eshitish va tushib qolgan
	so'zlarni yozish.
	4. Writing task: gramatikada "every/all" so'zlarini
	ishlatilishini o'rganish.
	5. Reading task: berilgan so'lardan rasmga tegishli
	emasligini ajratish.
	Berilgan matnni o'qish va savollarga javob berish.
O'quv mashg'ulotning maqsadi: Birgali	ů ů ů
Birgalikda ishlashning yutuqlarini yoritib	
Pedagogik vazifalar	O'quv faoliyati natijalari.
• Rasmlar koʻrsatiladi va savolla	$\varepsilon$ 3
beriladi;	beriladi;
Yangi mavzuga doir yangi so'zlar v	
ularni izohlari(difinishini) yoziladi;	ularni izohi(difinishini) topiladi;
• Audiodan musiqa quyish;	• Qushiqni eshitib, tushib qolingan so'zlar
(6 / 1122 2 1 1 1 1 1 1 1	yoziladi;
• "every/all" so'zlarini qoidalari v	
qaysi qaerda ishlatilishi tushuntirish;	mashqlar bajariladi;
• Rasm va so'zlar berish;	• Rasmga tegishli bo'lmagan so'zlarni
Motor vo motoro dein covellen besieb	ajratish;
Matn va matnga doir savollar berish	<ul> <li>Matnni o'qish va matnga doir savollarga javob berish;</li> </ul>
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,
O quish metodiari	birgalikda o'qiymiz
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,
proektor.	
O'quv faoliyatni tashkil etish shakllari Jamoa va guruhlarda ishlash.	
O'qitish shart-sharoiti Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob , reyting tizimi
gayaa asoquaa asaa ta tosaaaa	asosida baholash.
1.2 Tool	unological man

1.2. Technological map

Stages of the	Content of the lesson	Methods of	Means of the
lesson and time		the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	_	Monolog	Conversation

II-stage While- activity (65minutes)	Aim: involving students and arouse their interest. 1- Appendix.  Pre-listening Aim: pre-teaching new vocabulary. 2- Appendix.  While-listening. Aim: listening for specific information. 3-appendix.  Post-listening. Aim: practicing learned vocabulary.	Dialogue Resume of teacher	Resume of Student
	Aim: teaching the usage of pronouns-all, every. 4-appendix.  Pre-reading Aim: preparing students for reading task. While- reading Aim: reading for the specific information.  Post – reading Aim: practicing learned words. 5- appendix.	Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, Copy-book, dictionary.
III-stage Conclusion of the	Homework 6- appendix. Marking 7-appendix.	Explain and Marking,	Oral speech, Journal.
lesson(10min.)	ratining / appendix.	Writing	Journal.

1-Appendix

## Starter:

Work with your partner. Look at these photos and answer the questions.









- 1) Why do people study together?
- 2) What do people have in common when they study together?
- 3) Do the results of the project depend on each member?

2-Appendix

## Match words 1-9 with definitions a-i.

- 1. Together -
- 2. Champion
- 3. Limitations
- 4. Voice
- 5. Different
- 6. Dream(s)
- 7. Figure out
- 8. Fun

- a) a person who has defeated all others in a competition
- b) something you wish for; what you see when you are asleep
- c) to do something with someone or a group of people
- d) the natural and distinctive tone of the speech sounds
- e) think about and then understand something
- f) a source of enjoyment, amusement
- g) something that stops someone/something getting better or bigger
- h) not the same

## **LISTENING TASK:**

Together, together, together, I Together, together, come on let's have some fun Together, we're there for each other every time Together, together come on let's do this right

Here and now it's time for celebration To finally figure it out That all our dreams have no 2

That's what it's all about

Everyone is special in their own way

We make each other 3

We're not the same

We're 4 in a good way

Together's where we belong

Chorus:

We're all in this 5

Once we know That we are

We're all stars

And we see that

We're all in this together

And it shows

When we stand

Hand in 6

Make our dreams come true

Together, together, together, everyone Together, together, come on let's have some 7

Together, were there for each other every time Together, together come on let's do this right

We're all here And speaking out in one 8

We're going to rock the house

The party's on now everybody make some noise

Come on scream and shout

We're arrived because we 9 together

Stuck one and all.

## Discuss with your partner. What is the song about?

- a) This song is about students' problems.
- b) This song is about students' friendship.
- c) This song is about students' exams.

4-Appendix

## **GRAMMAR RULES:**

#### **USE:**

## Every/all

every +singular noun (every house /every country. e.g: Every summer we have a holiday by the sea.

Use singular verb (is /was / has) after every. Every country has a national flag.

## Compare every and all:

Every student in the class passed the All the students in the class examination. passed the examination.

Every

day/morning/night/summer All

Every day = on all days

He watches TV every evening.

All day = the complete day from beginning to

The weather was bad yesterday. It rained all day.

## Complete the following sentences.

- 1. All/Every child needs love.
- 2. I have written to *all/every* my friends.
- 3. I have written to *all/every* friend I have.
- 4. My all/every family members work in education.
- 5. Not all/every birds can sing.
- 6. *All/Every* person made his or her own travel arrangements.
- 7. I see her all/every few days.
- 8. There is a meeting *all/every* six weeks.
- 9 I have cleaned *all/every* the rooms except the bathroom.
- 10. You don't see tigers *all/every* day.

## 

## 5-Appendix

## **READING TASK:**

1. Work in small groups. Look at this picture and read all the words in the box. Circle all words which are suitable for group work.

Well-ex. Well-formed frustration duty waste of time stress project member slackers a head share schedule time plan meeting



## 1. Read the text and answer the questions.

## Organizing a Study Group

Study groups can take on many different forms. You can organize a study group with students from your class or you might also try participating in an online or virtual study group. A well-formed study group can ease the stress of homework and class projects, but a poorly-formed group can quickly become a frustration and a waste of time. Here are some tips that can help you get the most out of your study group:

- Make sure that the size of your study group is appropriate. You don't want to have too many people, but you want to have enough so that if one member can't make it, you can still carry on.
- Choose people who will be committed to the group. Avoid slackers.
- If possible, choose one person to head the study group or make arrangements to share/rotate duties.
- Set meeting times that fit everyone's schedule.
- Decide how long each study group meeting will run and set a starting and ending time.

Create a plan at the beginning of each meeting. This will keep your study group focused.

## Answer the questions.

- a) What do you need for team building?
- b) Is it important to choose a leader of the group? Why?
- c) Is it interesting to study in a group? Why? / Why not?
- d) Why should you avoid slackers?
- e) Do you like these team building tips? Why? / Why not?

## Homework:

# Work in pairs. Complete the table. Write advantages and disadvantages of working in a group.

Advantages	Disadvantages
interesting	too much noice

7-Appendix

## Your total score.....

Groups	<b>2- Appendix</b> 0-7	<b>3- Appendix</b> 0-9	<b>4- Appendix</b> 0-9/0-7	<b>5- Appendix</b> 0-5

25-20 mark - "good"

**31-26 mark – "very good"** 

37-32 mark – "excellent"

2 Mavzu

# Doing groupwork

2.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15				
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.				
O'quv mashg'uloti rejasi	1. Start: O'quvchilarni "guruhda ishlash"				
	tushunchasi haqida o'z fikrini bildirishi.				
	2. Yangi mavzuga doir yangi so'zlarni tozish.				
	3. Listening task: matn eshitish va tushib qolgan				
	so'zlarni yozish.				
	4. Writing task: gramatikada Present Perfect Tence				
	ni ishlatilishini o'rganish.				
	5. Reading task: savollarga javob berib rasmni				
	muxokama qilish.				
	Berilgan matnni o'qish va unga mos sarloxa tanlash.				
O'quv mashg'ulotning maqsadi: Gurul	ılarda ishlashni tashkil etish.				
Pedagogik vazifalar	O'quv faoliyati natijalari.				
• Rasmlar ko'rsatiladi va savol	lar • Rasmlar ko'riladi va savollarga javob				
beriladi; beriladi;					
<ul> <li>Yangi mavzuga doir yangi so'zlar</li> </ul>	va Yangi mavzuga doir yangi so'zlarni va				
ularni sinonimi yoziladi;	ularni sononimi topiladi;				
Audiodan matn quyiladi va eshitiladi	di; • Eshitib tushinib, tushib qolingan so'zlar				

	yoziladi;		
• Present Perfect Tence qoidasi	Present Perfect Tence yuzasidan mashqlar		
tushuntiriladi;	bajariladi;		
• Rasm beriladi va u muxokamaga	<ul> <li>Rasmga ko'riladi va u muxokama qilinadi;</li> </ul>		
tashlanadi;			
• Kichik matnchalar va ularga mos	<ul> <li>Kichik matnchalar va ularga mos keladigan</li> </ul>		
sarloxalar beriladi;	sarloxalar topiladi;		
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,		
	birgalikda o'qiymiz		
O'qitish vositalari	Kitob, markerlar, slayd, kompyuter, proektor.		
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

2.2. Technological map

Stages of the	Content of the lesson	Methods of	Means of the
lesson and time		the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversati on Resume of Student
II-stage While- activity (65minutes)	Aim: raising students' interest. 1-appendix. Pre-listening Aim: preparing students for listening task.2 - appendix. While-listening. Aim: listening for specific information. 3-appendix. Post-listening. Aim: practicing learned vocabulary.	Monolog Dialogue Resume of teacher	Conversati on Resume of Student
	Grammar Aim: introducing Present Perfect. 4-appendix.	Resume of teacher	Oral speech, book, cards.
	Pre-reading Aim: preparing for the new topic. While- reading Aim: reading for general idea. Post – reading Aim: using the learned vocabulary in speech. 5- appendix.	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage Conclusion of the lesson(10min.)	Homework 6- appendix. Marking 7-appendix.	Explain and Marking, Writing	Oral speech, Journal.

1-Appendix

## Starter:

Work in small groups. Look at these photos and answer the questions.

- 1. What do you see in the photos?
- 2. What are the differences between them?

3.

3-Appendix

## Read the words and find the correct synonyms.

1. Amicable a. Team 2. Group b. Help 3. Support c. Gift 4. Result d. Union 5. Award e. Members 6. Federation f. Effect 7. Participants g. Friendly

## **LISTENING TASK:**

Complete the sentences using words from the box.

	Championship	friendly	against	reporter	
	team	Participants		the Davis Cup	
- 1					

- I am a <u>reporter f</u>rom National Radio № 1.
- 2. 3. The Davis Cup Asia/Oceania Group 1 tennis\_----.
  First of all let me tell you a little information about -----.
- Each country's tennis players work all together as a 4.
- 5. Only men can be ----- in this contest.
- Our tennis team played ----- Australia. 6.
- Uzbekistan has a strong and ----- team.

4-Appendix

## **GRAMMAR RULES:**



## **Present Perfect Tense.**

- The Present Perfect has several uses, but....
- In all cases it shows a connection between the past and now.
- You can use the present perfect to describe completed actions that have taken place in time 'up to up'.

I've done a lot of my silly things in my life.

• Here are some time expressions which describe time 'up to now': today, this week, recently, never, over the years. I haven't seen any good films recently.

## **Structure:**

• Subject + have/has + verb (past participle form)

## Correct the sentences.

e.g.: I (play) with Farruh Dustov today. Unfortunately I (lose) the game. I have played with Farruh Dustov today.

Unfortunately I have lost the game.

- a) This year our group (is) strong enough, and we (beat) Australian players.
- b) Recently I (start) my tennis trainings again.
- c) I already (go) to the Wimbledon championship as a player.
- d) My team (achieve) all goals this year.
- e) My friends (get) high scores in double match.

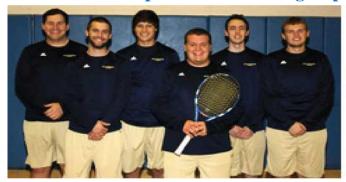
## Make sentences in Present Perfect. Use words in brackets.

- 1. (you/ever/work/in a team?) Have you ever worked in a team?
- 2. (I/play/in a footballteam/recently)
- 3. (I/read/an article/about/command game/today)
- 4. (she/dance/in a flesh mob/already) \_\_
- 5. (we/just/do/the task all together)



## **READING TASK:**

## Look at the picture. Discuss in groups.





Match paragraphs A-C with the titles 1-3

- a. Have you ever played tennis?
- b. What do you know about tennis teams?
- c. Have you ever been to tennis championship?

## Read the text.

- **A.** The Davis Cup is the first international team event in men's tennis. It is organised by the International Tennis Federation (ITF), and it is held each year between teams from all countries. The championship was first played between <u>Great Britain</u> and the United States. The most successful countries are the United States and Australia .
- **B.** The tournament was started in 1899 by four members of the <u>Harvard University</u> Tennis Team. One of the four Harvard players, <u>Dwight F. Davis</u>, created a tournament structure, and ordered a <u>silver</u> award. He paid about \$1000 for it.
- **C.** The Davis Cup has the following structures:
- 1. It is a team game. Tennis players represent their own country. All players play for the team, not just for themselves.
- 2. The success of each team depends on scores. A team which wins three matches out of five becomes the winner.
- 3. The main difference is that a trainer can give advice, and make suggestions. It is very important to the team.

1.The history of the Davis Cup Championship.

2.The Davis Cup Tennis Championship.

3.The Rules of the Davis Cup.

6-Appendix

**Homework:** Write 3 tips of your own to make a good team. Write about 60 words. Give reasons for your choices.

7-Appendix

Your total score....

100	Tour total score				
Groups	<b>2- Appendix</b> 0-6	<b>3- Appendix</b> 0-6	<b>4- Appendix</b> 0-4/0-4	<b>5- Appendix</b> 0-5	

17-14 mark - "good"

21-18 mark - "very good"

25-22 mark - "excellent"

3 Mavzu

# Being an effective group member

3.1. Oquv mashg'ulotining talim texnologiyasi modeli

	O'quvchilar soni: 15
	Amaliy – to'liq o'quv mashg'uloti.
	1. Start: O'quvchilarni "guruhning faol
	shtirokchisiga aylanish" tushunchasi haqida o'z
	fikrini bildirishi.
	2. Yangi mavzuga doir yangi so'zlarni yozish.
	3. Listening task: matnni eshitish va tushib qolgan
	so'zlarni yozish.
	4. Writing task: gramatikada "orders and
	nstructions" haqida ma'lumot.
	5. Reading task: berilgan rasmga savollarga javob
	berish va o'z fikrini bildirish.
	Berilgan matnni o'qish va berilgan so'zlarga matndan sinonim topish.
•	gan ma'lumotlari asosida presentatsiya tayorlash.
Pedagogik vazifalar	O'quv faoliyati natijalari.
• Rasmlar ko'rsatiladi va savolla	
beriladi;	beriladi;
• Yangi mavzuga doir yangi so'zlar v	*
ularni tarjimasi yoziladi;	ularni tarjimasi topiladi;
<ul> <li>Audiodan matn eshittiriladi;</li> </ul>	• Matn eshitib, tushib qolingan so'zlar
	yoziladi;
• "Orders and instructions" haqid	a • "Orders and instructions" haqida
ma'lumot beriladi;	ma'lumotga ega bo'ladi va mashqlar bajariladi;
<ul> <li>Rasm va savollar berish;</li> </ul>	<ul> <li>Rasmga qarab savollarga javob yoziladi.</li> </ul>
<ul> <li>Matn va sinonimlar berish;</li> </ul>	<ul> <li>Matndan sinonimlar topish;</li> </ul>
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,
	birgalikda o'qiymiz
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter, proektor.
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.
O'qitish shart-sharoiti	Maxsus auditoriya.
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi
	asosida baholash.

3.2. Technological map

Stages of the lesson and time	Content of the lesson	Methods of the teaching	Means of the teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	<b>Aim</b> : involving students into the	Monolog	Conversation

II-stage While- activity (65minutes)	lesson.1-appendix.  Pre-listening Aim: teaching the new vocabulary. 2- Appendix While-listening. Aim: listening for the gist. 3-appendix.  Post-listening. Aim: to practice the learned vocabulary. 4-appendix.		Resume of Student
	Grammar Aim: introducing information about orders and instructions. 5-appendix.  Pre-reading Aim: preparing students to the reading task. 6- appendix.  While- reading	Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
	Aim: reading for specific information. 7- Appendix.  Post – reading Aim: practicing introduced materials.	Tut the words	dictionary.
III-stage Conclusion of the lesson (10min.)	Homework 8- appendix. Marking 9-appendix.	Explain and Marking, Writing	Oral speech, Journal.

1-Appendix

## Starter:

Discuss with your group. Work in a group of four.

Look at these pictures and discuss the following questions:

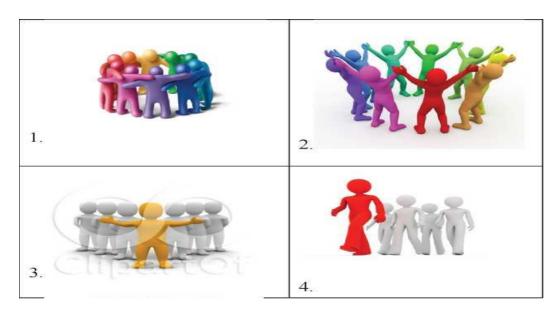
What requirements are needed for being an effective groupmember?

Is it important to be an effective group member? Why?

Who is a leader for you? Name someone who is a good leader.

What kind of person can be a leader?

- a)
- b)
- c)
- d)



## Sort out the words into the following parts of speech.

vocabulary	Noun	verb
supervisor	V	
Consider		
Fellow		
Fellow Suggestion		
Paraphrasing		
Isolate		
Value		
Probing		
Nod		
Request		
Confusion		
Proposals		

3-Appendix

## **LESTINING TASK:**

1. Listen to the different people from a trading company. They have a lot of experience of working in groups. They will give you useful suggestions about how to work in a group. Listen to them carefully and make ticks.

	Find someone who is talking about	Sayyora	Erkin	Gulnara	Alisher
1	getting involved				
2	listening actively				
3	communication				
4	supporting group member's ideas				

**2.** Complete the sentences using words from the box.

merchandiser	supervisor	sales manager	staff manager
teammate	es fellow	someone	member

a)Share suggestions, ideas, solutions and proposals with your team <u>member</u>.
b)Take the time to help your ------, no matter what the request.
c) If you have a problem with ------ in your group, talk to him about it.
d) I am a ------ of the Uzbek Travel Company.
e) I am a ------ of the UzGazOil Company.
f) I am a ----- of the Uzbek Pharmaceutical Company.
g) I am a ------ in the Biggest Food Company of Uzbekistan.
h) Help your ------, no matter what the request.

## Talk about this topic.

Do you agree? Why/ Why not?

Give examples and reasons for your answer.

## If You Want To Walk Fast, Walk Alone. If You Want To Walk Far, Walk Together

4-Appendix

## **GRAMMAR RULES:**

## **Order and instructions**

- It will always sound like the speaker is bossing someone around.
- ➤ Order and instructions don't leave room for questions or discussions, even if the sentence has a polite tone.
- Use the root form of the verb to create 'the imperative'.

Do not use rude words! Open the window! Do your homework.

## 1. What would you say in these situations?

E.g.: - What did you say? I can't hear you. Please turn the radio off for a minute.

- 1) You want your group members to take an active part in team work. You say:\_\_\_\_\_
- 2) You are in class doing a task but your classmates are making a lot of noise. You cannot concentrate. You say:\_\_\_\_\_
- 3) You want to organize your team and want to give some instructions to your friends. You say:\_\_\_\_\_
- 4) You are giving instructions to your friend but you are not sure that he understands you. You say: \_\_\_\_\_

## 2.Match words a-e with words 1-5.

- a. Don't refuse
- b. Always be
- c. Turn on the lights
- d. Bring your dictionaries
- e. Don't forget

- 1. For English classes
- 2. To bring the CDs.
- 3. Any suggestions. They may be useful.
- 4. Punctual. It shows your best characteristics.
- 5. Please. I can hardly see this task.

## **READING TASK:**

## Work in a group of three. Look at these photos and answer the questions.

- **1.** What do you see in these photos?
- **2.** What are they doing?
- **3.** Can a woman be a leader? Why? /Why not?





## Read this text and match words in the box a-l with their synonyms 1-12.

a) chat 3 b) advice \_\_\_ c) perfect\_\_\_ d) giving\_\_ e) think over\_\_ f) group mates\_\_ g) underline\_\_ h) participant\_\_ i) group\_\_ j) reduction\_\_ k) feedback\_\_ l) debate\_\_\_

## How to be an effective team leader?

- **A.** Don't stop your group's ideas. Avoid phrases like "Yeah, but..." or "We've already tried that".1) <u>Consider</u> each and every idea that your 2) <u>group members</u> produce, and support them to 3) <u>communicate</u> on a regular basis. If you're overly critical of ideas or immediately stop the ideas of others, your group will doubt about sharing anything. After all, for every twenty ordinary 4) <u>suggestions</u>, there's bound to be at least one 5) <u>excellent</u> idea.
- **B.** If you're 6) <u>providing</u> feedback, be sure to communicate the bad and the good. It's always hard to hear criticism, but if you 7) <u>highlight</u> the good things too it makes taking the bad a little easier

Also, provide clear suggestions on how your team

<u>members</u> can improve. You don't have to give them all of the solutions, instead guide the group by sharing your knowledge and experience.

C. Be enthusiastic and your group mates will catch this positive mood. If you're excited about your group's project, it's likely they'll feel a reason to be also. As a leader, your 9) <u>team</u> members look to you for direction. If you notice that the group's motivation and output levels are in a 10) <u>collapse</u>, this is your wake-up call! Have a meeting to 11) <u>discuss</u> what needs to be changed, and really listen to what your team has to say. If you think they may have a difficult time admitting this, get them to write their 12) <u>comments</u> on paper instead. It's important to stay in tune with your group. You may be surprised by what they have to say - it could be a dramatically different perspective from your own.

Work in pairs and match paragraphs A-C with titles	1-3.
1. Try to be positive.	
2. Provide constructive criticism.	
3. Value vour group's ideas.	

## **Homework:**

Work about your favorite team and leaders. Write about 60 words. Give reasons.

What team do you support? Why?

Who is your favourite team leader? Why?

7-Appendix

## Your total score.....

Groups	<b>2- Appendix</b> 0-5	<b>3- Appendix</b> 0-4/0-7	<b>4- Appendix</b> 0-4/0-4	<b>5- Appendix</b> 0-11/0-3

27-22 mark – "good"

33-28 mark - "very good"

38-34 mark – "excellent"

4 Mavzu

# Unit 6. Review. TEAMBUILDING.

4.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.
O'quv mashg'uloti rejasi	<ol> <li>Reading</li> <li>Writing</li> <li>Listening</li> <li>Speaking</li> </ol>

O'auv mashg'ulotning maasadi: O'auvchilarning o'z o'zini baholashga garatilgan nazorat

O quv masng atotining maqsaat: Oquveililarining o'z o'zini banolasinga qaratingan nazorat		
turini joriy qilsh bo'yicha munozara, bahola	ash, xulosalar.	
Pedagogik vazifalar	O'quv faoliyati natijalari.	
• Matn beriladi va matnga doir gaplar	Berilgan gaplarni to'g'ri oyki noto'g'riligi	
beriladi.	topiladi;	
<ul> <li>Uzliksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>	
<ul> <li>So'z va difinishinlar beriladi;</li> </ul>	<ul> <li>So'zlarga mos difinishin topiladi;</li> </ul>	
<ul> <li>Gaplar va so'zlar beriladi;</li> </ul>	<ul> <li>Gaplarga to'g'ri keladigan so'zlar qo'yiladi;</li> </ul>	
• Savollar beriladi;	<ul> <li>Savollarga javob beriladi;</li> </ul>	
<ul> <li>Savollar beriladi;</li> </ul>	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>	
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>	
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.	
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Yozma ish, og'zaki nazorat, savol-javob, reyting	
	tizimi asosida baholash.	

4.2. Technological map

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (70minutes)	Explain to student task of the test Review Unit 6. The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Reading: I.Decide which of these statements is True, False or Not Given, according to the text. II. Find the 5 words. Vocabulary: I. Match the definitions with the words. II. Put the right words in the sentences Write your answers to the questions	Monolog Dialogue Resume of teacher	Oral speech, book, cards.
	Writing: Write about how you organize your teambuilding activity? Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking: Evaluate your speaking skills according to the statements below in the 5 point scale	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework Repeat all grammar	Explain and	Oral speech,
Conclusion of the	rules, vocabulary.	Marking,	Journal.
lesson (5minutes)	Marking Your total score	Writing	

## Reading

## The Geese Story - Team Building & Leadership. Lessons from Nature!

Yesterday evening I was enjoying the weather (finally it was raining for a moment in the middle of summer) from my backyard and I could hear a funny sound coming from the big pond behind my house compound wall. So like any curious person I rushed out to see what the sound was. Sure enough there was a family of geese trying to cross the pond. It was so beautiful to see the geese in the evening sunshine and I have never seen them so close. This group of geese reminded me the wonderful story which I use for training to learn thebasics of team-building & leadership. Well, is there any link between the geese & team-building? We know team-building skills are critical for our effectiveness as a manager or entrepreneur. People in every workplace talk about building the team, working as a team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than you.

## I. Decide which of these statements is True, False or Not given, according to the text.

- 1. Geese have a natural intuition for establishing teambuilding.
- 2. Team-building doesn't help you to collaborate with partners.\_\_\_\_
- 3. Teambuilding and leadership are very important in organizing group work.\_\_\_\_

- 4. A noisy sound interrupted his thoughts \_\_\_\_5. Feeling responsibility reflects real teambuilding.\_\_\_\_Mark /5
- II. Find the 5 words.

Accountabilityassesschallengeclearcollaborate Mark / 5

## Vocabulary

- I. Match the definitions with the words.
- 1. Teambuilding
- 2. Goals
- 3. Collaboration
- 4. Cooperation
- 5. Human relations
- A) the study of how groups of people behave so they work better together.
- B) two or more people engage in a mutually beneficial exchange instead of competing.
- C) the ability to identify and motivate individuals to form a team that stays together, work together and achieve together.
- D) the cooperative arrangement in which two or more parties work jointly towards a common goal
- E) an observable and measurable end result having one or more objectives to be achieved within a more or less fixed timeframe

Mark /5

## II. Put the right words in the sentences from the words below.

## Backwards, to know, enjoyable, motivating, communication.

Reasons for team-building include.

- 1. Improving.....
- 2. Making the workplace more ........
- 3. .....a team
- 4. Getting ..... each other
- 5. Helping participants to learn more about themselves (strengths and...

Mark / 5

## Grammar

## Write your answers to the questions. Focus on your own experiences and accomplishments!

- 1. What countries have you been to?
- 2. What cities have you lived in?
- 3. What strange foods have you eaten?
- 4. What sports have you played?
- 5. What cities have you visited?

Mark /5

## Writing.

Write about how you organize your teambuilding activity? You should include:

- What you do?
- When you do it?
- How you do it?

Write 5 sentences to describe your ideas.

Mark / 5

## Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

- **5.** I can listen to and easily understand everything related to teambuilding.

- 4. I can listen to and understand most things.
  3. I can listen to and understand some things.
  2. I can listen to and understand a few things.
  1. I cannot listen to and understand anything.
  Mark /5

## **Speaking**

Evaluate your speaking skills according to the statements below in the 5 point scale:

- **5.** I can confidently speak about everything related to teambuilding.

- 4. I can confidently speak about most things.
  3. I can confidently speak about some things
  2. I can confidently speak about a few things
  1. I cannot confidently speak about anything.

Mark

## Your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved

5 Mavzu

# Effective diary keeping.

5.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat O'quvchilar soni: 15				
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.			
O'quv mashg'uloti rejasi	1. Kundaliklar turi va ular haqida ma'lumot.			
	2. Yangi mavzuga doir yangi so'z birikmasiga			
j	izohini (difinishin) tozish.			
	3. Listening task: matnni eshitish va tushib qolgan			
	so'zlarni yozish.			
	4. Writing task: gramatikada Present Continuous			
	Tence ni ishlatilishini o'rganish.			
	5. Reading task: berilgan matnni o'qish va berilgan			
	savollarni muxokama qilish.			
O'quv mashg'ulotning maqsadi: Kundalik yuritish va uning afzalliklari haqida munozara				
uyushtirish.	Olassa faralisadi madialasi			
Pedagogik vazifalar	O'quv faoliyati natijalari.			
• Kundaliklar ko'satiladi;	• Kundaliklarni farqlashadi;			
• Yangi mavzuga doir yangi so'				
birikmalari beriladi;	birikmalariga izohi(difinishini) topiladi;			
Audiodan maqtn quyish;	• Matnni eshitib, tushib qolingan so'zlar			
	yoziladi;			
• Present Continuous Tense haqid	<u> </u>			
umumiy ma'lumot beriladi;	ma'lumotga ega bo'ladi va mashqlar bajariladi;			
• Matn beriladi;	Berilgan matn o'qib tarjima qilinadi;			
• Savollar beriladi;	• Savollar muxokama qilinadi;			
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,			
	birgalikda o'qiymiz, birgalikda eshitamiz.			
O'qitish vositalari	Ma'ruzalar matni, slayd, kompyuter, proektor.			
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.			
O'qitish shart-sharoiti	Maxsus auditoriya.			
Qaytar aloqani usul va vositalari	Og'zaki nazorat, mashqlar bajarish, savol-javob,			
reyting tizimi asosida baholash.				

5.2. Technological map

3.2. Technological map					
Stages of the lesson	Content of the lesson	Methods of	Means of the		
and time		the teaching	teaching		
	Greeting.	Monolog	Conversation		
I-stage	- Good morning students?	<u>Dialogue</u>	Resume of		
Org. moment	- Who is on duty today?	Resume of	<u>Student</u>		
(5minutes)	- What's date and day today?	<u>teacher</u>			
II-stage While- activity (65minutes)	Aim: focusing student's attention on the topic. 1-appendix. Pre-listening Aim: pre-teaching new vocabulary and prepare students for listening task. 2- appendix. While-listening.	Monolog Dialogue Resume of teacher	Conversation Resume of Student		
	<b>Aim:</b> listening for the gist; for specific information. 3-appendix.				
	Post-listening. Aim: practicing				

	learned vocabulary.		
Grammar  Aim: the usage of The Present Continuous for future plans. 4-appendix. 5-appendix.  Pre-reading Aim: Preparing students for the new topic, raising students' critical thinking skills. While- reading Aim: reading for general information.  Post – reading Aim: practicing introduced materials. 6- Appendix.		Monolog Dialogue Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
III-stage	Homework 7- appendix.	Explain and	Oral speech,
Conclusion of the	Marking 8-appendix.	Marking,	Journal.
lesson (10minutes)		<u>Writing</u>	

1-Appendix

#### **Starter:**

Look at these diaries and find out whom these diaries belong to.











diary for cooks

diary for boys

diary for girls

diary for kids

diary for office managers

#### Discuss with your partner.

- Have you ever kept a diary or a journal? If yes, when did you start keeping it?
- Do you like writing?
- Do you know anybody who keeps a diary?

#### 2- Appendix

#### Match columns and write down the definitions of the phrases.

1 go	the tickets	Definitions
2 travel	the doctor	
3 collect	the bags	
4 pack	on holiday	traveling
5 illicit	a project	
6 see	agent	
7 personal	diary	
8 explosive	thoughts	
9 conduct	profile	
10 on-line	growth	

#### **Answers:**

- Go on holiday traveling
- Travel agent a small company dealing with travelling Collect thoughts brainstorm
- 2. 3.
- Pack bags putting things into the bag to be carried. Illicit illegal 4.
- 5. 6. See the doctor - visit the doctor
- 7. Personal diary - a special notebook to write personal daily news
- 8. Explosive growth - quick growth
- Conduct a project to work on a project
- 10. On-line profile - personal information on the Internet.

#### **LISTENING TASK:**

# 1. Read Nigina's diary for the next week. Listen to her and answer the following question: Why is she excited?

Monday collect tickets from travel agent Tuesday meet Alisher and Charos after work go shopping Wednesday 11.00 a.m. see the doctor
Have lunch with mum Thursday leave work early pack bags Friday 6:30 a.m. go by taxi to the airport meet Alisher and Charos 9.30 a.m. fly to Samarkand
Saturday Sunday

2. Listen to Nigina again and complete				
the sentences.				
1. On Monday she's	her from the	e travel agent.		
2. On Tuesday she's me	eting Alisher and Charos a	after and		
they're going				
3. On Wednesday she's seeing the at 11o'clock, then she's				
lunch with her mo	ther.			
4. On Thursday she's	work early and she's	her bags.		
5. On Friday at 6.30 in	the morning she's going by	y to the		
airport and she's	Alisher and Charos there.	At 9.30 they're		
to Comonliond				

#### 4- Appendix

#### **GRAMMAR RULE:**

The Present
Continuous Tense

To be +Pa	rticiple I
	7
am,is,are	V+ing

- 1. Complete the sentences with the correct form of the Present Continuous.
  - 1. When <u>are</u> you <u>leaving</u>? (leave)
  - 2. Karen \_\_\_\_\_ her homework at the moment. (do)
  - 3. How \_\_\_\_\_you \_\_\_\_ to London tomorrow? (travel)
  - 4. We \_\_\_\_\_ next Thursday. (go)
  - 5. I can't help you now, I\_\_\_\_ dinner. (cook)
  - 6. Next weekend they \_\_\_\_\_ a new computer. (buy)
  - 7. Stefan \_\_\_\_\_ his lunch. He's very hungry! (eat)
  - 8. I \_\_\_\_\_ this film. It's very good. (enjoy)
  - 9. We can't play tennis, it \_\_\_\_\_. (rain)
  - 10. Look! Armando \_\_\_\_\_ green trousers. (wear)
  - 11. Mustafa \_\_\_\_\_ his grandparents.

I am writing dictation now.

She <u>is seeing</u> the doctor on Wednesday.

We are leaving next Friday.

I am not writing dictation now.

She is not seeing the doctor on

Wednesday.

We are not leaving next Friday.

Am I writing dictation now?

<u>Is she seeing</u> the doctor on Wednesday?

Are we leaving next Friday?

2. Write questions and answers about

Jane's plans for Sunday. Look at her diary notes on the right.

e.g.:1.where/go/Sunday?

Where is Jane going on Sunday?

She is going to Oxford.

- 2. how/go Oxford?
- 3. who/meet?
- 4. where/meet them?
- 5. who/have lunch with?
- 6. where/have lunch?7.when/go to the Mir.exhibition?
- 8. what/ do/ at 2.30?

- 8.30 drive to Oxford by car
- 9.30 meet David and Laura at the car parl
- 10.00 ticket to see Mir. exhibition
- 11.00 lunch with Pamela at the Bombay
- restaurant
- 2.30 visit the sports bookshop,

buy tennis book

 $4.00~{\rm go}$  back to London to see film

10.00 phone Richard

5- Appendix

#### Read the sentences about yesterday and ask a question about tomorrow.

#### Yesterday

- **1.** I got up early.
- 2. I went swimming.
- **3.** I walked to work.
- **4.** I had lunch in my office.
- **5.** I left work late.
- **6.** I met a friend.
- 7. We had dinner in a restaurant.

#### Tomorrow

Are you getting up tomorrow?

Are you going to go swimming tomorrow?

Are you going to walk to work tomorrow?

Are you going to have lunch in your office tomorrow?

Are you going to leave work late tomorrow?

Are you going to meet a friend tomorrow?

Are you going to have dinner in a restaurant tomorrow?

#### **READING TASK:**

- 1. In small groups discuss the questions:
- a) Have you ever read someone's on-line diary? If yes, what was it about?b) List the advantages of keeping an on-line diary. Give examples.



Online Diary (Blogs)

An online diary is a <u>personal diary or journal</u> that is published on the <u>World Wide Web</u> (www) on a <u>personal website</u> or a diary-hosting website. In online diaries, people write about their day-to-day experiences, social commentaries, complaints, poems, prose, illicit thoughts and any content that might be found in a traditional paper diary or journal. They often allow readers to contribute through comments.

Online diaries have existed since 1994. Today they are called <u>blogs</u>. Online diaries soon caught the attention of the media with the publication of the book <u>24 hours in Cyberspace</u> (1996) which captured personal profiles of the people involved in early web pages. The earliest book-length scholarly discussion of online diaries is Philippe Lejeune's Chercran, ("Dear Screen", not yet translated to English).

The formation of diary hosting websites such as <u>Open Diary</u>, <u>Diary-X</u>, <u>Xanga</u>, <u>Femmunity</u> and <u>Live Journal</u> caused an explosive growth of online diaries and journals. Today, interactive online diaries, online journals, personal blogs and <u>group blogs</u> are integrated into the daily lives of many <u>teenagers</u> and college students, with communications between friends playing out online. On-line diaries are easily readable by all their friends, enemies, and complete strangers.

Personal opinions on experiences and hobbies are very common in the blog world. Blogs have given the opportunity for people to express their views to a mass audience. In October 2006, the History Matters campaign, a 2006 joint project by the major heritage organizations in England and Wales, conducted the One Day in History project, asking residents of the UK to write an online diary of what they did on 17 October 2006. The diaries were stored at the British Library from November.

Discuss the following questions in groups.

- What do people usually write in their blogs?
- Who can read personal on-line blogs?
- Have you ever written in on-line blogs? If yes, what did you write about? Small group project.

Together with your peers design a diary. (If it is possible, on-line dairy page) Make a plan on how you are going to promote it and on what topics people can write there.

7- Appendix

#### **Homework:**

Ask students to find and to write about people who are famous for keeping diaries. e.g.: I want to write about my brother. He likes keeping diaries.

Your total score.....

Groups	<b>2- Appendix</b> 0-9	<b>3- Appendix</b> 0-11	<b>4- Appendix</b> 0-5/0-4	<b>5- Appendix</b> 0-6	<b>6- Appendix</b> 0-5

30-25 mark – "good" 36-31 mark – "very good" 40-37 mark – "excellent"

6
v
Mavzu

# Portfolio requirements.

6.1. Oquv mashg'ulotining talim texnologiyasi modeli				
O'quv soati: 2 soat	O'quvchilar soni: 15			
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.			
O'quv mashg'uloti rejasi	1. O'quvchilarni portfolio talablari bilan			
	tanishtiriladi.			
	2. Yangi mavzuga doir yangi so'zlarni izohini			
	(difinishin) tozish.			
	3. Listening task: matnni eshitish va eshitilgan			
	matnga doir mashqlar ishlash.			
	4. Writing task: gramatikadan "countable and			
	uncountable nouns".			
O'ann masha'n latnina magadi. Dorto	5. Reading task: matn o'qish va tarjima qilish.			
O'quv mashg'ulotning maqsadi: Portfo				
Pedagogik vazifalar	O'quv faoliyati natijalari.			
• Savollar beriladi;	• Savollarga javob beriladi;			
Yangi mavzuga doir yangi so'zi	• Yangi mavzuga doir yangi so'zlarga ularni			
beriladi;	izohi(difinishini) topiladi;			
Audiodan matn quyiladi;	• Matnni eshitib, gaplarni to'g'ri yoki			
	noto'g'riligi topiladi va tushib qolingan so'zlar			
- "C	yoziladi;			
• "Countable and uncountable noun	1			
haqida ma'lumot beriladi;	ma'lumotga ega bo'lishadi va mashq echiladi;			
<ul> <li>Matn beriladi;</li> <li>Matn o'qib tarjima qilinadi;</li> </ul>				
O'qitish metodlari Amaliy ish, ko'rsatish, namoyish etis				
birgalikda o'qiymiz, birgalikda eshitamiz.				
<i>'qitish vositalari</i> Ma'ruzalar matni, slayd, kompyuter, proekt				
4	lug'at.			
O'quv faoliyatni tashkil etish shakllari				
O'qitish shart-sharoiti	Maxsus auditoriya.			
Qaytar aloqani usul va vositalari Ogʻzaki nazorat, savol-javob, reyting tiz				
_	asosida baholash.			

6.2. Technological map

Stages of the	Content of the lesson	Methods of	Means of the
lesson and time	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)  Start: Aim: preparing student's to the new lesson.1-appendix. Pre-listening Aim: teaching new vecebulary		Monolog Dialogue Resume of teacher	Conversation Resume of Student
	<b>Grammar Aim</b> : teaching count and uncounted nouns. 4-appendix.	Dialogue Resume of teacher	Oral speech, book, cards.
	Pre-reading Aim: focusing student's attention on the new text. While- reading Aim: reading for general information. Post – reading Aim: practicing introduced materials. 5- appendix.	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework 6- appendix.	Explain and	Oral speech,
Conclusion of the lesson (5minutes)	Marking 7-appendix.	Marking, Writing	Journal.

1-Appendix

#### **Start:**

#### **Answer the following questions:**

Draw students' attention to the questions and ask them to answer the questions in pairs. The whole class discussion follows.

- Do you want to show your progress in English to your family? Give examples. Do you want to show what you can do in English to an employer? Give examples.
- Do you need a "roadmap" to guide you in your learning? What do you know about portfolio?

#### Portfolio noun (plural portfolios)

- a set of pieces of creative work intended to demonstrate a person's ability to a potential employer: she had a portfolio of crayon portraits
- a varied set of photographs of a designer or actor intended to be shown to a potential employer: entrants must not have done any professional modeling or have an existing portfolio

#### **Origin:**

early 18th century: from Italian portafogli, from portare 'carry' + foglio 'leaf' (from Latin folium

In pairs, find the definitions for the following words. Compare with the whole group.

#### **Answers:**

To build up -to increase. A suggestion -an offer.

To put through -to pay for one's education.

A mature -grown-up
A measure -size

To arrange -to put something in a particular order

To keep up -to continue
Confidence -certainty
Enormous -bustling

3-Appendix

#### **LISTENING TASK:**

# 2. Listen and decide whether these statements are True or False.

#### A portfolio has several uses:

- 1. It keeps the related documents together. T
- 2. It never helps the process of reflection. **F**
- 3. It is very helpful in the process of self-evaluation and personal development. **T**
- 4. It is not advisable to take it with you when you go to job interview. **F**
- 5. You can include in it various samples of work and information for later use, when you will apply for a job or any study courses. **T**
- 6. You should update your portfolio every month. **F**
- 7. If it is not compulsory for your course do not keep it, as it is not helpful. **T**

# 3.Listen to the continuation of the tape and fill in the gaps.

Tape script: In your portfolio you should include:

- 1. Full **contents** list for each section.
- 2. <u>Self-evaluation</u> and profile sheets, planners and action plans.
- 3. A profile of vocational and <u>technical</u> skills you have developed.
- 4. An up-to-date list of courses and training.
- 5. <u>Certificates</u> (exams, a copy of your driving licence, etc.)
- 6. An up-to-date list of your work **experience**, with the dates, **addresses** of employers,

responsibilities, skills or qualities you demonstrated, and what you learned from doing that work.

- 7. Your <u>curriculum vitae (CV).</u> A careers adviser can help you to compile this.
- 8. Your ideas about where you would like to be in seven years' time, and what you need to **do to achieve** this goal.
- 9. Examples of your work and **interests**.

4-Appendix

#### **GRAMMAR RULES:**

#### Countable and uncountable nouns

• A count noun is something we can count. It has a singular form and plural form.

Ex: one book, three books; a leg, two legs; an apple, six apples:

N.B.Asingular count noun must have a Determiner.

# 1. Tell students to change a lot of into much or many.

#### Answers:

- 1. She wrote a lot of essays. She doesn't write many essays.
- 2. We did a lof of homework. We didn't do much homework.
- 3. I have **a lot of** home tasks for today's lesson. I do not have many home tasks for today's lesson.
- 4. She has collected a lot of CDs. She doesn't have collected many CDs.
- 5. We read a lot of articles about time management. We didn't read many articles about time management.
- 6. They have a lot of assignments. They don't have many assignments.
- 7. You are doing a lot of interesting projects. You are not doing many interesting projects.
- 8. They use a lot of chalk in class. They don't use much chalk in

# 2. Write C for countable and U for uncountable nouns.

1.paper U
2.file C
3. homework U
4.home task C
5.proiect C
6.report C
7.etiquette U
8.time management U
9.group work U
10.team C

#### 2. Tell students to underline the most suitable word in each sentence. Answers:

- a) Different countries have different weather.
- b)All areas of the skin are covered in tiny hears.
- c) We've looked at the menu and we'd all like chicken.
- d)Jack is a millionaire and owns a lot of business.
- e) Have you a copy of the complete works of Dante?
- f)None of the passengers had insured their baggage.
- g)Students must pass their <u>papers</u> to the front. (papers here mean official documents) h)I'm afraid we can't find cheap <u>accommodation</u> for all of you.

5-Appendix

#### **READING TASK:**

#### Read two students' experiences from their reflective journals.

#### My Thursday as a student

Dash the kids to the nursery. Dash into the labs for 10. Suddenly time changes. I am caught up in what I am doing - the project I am working on with two other people. I can spend hours mixing and measuring, comparing my findings with others'. We talk a lot about what we are doing, and why, and make suggestions on why our results are different. I always ask my lecturers if I am unsure - some are very helpful, but some are not. In the afternoon, I have one lecture. Recently, I have arranged it so I can go to drama club on Thursday nights.

Jasur

#### My first term

After the terrible time I had in school, I was very worried about what I might be putting myself through coming back to study as an adult. I was sure I wouldn't be able to keep up. When I got my first few pieces of work back, the marks were not very good, and I felt I ought to leave. Luckily, I was talked out of leaving. I made an effort to meet other mature students and found many of them were having similar experiences to me. I had expected study to be difficult. What I had not expected was that other aspects of being a student could be just as hard. It took me ages to build up the confidence to eat in the canteen - it seemed so enormous and bustling. I used to rush away after lectures rather than talking to strangers. I have to say that there are many positive things about being a student. Now that I have got to know other people here, I look forward to coming in to study. It is a wonderful opportunity - but you have to make it work for vourself.

Sasha

6-Appendix

#### **Homework:**

Tell students to think of at least 5 things that they can write in their reflective journal. Ask them to choose one idea and write a paragraph that they will later include in their paragraph.

7- Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-5	<b>3- Appendix</b> 0-7/ 0-10	<b>4- Appendix</b> 0-4/0-3/0-4	<b>5- Appendix</b> 0-5

26-21 mark - "good"

32-27 mark - "very good"

38-33 mark – "excellent"

7 Mavzu

# Checking and updating the portfolio.

7.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Yangi mavzuga doir gaplarni tarjima qilish.		
	3. Listening task: matnni eshitib tushunish va tushib		
	qolgan so'zlarni yozish.		
	4. Writing task: gramatikada "Infinitive or Gerund".		
	5. Reading task: berilgan matnni o'qib, tarjima qilish		
	va savollarga javob berish.		
	tfolio ma'lumot bazasini tahlil etish va yangilashni		
amalga oshirish.			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Rasmlar va ularga doir gaplar berila			
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matnni eshitib, qaysi aytilgan gap kimga</li> </ul>		
	tegishli ekanini topiladi.		
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Tushib qolingan so'zlar yoziladi;</li> </ul>		
• "Infinitive and Gerund" qoidalar	1		
qaysi qaerda ishlatilishi tushuntiriladi;	bajariladi;		
<ul> <li>Matn va matnga doir savollar berila</li> </ul>			
	javob beriladi;		
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,		
	birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd,		
	kompyuter, proektor.		
O'quv faoliyatni tashkil etish shakllari	·		
O'qitish shart-sharoiti Maxsus auditoriya.			
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob , reyting tizimi		
	asosida baholash.		

7.2. Technological map

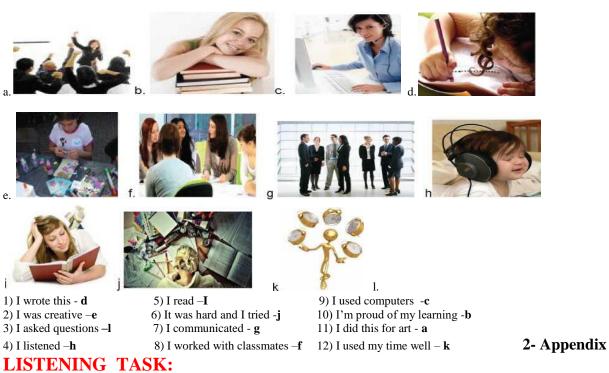
7.2. Technological map				
Stages of the lesson	Content of the lesson	Methods of	Means of the	
and time		the teaching	teaching	
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? Start: Aim: raising student's interest. 1-appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. While-listening. Aim: listening for specific information. 2-appendix. (1-2) Post-listening. Aim: practicing introduced materials. 2-appendix. (3)	Monolog Dialogue Resume of teacher	Conversation Resume of Student	

	Grammar rule: Aim: to introduce the verbs which can be used both with gerund and infinitive?  Reading task: Pre-reading Aim: Preparing students to the reading task. While- reading Aim: reading for specific information.  Post – reading Aim: practicing introduced materials.  4- Appendix.	Monolog Dialogue Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
III-stage	Homework 5- appendix.	Explain and	Oral speech,
Conclusion of the	Marking 6-appendix.	Marking,	Journal.
lesson (5minutes)		<u>Writing</u>	

#### 1-Appendix

#### **Starter:**

Match the picture with the sentences. How I worked while making portfolio tasks:



#### 1. Match the sentences with speakers:

a) I still need to work on my writing and reading tasks. 1.Nargiza 'c'



2.Azima 'd' b) Students are pleased to observe their personal growth.



3.Bobur 'a' c) A teacher and student work together as partners to establish goals.



4.Shahlo 'b' d) You become more experienced with the process.



#### 2. Listen to the tape again and fill in the gaps.

By having a sense of ownership, students are involved in all the 1) decision making including the criteria. A teacher and student work together as 2) partners to establish goals.

You become more 3) **experienced** with the process. If you have been completing the reflective pieces as you 4) **interacted** with this document, you have almost finished developing a 5) **portfolio** for use in your classroom. During this grading period, I enjoyed communicating and working 6) in **groups** the most because it was so interesting for us. I still need to work on my 7) **writing** and reading tasks.

#### 3. Are these sentences true or false?

- 1. Portfolio help students act as the authors and owners of their work. True
- 2. There is one exact right way of making portfolio. False
- 3. Only student works in portfolio. False
- 4. Bobur enjoyed communicating and working in groups mostly. True
- 5. One of the most important benefits of portfolio is raising students' critical thinking. True

3-Appendix

#### **GRAMMAR RULE:**



#### **Infinitive or gerund**

Some verbs can usually be followed by gerund or infinitive. But meaning differs. Try and remember are examples of these verbs.

#### Remember to do and remember doing

You remember to do something before you do it.

Remember to do something is the opposite of 'forget to do something'.

Please remember to take notes .(=don t forget to take notes)

You remember doing something after you do it. I remember doing something=I did something and now I remember it.

I remember sharing my portfolio with my parents and my friends.

#### Try to do and try doing

Try to do= make an effort to do:

I set goals and tried to achieve them.

Try doing='do something as an experiment or test:

I am having problem with this topic. I tried searching in the internet, but couldn't find anything interesting.

#### Choose the right alternative. There might be some cases where both alternatives are possible.

- I tried to collect/collecting everything that need to be in portfolio.
- Last year my friend had problems with comma usage. He tried **reflecting**/to reflect to his mistakes and now makes few mistakes.
- I tried to review/reviewing my portfolio time by time.
- Remember to review/reviewing the whole unit in order to prepare for quiz.
- clearly remember check/checking your essay. But I can't remember where I put it.
- I remember to get/getting my parents' opinions on my portfolio. Ît was real fun.

#### 2. In this exercise you have to put the verb into the correct form, -ing or to infinitive.

- 1.I tried <u>to download</u> that information alot, butit was unsuccessful. 2.When you see Tom, remember <u>to tell</u> him about the meeting. 3. A: You lent me a grammar book a few months ago.

- B: Did I? I don't remember <u>lending</u> you any book.

  4.I always try <u>to be</u> the first in doing exercises in English classes.
- 5.Remember to hand your projects in time.6.When I had problems with spelling I tried doing a lot of spelling exercises. And it helped.

- 1. Work with your partner. Before reading the text answer the following questions.
- 1. What did you learn from your portfolio?
- 2. How did you learn from your portfolio?

#### 2. Read the text and pay attention to the tips of Mukhlisa's teacher.

#### A Good Experience on Keeping a Portfolio

Hello! My name is Mukhlisa. Now I am in my second year. Last year I had a good experience on keeping a portfolio. I learned a lot about myself as a learner. Actually it is very joyful and interesting to have a portfolio. It is like a mirror of your knowledge where you can see how you are growing during the year. Time by time you become more knowledgeable.

But you need to know and work on your every weakness to become a good learner. Some tips that my teacher provided helped me a lot. Now I want to share them with you.

First, I tried to collect everything that need to be in portfolio starting from my tests and quizzes, writings, readings to audiotapes, photographs etc.

Second, I tried to be selective. It means I didn't simply collect things but tried to select only valuable ones.

Third, I set learning goals for myself and tried to achieve them.

Forth, I gave feedbacks for myself using some questions and answering them.

Fifth, I reviewed my portfolio time by time. And the last, I remember sharing my portfolio with my parents and my friends. It was real fun and really useful when I got their opinions on the items of my portfolio.

I hope that you will find these tips useful for you and you will enjoy keeping portfolios.

#### 3. Fill the gaps with a missing tip from the text.

#### Answers:

Tip 1 Collect everything.

Tip 2 Select only valuable things.

Tip 3 Achieve goals.

Tip 4 Use self-reflection tools.

Tip 5 Review the portfolio.

Tip 6 Share with your parents and friends.

#### 4. Match underlined words in the text with

the following definitions. Answer:

- very important- valuable
- 2. a weak point- weakness
- 3. to get smth- to achieve
- 4. giving smb.'s opinion- feedbacks
- clever- knowledgeable

5- Appendix

#### **Homework:**

Choose something from your portfolio and give feedback to youself. Use the following phrases.

This was about....

I noticed that.....

The important part for me was..... A thought that I liked and enjoyed.....

Key words for me were....

An idea that got my interest..

Students' own answers.

6- Appendix

#### Your total score.....

Groups	<b>1- Appendix</b> 0-6	<b>2- Appendix</b> 0-8/ 0-7/0-5	<b>3- Appendix</b> 0-6/0-6	<b>4- Appendix</b> 0-3/0-6

32-25 mark - "good"

40-33 mark - "very good"

47-41 mark – "excellent"

8 Mavzu

# Unit 7. Review. PORTFOLIO.

8.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	<ol> <li>Reading</li> <li>Writing</li> </ol>	
	<ol> <li>Listening</li> <li>Speaking</li> </ol>	
O'quv mashg'ulotning maqsadi: Gurul		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
Matn beriladi va matnga doir gap		
beriladi.		
<ul> <li>Uzliksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>	
• Gaplar beriladi;	•Gaplarga ma'no jihatdan to'g'ri keladigan	
	so'zlar yoziladi;	
Grammatikaga oid gaplar beriladi;	<ul> <li>Gramatik qoidaga asosan gaplar to'g'ri yoziladi;</li> </ul>	
• Savollar beriladi;	<ul> <li>Savollarga javob beriladi;</li> </ul>	
• Savollar beriladi;	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>	
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>	
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari Tarqatma materiallar, audio, kompyuter.		
O'quv faoliyatni tashkil etish shakllari	<i>ri</i> Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari Yozma ish, ogʻzaki nazorat, savol-javob, re		
	tizimi asosida baholash.	

8.2.Technological map

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (70minutes)	Explain to student task of the test Review Unit 7.  The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Reading: I. According to the reading text. II. Find the 5 words. Vocabulary: I. Choose the correct words. Grammar: Which of the underlined parts of these sentences is correct?	Monolog Dialogue Resume of teacher	Oral speech, book, cards.
	Writing: Write your own tips for creating successful portfolio.	Writing	Book,

	Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking: Evaluate your speaking skills according to the statements below in the 5 point scale	Translating Put the words	copy-book, dictionary.
III-stage			
Conclusion	Homework Repeat all grammar	Explain and	Oral speech,
of the lesson	rules, vocabulary.	Marking,	Journal.
(5minutes)	Marking Your total score	Writing	

#### Reading

Portfolio is a place to showcase your best creative work and make an impression. The portfolio is also one of the most important assets for a designer. For designers creating an attractive portfolio is not the problem, but how to getting more people to see our creative work is often much more of an issue. And an effective portfolio will be an invaluable resource to gain more client sand keeping the business moving forward. Your design portfolio is one of your most important assets. For career purposes, it's basically who you are. Forgetting work, your portfolio is the only tangible roof you have of your talents. Every element of the portfolio should beconsidered as being promotional items.

#### I. According to the reading text.

- 1. Portfolio is ......
- A) like a case to put documentary(entries, assignments)
- B) designing activities
- C) very practical 2. An effective portfolio is always .........
- A) ready material
- B) interesting
- C) in demand for job seekers.
- 3. Designing portfolio ...... A) is hard job
- B) very helpful for assess
- C) is crucial to develop entries.
- 4. Portfolio assesses ......
- A) acquired skills, talents, ability
- B) clients' needs
- C) understanding people
- 5. Who benefits more from portfolio ......
- A) workers, friends
- B) employer, teacher, employee, students
- C) interested people, family

#### II. Find the 5 words Attractivecreative invaluable purpospromotiona Mark /5

#### Vocabulary

#### I. Choose the correct words.

- 1. Keeping a journal is a great learning tool/ way.
- 2. Students who learn and keep/put a journal on a regular basis can reflect upon what they are
- engaged in every day.

  3. Thinking in a **reflective/understandable** manner is a great way to learn to think and speak more clearly.
- **4.** It is most effective if it is used throughout the day, at different times, where the student can access and record/note thoughts on the run.
- **5.**An important concept in the process of journal keeping is that the student has to feel safe/quite.
- **6.** Journals are a way for a student to **share/exchange** as an individual, and each entry is very much the product of that individual.
- 7. No two people **journal/magazine** the same.

- **8.** Sometimes a suggested topic to help guide **observations/discussions** and thinking is a very effective tool.
- **9.** Having a journal is one way to **self-direct/evaluate** your own learning.
- **10.** Using journals **fosters/develops** thinking and learning in a lot of different ways. Mark /10

Grammar
Which of the underlined parts of these sentences is correct?

- 1. Rano was so helpful. She gave us some very useful <u>advice / advices</u>.
  2. Is it difficult to find <u>a work / job</u> this moment?
  3. Did you enjoy your holiday? Yes I had a wonderful time / wonderful time.
- 4. <u>Light / a light</u> comes from the Sun . 5. If you want to know the news , you can ream<u>a paper / paper.</u>

Mark

Writing.
Write your own tips for creating successful portfolio.

you should include: -why you find them useful

-how they help you Write five sentences.

Mark

Listening

Evaluate your listening skills according to the statements below in the 5 point scale:

- **5.** I can listen to and easily understand everything related to portfolio .
- **4.** I can listen to and understand most things.
- **3.** I can listen to and understand some things
- **2.** I can understand a few things.
- **1.**I cannot understand anything.

Mark

Speaking Evaluate your speaking skills according to the statements below in the 5 point scale:

- 4. I can confidently speak about most things.
  3. I can confidently speak about some things
  2. I can confidently speak about a few things
- **1.** I cannot confidently speak about anything.

Mark /5

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved
	<b>O</b>		

#### **Progress Portfolio**

- Tick the things you can do in English A)
- I can talk about my study skills. o
- I can talk about things I'm expected to do o
- I can describe the process of organizing things. o
- I can make my own solutions to avoid anxiety and stress. O
- B) What do you need to study again

9 Mavzu

# Unit 8.IDENTIFYING YOUR SKILLS. Monitoring skills development.

9.1. Oquv mashg'ulotining talim texnologiyasi modeli

		chilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy	/ – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	1. O'qı	uvchilarni koʻnikmalar oʻzlashtirilishini nazorat	
	qilish.		
		ngi mavzuga doir yangi so'zlarni izohini	
	•	hin) tozish.	
		ening task: matnni eshitish va ularni kasbini	
	aniqlasl		
		ing task: gramatikada "need" so'zini ishlatilishi.	
		ding task: berilgan matnni o'qish va savollarga	
	javob b		
	<b>J</b> 'qısn	va ishda muvaffaqiyatga eltuvchi mezonlar	
taqdimotini yaratish.		O'ann faolinati natiialani	
Pedagogik vazifalar	- 11	O'quv faoliyati natijalari.	
• Rasmlar ko'rsatiladi va saveberiladi;	ollar	• Rasmlar ko'riladi va savollarga javob beriladi;	
·			
Yangi mavzuga doir yangi so'zla		Yangi mavzuga doir yangi so'zlarni va  ylerni izebi(difinishini) teniledi:	
ularni izohlari(difinishini) yoziladi; • Audiodan matn quyiladi;	'	ularni izohi(difinishini) topiladi;	
<ul><li>Audiodan matn quynadi;</li><li>So'zlar va gaplar beriladi;</li></ul>		• Matn eshitib, kasblar aniqlanadi va yoziladi;	
• "need" so'zi qaerda ishlati	liahi	<ul><li>Gaplarda tushib qolgan so'zlar qo'yiladi;</li><li>"need" so'zi ishlatilishi yuzasidan mashqlar</li></ul>	
tushuntiriladi;		bajariladi;	
<u> </u>	ollar   '	Matnni o'qib, tarjima qilinadi va matnga doir	
beriladi;	Ollai	savollarga javob beriladi;	
• "BBB" jabvali beriladi;		•"BBB" jadvali tuldiriladi;	
O'qitish metodlari		Amaliy ish, ko'rsatish, namoyish etish,	
O quish meiodiari		"BBB" jadvali, birgalikda o'qiymiz	
O'qitish vositalari			
7	proektor.		
O'quv faoliyatni tashkil etish shaklla	*		
O'qitish shart-sharoiti	·		
Qaytar aloqani usul va vositalari	•		
		asosida baholash.	
Tasky alocical way			

Technological map

Teemological map				
Stages of the lesson	Content of the lesson	Methods of	Means of the	
and time		the teaching	teaching	
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? Start: Aim: preparing students to the new lesson. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. 2-Appendix.	Monolog Dialogue Resume of	Conversation Resume of Student	

	While-listening.	<u>teacher</u>	
	<b>Aim:</b> listening for gist.3,4-Appendix.		
	Post-listening. Aim: practicing		
	introduced materials.		
	Grammar rule:	<u>Dialogue</u>	Oral speech,
	Aim: to introduce usage of need to	Resume of	book, cards.
	do and need doing. 5-Appendix.	<u>teacher</u>	
	Reading task: Pre-reading	Writing	Book,
	<b>Aim</b> : focusing students' attention on	Translating	copy-book,
	the new topic. While- reading	Put the words	dictionary.
	Aim: reading for specific		
	information. 6- Appendix.		
	Post – reading Aim: practicing introduced materials.		
III-stage	Homework 7- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 8-Appendix.	Marking,	Journal.
lesson (5minutes)		Writing	

1- Appendix

#### **Starter:**

What are your own ideas about what a 'skill' is and how skills are developed? Look at these picture and try to find what king of skills they refer to.

2-Appendix

#### 2. Match the words with definitions.

1)	anal	yse	(1	I)	

- require (v)
- 3) customer (n)
- 4) research (n)
- 5) communicate(v)
- investigation (n) 6)
- 7) plan(v)
- 8) decision (n)
- organise (v)
- Answers: 1.d

a) a person who buys goods or a service

b) to share information with others by speaking

c)to decide how to do something in future

d) to study or examine something in detail

e) to make arrangements to something to happen t) a choice that you make about something after thinking about

several possibilities

g) to need or make necessary

h) the act or process of examining a crime, problem

especially to discover the truth i) a detailed study of a subject

9.e

3-Appendix

#### **LISTENING TASK:**

1. Listen to the people talking about their skills in their jobs and try to find this particular job. Speaker 1: In my job I need to be good at teaching, instructing and making presentations, but I also need to have good listening skills to understand the problems of pupils. I have to analyse (for example) the reason of the largest student is interested in learning and also I must know how to communicate with learners and to know their interests.

Speaker 2: My job requires good writing skills, for example I reply to the different letters of a customer. I also need to be good at listening to be able to sorts of people when a customer is asking for a large loan. I have to be confident when trying to make a local company to believe to our bank rather than a competitor bank and It's important to me to co-operate with my staff too.

Speaker 3: In my job I need good communication and listening skills to deal with clients. I also have to know all the Laws, because investigation, analytical and problem-solving abilities to solve legal work are important and of course I must have good decision making skills.

are important and of course I must have good decision-making skills - to know exactly the action to follow.

Speaker 4: M y job requires good writing and communication skills. Because I to work with the public. For example I write reports for a road accident and present evidence in court. I need to be able to make decisions, to investigate and to co-operate with colleagues and other agencies. Leadership is an essential quality in my job - people expect us to take leadership, for example, the scene of a road accident - and I can also be an Inspector, where planning and organising are also important skills.

Answers: Speaker 1. teacher Speaker 2.bank manager Speaker 3. Lawyer Speaker 4. police officer

#### 2. Complete the sentences with the words in the box. to deal with, investigators, evidence, essential, complaint, tobe good at

Answer:

People in this job obviously need to be good at teaching, instructing and making presentation.

People in this job need good communication and listening skills <u>to deal with</u> clients. These people need good writing and communication skills to work with the public, write reports and present evidence in court.

4.

Leadership is an <u>essential</u> quality in this job.

They must be good <u>investigators</u> to be able to research the market,
This job requires good writing skills, for example when drafting a letter to reply to the 6. complaints of a customer.

5-Appendix

#### **GRAMMAR RULE:**

Use: Need

Active forms with passive meaning The active-ing for after need has a passive meaning. The bicycle **needs oiling**. (= The bicycle needs to **be** oiled.)

The windows need cleaning (= The windows need to be cleaned.)

We cannot use the passive - ing form here.

NOT The bieyele needs being oiled.

I need to clean my shoes.

(This means that I must clean my shoes, I have to clean them.)

My shoes need cleaning.

(This means that my shoes need to be cleaned.)

Negative form: I don't need to clean my shoes.

**1.** Put in an active or passive to-infinitive or -ing form.

e.g: Jessica: Are you going to be busy today? Andrew: Well, I've got a few things (▶) to do

I've got an essay (1)...(write). And this room ought (2)...(tidy) up a bit. This carpet needs (3)..... Jessica: I've got some jobs (4)... (do), too.

Most of my clothes need (5) ... (iron).

And I've got my project (6)... (finish) off.

I'm worried about (7) ... (miss) the deadline. It has (8)... (hand) in tomorrow.

I don't want (9)... (be) late with it.

Andrew: I don't remember

6-Appendix

#### **READING TASK:**

Read the text and fill in the blanks with given suggestions.

#### Ways to develop skills.

Do you want to develop your skills? Exactly what skills do you want to? After giving answers to these questions you need to find the ways to develop your particular skill. Tips you are given below help you to find your way. You could also use these as evidence in an application for a job to show you had these skills. For example, if you want to improve your writing skills, try to write essays, dissertations, and project reports, articles for the student newspaper or a report for a course placement. However, for speaking skills you can join a college drama group, take part in public speaking or debating or in seminars. Working as a receptionist in a vacation job or being student radio presenter also help for developing your speaking skills.

But if you are shy and don't like new environment, you must try to work part-time while studying or changing courses quickly, because you need adaptability skill. Changing people around helps you to gain this skill.

Now you're saying that you are not shy but always passive. Don't worry, in this case you don't have leadership skills. You can improve this skill by leading a group project, captaining a sports team or being a group representative in any events.

It is not easy to be a leader or to be a good speaker, but if you try hard you can gain any skill you want to have.

Skills	Ways to develop
Writing	
Speaking	
Adaptability	
Leadership	

7- Appendix

H	omework:		
		Write your plan to develop your skills	for your job
	Skills I have	Skills I want to develop	Wha

at I want to do for his

8- Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-9	3- Appendix 0-8	<b>4- Appendix</b> 0-5	<b>5- Appendix</b> 0-9

22-18 mark – "good" 27-23 mark – "very good" 31-28 mark – "excellent"

**10** Mavzu

# Skills and qualities you have now.

10.1. Oguv mashg'ulotining talim texnologiyasi modeli

10.1. Oquv masiig ulotining tanin texnologiyasi moden		
O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi A	amaliy – toʻliq oʻquv mashgʻuloti.	
O'quv mashg'uloti rejasi 1	. O'quvchilarni "qobiliyat va maxorat" tushunchasi	
h	aqida oʻz fikrini bildirishi.	
	. Yangi mavzuga doir yangi so'zlarni "qobiliyat" va	
ا د د ا	maxorat"ga tegishligini aniqlash.	
3	. Listening task: matnni eshitish va uni tushunush.	
4	4. Writing task: gramatikada "un-, in-, il-, ir-, dis-"	
p	prefix (old qushimchalari) haqida.	
5	5. Reading task: berilgan matnni o'qish, savollarg	
javob berish va tarjima qilish.		
O'quv mashg'ulotning maqsadi: O'qib o'ı	rganish faoliyatida yutuq keltiruvchi sifatlar haqida	
suhbat.		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Rasm ko'rsatiladi va savollar beriladi;</li> </ul>	• Rasm ko'riladi va savollarga javob beriladi;	
<ul> <li>Yangi mavzuga doir yangi so'zlar</li> </ul>	Yangi mavzuga doir yangi so'zlarni ikki	

beriladi;	guruhga(skills, abilities) ajratiladi;	
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matn eshitib, Sevarani Layloga bo'lgan fikri</li> </ul>	
	aniqlanadi;	
<ul> <li>Xarakterga oid sifat so'zlari briladi;</li> </ul>	<ul> <li>Berilgan so'zlar "T"jadvaliga joylashtiriladi;</li> </ul>	
• "un-, in-, il-, ir-, dis-" prefix (old	• "un-, in-, il-, ir-, dis-" prefix ishlatilishi	
qushimchalari)qaysi qaerda ishlatilishi	yuzasidan mashqlar bajariladi;	
tushuntiriladi;		
• Matn va matnga doir savollar	Matn o'qib tarjima qilinadi va matnga doir	
beriladi;	savollarga javob beriladi;	
<ul> <li>Matnga doir gaplar beriladi;</li> </ul>	Berilgan gaplar "false" yoki "true" topiladi;	
O'qitish metodlari	Amaliy ish, aqliy hujum mashqi, ko'rsatish,	
	namoyish etish, "T"jadvali, birgalikda o'qiymiz	
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,	
	proektor.	
O'quv faoliyatni tashkil etish shakllari	Jamoa, yakka tartibda va guruhlarda ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, "T"jadvali, reyting	
	tizimi asosida baholash.	
10.2.Technological map		

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? Start:	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Aim: focusing students' attention on the new topic. 1-Appendix.  Listening task: Pre-listening  Aim: teaching new vocabulary. 2-Appendix.  While-listening.  Aim: listening for gist. 3-Appendix.  Post-listening. Aim: practicing introduced materials. 4-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Grammar rule: Aim: to introduce the prefixes <i>un-, in-, il-, ir-,</i> and <i>dis</i> 5-Appendix.	Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: Preparing students to the reading task. While- reading Aim: reading for general information. 6- Appendix. Post – reading Aim: practicing introduced materials. 7- Appendix.	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage Conclusion of the lesson (5minutes)	Homework 8- Appendix. Marking 9-Appendix.	Explain and Marking, Writing	Oral speech, Journal.

#### **Starter:**

#### 1. A) Look at the picture and guess the situation:



#### b) Complete the sentences.

- a personal skill is ?
- a personal quality skill is?
- why are the personal skills and qualities important? And to whom?

What skills are they showing?

2-Appendix

#### 2. Divide these words into skills or abilities.

#### **Answers:**

**Skills:** communication, punctual, leadership, friendly, planning own work, team worker, adaptable, hard-working, reliable, reading a map, confident.

**Abilities:** mental arithmetic, imaginative, designing, singing.

3- Appendix

#### **LISTENING TASK:**

#### 1. Listen to the conversation and write the qualities Sevara mentioned about Laylo.

#### Tape script

**Sevara:** Hi, Laylo. I thought you are a very responsible person. But now I see it is not so. Why didn't you come to the lesson yesterday? You should have made your presentation. You knew that it was an open lesson. Our teacher complained a lot because she was embarrassed in front of principal. She said you are irresponsible, not punctual, and unreliable and you never keep a word. Why...

**Laylo:** Stop stop, can you stop for a while? I can explain. I have a reasonable reason. But I can't tell you now. I wanted to come but it wasn't in my hands.

**Sevara:** I know. The only person whom I can trust is you. Don't worry. I asked the teacher to replace you and she agreed. But it wasn't easy. However, I tried to do my best. Lots of people praisedme with honorable words like hard-working, en theistic, responsible, adaptable and bright person with active concern.

Laylo: Thank you so much for your support. Sevara. You are my best friend. Answers: irresponsible, not punctual, and unreliable and you never keep a word.

**Note:** play once again if necessary.

#### 3. Tell students to discuss these questions with their partners.

- 1. Why Sevara called Laylo irresponsible?
- 2. Did Laylo have a reason? Did she tell about it to Sevara?
- 3. Why did they praise Sevara and what did they say about her?

#### **Answers:**

- 1. Because she missed important lesson.
- 2. Yes, she did. She cannot explain it to Sevara.
- 3. Because she is hard-working, enthusiastic, responsible, adaptable and bright person with active concern.

4- Appendix

#### 4. Divide the following adjectives into positive and negative.

#### Answer:

Positive	Negative
punctual, responsible, funny serious,	impatient mean, unreliable, irresponsible,
enthusiastic, bright, reliable, honest	unfriendly, unable, dishonest, impatient,
	disagree

#### **GRAMMAR RULE:**

USE:

#### **PREFIXES**

With the **negative** meaning

Prefixes *un-,in-,il-,ir-*, and *dis-* are often used to give adjectives (and some verbs and nouns) a negative meaning. Here are common examples: *happy - unhappy like (v) - dislike possible - impossible, legal- illegal* (=against the law) correct -incorrect, regular -irregular (e.g. irregular verbs)

Verb prefixes have two meanings: they can have a negative meaning, but they can also mean: "the opposite of an action" or "to reverse an action". This meaning is used with certain verbs.

**Example:** (to) lock – unlock, (to) pack – unpack.

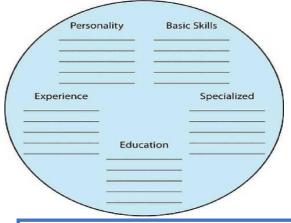
- 1. Add a prefix to a word in the first statement in order to make an opposite word that complete the responses.
- 1. He's quite mature for his age. I don't agree. I think he's *immature*.
- 2. I think she's reliable. No she isn't. She's very *unreliable*.
- 3. Is she wrapping that parcel? No she is *unwrapping* it.
- 4. Is his handwriting legible? No, I find it quite *illegible*.
- 5. Does her father approve of Jasur? No, I'm sure he disapproves.
- 6. Do you think he's honest? No I'm sure he is *dishonest*.
- 7. Is it convenient to have a chat? No, sorry. It's a bit *inconvinient* now.
- 8. Can I replace the vase I broke? I'm afraid not it's *impossible*.

#### 2. Make a story to the topic "Internet" using at least 10 adjectives with negative prefixes.

6- Appendix

#### **READING TASK:**

1. Try to fill in your skill set. e.g.: Personality – talkative



#### 3. True or False?

- a) Sardor is very talkative and easy going boy. $\mathbf{F}$
- b) He changed his college.**T**
- c) His friend is very shy.**F**
- d) Sardor is trying to be an actor.**F**
- e) He made progress on his maths. **F**
- f) Jasur doesn't like smiling.**T**
- g) The teachers of Sardor are very rude and strict.T

**2.** Read about Sardor. He is talking about his new college and himself.

My name is Sardor, I'm 17 years old. My hobbies are reading books, playing the guitar, listening to music and visiting different galleries. Since I started coming to this college, I have made only few friends because I'm not sociable. I have difficulties to get on with people, because I am very shy. So I found difficult to get on with my groupmates. My group-mate Jasur is very talkative, cheerful, responsive, goal-oriented, sociable, easygoing and interesting person with a good sense of humor. He is also intelligent and educated person. He is first person who talked with me in this group.

I really liked him and now we are best friends.

Now I am trying to be able to work well both on my own initiative and as part of a team. I try to learn something new from every experience because I believe there is always room for self-improvement both personally and professionally. Although my faults with my group-mates, I worked hard on my study. So I made a progress in my English. Because my group is an English group. I used to study in a different way, but here I learned other methods that helped me a lot. I really enjoy coming here because there are so many boys, and they are really clever and active. Most of teachers are funny and nice.

#### 4. Answer the questions.

What kind of person is Sardor?
What was difficult for Sardor?
Have you ever been in situation like Sardor? What did you do?
Can you give advice to Sardor to learn to get on with people easily and how to improve his communication skills?

Students' own answers.

8- Appendix

#### **Homework:**

Write your four strongest personal skills and qualities and give examples of when you have used them i.e. justify your statements.

9- Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-8	<b>3- Appendix</b> 0-5	<b>4- Appendix</b> 0-16	5- Appendix 0-8	<b>6- Appendix</b> 0-7

31-24 mark – "good"

39-32 mark - "very good"

44-40 mark - "excellent"

11
Mavzu

## Personal profiles.

11.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	maliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	. Shaxsiy ma'lumotlarni tuldirish haqida ma'lumot.	
	2. Listening task: matnni eshitish va tushunib olish.	
	4. Writing task: gramatikada "using modifying	
	Adverbs".	
	5. Reading task: berilgan matnni o'qib tarjima qilish	
	va savollarga javob berish.	
O'quv mashg'ulotning maqsadi: Shahsiy	ma'lumotlarni to'ldirishning talablarini tahlil etish.	
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Rasm ko'rsatiladi va savollar beriladi</li> </ul>	; • Rasm ko'riladi va savollarga javob beriladi;	
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matn eshitib, tushib qolingan so'zlar	
	yoziladi;	
• "modify adverbs" ishlatilish	i • "modify adverbs" ishlatilishi yuzasidan	
tushuntiriladi;	mashqlar bajariladi;	
• Matn va matnga doir savolla	Matn o'qiladi va matnga doir savollarga	
beriladi;	javob beriladi;	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
_	birgalikda o'qiymiz	

O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter, proektor.	
O'quv faoliyatni tashkil etish shakllari	Jamoa yakka tartibda va guruhlarda ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi	
	asosida baholash.	

Technological map

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today?  Start: Aim: involving students into the lesson.  1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: preparing students to the listening task. While-listening. Aim: listening to specific information. 2-Appendix. Post-listening. Aim: practicing learned vocabulary.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Grammar rule: Aim: using mo defying adverbs. 3-Appendix.	Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: Preparing students to the reading task. While- reading Aim: reading for general information. Post – reading Aim: using the learned vocabulary. 4- Appendix.	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework 5- appendix.	Explain and	Oral speech,
Conclusion of the lesson (5minutes)	Marking 6-appendix.	Marking, Writing	Journal.

1- Appendix

#### **Starter:**

- Look at the screen shot. Answer the questions.a) What is it?
- a)
- Where can we see it? b)

2. What details do we need to fill in a

# Personal profile? Personal Profile Personal Profile Personal Profile Educational background Expires: Involvesome Profile Personal Profile Personal Profile Personal Profile Personal Profile Personal profile? Floating Profile Personal profile Personal profile Educational background Personal profile Personal profile Challenge Profile Personal profile

2-Appendix

#### Listen to Mansur and fill in this application form about him where possible.

What's This?

# Tell students to listen to Mansur and ask to fill in this application form about him where possible.

Tape script

My name is Mansur. I am 34 years old. I am a programmer and I am from Uzbekistan. My mobile phone number is easy to remember. It is + 998 98 946 28 61. I live in a big city Tashkent. It is a comfortable house at Chuponota Street in Uchtepa district. I am married and have two children. I work at a computer company in the city. The company is very famous and successful. My birthday is tomorrow on the 17<sup>th</sup> of February. I and my family are very happy. Answers:

middle ekovich Name first last male 0 female Current addres street ponota Street city region index/post codecountry/zbekistan Current phone: day evening e-mail smartboy@gmail.com fax +998 71 permanent addresses 28 61 Chack hara region index/post code country city if same as current permanent phone  $\pm$ 

#### **GRAMMAR TASK:**

2-Appendix

- -What is adverb?
- -What is an adjective?

PRISM PRISM

petepst

#### Possible answers:

An adjective modifies nouns and gives information about the quality of a noun. An adverb usually modifies nouns, adjectives and adverbs. Elicit the answers and establish that there are a number their text books. Then ask any volunteer student to draw the same graph from the grammar spot on the board. Tell other student to help him to remember the adverbs with positive and negative meaning. Of adverbs that add strong or weak meaning to adjectives. Tell students to look through the grammar spot again and ask them to close their text books. Then ask any volunteer student to draw the same graph from the grammar spot on the board. Tell other student to help him to remember the adverbs with positive and negative meaning.

We use adverbs to make the meaning of adjectives stronger or weaker.

Positive OK Negative

extremely very rather fairly slightly fairly rather very extremely incredibly pretty (inf.) quite a bit (inf.) quite pretty (inf.) incredibly

## 1. Change the underlined adverbs to make the first two sentences more positive and the last three sentences less negative.

#### Answers:

e.g.: 1. I thought they were very good. I thought they were incredibly good.

- 1. He's been getting **very** good marks in his exams.
- 2. Otabek said the flat was **rather** small.
- 3. They said it was **a bit** boring.
- 4. The clothes were <u>rather</u> expensive.

#### 2. Rewrite the sentences to include the modifying adverb in brackets.

#### Answers:

e.g.: 1. I'm pessimistic. (slightly) I'm slightly pessimistic.

- 2. My best friend is **really** confident (really)
- 3. I'm a student at a quite big school. (quite)
- 4. I find English **quite** difficult. (quite)
- 5. I'm sometimes **a bit** shy. (a bit)

4- Appendix

#### **READING TASK:**

## Have the writers .... Included all information? My Personal Profile By Ozodbek

My name is Ozodbek. I am from Tashkent. I am 17 years old. I am a second-year student at vocational college. I've got lots of hobbies and interests. I like playing chess and computer games with my friends.

I also do a lot of sports, I particularly enjoy swimming and football. I'm also interested in photography. I'm quite an ambitious person. I want to go to university and then get a job in web design. I think I'm quite hard-working, too. I have probably got a few faults. I think I am slightly impatient and maybe a little intolerant too.

#### My Personal Profile By Sabina

My name is Sabina. I'm 17 and I am a first-year student at university. I live with my parents and my brother Akmal. My hobbies are fashion and listening to music. I am not very keen on sport, but I sometimes play tennis.

I'm not a very shy person. I'm quite confident and I prefer talking to other confident people. I think I'm kind and very loval to my friends.

#### Answer the questions for each person.

- 1. How old are they?
- 2. Where do they study?
- 3. Which sports do they like? What other hobbies and interests do they have?
- 4. What personality adjectives do they use to describe themselves?

5-Appendix

**Homework:** Ask students to write a personal profile of 80-100 words for an Internet chat room. Tell students to organise their ideas into three sections.

Tell them to call their profile "My personal profile." Include:

\* an introduction with your name, hometown, age and brief information about your school (university or work place) and family;

\*information about hobbies, interests and sports;

\*a description of your personality.

6- Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-9	<b>3- Appendix</b> 0-4/0-4	<b>4- Appendix</b> 0-5

15-12 mark - "good"

19-16 mark - "very good"

22-20 mark - "excellent

12 Mavzu

# Unit 8. Review. Identifying your skills.

12.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	1. Readin	
	<ul><li>Writing</li><li>Listening</li></ul>	
	4. Speaking	
O'quv mashg'ulotning maqsadi: Guruh	ılarda ishlashni tashkil etish.	
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Matn beriladi va so'zlar beriladi;</li> </ul>	<ul> <li>Berilgan so'zlarga matndan sinonim topiladi;</li> </ul>	
• Gaplar beriladi;	• Berilgan gaplarni atnga asosan to'g'ri oyki	
-	noto'g'riligi topiladi;	
• Gaplar beriladi;	<ul> <li>Tagiga chizilgan so'zlarni sinonimi topiladi;</li> </ul>	
<ul> <li>Uzluksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>	
<ul> <li>So'zlar va old qushimchalar berilad</li> </ul>	i; •Old qushimchalarni to'g'ri quyib yuziladi;	
<ul> <li>Savollar beriladi;</li> </ul>	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>	
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>	
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.	
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Yozma ish, og'zaki nazorat, savol-javob, reyting	
	tizimi asosida baholash.	

Technological map

1 echnological map				
Stages of the	Content of the lesson	Methods of	Means of the	
lesson and time		the teaching	teaching	
	Greeting.	Monolog	Conversation	
I-stage	- Good morning dear students?	<u>Dialogue</u>	Resume of	
Org. moment	- Who is on duty today?	Resume of	Student	
(10minutes)	- What's date and day today?	<u>teacher</u>		
	- Who is absent today?			
II-stage While- activity (65minutes)	Explain to student task of the test Review Unit 8. The task consist of four stapes:  1. Reading	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
	<ul><li>2. Writing</li><li>3. Listening</li><li>4. Speaking</li></ul>	<u>teacher</u>		
	Reading: I. Find the synonyms of the given words. Use dictionary if you need. II. Tick if the following statements are True or False. Vocabulary: I. Here is a short list of transferable skills. Replace the synonyms of the underlined words. II. Find the 5 words. Grammar:	Monolog Dialogue Resume of teacher	Oral speech, book, cards.	

	Prefixes - which are common combinations. Some shown are not possible.  Writing: Write about your emotional intelligence. Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking: Evaluate your speaking skills according to the statements below in the 5 point	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	scale  Homework Repeat all grammar rules,		
Conclusion of the lesson	vocabulary.  Marking Your total score	Explain and Marking,	Oral speech, Journal.
(5minutes)		Writing	

Reading

What is emotional intelligence?

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

I. Find the synonyms of the given words. Use dictionary if you need.

1. relieve
2. conflict
3. empathize

4. emotional state

5. intelligence

Mark

<ul><li>II. Tick if the following statements are True or False.</li><li>1. Emotional intelligence is the skill which helps us to manage, use and understand our</li></ul>
1.Emotional intelligence is the skill which helps us to manage, use and understand our
emotions
2.It doesn't impact on your daily life
3. If you have high emotional intelligence you can recognize your own emotional state.
4. Emotional intelligence helps you to identify your emotional state
4. Emotional intelligence helps you to identify your emotional state  5. Achieving success depends on the high emotional intelligence
Mark /5

Vocabulary I. Here is a short list of transferable skills. Replace the synonyms of the underlined words.

1.Plan and <u>arrange</u> events and activities. 2.Assess and <u>evaluate</u> your own work.

3.Deal with obstacles and crises.

4. Manage your time.

5 .Keep records. Mark /5

#### II. Find the 5 words.

Analyzecustomerresearchdecisionorganize

Mark /5

Grammar I. Prefixes - which are common combinations. Some shown are not possible.

considerate / dispensable / mature. 1. in legal / literate / loyal / logical. 2. il 3.un do/equal /opposite/usual. rational/regular/perfect/ 4.ir comfort/lead/like/organize 5.dis

Mark 15

#### Writing.

Write about your emotional intelligence.

You should write:

- How you manage it?

- What helps you to keep it?

- Who helps you overcome challenges? Write five sentences.

Mark / 5

Listening

#### Evaluate your listening skills according to the statements below in the 5 point scale:

- **5.** I can listen to and easily understand everything related to identifying own skills .
- **4.** I can listen to and understand most things.
- **3.** I can listen to and understand some things
- **2.** I can understand a few things.
- 1. I cannot understand anything. Mark /5

# Speaking Evaluate your speaking skills according to the statements below in the 5 point scale:

- **5.** I can confidently speak about everything related to portfolio.
- **4**. I can confidently speak about most things.
- 3. I can confidently speak about some things2. I can confidently speak about a few things
- 1. I cannot confidently speak about anything.

Mark

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved

#### **Progress Portfolio**

- A) Tick the things you can do in English
- I can talk about my study skills. o
- I can talk about things I'm expected to do o
- I can describe the process of organizing things. o
- I can make my own solutions to avoid anxiety and stress.
- B) What do you need to study again

13 Mavzu

# Unit 9. Report and case studies. Identifying and selecting relevant information.

13.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Yangi mavzuga doir yangi so'zlarni izohini		
	(difinishin) tozish.		
	2. Listening task: matnni eshitish va tushunush.		
	3. Writing task: gramatikada The Past Simple Tense.		
	4. Reading task: berilgan matnni o'qish va tarjima		
	qilish.		
	arx yozishda ma'lumotlar qanday tanlanishi va		
saralanishiga doir ko'rsatmalar berish.			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Savollar beriladi;	<ul> <li>Savollarga javoblar beriladi;</li> </ul>		
<ul> <li>Yangi mavzuga doir yangi so'zlar v</li> </ul>	√a • Yangi mavzuga doir yangi soʻzlarni va		
ularni izohlari(difinishini) yoziladi;	ularni izohi(difinishini) topiladi;		
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matn eshitib, muammolar aniqlanadi.</li> </ul>		
<ul> <li>Mustaqil bajarish uchun mash</li> </ul>	• Tushib qolingan so'zlar yoziladi;		
beriladi;			
• The Past Siple Tense tushuntiriladi;	• The Past Siple Tense ishlatilishi yuzasidan		
	mashqlar bajariladi;		
<ul> <li>Matn beriladi va matnga doir masł</li> </ul>	nq • Matn o'qilib, tarjima qilinadi va tagiga		
beriladi;	chizilgan so'zlarni sinonimi topiladi;		
O'qitish metodlari	Amaliy ish, ko'rsatish,aqliy hujum mashqi,		
	namoyish etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,		
	proektor.		
O'quv faoliyatni tashkil etish shakllari	Jamoa, yakka tartibda va guruhlarda ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

Technological map

Stages of the	Content of the lesson	Methods of	Means of the
lesson and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? Start: Aim: introducing selecting information. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: pre-teaching new vocabulary and prepare students for listening task. 2-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	While-listening. Aim: listening for gist. 3-Appendix. Post-listening. Aim: using introduced information in discussion. 4-Appendix. Grammar rule:	Monolog	Oral speech,
	Aim: introducing Past Simple, connecting it with selecting relevant information.  5-Appendix.	Dialogue Resume of teacher	book, cards.
	Reading task: Pre-reading Aim: focusing students' attention on the new topic. While- reading	Writing Translating Put the words	Book, copy-book, dictionary.
	Aim: reading for gist. 6- Appendix.  Post – reading Aim: practicing introduced materials.		
III-stage Conclusion of the lesson (5min.)	Homework 7- Appendix. Marking 8-Appendix.	Explain and Marking, Writing	Oral speech, Journal.

1-Appendix

### **Start:** Look quickly through the texts and choose one.

Discuss your choice with your partner.

How did you select it?

What things did you pay attention to while choosing?

What information was useful for you?

2.Match words 1-11 with their definition a-k.

2-Appendix

1 tired \	a) the detailed study of something to find new facts		
2 report	b) to choose someone or something from a group		
3 research	c) to find something by chance		
4 select	d) right for a certain purpose, person, or situation		
5 identify	e) important and connected to what is needed		
6 come across	f) needing to rest or sleep		
7 relevant	g) the place in which people or animal live		
8 influence	h)needed		
9 environment	i) written document that gives information about a definite topic, situation or event		
10 suitable	j) an effect that a person or thing has on someone's behave or on the way something happens		
11 necessary Answers: 1.f 2.i 3.a 4.b	k) to recognize something and understand exactly what it is 5.k 6.c 7.e 8.j 9.g 10.d 11.h		

3-Appendix

#### **LISTENING TASK:**

Listen to the conversation and say what problems Kamila and Dilshod had.

Answers: Kamilla's problem: *She has difficulty in choosing relevant information*.

Dilshod's problem: *He has difficulty in selecting a suitable resource for the project.* 

#### 4. Complete the sentences with the words from exercise 2. Pay attention that NOT all words from exercise 2 are needed.

Tape script

Identifying and selecting relevant information.

- Hi, Kamila.
- Hello. What's the matter with you? You look 1)tired.
- Oh, Dilshod, I didn't sleep last night.
- Oh, why? What happened?
- Our teacher gave us a project as homework. We had to write a 2) report about the influence of environment on different animals.
- I see. Very interesting topic. But what was the problem?

- I started to look for information on the internet. You know, I found so many different articles, 3) <u>researches</u> and texts about animals and it was so difficult to 4) <u>select</u> a suitable one. It took me the whole day and night to choose the right information.

- Poor you. I also had a problem with 5) identifying necessary information a few days ago.
- Really? What kind of problem?
- I also had to make a report, but my topic wasn't easy to find. I hardly 6) came across 4 or 5 articles on this topic

but only two of them were relevant to what I searched for.

I have an idea. Maybe we should go and ask our IT teacher how to select 7) relevant information on the web.

4-Appendix

6.Tell students to work in pairs and answer the following questions. Then discuss it with a whole

- Have you ever had any of their problems? Give examples.
- Imagine that your friends have the same problem. What would you advise them to do?

Students' own answers.

**7.**Put the students in groups of four and tell them to discuss the following questions . Give them 8 min.s for discussion.

- What information do you usually look for? 1.
- Do you need information for study, hobby or anything else? 2.
- 3. How often do you look for information?
- 4. How do you look for necessary information?
- 5. Do you have any strategies of searching information?
- Where do you usually try to find information you need? 6.
- 7. What kind of internet searching engines do you use?
- Why do you use exactly this searching? engine? 8.

5-Appendix

#### **GRAMMAR RULE:**

#### **USE:**

#### **Past Simple Tense**

- The simple past is used to talk about activities or situations that happened in the past and we know when it happened.
- e.g.: yesterday, two days ago, in 1999, last month
- Most simple past verbs are formed by adding -ed to a verb.
- e.g.: work-worked, help-helped...
- Some verbs have irregular past forms.

e.g.: see-saw, buy-bought...

- **1.** Look at exercise 2 and underline verbs in Past Simple.
- **2.** All statements give wrong information.

#### CORRECT THE SENTENCES.

e.g.: Thomas Edison invented the telephone. Thomas Edison didn't invent telephone. Alexander Graham Bell invented the telephone.

- Bill Gates produced the world's first petroldriven car.
- Alexander Fleming built the first vacuum
- Ian Wilmat discovered penicillin in 1828. 3.
- In 1981 James M. Spangler created Microsoft-
- 5. Kari Benz developed the idea of cloning in 1997.

**Answers:** gave, had to, started, found, was, took, had.

#### **READING TASK:**

1.In small groups discuss how and where you can find a job. What should you do to find it?



 ${f E}$ ditor needed to direct the publication of new software magazine. At least two years editorial experience needed. Hours: 8:00 to 5:30 PM. Some overtime required. Send your resume to: P.O. Box 213, Fairview, IN. 46243.

#### 🔵 Bank Manager 🔘

lown Bank is looking for a bank manager to head its downtown branch. Seeking individual with 5+ years experience. Working Hours: 8:30 AM to 6:00 PM. Excellent benefits, including attractive retirement plan. Contact <newbank@gol.com> for more information.

#### ESL Instructors Needed

Language Academy is hiring qualified candidates for its new intensive program. PT/FT positions available. MA in teaching English as a second language required, plus some foreign language ability. No more than 25 teaching hours per week. AM/PM shifts. Teachers with background in computer literacy preferred. Fax resume: 567-1243.

#### 2. Read the text.

#### Informal Job Search Networking

Try job search networking, it really does work. At least 60% of all jobs are found by networking. Develop contacts friends, family, neighbors, college graduates, people in associations - anyone who might help to get information and job leads. You can take a direct approach and ask for job leads or try a less formal approach and ask for information and advice. Contact everyone you know. You may be surprised by the people they know. Make yourself pick up the phone and call. You will have to make a lot of phone calls each day. The more phone calls you make the easier it will become.

Email is a perfectly acceptable way to network as well. Keep your message short and to the point and be sure to check your spelling, grammar, and punctuation.

If you are attending a holiday gathering or any other type of party, it is appropriate to mention in casual conversation that you are looking for a job. Accept all the invitations you receive - you never know where or when you might meet someone who can help you!

#### 3. Find synonyms to the words in bold among underlined words from the text.

- She hurries to **hold** the baby as soon as it starts to cry.
- I will **tell** her about it when I see her tomorrow.
- They offered her a job and she said "Yes".
- accept As a writer she has a completely new **attitude** to the classic horror story. <u>approach</u>
- e. I am trying to **improve** my English.

<u>develop</u>

pick up

mention

Is it **OK** if I wait for you here?

acceptable

**HOMEWORK:** Tell your students at home to find job adverts from any source (for example, from newspapers, the Internet, magazines, etc.) and bring them to class.

8-Appendix

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-10	<b>3- Appendix</b> 0-10	<b>5- Appendix</b> 0-5	<b>6- Appendix</b> 0-6

22-17 mark – "good"

28-23 mark - "very good"

31-29 mark - "excellent"

14 Mavzu

# Reporting and notes.

14.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Berilgan asarlarni sharqlash.		
	2. Yangi mavzuga doir yangi so'zlarni izohini		
	(difinishin) topish.		
	3. Listening task: matnni eshitish va uni tushunush.		
	4. Writing task: gramatikada "reported questions".		
	5. Reading task: berilgan sovollarga javob berish.		
	lashga e'tibor qaratilishi kerak bo'lgan jihatlarni ifoda		
etish.			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
	va • Rasmlar koʻriladi va savollarga javob		
savollar beriladi;	beriladi;		
Yangi mavzuga doir yangi so'zl			
beriladi;	izohi(difinishini) topiladi;		
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matnni eshitiladi va tushiniladi;</li> </ul>		
• "direct question" va "repo	1 1 1		
question"ni qoidalari tushuntiriladi;	yuzasidan mashqlar bajariladi;		
• Savollar beriladi;	<ul> <li>Savollarga javob beriladi;</li> </ul>		
<ul> <li>Qisqartma so'zlar beriladi;</li> </ul>	<ul> <li>Qisqartma so'zlarni ma'nolari topiladi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum mashqi,		
	namoyish etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,		
proektor.			
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

14.2. Technological map

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start: Aim: raising students' interest. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. 2-Appendix. While-listening. Aim: listening for specific	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	information. 3-Appendix. <b>Post-listening. Aim</b> : practicing learned vocabulary.		
	Grammar rule:	Dialogue	Oral speech,
	<b>Aim</b> : introducing reported questions. 4-Appendix.	Resume of	book, cards.
		<u>teacher</u>	
	Reading task: Pre-reading	Writing	Book,
	<b>Aim</b> : focusing students' attention on	Translating	copy-book,
	the new topic. 5-Appendix. While- reading	Put the words	dictionary.
	<b>Aim:</b> preparing for the new topic.		
	6- Appendix.		
	Post – reading Aim: using the learned vocabulary in writing.		
III-stage	Homework 7- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 8-Appendix.	Marking,	Journal.
lesson (5minutes)		<u>Writing</u>	

1-Appendix

## **Starter:** Look at the pictures. What can you see?

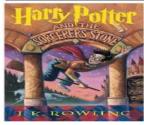












Discuss with your partner.
Can you think of any books that have become films? Give examples.
What are the good things about books/films? Give examples. a) b)

2-Appendix

#### Complete the table. Use dictionary if necessary.

word	Definition	a sentence with it
seldom	not often	He seldom watches TV
adoption	version	The film adoption of this book is not popular.
definitely	for sure	He is always late for lessons. Today he will definitely be late as usual.
Character	<u>hero</u>	I liked the <b>characters</b> of this book.
Successful	<u>lucky</u>	She was successful to pass her examination.
get shocked	get quite surprised	They <b>got shocked</b> from the news.
Imagine	fancy	While reading the book, I <b>imagined,</b> myself a hero of the book.

#### **LISTENING TASK:**

#### Listen to a woman being interviewed for a magazine survey on reading, watching films and film adoptions of books. Listen and complete the

#### True or False? Listen again if necessary.

1.	He asked her how often she bought books.	<u>False</u>
2.	He wanted to know how often she read historical fiction.	<u>False</u>
3.	He asked her what she was reading at that moment.	<u>True</u>
4.	The man asked the women how often she went to the cinema.	<u>True</u>
5.	He asked her if she had seen <i>The Lords of the Rings</i> films.	<u>False</u>
6.	He asked her whether she preferred reading books or watching TV.	True

7.

#### 4-Appendix

#### **GRAMMAR RULE:**

#### USE:

#### REPORTED QUESTIONS.

We don't use the auxiliary verb do in reported

- questions. "Do you like this newspaper?" He asked me if I liked that newspaper.
- There is no change in place of subject and verb in reported questions.
- "Where is he?" They ask me where he is.
- Reported questions are not real questions so they do not need question marks.
- When there is no question word (what, who, how, why, etc.) we use if or whether. "Will you go to the party?" - They asked me if I would go to the party.

1.Look at these questions and statements. Which are direct questions (DQ) and which are reported questions (RQ)?

- He asked what she was reading at the moment. (RQ)
- He wanted to know if she had seen *The Lord of the* Rings films. (DQ)
- How often do you go to the cinema? (**DQ**)
- Have you seen The Lord of the Rings films? (DQ) 4.
- 5. He asked her how often she went to the cinema.

(RQ)

- What are you reading at the moment? (**RQ**) 6.
- Do you prefer reading books or watching TV? (DQ)
- He asked her whether she preferred reading books or watching TV. (DQ)

#### 2. Put the words in a right order.

#### **Answers:**

- He asked if I liked reading. 1.
- 2. She wanted to know whether we went to the cinema the day before.
- Mother wondered if he was watching TV at that 3. moment
- 4. She asks whether I like adoptions of books and films.
- I wonder if you would go to the theatre with me.
- 6. He asked whether you finished reading that book.

#### 4. Complete the sentences with a question word or if/whether.

- 1. They asked the novelist who her favorite writer was.
- 2.Ikrom asked Bobur what he wanted to do.
- 3.Zukhra wanted to know if/whether I had come by bus or by car.
- 4.Zilola asked me <u>if/whether I</u> wanted a coffee and I said yes.
- 5. They asked me <u>if/whether I</u> had brothers or sisters and I said no.
- 6.My teacher asked me if/whether I hadn't been at school the day before.
- 7.Karen's mother asked her <u>if/whether</u> she had had a good time.

5-Appendix

#### **READING TASK:**

#### 1. Work in groups and discuss these questions.

- Why do we write notes and messages? When and where do we write? 1.
- Do you often write them? Why/Why not? 2.
- Tell about the last message you wrote. 3

# 2. Read these three notes and messages. Write one sentence to explain the situation in each.

- 1. Tell students to read these three notes and messages and write one sentence to explain the situation in each.
  - a. Mum,

My friend, Javohir, fell and hurt his knee playing basketball at school. The sports teacher took him to the St. Central Hospital. I've gone to see him. Can you come and meet me there after work? Saida. PS. Bring him some magazines - "Basketball Giants" or something. Javohir' really bored!

b. I wanted to ask you if I could borrow your laptop but you weren't here. I need it to write a

**b.** I wanted to ask you if I could borrow your laptop but you weren't here. I need it to write a project at school. I've taken it to school but I promise I'll look after it. You don't mind, do you? After all, what brothers are for! I'll bring it back ASAP Dilafruz.

**c.** Rayhon,

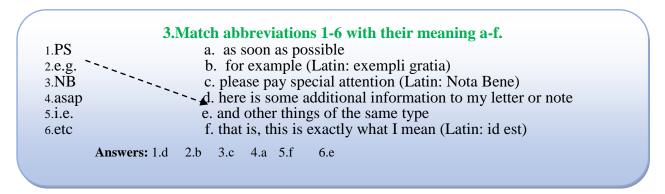
Get well soon!

I was really sorry to hear that you are ill. I only found out yesterday when Maftuna told me. I know you don't want any visits at the moment, so I'm sending this note and some chocolate. I hope you can eat it. Don't worry about maths, physics, French, etc. I've taken notes for you and I'll give them to you when I see you.

Get well soon!

Aziz.

Students' own answers.



7-Appendix

**Homework:** You've just gone to visit your friend at his home because he hasn't been at college for two days. He's just gone out to the chemist's. You don't have your mobile phone with you so you leave him a message. Include this information:

- Find out how he is.
- Find out what he has done in the last two days.
- Tell him what you've done at college.

Tell him some news about one or two of your friends.

8-Appendix

#### Your total score.....

Groups	2- Appendix	3- Appendix	4- Appendix	6- Appendix
	0-6(6)	0-5	0-8/0-6/0-7	0-5

26-20 mark - "good"

33-27 mark - "very good"

37-34 mark - "excellent"

## Case study.

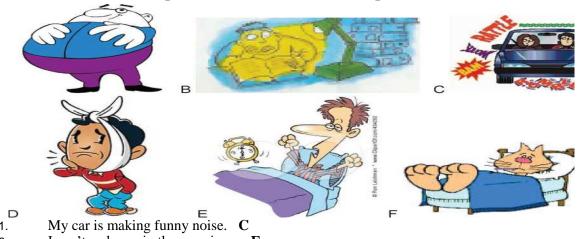
15.1. Oquv mashg'ulotining talim texnologiyasi modeli

	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Muammoli vaziyatni aniqlash.		
	2. Listening task: matnni eshitish va uni tushunish.		
	4. Writing task: gramatikada "I wish" so'zlarini		
	ishlatilishini o'rganish.		
	5. Reading task: berilgan matnni o'qish va tarjima		
	qilish.		
O'quv mashg'ulotning maqsadi: Muan	nmolarning yuzaga kelishi va ularning yechimlarini		
to'gri tanlash haqida guruhlarda munozar	a tashkil etish .		
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Rasmlar ko'rsatiladi va muammola	• Rasmlar koʻriladi va muammolarga mos		
beriladi;	keladigani topiladi;		
<ul> <li>Yangi mavzuga doir yangi so</li> </ul>			
birikmasi va ularni izohlari(difinishin	i) ularni izohi(difinishini) topiladi;		
yoziladi;			
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matn eshitib, matndagi shaxslarni		
	muammolari topiladi;		
• "I wish" so'zini qoidasi va qaero	erda • "I wish" so'zini ishlatilishi yuzasidan		
ishlatilishi tushuntiriladi;	mashqlar bajariladi;		
<ul> <li>Muammoli vaziyatli matn beriladi;</li> </ul>	<ul> <li>Matn o'qib tarjima qilinadi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum mashqi,		
	namoyish etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,		
	proektor.		
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting. Good morning dear students? Who is on duty today? What's date and day today? Who is absent today? All are present? Start: Aim: raising students' interest. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. 2-Appendix. While-listening. Aim: listening for general idea.	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	3-Appendix.  Post-listening. Aim: practicing learned vocabulary.  Grammar rule: Aim: teaching unreal conditionals. 4-Appendix.  Reading task: Pre-reading Aim: raising students' interest. 5- Appendix. While- reading Aim: reading for general information. 6- Appendix. Post – reading Aim: practicing learned vocabulary.	Dialogue Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
III-stage	Homework 7- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 8-Appendix.	Marking,	Journal.
lesson (5minutes)		Writing	1 4

### **Starter:** Look at the pictures. Match them with the problems.



1.

I can't wake up in the morning. 2.

I've got exams next week. 3. В 4. My cat is ill.  $\mathbf{F}$ 

I've had a terrible toothache for weeks. 5.

I'm overweight. 6.

2-Appendix

Match phrases 1-6 with their definitions a-f.

whaten pinases 1-0 with their definitions a-1:			
I. pick on	a. change from being a child to being an adult		
2. treat	b. have a good relationship with someone		
3. grow up	c. often and unfairly criticise or be unkind to someone		
4. peer pressure	d. do something, especially something that you should not do		
5. get on with	e. deal with		
6. get up to	f. when people of the same age make you do something		

Answers: 1.c

#### **LISTNING TASK:**

- 1. Listen to the three teenagers talking about their problems. Tell what problems they have. Answers:
- 1. Dilshod *He argues with his parents*.
- 2. Mirzohid Peer pressure.
- 3. Dilnoza She does not have problems.

#### Tape script

**Dilshod:** The reason why I argue with my parents is that they always think they know what's best for me, and never listen to my point of view. We argue about things like what time must come home in the evenings, how much homework I should do, what clothes I wear, even my hairstyle. I wish I could do what I want! I think they don't want me to grow up, so that's why they still treat me like a child.

Mirzohid: I think the biggest problem most teenagers have is peer pressure. There are people at school who will pick on you if you dress or behave differently from them. Some of them will even laugh at you if you don't like the music they like. If teenagers didn't press on each other it would more easy to live.

Dilnoza: Most of my friends complain about their parents, but I get on fine with mine. They do make some rules, for example about where I can and can't go on Friday and Saturday evenings, but at least we can discuss things - they have the final say, but they always listen to my opinion first. They give some independence. Maybe if I weren't the youngest in the family they wouldn't. My brothers and sisters say Mum and Dad were stricter with them when they were my age!

#### True, False or Don't know?

Answers:

Dilshod gets on well with his parents. 1.

Mirzohid doesn't often have arguments with his parents. 2.

Dilnoza's parents have some rules about what clothes she can wear. 3. 4.

Mirzohid thinks that some teenagers do something because of peer pressure. Dilshod thinks his parents should give him more independence. 5.

Dilnoza's parents let her do anything she wants to do.

False

Don't know Don't know

True True True

4-Appendix

#### **GRAMMAR RULE:**

#### Use:

#### I wish

I wish is one of the ways to talk about unreal situations. After I wish the tense backshifts (Present changes to past,

FACT	WISH
I can't do what I want.	I wish I <i>could</i> do what I wanted.
I have a problem	I wish I <i>didn't have</i> a problem

#### **Unreal Conditionals**

#### In unreal conditionals after if the tense also backshifts.

I'm the youngest - If I weren't the youngest In the second clause of the sentence we use would. If I weren't the youngest in the family they wouldn't give me any independence.

#### 1. Complete the wishes in the second sentence

#### Answer:

1. My friends are on vacation, but I'm not.

I wish *I were on vacation* with my friends.

2. I want to buy a new car, but I don't have enough money.

I wish I had enough money to buy a new car.

3.I can't go out tonight because I have to do my homework.

I wish *I had to* do my homework.

4. I want to go on vacation, but I have to go to college.

I wish *had to* go to school.

5. I can't remember the answer.

I wish I could remember the answer.

Complete the sentences with the correct second conditional form of the verbs in parentheses. 2.

#### Answers

- I <u>would buy</u> a big yacht if I <u>won</u> a lot of money. If I <u>had</u> a big yacht, I <u>would sail</u> round the world. 2.
- 3. I would visit my friend in Australia if I had enough money.
- 4. If I would visit my friend in Australia, I went to the Great Barrier Reef.
- 5. If I would travel to the Great Barrier Reef, I saw lots of fish.

#### **READING TASK:**

**1.** Match the words with their definitions.

Answers:

you are interested in something- pay attention a lot of money-fortune a person that lives near you —neighbour a place where you things in a shop-cash desk make something useless-spoil

6-Appendix

#### 2. Read the texts.

#### **Problem situations**

- 1. I wasin the supermarket yesterday and I saw a boy who was taking things from the shelves and putting it into his straight into his bag. But I didn't pay much attention to it and continued doing my shopping. When I came up to the cash desk to pay the boy was standing in front of me. I watched him pay only for one bar of chocolate and go out of the supermarket.
- 2. Myfriend put me in a really difficult situation. She wanted to buy a dress for a party and asked me if I liked it. I thought she wouldn't buy it if she didn't like. But she did. And she paid a fortune for it. When she put it on for the party I understood "No, orange isn't her colour". But it was too late. People started to laugh at her.
- 3. One day my friend went to the country and asked me to look after his dog. Iknew that he had nobody else to ask about it and I agreed. But in some days that dog spoiled my mother's shoes and said to take it away. I didn't know what to do. Finally, I gave to my neighbour and decided not to tell my friend about it. But when my friend came back he found out that his dog was at my neighbour's and got angry with me.

#### 3.True or False?

- 1. Yesterday I saw a boy at the cinema. (text 1) F
- 2. He paid for a bar of chocolate. (text 1)
- 3. The dress wasn't expensive. (text 2)
- 4. People liked her dress. (text 2) F
- 5. My friend asked to look after his cat. (text 3) F
- 6. It spoiled my father's coat. (text 3)

7-Appendix

**Homework:** Ask students to think about a problem situation in their small groups. They should discuss about solutions to the problem. If the time allows you may wish to ask students to roleplay their situation.

What kind problem is it? Have you had this problem before? What did you do? What would you advise?

8-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-6	<b>3- Appendix</b> 0-6/0-6	<b>4- Appendix</b> 0-5/0-10	<b>5- Appendix</b> 0-5	<b>6- Appendix</b> 0-6

31-25 mark - "good"

38-32 mark - "very good"

44-39 mark – "excellent"

## Unit 9. Review. Report and case studies.

16.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	<ol> <li>Reading</li> <li>Writing</li> <li>Listening</li> <li>Speaking</li> </ol>	
	vchilarning o'z o'zini baholashga qaratilgan nazorat	
turini joriy qilish bo'yicha munozara, bal		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
Matn beriladi va matnga doir gapla		
beriladi.	topiladi;	
<ul> <li>Uzliksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>	
<ul> <li>Suroq gaplar beriladi;</li> </ul>	<ul> <li>Tagiga chizilgan so'zlarni sinonimi topiladi;</li> </ul>	
<ul> <li>Gaplar va so'zlar beriladi;</li> </ul>	<ul> <li>Gaplarga to'g'ri keladigan so'zlar qo'yiladi;</li> </ul>	
Gramatikaga doir so'zlar berilladi;	di; • Gramatik qoidaga asosan gaplar to'g' yoziladi;	
• Savollar beriladi;	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>	
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>	
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.	
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Yozma ish, ogʻzaki nazorat, savol-javob, reyting tizimi asosida baholash.	

10.2. Technological map			
Stages of the lesson and time	Content of the lesson	Methods of	Means of the teaching
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting.  - Good morning dear students?  - Who is on duty today?  - What's date and day today?  - Who is absent today?  - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Explain to student task of the test Review Unit 9. The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Reading:  I. Decide which of these sentences are True, False or Not Given.  II. Find the 5 words.  Vocabulary:  I. Read the questions and find synonyms of underlined words.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.

	II. There given principles of recording information. Find the missing words from the box below.  Grammar: Finish the sentences using reported speech. Always change the tense, although it is sometimes not necessary.  Writing: Writing: Write a short report about your study. Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking:	Writing Translating Put the words	Book, copy-book, dictionary.
	Evaluate your speaking skills according to the statements below in the 5 point scale		
III-stage	Homework Repeat all grammar	Explain and	Oral speech,
Conclusion of the	rules, vocabulary.	Marking,	Journal.
lesson (5minutes)	Marking Your total score	<u>Writing</u>	

#### Reading

Recording information.

It has become so much a part of your professional life. You love it or hate it. The session is over but you still have to write it up. The programmer is finished but it needs to be evaluated. A particular young person has very sensitive issues that have to be carefully recorded. Professional reflective practice requires us to record our work. But also, in order to meet the growing demands to evidence the impact and the value of youth work, recording information has become a necessary and key activity.

#### I. Decide which of these sentences are True, False or Not Given.

- 1. Professional reflective practice is always useful......
- 2. Recording information needs to follow some rules......
- 3. It serves to develop professional career of the youth. .........
- 4. Recording information has become a key activity ......
- 5. Reflective practice requires to record your own work......

#### Mark/5

#### II. Find the five words

reflectivesensitivedemandactivityevidence

Mark / 5

#### Vocabulary

#### I. Read the questions and find synonyms of underlined words.

- 1. How broad or narrow *a focus* do I need?
- 2. What *level* of information do I need?
- 3. How  $\overline{current}$  does the information need to be?
- 4. Do you need *special* information?
- 5. Do you <u>need</u> primary, secondary, or tertiary material?

Mark / 5

#### II. There given principles of recording information. Find the missing words from the box below.

specific, use, deal, secure, relevant

- 1.Get and ..... with information fairly.
- 2. Keep it only for ....., clear and lawful purposes.
- 3. .... and disclose it only in ways fitting with these purposes.
- 4. Keep it safe and ..... .
- 5. Make sure that it is ...., adequate and not too much.

Mark/5

#### Grammar.

- I. Finish the sentences using reported speech. Always change the tense, although it is sometimes not necessary.

- 4. Maruf: "Can I help you?" Maruf wanted to know......
- 5. Jalol: What are you doing? Jalol asked me ......

Mark/5

#### Writing.

Write a short report about your study.

You should include:

- How you learn things?
- What helps you to learn things?
- Who helps you?

Write five sentences.

Mark / 5

#### Listening.

#### Evaluate your listening skills according to the statements below in the 5 point scale:

- 5.I can listen to and easily understand everything related to reports and case studies.
- 4.I can listen to and understand most things.
- 3.I an listen to and understand some things
- 2.I can understand a few things.
- 1.I cannot understand anything.

Mark / 5

#### **Speaking**

Evaluate your speaking skills according to the statements below in the 5 point scale:

- 5.I can confidently speak about everything related to reports and case studies
- 4. I can confidently speak about most things.
- 3.I can confidently speak about some things
- 2.I can confidently speak about a few things
- 1.I cannot confidently speak about anything.

Mark / 5

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved

#### **Progress Portfolio**

- Tick the things you can do in English A)
- o I can write report.
- I can talk about recording information. o
- I can describe the process of recording information. o
- I can record and keep information.
- B) What do you need to study again.

# Unit 10. Skills for success. Emphases on action.

17.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Faoliyat haqida o'z fikrini bildirishi.		
	2. Yangi mavzuga doir yangi so'zlarni antonimi.		
	3. Listening task: matnni eshitish va uni tushunish.		
	4. Writing task: gramatikada "many / much".		
	5. Reading task: berilgan matnni o'qish va		
	savollarga javob berish.		
	an va jismonan yetuklikni ta'minlovchi aqliy va		
jismoniy mashqlarning afzalliklari haqid			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Rasmlar ko'rsatiladi va savoll	ar Rasmlar koʻriladi va savollarga javob		
beriladi;	beriladi;		
<ul> <li>Yangi mavzuga doir yangi so'zl</li> </ul>	ar Yangi mavzuga doir yangi soʻzlarga		
beriladi;	antonym topiladi;		
<ul> <li>Audiodan mant quyiladi;</li> </ul>	<ul> <li>Matnni eshitib, kim qaysi tugarakga</li> </ul>		
	qatnashishi aniqlanadi;		
• Savollar beriladi;	<ul> <li>Savolllarga javob beriladi;</li> </ul>		
• "many / much" so'zlarini qoidalari v			
qaysi qaerda ishlatilishi tushuntiriladi;	yuzasidan mashqlar bajariladi;		
<ul><li>Matn beriladi;</li></ul>	<ul> <li>Matn o'qib tarjima qilinadi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum mashqi,		
	namoyish etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, slayd, kompyuter, proektor.		
O'quv faoliyatni tashkil etish shakllari			
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

17.2. Technological map				
Stages of the lesson	Content of the lesson	Methods of	Means of the	
and time		the teaching	teaching	
I-stage Org. moment (10minutes)	Greeting.  - Good morning dear students?  - Who is on duty today?  - What's date and day today?  - Who is absent today?  - All are present?  Start:  Aim: focusing students' attention on the topic.  1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: introducing new words. 2-Appendix. While-listening. Aim: listening for general idea.	Monolog Dialogue Resume of teacher	Conversation Resume of Student	

	3-Appendix.		
	Post-listening.		
	<b>Aim</b> : practicing the learned		
	vocabulary in conversation.		
	Grammar rule:	Monolog	Oral speech,
	Aim: reinforcing students'	<u>Dialogue</u>	book, cards.
	knowledge about countable and	Resume of	
	uncountable nouns. 4-Appendix.	<u>teacher</u>	
	Reading task: Pre-reading	Writing	Book,
	<b>Aim</b> : focusing students' attention on	Translating	copy-book,
	the new topic. While- reading	Put the words	dictionary.
	<b>Aim:</b> practising scanning.		
	5- Appendix.		
	Post – reading		
	Aim: practicing learned vocabulary		
	in writing.		
III-stage	Homework 6- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 7-Appendix.	Marking,	Journal.
lesson (5minutes)		Writing	

#### **Starter:**

Work in pairs. Pictures are showing different extra-curriculum activities. Can you name the activities?













2-Appendix

#### Write antonyms to the following words.

#### Answers:

SWCIS.		
Active	passive	
ınteresting	boring	
Useful	Useless.	
improving communication skill		
showing ability		
friendly atmosphere	Unfriendly atmosphere	
Confidence		
win competition	Lose competition	
health	Illness	
being leader		
L	· ·	

#### LISTENING TASK:

Listen to four people talking. What clubs or societies would they like to join.

Name	Active
Iroda	Speaker 1: Hi. I am Iroda. I study at collage and I fell bored after classes. My friends advised me to go to some clubs. But I have one problem I do not know about my hobby. I am interested in many things so I can not choose. My passion is eating deserts. I think I need to study who to prepare them. I also want improve communicative skill, so I think I will go. Answer:cooking club.
Rustam	RustamSpeaker 2: I am very happy. Because I have extra class and it is very interesting. I have many friends. We are always help each other if we have problems in our exercises. Sometimes we have competitions. Even I won some of them, because I tried to do my best. It is very useful for my brain. <b>Answer:math class.</b>
Akbar	Akbar Speaker 3: I love dancing. I can not show my ability at home or at school. But there I fell myself very confident. We performed several times in the local scene. And I was not shy because my friends support me. <b>Answer:reading club.</b>
Munisa	MunisaSpeaker:4 I spend much of my time for writing poems. I go to club where I have many friends. I like my club but I am not satisfied with it. I am thinking to change my teacher. She is sometimes very strict I am not able to show my ability. <b>Answer:</b>

#### 4-Appendix

#### **GRAMMAR RULES:**

#### **USE:**

#### Much/Many

#### Much

We use much before uncountable nouns usually in negative sentences.

I do not use much sugar in my biscuits.

#### Many

We use many before countable nouns and mostly in negative sentences.

I do not have many friends in my new collage.

A lot of is used before countable and uncountable nouns in positive sentences.

I have a lot of information for you.

There a lot of books in our library.

1. Complete the sentences with *much*, *many* and a lot of.

#### Answers:

- I have not got much news about new comer.
- A lot of/many people in our country prefer to live in the city.
- Do you have *much* luggage? 3.
- 4. <u>A lot of/many</u> people do not eat meat in India, and they feel themselves very healthy.
- You need to do a lot of/many things to 5. win this competition.
- If do not have *much* confidence it can be difficult to tell them truth.
- 7. Students in our club did <u>much</u> to build friendly atmosphere.

#### 2. Choose the correct answer.

- I have **many**/much opportunities to make many/much friends.
- How many/ much students go to extra classes.
- How much/many time do you spend for 3 dancing?
- I cannot afford to go to extra classes, because I haven't got a lot of/much money.
- You do not need much/many things to show your ability.

3.Create questions with how many and how much.

#### **Answers:**

- A: *How much money* does Akbar make.
- B: A lot. (Akbar makes a lot of money.)
- A: How many players are there on a football 2. team?
- B: Eleven. (There are eleven players on a football team.)
- A: How much homework do you have to do tonight?
- B: Just a little. (I have just little homework to do tonight.)
- A: *How many apples* are there in the basket?

#### **READING TASK:**

#### Read Anna's story.

Most of our outside activities begin as things we do or join as a family. Five of the seven of us play violin, so we go to lessons as a family, and work on our collage work when it is not our turn to be working with the teacher. Music (violin, piano, and now trumpet) is more like another collage subject than an "outside activity", and I can't imagine my week without it. Gymnastics started in the same way - the local gym offered classes in the afternoon for homeschoolers, and all of us went to the gym together.

I'm not a gymnast, but I enjoyed the company of other students, and the opportunity to work on my strength and balance.

My younger sister is the only one who has continued these classes. She's less social than I am, and likes to see how far she can push herself in gymnastics. I like team sports better.

#### True or False?

e.g.: Four of seven people play violin. *False* 

- 1. Music is more popular activity among students. *True*
- 2. She enjoys her gym class. *True*
- 3. Her sister stopped going in for 2 months ago.

#### False

4. She likes drawing. *False* 

#### 6-Appendix

Homework:	Make a list of activities that you do after your classes.

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-9	<b>3- Appendix</b> 0-6/0-6	<b>4- Appendix</b> 0-6/0-5/0-3	5- Appendix 0-4

27-21 mark – "good"

34-28 mark - "very good"

39-35 mark - "excellent"

## Problem solving.

18.1. Oquv mashg'ulotining talim texnologiyasi modeli

10.1. Oquv masng	ulotining tahin texhologiyasi moden
O'quv soati: 2 soat	O'quvchilar soni: 15
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.
O'quv mashg'uloti rejasi	1. Muammolarni hal etish.
	2. Yangi mavzuga doir yangi so'zlar.
	3. Listening task: matnni eshitish va tushunish.
	4. Writing task: gramatikada "Possessive noun".
	5. Reading task: berilgan matnni o'qish va tarjima
	qilish.
O'quv mashg'ulotning maqsadi: Muan	mmolar qanday bartaraf etiladi ? Suhbat- munozara
tashkil etish.	
Pedagogik vazifalar	O'quv faoliyati natijalari.
<ul> <li>Rasmlar ko'rsatiladi;</li> </ul>	• Rasmlarga qarab undagi muammolar
	aytiladi;
<ul> <li>Yangi mavzuga doir yangi so'zlar</li> </ul>	va Nuqtalar o'rniga mos so'zlar qo'yiladi;
ularga mos gaplar beriladi;	
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matnni eshitib, tushinib, gaplarni to'g'ri
	yoki noto'g'riligi topiladi;
• "Possessive noun" qoida	asi • "Possessive noun" ishlatilishi yuzasidan
tushuntiriladi;	mashqlar bajariladi;
<ul> <li>Matn beriladi;</li> </ul>	• Matn o'qilib, tarjima qilinadi va undagi
	muammolar aniqlanadi;
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum mashqi, "T"
_	jadvali tuldirish, namoyish etish, birgalikda
	o'qiymiz
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,
	proektor.
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.
O'qitish shart-sharoiti	Maxsus auditoriya.
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob , reyting tizimi
_	asosida haholash

asosida baholash.

18.2. Technological map

18.2. Technological map			
Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start:	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	<b>Aim</b> : focusing students' attention on the topic. 1, 2 -Appendix.		
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: pre-teaching new vocabulary and prepare students for listening task.	Monolog Dialogue Resume of	Conversation Resume of Student

	While-listening. Aim: listening for gist; for specific information . 3-Appendix.  Post-listening. Aim: using introduced information in discussion.	<u>teacher</u>	
	<b>Grammar rule: Aim:</b> To teach the usage of possessive case; the differences between apostrophe s ('s) and of structure.  4-Appendix.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: preparing students for the new topic, raising students' critical thinking skills. While-reading	Writing Translating Put the words	Book, copy-book, dictionary.
	Aim: improving students' teamwork skills using problem solving situations.  5- Appendix.		
	Post – reading Aim: raising students' critical thinking skills.		
III-stage Conclusion of the lesson (5minutes)	Homework 6- Appendix. Marking 7-Appendix.	Explain and Marking, Writing	Oral speech, Journal.

#### **Starter:**

Work in groups.

Look at the pictures and guess problems. Then try to find solutions for them.



**Answers:** A - transportation problem B - number of people are increasing. C - pollution D - water pollution E- smoke F-traffic jam G - we are losing green areas.

2-Appendix

## Complete the sentences with the given words in the box and match them with pictures.

#### **Answers:**

- 1. There is too much *smoke*.
- 2. The rivers are very *polluted*.
- 3. The roads are always *jammed*.
- 4. The buses are always *crowded*.
- 5. We *throw* a lot of rubbish.

- There is a lot of *rubbish* coming out from the factories 6.
- 7. Fume that cars exhaust spoil the air.
- 8. We should protect *the environment* where we live
- 9. We need green area.
- 10. **The earth** is polluting
- 11. We need to *recycle* waste.
- Turn off the tap when you are brushing your teeth to *save* the water. 12.

#### **LISTENING TASK:**

#### Listen to the tape and decide whether the statement is true or false.

Tape script

How much rubbish do you and your family throw dustbin away every week? When do you throw something into your dustbin, do you know where it goes next?

Rubbish from your home is put into large holes in the ground called landfill sites. After many years, earth and grass cover the hole, but we can't use the land to grow food, and we cannot build on it, because it is not safe. Sometimes pollution from the rubbish escapes into the air or into rivers and streams. Clean air, land, water-these are necessary for life, and we are destroying them. People's need is increasing and we are producing a lot of rubbish. Possibilities of some countries are big, so they produce much unnecessary things. Unfortunately, we are only recycling about 10 per cent of our rubbish, and we should re produce them. We throw away six billion of glass instead of recycling it.Recycling rubbish saves energy and stops pollution. Think about it before you throw it away.

**Answers:** 

Rubbish from your home is put into large holes every week. 1.

The land where rubbish put can be used to grow food after some years, because it is not dangerous. false

Rubbish does not start producing harmful substances to air and water. 3.

false true

People throw six billion containers of glass in two years. 4. Reproducing rubbish saves energy. 5.

true

4-Appendix

#### **GRAMMAR RULES:**

#### Use:

#### Possessive noun

- An apostrophe (') and an -s are used with the nouns to show possessions. E.: I know the student's name.
- Singular possessive noun: noun+apostrophe(')+-s

Ex.: my baby's name, a man,s name

A singular noun that ends in -s has two possible possessive forms. Ex.: James' or James's

Plural possessive noun : noun+-s + apostrophe(')

Ex.: the students' names

- Irregular plural noun is a plural Singular noun+ apostrophe(')+-s Plural noun+ apostrophe(')+-s
- Tom's here. (not possessive. It's construction) Tom's brother is here.
- Noun +of +noun (possessive)

Ex.: A friend of mine...

#### 1. Complete the sentences with the possessive form of the noun in parentheses.

**Answers:** 

- 1. The smoke of car pollutes our nature. 2.One of the *people's* responsibly is not
- to throw rubbish.
- 3. There is a lot of traffic jam in *the* centre of the city.
- 4.If we throw rubbish, my friend's father always punishes us.
- 5. The urban areas of the country are developing day by day.

2. Complete the sentencs.

- 1. The size .....(of damaged area/damaged area's) is increasing.
- 2. ..... (the colour of people/people's colour) cannot be reason for insulting.
  3. ..... (The number of rare animals/ rare animal's number) is reducing.
  4.... (My aunt's son/ son of my aunt) suffered from traffic jam.

- 5....(<u>My friend's house</u>/ house of my friend) is situated near the polluted river.
  6..... (The word's pollution/<u>The pollution of the world</u>) is increasing.
  7. Nobody knew......(<u>the cause of traffic jam</u>/ traffic jam's cause).

#### **READING TASK:**

#### Read the text and choose the best title.

In many countries almost everyone drives a car. But this means terrible traffic jams and air pollution. Read this story and find out: Why doesn't Singapore have a car problem? In many big Asian cities, such as Seoul, Taipei and Tokyo, there is many cars, trucks and buses on the streets. This has caused bad traffic jams that pollute the air.

One large city, Singapore, is an exception. There are no traffic jams. Its air is fresh-free from pollution. This happy situation is not accident. It is a result of a government rules to fight air pollution and traffic jams. The government has simply made it very expensive to own and drive a car in Singapore. The program requires anyone who wants a car to buy a permit. In addition to the cost of owning a car, drivers in Singapore must pay to enter downtown on weekdays. And there is a big tax on gasoline. As good as this sound, it might not work in other places. Think about your city. How would everyone feel if it became too expensive to own and drive cars? There might be other problems. Would the public transportation system-buses and trains-be able to handle all of the people who used to drive their own cars? And are the buses and trains comfortable for everyone? Clearly, something must be done to change people's lifestyles in the world's large cities. Pollution from cars and trucks has already caused serious harm to the earth's environment. Perhaps, Singapore has right answer after all.

At the same time Uzbekistan is one of the developing countries, where transportation service is also developing. Like other Asian countries traffic jam also happens very often in rush hours and to decide such problems new roads are being built.

We should develop solar and electronic cars. Then the problem of pollution will be solved.

Other large cities should do what Singapore has done.

We should do what Singapore did, but step by step.

I understand the problem but I can't just live without my car.

What Singapore did is crazy. It is impossible to do it in our country.

#### 6-Appendix

**Homework:** Complete the table. What negative and positive influences are the problems linked to your job given above?

Abvantage	Disadvantage

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-12	<b>3- Appendix</b> 0-5	<b>4- Appendix</b> 0-4/0-7	5- Appendix 0-4

23-18 mark - "good"

28-24 mark - "very good"

32-29mark - "excellent"

## Achieving desire outcome.

19.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.
O'quv mashg'uloti rejasi	1. Sizdan kutilayotgan natija;
	2. Listening task: matn eshitish.
	4. Writing task: gramatikada "Types of quesqions".
	5. Reading task: berilgan matnni o'qish va tarjima
	qilish.

*O'quv mashg'ulotning maqsadi:* Guruhlarda muvafaqqiyat omillari haqida presentatsiyalar tayorlash.

tayonasn.		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Muvaffaqiyatga erishishni sakkizta</li> </ul>	<ul> <li>Muvaffaqiyatga erishishni sakkizta yuli</li> </ul>	
yuli beriladi;	tariflab beriladi;	
<ul> <li>Simvollar beriladi;</li> </ul>	<ul> <li>Simvollarga tarifflar topiladi;</li> </ul>	
<ul> <li>Audiodan mant quyiladi;</li> </ul>	• Matnni eshitib, berilgan gaplarni to'g'ri yoki	
	noto'g'riligi topiladi;	
<ul><li>"Types of quesqions" tushuntiriladi;</li></ul>	• "Types of quesqions" yuzasidan mashqlar	
• Rasm va so'zlar berish;	bajariladi;	
Matn beriladi;	<ul> <li>Matn o'qib tarjima qilinadi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum mashqi,	
	"BBB"jadvali, namoyish etish, birgalikda	
	o'qiymiz	
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,	
	proektor.	
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi	
	asosida baholash.	

	19.2. Technological maj	,	
Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start: Aim: focusing students' attention on the topic. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: preparing students to the listening task. 2-Appendix. While-listening. Aim: listening for details.	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	3-Appendix.  Post-listening. Aim: practicing introduced materials in speech.  Grammar rule: Aim: practicing the usage of general and specific questions. 4-Appendix.  Reading task: Pre-reading Aim: reading for specific information  While- reading Aim: reading for general information. 5- Appendix.  Post – reading Aim: practicing the learned vocabulary.	Dialogue Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
III-stage Conclusion of the lesson (5minutes)	Homework 6- Appendix. Marking 7-Appendix.	Explain and Marking, Writing	Oral speech, Journal.

#### **Starter:**

In small groups describe the picture. What is an achievement for you?

Make your own map of success and explain it.

keeping many close friends having much money having a nice family with good children owning rare and available things 4

being very powerful being a famous person 8

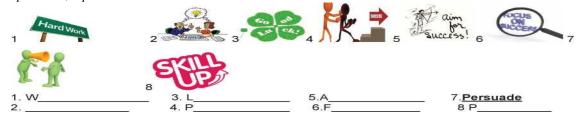
Students' own answers.

2-Appendix

#### **LISTENING TASK:**

Discuss your opinions in small groups.

What are the eight things that help to be successful? Look at pictures 1-8 and find the words you are given the first letter of each word. Answer: 1. Work hard, 2. ideas, 3. luck, 4. push, 5. aim, 6. focus, 7.persuade, 8.passion.



#### Listen to the tape. True or False?

#### Tape script

Everyone has heard about Bill Gates, one of the richest and the most successful people in the world. Microsoft the business he started with his friend in 1975, has become the world's largest computer software company. At school he was intelligent and especially he was good at Math and Science. His parents decide to send him to Lakeside private school where he first began to use computer. After finishing school he went to Harvard to study. After finishing two friends started Microsoft, since that time it become.

#### Answers:

He is the most successful person in the USA.
 He started his business with his friend.
 After finishing school he entered to the Oxford.

True

True

4. The company has not existed anymore, because Bill Gates could not achieve what he wanted.

False

4-Appendix

#### **GRAMMAR RULES:**

#### **USE:**

#### **Types of questions:**

**General questions:** we use to get general idea about situation.

We use do/does/did/ have/has/had before the subject to make a question form of the sentence.

**E.g.:** Does he play football? Did he come to work yesterday? Have you lost your pen?

**Special questions:** we use to have an idea about specific situation or manner.

Wh-questions begin with a question word and follow the above rule. (question words: who, why, when, where, whom, how and etc.)

Who is she? What did she do yesterday? When will she come?

on will she come:

2. Fill in the gaps with do, are, is, will.

#### Answer:

- 1. What **is** the desired achievement of education?
- 2.**Do** you have enough passion to be successful?
- 3. Are you satisfied with your life style?
- **4.Do** you feel yourself successful if you are a famous person?
- 5. What **will** you desire to get from your job?

#### 1. Choose the correct answer.

#### Answers:

- 1.**Do**/<del>do</del>es people need motivation to success in his job?
- 2. Have/has you met anyone who succeed great achievement?
- 3. What will/shall you do if your do not get much money?
- 4.Do/have you got goals?
- 5. How many ways of achieving aim **do**/does you know?
- 6.Do/have you any achievements in your English classes?
- 7. Which of activities *are/is* important for you to be successful, motivation or action?
- 3. Fill in the sentences with question words *what*,

#### why, how, how long.

- 1. How people can make a success easily?
- 2. What do you do to be a successful person?
- 3.**How long** should people work hard to achieve desires?
- 4. Why do people need to be successful?

5-Appendix

#### **READING TASK:**

#### What makes people successful?

#### Who do you think is the most successful? Who do you think is the least successful?

In order to answer these questions, we first need to understand what success is. Everyone has a different definition. Many of us place great value on acting, on achievements, or on reaching various goals. Others see success with material goods. Others key for success by how much they can contribute to the well-being of their families, or to the community and society in general. There are many other definitions, but mostly success is connected with becoming rich, famous, and respected at work. Yet, it doesn't have to be that way.

Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions.

But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people do two things:

They use their natural abilities in their They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.

Read the questions and circle your answer.

Is money important to achieve success? There is no doubt that money is important to achieve desire. We need money to our comforts. But how money is important to you?

1-disagree strongly 2-disagree 3-not sure 4-agree 5-agree strongly

1	Rich people are more successful than poor people.			
2	I like to play games like lottery where I can win money.			
3	It is important to have a job that pays well then a job I enjoy.			
4	I often think about money.			
5	I grade my success by the amount of money I have.			
6	Spending money gives me a lot of pleasure.			
7	Achievement in life cost money.			
8	I think it is ok to ask money from friends and family.			
9	Money is important when choosing a partner.			
1	When I get a present I am interested in its cost.			

Students' own answers.

6-Appendix

Homework: Work with a partner. You hope you will be successful in the future. Your partner will be a person who helps you achieve that goal. Complete the table discribing your partner's action.

My goal is	My partner would be	I would say

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-8	<b>3- Appendix</b> 0-5	<b>4- Appendix</b> 0-7/0-5/0-4	<b>5- Appendix</b> 0-5

24-19 mark - "good"

30-25 mark - "very good"

34-31 mark - "excellent"

## Unit 10. Review. Skills for success.

20.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Reading		
	2. Writing 3. Listening		
	4. Speaking		
O'quv mashg'ulotning maqsadi: Guruhlard			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
<ul> <li>Matn beriladi va matnga doir savo</li> </ul>	llar • Mos keladigan to'g'ri javob topiladi;		
beriladi.			
<ul> <li>Uzliksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>		
• So'zlar beriladi;	<ul><li>So'zlardan gap tuziladi;</li></ul>		
<ul> <li>Gaplar beriladi;</li> </ul>	<ul> <li>Gaplar ketma-ketligi topiladi;</li> </ul>		
<ul> <li>Gaplar beriladi;</li> </ul>	<ul> <li>Nuqtalar urniga mos keladigan so'z quyiladi;</li> </ul>		
<ul> <li>Savollar beriladi;</li> </ul>	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>		
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>		
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,		
	birgalikda o'qiymiz		
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.		
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Yozma ish, og'zaki nazorat, savol-javob, reyting		
	tizimi asosida baholash.		

I-stage Org. moment  Who is on duty today?	Monolog Dialogue	teaching Conversation
I-stage - Good morning dear students?		Conversation
- Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Resume of teacher	Resume of Student
II-stage While- activity (65minutes)  Explain to student task of the test Review Unit 10.  The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student
Reading:  I. Read the text and answer the questions.  II. Find the 5 words.  Vocabulary:  I Put scrambled sentences in an order.  II. Put success tips of taking notes in the right order.  Grammar:  Fill in the blanks with much, many or a lot of.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.

	Writing: Write which skills help you to become confident learner. Focus on how these skills help you acquire learning material. Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking: Evaluate your speaking skills according to the statements below in the 5 point scale	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework Repeat all grammar rules,	Explain and	Oral speech,
Conclusion of	vocabulary.	Marking,	Journal.
the lesson	Marking Your total score	Writing	
(5minutes)			

Reading

#### Become a confident learner.

#### I Read the text and answer the questions.

Many adults are going back to school or seeking active <u>learning</u> experiences. With our changing economy and culture, many adults who thought they were done with "school" are finding themselves back in the classroom. For some it's a new adventure, for others their worst nightmare.

Why are so many of us afraid to learn something new?

Why do we feel it will be "hard" to change?

There are a variety of reasons. Bad <u>learning</u> experiences in the past may have encouraged a negative view toward formal <u>learning</u>. We may have been teased for asking a question. We may be afraid of failure. We may just be feeling stress and overwhelm at the thought of what may seem like starting over. We may not have been encouraged to be a lifelong learner.

We forget that we actually are learning everyday of our life! We are having new experiences, applying things we learned in the past to new things, we're visiting new places, reading new <u>books</u>, meeting new people - all of those things are learning. Whether you're learning because you must or just for fun, what I wish for you is to become a confident learner and to be able to do or learn anything you desire!

1.	Why	are so	many	of us	s afraid	to	learı	ı son	nething	g new'	?

A) bad experience in the past B) lack of confidence C) laziness

2. Why do we feel it will be "hard" to change?

A) we got exaggerated B) things can't be changed C) we learn from life everything

3. Is it difficult to be an active learner?

A) Yes B) no C) I don't now

4. Who could encourage you to become confident learner?

A) Teacher B) fellow C) stranger

5. How do we learn things?

A) meeting people B) drawing pictures C) dreaming wishes

Mark / 5

#### I.Find the five words.

Adventurevarietyencourageapplyoverwhelm Mark / 5

#### Vocabulary

I .Put scrambled sentences in an order.

- 1. time prioritizing management and.
- 2. space a clean, keeping organized
- 3. analysis information thinking critical and
- 4. note-taking and proficient writing
- 5. discipline self-

Mark/5

#### II.Put success tips of taking notes in the right order.

- 1. Review and edit your notes.
- 2. Pay close attention to content.
- 3. Improve your listening skiffs.
- 4. Go to class prepared.
- 5. Bevefop a note taking method that works for you.

Mark / 5

#### Grammar

- 1. Fill in the blanks with much, many or a lot of.
- 1. How ..... time do we have until the film starts? Not very ...... Only about 15 minutes.
- 2. We're a little late because there was so ..... traffic on the way here.
  3. How .... do the tickets cost? They cost \$7.50 each.
- 4. I don't have .... money. Can you pay for the tickets?
- 5. Sure, no problem. Wow, there are so .... people here. I hope we find a good seat.

#### Mark / 5

#### Writing

#### Write which skills help you to become confident learner.

Focus on how these skills help you acquire learning material.

Write five sentences.

Mark /5

#### Listening

#### Evaluate your listening skills according to the statements below in the 5 point scale:

- 5. I can listen to and easily understand everything related to reports and case studies .
- 4. I can listen to and understand most things.
- 3.I an listen to and understand some things
- 2. I can understand a few things.
- 1. I cannot understand anything.

#### Mark/5

#### **Speaking**

Evaluate your speaking skills according to the statements below in the 5 point scale:

- 5.I can confidently speak about everything related to reports and case studies
- 4. I can confidently speak about most things.
- 3.I can confidently speak about some things
- 2.I can confidently speak about a few things
- 1. I cannot confidently speak about anything.

Mark/5

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved
	<b>O</b> OO		

#### **Progress Portfolio**

- Tick the things you can do in English A)
- I can talk about skills for success. o
- o I can talk about things I'm expected to do.
- I can describe the process of developing skills. o
- o I can make my own solutions to avoid anxiety and stress.
- B) What do you need to study again

## Unit 11. RESUME. PORTFOLIO. What is expected from you?

21.1. Oquv mashg'ulotining talim texnologiyasi modeli

21.1. Oquv masng	uiotiiinig tainii texhologiyasi mouch		
O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. O'quvchilardan kutilayotgan natijalar.		
	2. Yangi mavzuga doir yangi so'zlar.		
	3. Listening task: matnni eshitish va tushinish.		
	4. Writing task: gramatikada "MUST" modal fe'li va		
	uni ekvalentlari.		
	5. Reading task: berilgan matnni o'qish va tarjima		
	qilish.		
	chilarning kelajakdagi rejalalari haqida o'z fikrlarini		
bayon eitshlari uchun suhbat uyishtirish.			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Rasmlar ko'rsatiladi va ularga do	oir Rasmlar ko'riladi va manlar o'qiladi;		
matnlar beriladi;			
<ul> <li>Yangi mavzuga doir yangi so'zlar</li> </ul>	<ul> <li>Nuqtalar urniga yangi so'zlar qo'yiladi;</li> </ul>		
gaplar beriladi;			
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matnni tushunib, ularni xarakteri aniqlanadi;</li> </ul>		
<ul><li>Mashq beriladi;</li></ul>	• Matn eshitib, tushib qolingan so'zlar		
	yoziladi;		
	ni • "must" va uni ekvalentlarini ishlatilishi		
ekvalentlarini qoidalari tushuntiriladi;	yuzasidan mashqlar bajariladi;		
<ul> <li>Maqol beriladi;</li> </ul>	<ul> <li>Maqol muxokama qilinadi;</li> </ul>		
<ul><li>Matn beriladi ;</li></ul>	<ul> <li>Matn o'qib tarjima qilinadi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum, namoyish		
	etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,		
	proektor.		
O'quv faoliyatni tashkil etish shakllari			
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

	21.2. Te	chnological map	)	
Stages of the lesson	Content of the	e lesson	Methods of	Means of the
and time			the teaching	teaching
I-stage Org. moment (10minutes)	Greeting.  Good morning dear stude.  Who is on duty today?  What's date and day today.  Mho is absent today?  All are present?  Start:  Aim: preparing studer topic.	y?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity	Listening task: Pre-listening		Monolog Dialogue	Conversation Resume of

(65minutes)	Aim: preparing students to the new listening task. 2-Appendix.  While-listening.  Aim: listening.  Aim: listening for specific information. 3-Appendix.  Post-listening.  Aim: using learned vocabulary.  Grammar rule:	Resume of teacher	Student
	Aim: reviewing modal verbs must/misn't/have to/don't have to. 4-Appendix.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: preparing students to the new reading task. While- reading Aim: reading for specific information. 5- Appendix. Post – reading Aim: practising introduced materials.	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework 6- Appendix.	Explain and	Oral speech,
Conclusion of the lesson (5minutes)	Marking 7-Appendix.	Marking, Writing	Journal.

#### **Starter:**

**a.** Have students to work in small groups of three. Each student should read one of the texts below quickly and retell it to their group members what these students are busy with after their studies. Encourage them to speak. Monitor their speaking.







My name is Katie, and I guess	
I'm not your typical	
sportsperson. I like to read,	
write and watch arty films, but	
then again, there's nothing I	
love more than cheerleading	
with my team.	
•	

Hi All, I am 21 years old. I am not really what you could qualify as a self-talker, I'd rather let people make their own opinions about me. I love Sports as a way to stay fit and to socialise.

Roses are red, violet are blue. hey, I'm new. Bacon! I'm Novis, currently doing Masters in Law and passionate in sports like badminton and basketball.

#### b. What do they have in common? Complete the sentences with the given words in the box and match them with pictures.

Ten students to complete the sentences with the given words in the box and match them wi	itii pictures.
I. You must be able to "stand on your own two feet" and be	a. goals
2. You should have the ability to set	b. own
3. You have to be able to work on your a lot.	c. friends
4. You'll need to organise study sessions with	d. independent

Answers: 1d 2a 3b 4c.

3-Appendix

#### **LISENING TASK:**

1. Listen to talk between a school leaver and the 1st year student of a high school and write down the characteristics that graduates are expected to have as a high school student.

Tape script

A: Hi, I'm graduating a secondary school this year and I'm a little bit afraid to study at high school. I don't know what qualities I should have in order to study well at high school.

B: Don't worry! Studying at high school isn't so challenging as you think. The 1<sup>st</sup> characteristic that you need is independence. Because you must be able to "stand on your own two feet". However there is help available.

A: And how can I improve my work there?

B: You should have ability to set goals to improve your work. You should have exact plans and goals to improve your studies.

A: Is there any other qualities that I should have to increase my knowledge?

B: Well, other characteristic that you should have is self-motivation. You have to be able to work on your own a lot. Another important characteristic is openness to working with others. You'll need to organize study sessions with friends. Answers:

	Characteristics that you are expected to have:
1	independence
2	to set goals
3	self-motivation
4	openness to working with others

**2.** Complete the sentences with the words in the box.

goals friends characteristic challenging plans qualities x 2 secondary school

- Hi, I'm graduating a secondary school this year.
- I don't know what *qualities* I should have in order to study well at high school.
- 1. 2. 3. 4. 5. Don't worry. Studying at high school isn't so *challenging*.
- You should have ability to set *goals* to improve your work.
- You should have exact *plans* and goals to improve your studies.
- 6. Are there any other qualities that I should have to *qualities* my knowledge?
- 7. Well, other *characteristics* that you should have is self-motivation.
- You'll need to organize study sessions with *friends*.

4-Appendix

Use:

must/mustn't/have to/don't have to.

Some models have the same meanings in the same context.

I have to go. = I must go.

The negative forms have different meanings.

I don't have to go. (It's not necessary)

I mustn't go. (It's not allowed)

Some models have only small differences of meaning.

I have to wear a suit and tie. (this is the rule) You must call me tomorrow (this is order)

#### **GRAMMAR RULES:**

1.Fill in the blanks with must/ mustn't / don't have to. You must be careful during the

exam. Otherwise you can't be successful.

- 1. You *must* be able to stay so "stand your own two feet".
- 2. You <u>must</u> inform my boss that you will be late to work.
- 3. You *don't have to* wear school uniform on holidays.
- 4. You *mustn't* make noise during the lesson.
- 5. You <u>must/have to</u> be careful while you are addressing your teacher.
- 6. You don't have to get up early on Sunday.

2. Write about school rules using must/mustn't/don't have to.			
Must	Must not	Don't have to	

#### **READING TASK:**

#### 1. Discuss with your partner.

## etter than Wealth.

#### 2. Read the text.

#### Knowledge and Wealth

It is relayed that once ten learned men approached Imam Ali, and wanted to know how knowledge was better than wealth. They requested that each one of them be given a separate answer. Imam Ali answered them as follows:

- 1. You have to guard your wealth, but knowledge guards you. Therefore, knowledge is better than wealth.
- When knowledge is distributed it increases. When wealth is distributed it decreases. As such knowledge is better than wealth.
- 3. A man of wealth has many enemies, while a man of knowledge has many friends. Therefore knowledge is better than wealth.
- 4. A learned man because of his wider outlook is apt to be generous while a rich man because of his love for money is apt to be miserly. As such knowledge is better than wealth.
- Knowledge cannot be stolen, while wealth is constantly exposed to the danger of being stolen. Accordingly knowledge is better than wealth.
- With the lapse of time, knowledge gains in depth and dimensions. Hoarded coins get rusty, or cease to be legal tender. Therefore knowledge is better than wealth.
- You can keep account of wealth because it is limited, but you cannot keep account of knowledge because it is boundless. That is why knowledge is better than wealth.
- 8. Knowledge illuminates the mind, while wealth is apt to blacken it. Therefore knowledge is better than wealth.

#### 3. There are some antonyms in the text. Underline any you can find.

Answers:

friends – enemies eliminate – blacken increase – decrease limited - boundless

generous - miserly

6-Appendix

**Homework:** Make a list of advantages and disadvantages of being wealthy. Compare your notes with your partner.

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-4	<b>3- Appendix</b> 0-6/0-7	<b>4- Appendix</b> 0-6/0-3	<b>5- Appendix</b> 0-5

22-17 mark - "good"

27-23 mark – "very good"

31-28 mark - "excellent"

## **Self-evaluation.**

22.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15
O'quv mashg'uloti shakli va turi	Amaiy – to'liq o'quv mashg'uloti.
O'quv mashg'uloti rejasi	1. O'quvchilardan o'z-o'zini bahalashga o'z fikrlari.
	2. Yangi mavzuga doir yangi so'zlar.
	3. Listening task: matnni eshitish va uni tushunish.
	4. Writing task: gramatikada "use adjective with
	preposition".
	5. Reading task: berilgan matnni o'qish va tarjima
	qilish.
	ini baholashda qanday mezonlardan foydalaniladi.
Pedagogik vazifalar	O'quv faoliyati natijalari.
• Rasmlar ko'rsatiladi va savolla	ar • Rasmlar koʻriladi va savollarga javob
beriladi;	beriladi;
<ul> <li>Yangi mavzuga doir yangi so'zlar v</li> </ul>	<ul> <li>Yangi so'zlarga mos sinonimlar topiladi;</li> </ul>
ularni sinonimi beriladi;	
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matn eshitib, Durdona va Nodirni
	muammolari aniqlanib, yoziladi;
<ul> <li>Mashq beriladi;</li> </ul>	<ul> <li>Mashq bajariladi;</li> </ul>
• Sifatni predloglar bilan ishlatilis	• Sifatni predloglar bilan ishlatilishi yuzasidan
qoidalari tushuntiriladi;	mashqlar bajariladi;
<ul><li>Matn beriladi;</li></ul>	<ul><li>Matn o'qib tarjima qilinadi;</li></ul>
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum,namoyish
	etish, birgalikda o'qiymiz
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,
	proektor.
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.
O'qitish shart-sharoiti	Maxsus auditoriya.
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob , reyting tizimi
	asosida baholash.

22.2. Technological map			
Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start: Aim: focusing students' attention on the topic. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: to teach new vocabulary. 2-Appendix. While-listening.	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	information. 3-Appendix.  Post-listening. Aim: using learned vocabulary.  Grammar rule: Aim: teaching the usage of adjectives with prepositions.  4-Appendix.  Reading task: Pre-reading Aim: preparing students for the reading task.  While- reading Aim: reading for specific information. 5- Appendix.  Post – reading Aim: using learned vocabulary in speech.	Dialogue Resume of teacher Writing Translating Put the words	Oral speech, book, cards.  Book, copy-book, dictionary.
III-stage	Homework 6- Appendix.	Explain and	Oral speech,
Conclusion of the lesson (5minutes)	Marking 7-Appendix.	Marking, Writing	Journal.

#### **Starter:**

1. Look at the picture and guess the situations.

















Discuss these questions in pairs:

Who are they? Where are they? What are they doing?

Possible answers: 1.to be tired of studies; 2.to hesitate where to study; 3.to be eager to study; 4. to use IT; 5. to be bored; 6. to fall asleep; 7.to be forced to study; 8. to be under information overload.

2-Appendix

#### **LISTENING TASK:**

#### Match the expressions 1-8 with their synonyms a-h.

- academic language
- meeting deadlines 2.
- adjust university life 3.
- 4. sort out problems
- 5. handling challenges
- 6. have concerns
- 7. manage anxieties
- starting at university

- solve the problems
- begin studying at university
- have problems
- d. cope with worries
- e. solve difficulties
- get used to university life
- managing to submit something on time
- formal language

Answers: 1 h 2g 3f 4 a 5d 6 c 7e 8b.

1.Listen and tick the problems Durdona and Nodir have.

Find who has these problems:	Durdona	Nodir
1. difficulty in understanding		
2. acadmic language.		
3. can't meet the deadlnes.		
4. can't adjust university life		
5. can't sort out problems		
6. can't handle the challenges		
7. have some concerns		
8. can't manage anxieties		
9. difficulty in starting at university		

2. Complete the sentences with the words in the box:

have some conce	erns	hand the cl	nallenges	meet
manage my anxieties	starting at	university	sort out	adjust

- 1. Ann: This year I entered university and I have some difficulties in starting at university.
- 2. I'm really worried about my studies and can't manage my anxieties.
- 3. I have some concerns in understanding some subjects.
- 4. Bob: I can't *hand the challenges* and not able to *sort out* some of my problems.
- 5. One of my problems is I can't <u>adjust</u> the university life.
- 6. It's really difficult to *meet* the deadlines.

4-Appendix

#### **GRAMMAR RULES:**

Use: Be with adjectives and prepositions.

Explanations. Some adjectives always come with their prepositions.

Excited, right, sorry Bad, good Famous, late, ready	about at for	e.g: We were all excited about the match e.g: I'm good at English. e.g: You were late for school yesterday.
Different Interested	from in	e.g: I'm different from my sister. e.g:We are interested in english.
Afraid,tired,		
frightened, full	of	e.g: She is afraid of dogs.
Keen	on	e.g: I'm not very keen on fried food.
Married	to	e.g: Ellen is married to Jack.
Angry/annoyed, Pleased, bored	with	e.g: We are bored with this film.

Careful! Many adjectives have different meanings with different prepositions.

- 1.Underline the correct word.
- a. Brazil is famous *for/in* its beautiful beaches.
- b. I'm not very good for/<u>at</u> maths.
- c. Kate is afraid **of**/for mice.
- d. My teacher was very pleased with/to me.
- e. Helen was very excited for/about her prize.
- f. Peter isn't very keen **on**/for playing golf.
- g. My town is famous **for/with** its soap factory.
- h. Why are you so angry for/with me?
- i. Is your brother interested <u>in/to</u> football?

#### 2. Write one word in each space.

- a. Are you ready for bed yet? It's very late.
- b. Stop shouting! Why are you **angry** with me?
- c. Joe's school bag is **<u>full</u>** of dirty pieces of paper.
- d. I'm **tired** of doing the same old things every day.
- e. Diana is **good** at physics and always gets top marks.
- f. Paola has decided to get married to the boy next door.
- g. You were **right** about my wallet. It was on my desk, as you said.
- h. Lots of people I know are **afraid** of the dark.
- i. I'm not very keen on Chinese food.
- j. Clive is really **pleased** with his new bike. He says it's great.

#### Read the article.

#### **Guesses about your future**

Our imaginations are very powerful. Just try not to think about something, such as whether you left the cooker on, and you quickly discover how easy it is for your imagination to see your home burnt to the ground! If you give your imagination any leads it will act on them.

You can see this <u>power</u> of the imagination in many ways to help your study. Try using the following <u>questionnaire</u> to consider what you achieved at college/lyceum. You may then find that your thoughts about different activities in college/lyceum start to change as your imagination goes to work.

You may also like to come back to this at different times in the future, to see whether your thinking about what really counts for you has changed.

Now from your chair in the future rate the following activities in their order of importance to you.

I made good friends;

I made full use of college (lyceum) <u>facilities</u>;

I developed new interests;

I learned to work better with other people;

I learned to express myself better;

I really enjoyed myself;

I developed my creativity;

I took care of my health;

I learned to manage myself as an adult;

I learned to be a well doing student;

I learned to balance family friendship and studying.

Now think of how you could best use your time in the college/lyceum.

Find a general word from the <u>underlined</u> words from the text for each line:

1. question, answer, rating ...... <u>questionnaire</u>

2. computer lab, library, other resources...... <u>facilities</u>
3. friends, help, trust, sharing ....... <u>friendship</u>

4. energy, strength, powerful power

5. imagination. fresh thoughts. new things..... **creativity** 

6-Appendix

#### **Homework:**

Explain your rating why you gave more and less importance to the activities in the questionnaire.

7-Appendix

#### Your total score.....

Groups	2- Appendix	3- Appendix	4- Appendix	5- Appendix
	0-7	0-9/0-6	0-8/0-9	0-5

31-25 mark - "good"

38-32 mark - "very good"

44-39 mark – "excellent"

## Developing in portfolio.

23.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti shakli va turi	· 1 1	
O'quv mashg'uloti rejasi	1. Portfolio haqida qushimcha ma'lumot berish.	
	2. Yangi mavzuga doir yangi so'zlar.	
	3. Listening task: matnni eshitish va uni tushunish.	
	4. Writing task: gramatikada "will & be going to"	
	so'zlarini ishlatilishi.	
	5. Reading task: berilgan matnni o'qish va tarjima	
	qilish.	
	folio shartlarini to'gri bajarish uchun ko'rsatmalar	
berish.		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
• Rasmlar ko'rsatiladi va gapl		
beriladi;	topiladi;	
<ul> <li>Yangi mavzuga doir yangi so'zl</li> </ul>	ar Yangi so'zlarni sintaksis taxlil qilinadi;	
beriladi;		
<ul> <li>Audiodan matn quyiladi;</li> </ul>	<ul> <li>Matnni eshitib, tug'ri javoblar belgilanadi;</li> </ul>	
<ul> <li>Mashq beriladi;</li> </ul>	<ul> <li>Nuqtalar urniga to'g'ri keladigan so'zlar</li> </ul>	
	qo'yiladi;	
• "will and be going to" so'zlari	• "will and be going to" so'zlarini ishlatilishi	
ishlatilish qoidalari tushuntiriladi;	yuzasidan mashqlar bajariladi;	
<ul> <li>Rasm kursatiladi va savollar berilad</li> </ul>	<ul> <li>Rasmga qarab javob beriladi;</li> </ul>	
<ul> <li>Matn beriladi;</li> </ul>	<ul> <li>Matn o'qib tarjima qilinadi;</li> </ul>	
<ul> <li>Mashq beriladi;</li> </ul>	<ul> <li>Matn asosida mashq bajariladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, aqliy hujum, ko'rsatish, namoyish	
-	etish, birgalikda o'qiymiz	
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,	
	proektor.	
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi	
	asosida baholash.	

25.2. Technological map				
Stages of the lesson	Content of the lesson	Methods of	Means of the	
and time		the teaching	teaching	
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start: Aim: preparing students to the new topic.  1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student	

II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: preparing students to the listening task. 2-Appendix. While-listening. Aim: listening for specific information. 3-Appendix. Post-listening. Aim: practicing learned vocabulary.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	<b>Grammar rule: Aim</b> : reviewing the <i>will</i> and <i>be going to</i> structures.  4-Appendix.	Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: preparing students to the new text.  While- reading	Writing Translating Put the words	Book, copy-book, dictionary.
	Aim: reading for general		
	information. 5- Appendix. <b>Post – reading Aim:</b> practising learned materials in speech.		
III-stage	Homework 6- Appendix.	Explain and	Oral speech,
Conclusion of the lesson (5minutes)	Marking 7-Appendix.	Marking, Writing	Journal.

#### **Starter:**

a) Look at these photos 1-3 and match the sentences a-c.
a) These files are all portfolios. They help us to set goals and see what wehave achieved.
b) This is my bookshelf where I keep my portfolio; I'll hand inthis for my tutor to mark.
c) I develop my portfolio on my laptop and keep it there, because it's comfortable.







2)a 3)c Answers: 1) b

2-Appendix

#### **LISTENING TASK:**

vocabulary	noun	adjective	Verb	phrasal verb	adverb
1. purpose					
2. portfolio					
3. academic					
4. difference					
5. require					
6. collection					
7. hand in					
8. related to					
9. tomorrow					
10. development					
11. diverse					
12. early					

#### Listen to a talk between two students and tick the purposes of the portfolio that are mentioned.

The uses of portfolio	
are:	
1. You can take it to job interviews.	
2. You can sell it if	
someone needs.	
3. It keeps related	
documents together.	
4. You can evaluate	
yourself.	
5. You can see your	
personal development.	

### **2.Complete the sentences with the words in the box.**Tape script

Answers:

Shahlo: Hi, Nargiza. How are you **doing**? What are you busy with these days?

Nargiza: Hi, Shahlo. I'm doing well, thanks. I'm busy with

developing portfolio.

Shahlo: Portfolio? What's **that**?

Nargiza: A portfolio is a **file** in which you bring together **diverse** materials on a theme. A **personal** portfolio, for example, is a **collection** of key materials related to your own development. And there is academic portfolio too.

Shahlo: Academic? What's the difference?

Nargiza: Academic portfolios are different from personal ones. Some programmes **require** you to hand in portfolios for tutors to **monitor** or mark.

Shahlo: What's the purpose of (a) portfolio?

Nargiza: A portfolio has **several** uses: it keeps related documents together, it gives you chance to evaluate yourself and see your personal development. In some vocations you can take it to job interviews.

Shahlo: Oh, that sounds interesting. I'll also develop my

personal portfolio the next day then.

4-Appendix

#### **GRAMMAR RULES:**

#### **USE:**

Will and be going to problems:

It is difficult to decide when to use **will** and when to use **going to.** 

*Plan:* -Do you want to go to the cinema this evening? - No, I'm **going to** do lots of work this evening.

*Intention:* -Are you going to play basketball tonight?- No, I don't think so.

*Promise:* -You haven't done your homework. Where is it? -I will do lots of work this evening. *Formal prediction:* Here's the weather forecast;

tomorrow it **will** rain in the afternoon.

*Prediction from clues:* - What do you think about the weather? - It's going to rain this afternoon.

Refusing: -Will you wash the floor? - No, I won't! You made it dirty!

### Complete the sentences with suitable forms of verbs. Answers:

- 1. A: Why are you holding your portfolio?
- B: I am going to hand in to my teacher.
- 2. A: I don't know how to develop my portfolio.
- B: I will explain you if you want.
- 3. Temur: It is so hot in here!

Dilnoza: I will turn the air-conditioning on.

- 4. I think my teacher **is going to check** my portfolio tomorrow.
- 5. After I graduate, I **am going to attend** medical school and become a doctor. I have wanted to
- 6. A: Excuse me, I need to talk to someone about our hotel room. I am afraid it is simply too
- B: That man at the service counter will help you.
- 7. As soon as the weather clears up, we are going to walk down to the beach and go swimming.
- 8. Each portfolio you submit will contain explanations ...
- 9. A: How are you going to design your portfolio?
  - B: I don't know. I have not an idea yet?
  - A: I will give you mine to look through.

#### **READING TASK:**

1. Look at the photo. Discuss these questions with your partner:
a) Who are they? b) What are they doing? c) How can we develop portfolio?



#### **1.** Read the text.

When you have achieved a goal, or taken a significant step towards a goal give yourself credit for what you have done. You should give yourself a reward, approprite to the significance of your achievement.

It's useful to record it what happened and use it as an example of what you can achieve when you focus your energies. When applying for jobs or to build personal motivation, use your records to find examples of different kinds of achievement. Some study centers require you to submit portfolios to instructors to grade. When submitting you should include what is required, choose good examples rather than filing everything. Indicate exactly where tutors can find each piece of evidence to support points you make in your portfolio, highlight the evidence in the file. Remove or edit material that identifies other people by name or gives personal details. You should number all pages and support content page.

**2.** True or False?

1. When submitting youcan dump everything in the file. False

2. You should annotate the evidence in the file. **True** 

3. You don't have to number all pages. False

6-Appendix

#### Homework:

1. Write about 60 words the most important things in developing portfolio. What are they? Give examples. When and why do you need them?

7-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-12	<b>3- Appendix</b> 0-10/0-11	<b>4- Appendix</b> 0-9	<b>5- Appendix</b> 0-3

32-26 mark - "good"

39-33 mark - "very good"

45-40 mark - "excellent"

## Unit 11. Review. RESUME PORTFOLIO.

24.1. Oquv mashg'ulotining talim texnologiyasi modeli

	0 0	
O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Nazariy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	1.Reading 2.Writing 3.Listening 4.Speaking	
O'quv mashg'ulotning maqsadi: O'quvchilarning o'z o'zini baholashga qaratilgan nazor		
turini joriy qilsh bo'yicha munozara babolash xulosalar		

Pedagogik vazifalar	O'quv faoliyati natijalari.		
<ul> <li>Uzliksiz beshta so'z beriladi;</li> </ul>	<ul> <li>Beshta so'zni ajratib yoziladi;</li> </ul>		
<ul> <li>Gaplar va so'zlar beriladi;</li> </ul>	<ul> <li>Gaplarga mos so'zlar quyiladi;</li> </ul>		
• So'z beriladi;	<ul> <li>So'zlarga mos sinonim topiladi;</li> </ul>		
• So'zlar beriladi;	<ul><li>So'zlardan gap tuziladi;</li></ul>		
<ul> <li>Modal fe'liga xos gaplar beriladi;</li> </ul>	<ul> <li>Nuqtalar urniga mos modal fe'li qo'yiladi;</li> </ul>		
<ul> <li>Savollar beriladi;</li> </ul>	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>		
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	<ul> <li>Audiodan matn eshitiladi;</li> </ul>		
<ul> <li>Eshitib tushuniladi;</li> </ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>		
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,		
	birgalikda o'qiymiz		
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.		
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.		
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Yozma ish, og'zaki nazorat, savol-javob, reyting		
	tizimi asosida baholash.		

Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Explain to student task of the test Review Unit 11.  The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student
	Reading: I. Find the 5 words. II. Read the simple tips for resume and find the missing words in the box below. Vocabulary: I Find the synonyms of the given words. Use dictionary if you need.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.

	II.Put scrambled sentences in the order. Grammar: Choose the more natural-sounding option: Writing: Write your own tips for an effective resume You should include: -What tips arethey? -Howthey help you? Listening: Evaluate your listening skills according to the statements below in the 5 point scale Speaking: Evaluate your speaking skills according to the statements below in the 5 point scale	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage	Homework Repeat all grammar	Explain and	Oral speech,
Conclusion of the	rules, vocabulary.	Marking,	Journal.
lesson (5minutes)	Marking Your total score	<u>Writing</u>	

#### Reading

A resume is by definition a summary of personal qualifications and other experience presented for the purpose of communication to a prospective employer. This definition falls short of explaining the real objective of the document. It is common to use the word "resume" without accents, especially online as seen throughout our site.

A resume is the single personal marketing medium that for a brief period commands the reader's undivided attention. Properly written, they can shape the employer's opinion of your qualifications and experience. When writing a resume, most people only include their basic work history. However, with some guidance and use of well-presented examples on this site, you can learn how to build one that will stand well above your competition.

#### I. Find the 5 words.

qualificationexperienceprospectiveobjectiveguidance

#### Mark / 5

#### II. Read the simple tips for resume and find the missing words in the box below.

#### active, simple, technical, things, paragraphs.

- 1. If you want people to read your resume, your language must be ..... and clear:
- 2. Use short ..... and short sentences.
- 3. Do not use..... vocabulary, unless you are sure that the reader will understand it.
- 4. Talk about concrete .... ('I increased sales by 50%'), not abstract ideas I was responsible for a considerable improvement in our market position').
- 5. Use verbs in the ... voice ('I organized this exhibition'), not passive voice ("This exhibition was organized by me"). Generally, the active voice is more powerful, and easier to understand.

  Mark /5

#### Vocabulary.

#### I. Find the synonyms of the given words. Use dictionary if you need.

- 1. Purpose
- 2. Difference
- 3. Require
- 4. Development
- 5. Diverse

#### Mark /5

#### II. Put scrambled sentences in the order.

- 1. yourself, your appropriate should to the you significance a reward give of achievement.
- 2. when what you is required include should submitting.
- 3. to instructors centers require submit you to some portfolios study to grade.
- 4. you and all number compile a content pages should page.
- 5. or edit remove other people by name that material or gives personal identifies details.

#### Mark/5

#### Grammar

#### Choose the more natural-sounding option:

1. She looks pretty sick. I think she .... go to a doctor.

A) Can B) should

2. You've been driving all day. You .... beexhausted!

A) Must B) should

3. I .... believe that youfailed your test!

A) Can't B) shouldn't

4. I'm on my way. I ..... be there in about 10 minutes.

A) Can B) should

5. That looks very expensive. It .... have cost a fortune!

A) must B) should

Mark/5

#### Writing

Write your own tips for an effective resume. You should include:

-What tips are they ?

-How they help you?

Write 5 sentences.

Mark/5

#### Listening

#### Evaluate your listening skills according to the statements below in the 5 point scale:

- 5. I can listen to and easily understand everything related to reports and case studies .
- 4. I can listen to and understand most things.
- 3. I can listen to and understand some things
- 2. I can understand a few things.
- 1. I cannot understand anything.

#### Mark / 5

#### **Speaking**

Evaluate your speaking skills according to the statements below in the 5 point scale:

- 5. I can confidently speak about everything related to reports and case studies
- 4. I can confidently speak about most things.
- 3. I can confidently speak about some things
- 2. I can confidently speak about a few things
- 1. I cannot confidently speak about anything.

#### Mark / 5

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved

#### **Progress Portfolio**

- A) Tick the things you can do in English
- o I can talk about features of the good resume.
- o I can talk about things I'm expected to do.
- o I can describe the process of compiling resume.
- o I can write my own resume
- B) What do you need to study again.

# Unit 12. *PREPARATION FOR FINAL EXAM LESSON*. Evaluating achievement.

25.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15		
O'quv mashg'uloti shakli va turi	Amliy – to'liq o'quv mashg'uloti.		
O'quv mashg'uloti rejasi	1. Mening yutuqlarim.		
	2. Yangi mavzuga doir yangi so'zlar.		
	3. Listening task: matn eshitish va tushinish.		
	4. Writing task: gramatikada "Adjective".		
	5. Reading task: berilgan matnni oqish.		
	tqlarni baholashda qanday o'lchovlardan foydalaniladi?		
Munozara tashkil etish.			
Pedagogik vazifalar	O'quv faoliyati natijalari.		
• Rasmlar ko'rsatiladi va sav	avollar • Rasmlar koʻriladi va savollarga javob		
beriladi;	beriladi;		
<ul> <li>Yangi mavzuga doir yangi so'zla</li> </ul>	zlar va Yangi so'zlarni izohi(difinishini) topiladi;		
ularni izohlari(difinishini) beriladi;			
<ul> <li>Audiodan matn quyiladi va sav</li> </ul>	avollar • Matn eshitiladi va savollarga javob		
beriladi;	beriladi;		
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• matnni eshitib, tushib qolingan so'zlar		
	yoziladi;		
<ul> <li>Sifat va uning darajalari tushuntirila</li> </ul>	·		
	mashqlar bajariladi;		
• Savollar beriladi;	• savollarga javob beriladi;		
O'qitish metodlari	Amaliy ish, ko'rsatish, aqliy hujum, namoyish		
	etish, birgalikda o'qiymiz		
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd,		
	kompyuter, proektor.		
O'quv faoliyatni tashkil etish shakllari			
O'qitish shart-sharoiti	Maxsus auditoriya.		
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob, reyting tizimi		
	asosida baholash.		

25.2. Technological map

	25.2. Technological map				
Stages of the lesson	Content of the lesson	Methods of	Means of the		
and time		the teaching	teaching		
I-stage Org. moment (10minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present? Start: Aim: preparing students to the new topic. 1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student		
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. 2-Appendix.	Monolog Dialogue Resume of	Conversation Resume of Student		

	While-listening. Aim: listening for general information. 3-Appendix. Post-listening. Aim: practicing learned vocabulary in speech. 4-Appendix. Grammar rule:	<u>teacher</u>	Oral arread
	Aim: introducing degrees of adjectives. 5-Appendix.	Monolog Dialogue Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading Aim: preparing students to the new reading task. While-reading	Writing Translating Put the words	Book, copy-book, dictionary.
	<ul> <li>Aim: reading for general information.</li> <li>6- Appendix.</li> <li>Post – reading</li> <li>Aim: practicing learned vocabulary</li> </ul>		
III-stage Conclusion of the lesson (5minutes)	in writing.  Homework 7- Appendix.  Marking 8-Appendix.	Explain and Marking, Writing	Oral speech, Journal.

1-Appendix

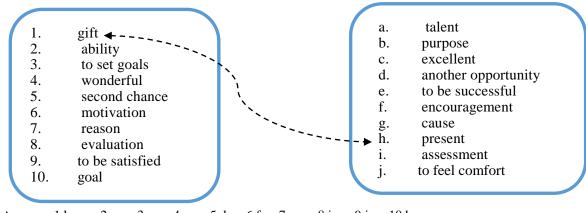
#### **Starter:**

Give examples of the achievements in your life to your partner.



2-Appendix

#### **LISTENING TASK:**



#### 1. Listen and discuss with your partner.

What is this text about? This <u>text is about a person who started set many goals and started a new life.</u> What kind of advice do you give the author to be happier? <u>Students' own answer.</u> Can he evaluate his achievements or he has got some mistakes in his life? <u>Students' own answer.</u> Share your opinion with your peer.

#### 2. Listen again and fill the blanks.

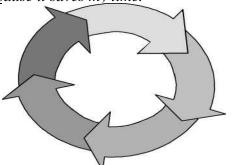
To my mind, life is a gift that is wonderful. I believe that each of us goes through a journey in life to learn lessons. Once those lessons are learned, which will take more different lifetime; one would move onto the next level of living. I believe that the **reason** I am here, the reason that people exist, is to give and receive Devine love. I have set many goals for myself that reflect why I am here and the reason I exist. This view of life started about three years ago. I woke up shivering, lying on the floor of my apartment with only a smaller throw blanket covering me. "I am still alive" I thought to myself and my achievement. I went to the bathroom and washed some water on my face and just stared at myself in the mirror. The night before I wrote in my journal:

That was the first day of my newer <u>life</u>. I was nineteen years old when I was given the gift of a second chance at life. I see things differently now. Because I am famous and I have all condition to live well. I am satisfied with my life.

4-Appendix

3. Look at the pie chart and discuss with your partner. What kind of achievements do you want to reach? Give reasons. e.g. I want to buy a car because it saves my time.

5. Partnership



- 1. To buy a car .....
  - 2. To travel to abroad.......
- 3. To buy a summer house......
  - 5-Appendix

#### **GRAMMAR RULES:**

4. Children's achievements

#### I se. Adjectives

Adjectives has three degrees.

.,	ı	
<b>Positive</b>	Comparitive	Superlative
short	shorter	Shortest
aifficult	More	most difficult

- One-syllable adjectives usually form their comparative and superlative with -er and -est small smaller smallest
- Some two-syllable adjectives, especially ending -v. -ow. -le. -er can form their comparative and superlative with -er and -est:

Happy	Happier	Happiest
Shallow	Shallower	shallowest
Noble	Nobler	Noblest
Clever	Cleverer	cleverest

1. Write the comparative and superlative forms of the following adjectives

Answers:		
long	longer	the longest
expensive	more expensive	the most
wonderful	more wonderful	the most
difficult	more difficult	the most difficult
intelligent	more intelligent	the most intelligent
close	closer	the closest
popular	more popular	the most popular
safe	safer	the safest
important	more important	the most important
famous	more famous	the most famous
weak	weaker	the weakest
tasty	tastier	the tastiest
different	more different	the most different
delicious	more delicious	the most delicious

#### 2. Use the prompts below to make sentences as in the example.

#### Answers:

Have you read Aziz's new lifestyle? It's exciting, isn't it?

s the most exciting lifestyle I've ever read.

Have you read about wonderful life? It is amazing, isn't it?

Yes

's the most wonderful life I've ever read.

Have you read his achievements? it is good, isn't it?

Is the best achievement I've ever read.

Is he satisfied with his achievements? It is surprising, isn't it?

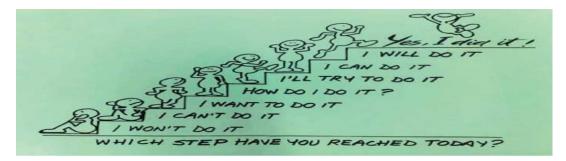
it's the most satisfied achievement I've ever seen.

Have you heard Aziz's new apartment? It is bad, isn't it?

Yes, it's the worst apartment I've ever seen.

#### **READING TASK:**

- 1. Discuss in groups.
  - What do you need to learn something? How?
  - Which steps have you reached today?



2. Read the text. This "question and answer" test may help you spot where you may start to improve your study skills. Just answer YES or NO.

#### Are you an effective learner?

- Do you plan, make a rough copy of, and check your homework or assignment before copying it out neatly? 1.
- Do you voluntarily revise a subject even if exams or tests are not due for some time? 2.
- If you are having problems with a subject, do you talk it over with your teacher as soon as you can? 3.
- 4. Do you do complete your homework or assignment in advance of its deadline?
- 5. Do you have a place at home where you can study without being distracted?
- 6. Do you take notice and act upon the comments and suggestions your teacher might make about
- Do you keep a record of the "language" (terminology) used in each subject, especially if that subject is science? Do you use the library, internet or other learning aids regularly to help with your studies?
- 8.
- Have you always kept your exercise books or folders in good order and up to date? 9

Can you easily spot the main points of a topic when reading a text book and make extra notes from them?

- Do you plan your use of time by writing down what you have to do andby when? 10.
- know ways of improving your memory when revising? 11.
- 12. plan ahead for tests or examinations?
- 13. Areyou able to forget about schoolwork once you have finished studying?

7-Appendix

#### Homework:

Write about the difficulties and problems in your study. What have you studied? How long have you studied? Did you have difficulties while studying? What were they? How did you solve them? Who helped you?

8-Appendix

#### Your total score.....

Groups	2- Appendix	3- Appendix	4- Appendix	5- Appendix
	0-9	0-6	0-5	0-13/0-4

27-22 mark - "good"

32-28 mark - "very good"

37-33 mark – "excellent"

# Planning for future.

26.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi A	maliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi 1.	O'quvchilarni kelajakdagi rejalari.	
2.	Listening task: matnni eshitish va tushunish.	
	Writing task: gramatikada "adverb" (ravish).	
5.	Reading task: berilgan matnni o'qish va tushunish.	
O'quv mashg'ulotning maqsadi: O'qu	vchilarning kelajakdagi maqsad va vazifalarini	
ifodalovchi presentatsiyalar tayorlash.		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>O'quvchilarga savollar beriladi;</li> </ul>	<ul> <li>Savollarga javob beriladi;</li> </ul>	
<ul> <li>Yangi mavzuga doir yangi so'zlar</li> </ul>	<ul> <li>Yangi so'zlarni va izohi(difinishini)</li> </ul>	
beriladi;	topiladi;	
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matn eshitib, tushib qolingan so'zlar	
	yoziladi;	
<ul> <li>Gaplar beriladi;</li> </ul>	<ul> <li>Gaplarni to'g'ri yoki noto'g'riligi topiladi;</li> </ul>	
• Adjective (ravish so'z turkumi) • Ravish ishlatilishi yuzasidan mas		
tushuntiriladi;	bajariladi;	
• Matn va matnda tushub qolgan	<ul> <li>Matnga tushub qolgan so'zlarniqo'iyb</li> </ul>	
so'zlar beriladi;	yoziladi;	
O'qitish metodlari	Amaliy ish, ko'rsatish, VENN diagrammasi,	
_	nilyufar guli, "BBB" jadvali, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,	
	proektor.	
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Og'zaki nazorat, savol-javob , reyting tizimi	
	asosida baholash.	

26.2. Technological map

Stages of the lesson	Content of the lesson	Methods of	Means of the
and ttime		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting.  - Good morning dear students?  - Who is on duty today?  - What's date and day today?  - Who is absent today?  - All are present?  Start:  Aim: focusing students' attention on the new topic.  1-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: preparing students to the listening task. 2-Appendix.  While-listening. Aim: listening for detailed information. 3-Appendix.	Monolog Dialogue Resume of teacher	Conversation Resume of Student

	Post-listening. Aim: using learned vocabulary in speech.		
	Grammar rule: Aim: introducing the usage of adverbs. 4-Appendix.	Resume of teacher	Oral speech, book, cards.
	Reading task: Pre-reading	Writing Translating	Book, copy-book,
	<b>Aim</b> : preparing students for the	Put the words	dictionary.
	reading task. 5- Appendix. While- reading		j
	Aim: reading for specific		
	information. 6- Appendix.		
	Post – reading Aim: using introduced materials in speech.		
III-stage	Homework 7- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 8-Appendix.	Marking,	Journal.
lesson (5minutes)		Writing	

1-Appendix

#### **Starter:**

#### 1. Look at the picture and say what your plan is and how to plan your future?



2-Appendix

Read the phrases below. How can they be related to your future?

- to be a doctor or president
- to build modern house slowly
- enter to the University study
- to study there well
- to work hard
- to reach plans fast

3-Appendix

#### **LISTENING TASK:**

#### 1. Listen to the text and fill in the gaps.

Tape script

#### Answers:

My name is Azamat. I have a lot of *dreams*. When I was a kid my dream is to be a *pilot*, and as the time goes by, when I was teen I wanted to be a *president*. And it is interesting to note that, sometimes I want to be a doctor and other interesting dreams. But now I have grown up, now I know that I want to be a *manager*.

Now, I almost finish my studies in *university*. I will obtain Bachelor of Science Information. After I graduate, I want to work in one of the biggest oil company such as Chevron. I want to be the *staff* manager or manager at least. I prefer working offshore because it gives me a challenge to work over there plus they will pay me higher than work in the office.

I think that is all I can say about my dreams. It is just a simple dream for a simple man like me.

#### Listen again and find if the statements true, false or not given.

When he was adult, he wanted to be a pilot. True False When he was kids he wanted to be a manager. Nowadays he is a doctor. False He likes his job very much. Not given

He has graduated from his university. False False

He works at a big company.

#### 4-Appendix

#### **GRAMMAR RULES:**

Tell students to look through the grammar spot. After some time ask comprehension questions such as:

What is the difference between quick and quickly? What part of speech do they describe? Where do adverbs stand in the sentences?

Possible answers: Quick is an adjective, it describes the noun. Quickly is an adverb, it describes the verb.

#### 1. Put in the right word.

- 1.The driver of the car was ...seriously... injured, (serious/seriously)
- The driver of the car had ...serious... injuries, (serious/seriously)
- I think you behaved very ... . (selfish/selfishly)
- Rose is ... upset about losing her job.(terrible/ terribly)
- 5. There was a ... change in the weather.(sudden/ suddenly)
- Everybody at the party was ... dressed. (colourful/ colourfully)
- 1. Complete each sentence using a word from the list. Sometimes you need the adjective (careful etc.) and sometimes the adverb (carefully etc.).

careful(ly)	nervous(ly)	financial(ly)	special(ly)	fluent(ly)	Perfect(ly)
happy/happily		continuous(ly)	complete(ly)	<del>qui</del> c	ek(ly)

#### Answers:

- Our holiday was too short. The time passed very quickly.
- 2. Tom doesn't take risks when he's planning for future. He's always careful.
- 3. 4. 5. Azamat works *continuously*. He never seems to stop.
- Alice and Stan are very *happily* married.
- Monica's English is very *fluent* although she makesquite a lot of mistakes.
- 6. 7. I cooked this *meal* specially for you, so I hope you like it. Everything was very quiet. There was *complete* silence.
- 8. He tried to achieve dreams and they fitted me *perfectly*.
- Do you usually feel *nervous* before dreaming?
- 10. I'd like to buy a car but it's *financially* impossible for me at the moment.

5-Appendix

#### **READING TASK:**

#### 1. Read the elements of your Life Plan which are the most suitable for you and why? Your motto in your life\_..... Your Ideal Life ..... Your Loves: What You Really Like Do ...... Your abilities that you can do in real life ...... Your responsibilities ..... Students' own answers.

2. Read the text and decide which answer A,B and C best fits each space.

All of this is just the beginning of my(1).... After I work for 4 or 5 years, I will have a lot of money by that time, I will quit my job and start a (2).... I will buy 3 or 4 shops and run my shops and have another business such as office or(3).... and anything that have a good(4).... By that way I will make more money comparing than I work in the company.

After I run my business, I am going to marry a beautiful woman. I will start to make a family and (5).... to have 2 children which are a boy and a girl according to my light(6).... I will live in a big house which having a garden outside or maybe a pool so my children can play inside my yard because, if my children play outside, it will be a little risky. I just don't want anything bad to happen to my family.

Answer:

1. A) dreams	B) world	C) money
2. A) doctor	B) business	C) big house
3. A) house	B) start	C) restaurant
4. A) knowledge	B) prospect	C) girl
5. A) run	B) business	C) plan
6. A) goals	B) steps	C) planned

7-Appendix

#### Homework: Answer the question and compare with your partner's answer.

What are the disadvantages of making plan for your future in advance?

8-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-6	<b>3- Appendix</b> 0-6	<b>4- Appendix</b> 0-5/0-9	<b>6- Appendix</b> 0-6

23-18 mark - "good"

29-24 mark - "very good"

32-30 mark – "excellent"

# Personal development.

27.1. Oquv mashg'ulotining talim texnologiyasi modeli

	27.1. Oquv masng ulotining tanın texnologiyasi moden			
O'quv soati: 2 soat	O'quvchilar soni: 15			
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.			
O'quv mashg'uloti rejasi	1. Shaxsiy ma'suliyat haqida umumiy tushuncha.			
	2. Listening task: matnni eshitish va tushunish.			
	4. Writing task: gramatikada "to wish" so'zini			
	ishlatilishi.			
	5. Reading task: berilgan matnni o'qish.			
	ichilarni shaxsiyatni shakllantiruvchi omillar haqida			
munozaraga chorlash.				
Pedagogik vazifalar	O'quv faoliyati natijalari.			
• Rasmlar koʻrsatiladi va savol	$\mathcal{E}^{-3}$			
beriladi;	beriladi;			
1	'zi • "Personal Development" so'ziga			
beriladi;	izoh(difinishin) topiladi;			
<ul> <li>Audiodan matn quyiladi;</li> </ul>	• Matnni eshitib, tushib qolingan so'zlar			
	yoziladi;			
• Audiodan matn yana bir ma	1			
quyiladi;	bildirishadi;			
• "to wish" so'zini qoidalari va qaer	· · · · · · · · · · · · · · · · · · ·			
ishlatilishi tushuntirish;	mashqlar bajariladi;			
Naqllar beriladi;	<ul> <li>To'g'ri naql topiladi;</li> </ul>			
• Ikkita kichik matnchalar beriladi;	<ul> <li>Matnchalarga mos sarloha topiladi;</li> </ul>			
O'qitish metodlari	Amaliy ish, aqliy hujum, ko'rsatish, namoyish			
	etish, birgalikda o'qiymiz			
O'qitish vositalari	Ma'ruzalar matni, markerlar, slayd, kompyuter,			
	proektor.			
O'quv faoliyatni tashkil etish shakllari	Jamoa va guruhlarda ishlash.			
O'qitish shart-sharoiti	Maxsus auditoriya.			
Qaytar aloqani usul va vositalari Ogʻzaki nazorat, savol-javob, reyting ti				
	asosida baholash.			

27.2.Technological map

27.2. Fechnological map			
Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (10minutes)	Greeting.  - Good morning dear students?  - Who is on duty today?  - What's date and day today?  - Who is absent today?  - All are present?  Start:  Aim: raising students' interest.	Monolog Dialogue Resume of teacher	Conversation Resume of Student
TT	1-Appendix.	N 1	
II-stage While- activity (65minutes)	Listening task: Pre-listening Aim: teaching new vocabulary. While-listening.	Monolog Dialogue Resume of	Conversation Resume of Student

	Aim: listening for specific	<u>teacher</u>	
	information. 2-Appendix.		
	Post-listening.		
	<b>Aim</b> : using introduced materials in		
	speech.		
	Grammar rule:	<u>Dialogue</u>	Oral speech,
	<b>Aim</b> : introducing the verb to wish	Resume of	book, cards.
	3-Appendix.	teacher	
	Reading task: Pre-reading	Writing	Book,
	Aim: preparing students to the new	Translating	copy-book,
	text. While- reading	Put the words	dictionary.
	<b>Aim:</b> reading for general		
	information. 4- Appendix.		
	Post – reading Aim: using introduced materials in speech.		
III-stage	Homework 5- Appendix.	Explain and	Oral speech,
Conclusion of the	Marking 6-Appendix.	Marking,	Journal.
lesson (5minutes)		Writing	

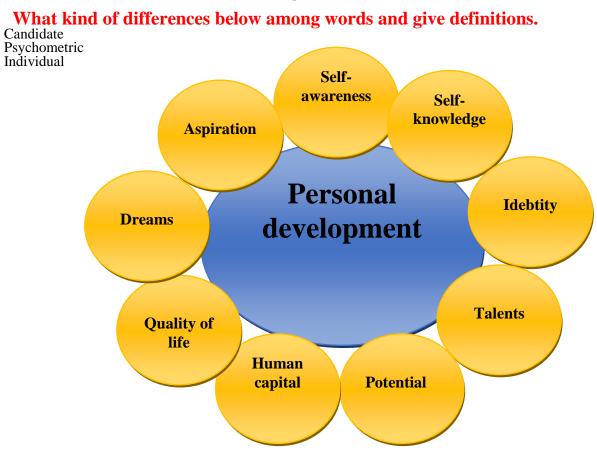
1-Appendix

#### **Starter:**

What is your opinion about pictures below?

Possible answers: picture A describes the elements of personal development.

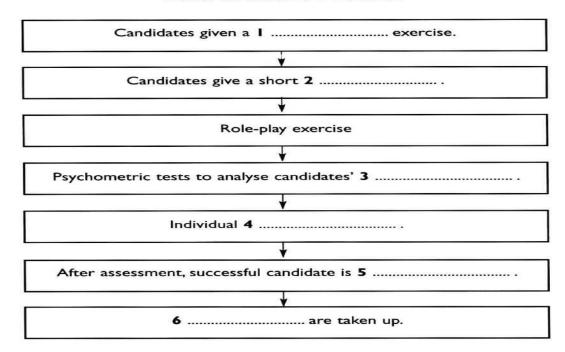
Picture B describes the time spent to achieve success.



#### **LISTENING TASK:**

Listen to the information. Complete the flowchart below from 1 to 6.

#### **Recruitment Process**



#### Tape script

#### Answers

Part of my job as Human Resources Coordinator.

First of all, <u>candidates are normally presented with a group exercise</u>, because it's important to see if they can work well in a team. Then <u>they are asked to deliver a brief presentation</u>. Candidates are given advance notice of this so that they can prepare.

Following this, candidates are set a series of psychometric tests, which <u>assess their mental processes</u> to see if they have the right skills for the job.

After all this, <u>candidates attend an interview alone</u> with a panel of three to four members of personnel from different departments. However, usually we find the right person and the successful applicant is <u>offered the</u> position.

The final stages are taking up references. The post is filled.

#### 3-Appendix

#### **GRAMMAR RULES:**

We use the past in the same way after wish (I wish I knew/I wish you were etc.). We use wish to say that we regret something, that something is not as we would like it to be and we want to change it:

I wish I knew Paul's phone number. (=I don't know it and I regret
Do you ever wish you could fly? (you can't fly)

#### 1. Write sentences beginning I wish?.

#### Answers:

- 1. I don't know many people. (and I'm lonely) *I wish I knew more people*.
- 2. I don't have a key (and I need one) I wish I had a key.
- 3. Ann isn't here (and I need to see her) *I wish Ann were here.*
- 4. It's cold (and I hate cold weather). *I wish it weren't hot*.
- 5. I live in a big city (and I don't like it). I wish I didn't live in a big city.
- 6. I can't go to the party (and I'd like to). *I wish I went to the party*.
- 7. I have to work tomorrow (but I'd like to stay in bed). *I wish I stayed in bed tomorrow*.

# 2. Are these sentences right or wrong? Correct the ones that are wrong.

Answers:

1. I wish Sarah would be here now. WRONG: I wish Sarah were here now. you would listen to me. 2. I wish 3. *I* wish have more money. WRONG: I wish I had more money. 4. I wish it wouldn't be so cold today. WRONG: I wish it weren't so cold today. the weather would change. 5. I wish 6. *I* wish you wouldn't complain all the t 7. I wish everything wouldn't be so expensive. WRONG: I wish everything weren't so expensive.

## 3. What do you say in these situations? Write sentences with / wish? Would?

#### Answers:

- 1. It's raining. You want to go out, but not in the rain. *You say: I wish it would stop raining.*
- 2. You're waiting for John. He's late and you're getting impatient.

You say (to yourself): I wish he would come in time.

3. You can hear a baby crying and you are trying to study.

You say: I wish a baby would stop crying.

4. You're looking for a job - so far without success.

You say: I wish somebody would give me a job.

5. Brain has been wearing the same clothes for years. You think he needs some new clothes.

You say (to Brain): I wish he would buy some new clothes.

4-Appendix

#### **READING TASK:**

#### Read two texts and put below suitable title.

- Direct of my plan
- ♣ My goal
- **1.** This paper seeks to prepare a personal development plan in my objective to become a leader in an organization. I wish I would analyze the targeted job . I will have to make an action plan on how to correct my mistakes and to improve on my weaknesses to take advantage of my job that I want to have and quality of a person that I want to happen as a result.
- **2.** The goal of this plan is to be able to possess the values of organizational skills and ability to do activities across company function. It further requires having demonstrated ability to work well under pressure to meet critical deadlines, having the ability to adapt to changing priorities and problem solving skills. I wish I would realized development.

5-Appendix

Homework: Tell students to discuss in a small group:

What kind of achievements they have gained last year.

Students own answer.

6-Appendix

#### Your total score.....

Groups	<b>2- Appendix</b> 0-6	<b>3- Appendix</b> 0-6	<b>4- Appendix</b> 0-6/0-6/0-4

20-16 mark - "good"

24-21 mark - "very good"

28-25 mark - "excellent"

# Unit 12. Review. PREPARATION FOR FINAL EXAM.

28.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	<ol> <li>Reading</li> <li>Writing</li> </ol>	
	<ul><li>3. Listening</li><li>4. Speaking</li></ul>	
O'quv mashg'ulotning maqsadi: O'qu	vchilarning o'z o'zini baholashga qaratilgan nazorat	
turini joriy qilsh bo'yicha munozara, ba	holash, xulosalar.	
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Matn va so'zlar beriladi.</li> </ul>	<ul> <li>Matnda so'zlarni sinonimi topiladi;</li> </ul>	
• Gaplar beriladi;	<ul> <li>Gaplarni oxirigacha yoziladi;</li> </ul>	
• Gaplar beriladi;	<ul> <li>Tagiga chizilgan so'zlarni sinonimi topiladi;</li> </ul>	
• Gaplar beriladi;	• Gaplarni gramatik jihadan to'g'rilab yoziladi;	
• Gaplar beriladi;	<ul> <li>Qovusdagi sifatni to'g'rilab yoziladi;</li> </ul>	
• Savollar beriladi;	<ul> <li>Savollarga o'z fikrini yozadi;</li> </ul>	
<ul> <li>Audiogan matn qo'yiladi;</li> </ul>	• Audiodan matn eshitiladi;	
<ul><li>Eshitib tushuniladi;</li></ul>	<ul> <li>Eshitib tushunganini gapiriladi;</li> </ul>	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Tarqatma materiallar, audio, kompyuter.	
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Yozma ish, og'zaki nazorat, savol-javob, reyting	

28.2. Technological map

tizimi asosida baholash.

Stages of the lesson	Content of the lesson Methods of Means of the			
and time	Content of the lesson	the teaching	teaching	
I-stage Org. moment (10minutes)	Greeting.  - Good morning dear students?  - Who is on duty today?  - What's date and day today?  - Who is absent today?  - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
II-stage While- activity (65minutes)	Explain to student task of the test Review Unit 12. The task consist of four stapes:  1. Reading 2. Writing 3. Listening 4. Speaking	Monolog Dialogue Resume of teacher	Conversation Resume of Student	
	Reading:  I. Find the synonyms of the words from the text. Use dictionary if you need.  II. According to the text  Vocabulary:  I Find the synonyms of the underlined words from "Tips to remember on the day of your exam"	Monolog Dialogue Resume of teacher	Oral speech, book, cards.	

	II. Put the parts of the sentences in the right order. Grammar: Write appropriate forms of adjectives in the brackets. Writing: Write your exam plan. You should include: -How you plan your preparation? -What skills help you to prepare? Listening: Evaluate your listening skills according to the statements below in the 5 point scale  Speaking: Evaluate your speaking skills according to the statements below in the 5 point scale	Writing Translating Put the words	Book, copy-book, dictionary.
III-stage Conclusion of the lesson (5minutes)	Homework Repeat all grammar rules, vocabulary. Marking Your total score	Explain and Marking, Writing	Oral speech, Journal.

#### Reading

So in about one month students will be facing their final exams. And that means that it is time to start preparing themselves mentally for the exams ahead. If they are taking four courses, then they probably have to write four final papers; review notes from 4 to 5 different lectures. Finish reading a number of different books and find time to prepare for their finals. It can seem overwhelming, but if the students start preparing themselves now, they will feel a lot better about getting everything accomplished. Here are some ways to help students prepare their mind and body for a successful final exam season. One of the best ways to prepare for finals is to spend time studying for the tests that carry the most weight. Not all final exams and papers are weighted the same. Make sure students know what percentage each paper or final exam is worth to their grade. That will give them some perspective on how much time they should designate studying for each class. Another way is to design a study schedule and stick to it. Make a commitment to spend at least an hour a week to focus on the final exam. By setting aside time now to focus on the final exam, they are preparing their mind for what's ahead. And they will also find areas that they have questions about. This will provide them plenty of time to get answers from their lectures.

#### I. Find the synonyms of the words from the text. Use dictionary if you need.

- Mental 1.
- 2. **Probably**
- 3. Overwhelming
- 4. Accomplish
- Commitment

#### Mark /5

#### **II.** According to the text

1.Final exams are ...

- C. required to be responsible B. terrifying
- 2. One of the best ways to prepare for finals...
- A. Studying for the tests hard B. starting to prepare for the topics C. preparing the mind
- 3. Another way to prepare exams....
- sitting at home and watching TV B. designing a study schedule C. chatting with friends
- 4. Helpful things for preparing finals.
- C.papers, docs, sheets
- A. review notes, books, final papers B. scan words, puzzles, game.

  5. Make a commitment to spend at least a week to focus on the final exams.

B. three hours A. an hour C.five hours

Mark / 5

#### Vocabulary

#### I. Find the synonyms of the underlined words from "Tips to remember on the day of your exam"

- Arrive early. Know the location and time of your exam.
- Be awake for the test. Get a good night's sleep, shower, chew gum, or have a caffeinated drink.
- Eat a small breakfast. It'll be more difficult to concentrate if you're hungry. Don't eat anything that may upset your stomach.
- Bring extra writing utensils. You never know when your pencil is going to break or your pen is going to run out of ink.
- 5. It's just a test. Remember that you studied hard and have confidence in yourself.

Mark / 5

#### II. Put the parts of the sentences in the right order.

- 1. a teacher a study guide, sure to study it make any If questions to study offers on it and answer.
- 2. so have the test! to sleep energy to pass, early the Go you
- 3. the teacher might any they test help if have Ask you practice that.
- 4. your notes, to what you, the topic refreshing paying attention your Rewrite mind on are writing
- 5. if with a you Study hate studying alone friend

#### Mark/5

#### Grammar

#### I. Write appropriate forms of adjectives in the brackets.

- 1. As soon as they understood that the second book was ..... (boring ) than the first one, they changed their mind.
- 2. The shops is (far) than the college.
- 3. Asaka is (far ) town in Uzbekistan I have been to .
- 4. Malika is (intelligent) than Gulshanoy.
- 5. This song is (beautiful) one in the world

#### Mark / 5

#### Writing

Write your exam plan. You should include:

- How you plan your preparation?
- What skills help you to prepare?

Write 5 sentences.

#### Mark /5

#### Listening

#### Evaluate your listening skills according to the statements below in the 5 point scale:

- 5. I can listen to and easily understand everything related to reports and case studies.
- 4. I can listen to and understand most things.
- 3. I can listen to and understand some things
- 2. I can understand a few things.
- 1. I cannot understand anything.

Mark / 5

#### **Speaking**

#### Evaluate your speaking skills according to the statements below in the 5 point scale:

- 5. I can confidently speak about everything related to reports and case studies
- 4. I can confidently speak about most things.
- 3. I can confidently speak about some things
- 2. I can confidently speak about a few things
- 1. I cannot confidently speak about anything.

#### Mark / 5

#### If your total score.....

35-40	30-35	25-30	25 and below
Excellent	Very good	Good	Should be improved

#### **Progress Portfolio**

- A) Tick the things you can do in English
- o I can talk about skills for success.
- o I can talk about things I'm expected to do.
- o I can describe the process of developing skills.
- o I can make my own solution to avoid anxiety and stress.
- B) What do you need to study again.

# FINAL CONTROL WORK.

30.1. Oquv mashg'ulotining talim texnologiyasi modeli

O'quv soati: 2 soat	O'quvchilar soni: 15	
O'quv mashg'uloti shakli va turi	Amaliy – to'liq o'quv mashg'uloti.	
O'quv mashg'uloti rejasi	1. O'tilganlar yuzasidan savol-javob uyushtirish	
	<ol> <li>Grammatik topshiriqlar bajarish.</li> <li>Yakuniy nazora ishi.</li> </ol>	
O'quv mashg'ulotning maqsadi: O'quv	vchilarning yil davomida olingan bilim, ko'nikma va	
malakalarni nazorat qilish		
Pedagogik vazifalar	O'quv faoliyati natijalari.	
<ul> <li>Gaplar beriladi;</li> </ul>	<ul> <li>Nuqtalar urniga "to be" qo'yiladidi;</li> </ul>	
• Gaplar beriladi;	<ul> <li>Nuqtalar urniga kishilik va o'zlik olmoshlari</li> </ul>	
	qo'yiladidi;	
<ul> <li>Gaplar beriladi;</li> </ul>	<ul> <li>Nuqtalar urniga sifat oyki ravish qo'yiladidi;</li> </ul>	
<ul><li>So'zlar beriladi;</li></ul>	<ul> <li>So'zlarni sifatni darajalariga qo'yib yoziladi;</li> </ul>	
• Test beriladi;	<ul> <li>Testni to'g'ri javoblari belgilanadi;</li> </ul>	
<ul> <li>So'zlar beriladi;</li> </ul>	• So'zlardan gap xosil qilinadi;	
O'qitish metodlari	Amaliy ish, ko'rsatish, namoyish etish,	
	birgalikda o'qiymiz	
O'qitish vositalari	Tarqatma materiallar.	
O'quv faoliyatni tashkil etish shakllari	Jamoa bilan ishlash.	
O'qitish shart-sharoiti	Maxsus auditoriya.	
Qaytar aloqani usul va vositalari	Yozma ish, savol-javob, reyting tizimi asosida	
	baholash.	

30.2. Technological map

50.2. Technological map			
Stages of the lesson	Content of the lesson	Methods of	Means of the
and time		the teaching	teaching
I-stage Org. moment (5minutes)	Greeting Good morning dear students? - Who is on duty today? - What's date and day today? - Who is absent today? - All are present?	Monolog Dialogue Resume of teacher	Conversation Resume of Student
II-stage While- activity (70minutes)	Explain to student task of the final control work.	Dialogue Resume of teacher	Conversation Resume of Student
	<ol> <li>Fill the gaps with verbs "to be" (am, is, are) in the correct forms Present Simple.</li> <li>Fill the gaps with personal or reflexive pronouns.</li> <li>Choose an adjective or an adverb to make sentences grammatically correct.</li> <li>Give the Comparative and Superlative Degrees.</li> <li>Find correct answer.</li> </ol>	Monolog Dialogue Resume of teacher	Oral speech, book, cards.

III-stage	6. Make up sentences.		
Conclusion of the	Homework Repeat all grammar	Explain and	Oral speech,
lesson (5minutes)	rules, vocabulary.	Marking,	Journal.
	Marking Your total score	Writing	
	VARIANT -		
1. Fill the gaps with	verbs "to be" (am, is, are) in the		nt Simple.
1. I a student.			
2. My father not a	shop-assistant, he a scientist.		
3 your aunt a nurs			
	No, they not. They at school.		
5 you an engineer		1 1 1	
-	otographer? No, she not a photo	grapher, she a stude	nt.
•	school? - Yes, they		
8 this her watch? - 9. Max an office-w			
9. Wax an office-w 10. We late, sorry!	OIKEI.	0, 5 point for each co	rroot answer 5
10. WC late, solly:		o, 5 point for each co	irect answer —
2. Fill the gans with	personal or reflexive pronouns.		
_ <u> </u>	agree with completely.		
	ne mirror and left the house in a ve	ery good mood.	
	t's may I come in?"	, 0	
4 . Mr. Lloyds is very	fat weighs over a hundred kild	os?	
5 introduced his	wife to the quests.		
6. Where shall me	-		
7. James took the bo	<u>*</u>		
8. We don't dress			
9. I taught to play	•	4	. 10
10 . Selfish people or	aly care about	1 point for each co	rrect answer 10
3. Choose an adjecti	ve or an adverb to make sentenc	_	rect.
1 T	Examples: It is clear. I see it	clearly.	
1. It is (correct, correct, correct)	• •		
2. Spell the word (con			
<ul><li>3. You know it (good</li><li>4. Of course it is (good</li></ul>			
5. It is (cold, coldly)			
6. Don't look so (cold			
7. It is (easy, easily).	i, coldry) at me.		
8. I can do it (easy, ea	asily)		
9. It is (warm, warml	<u>₹</u> '		
10. He always greets		1 point for each o	correct answer
4 Circo 4b - C	office and Con		
_	ative and Superlative Degrees.	anal abla manustainan	a little melite
Sad, grey, bad, old, n famous, good, early,	appy, free, dry, big, near, shy, unu	suai, abie, mountamou	s, mue, pome,
iamous, good, carry,	· · · · · · · · · · · · · · · · · · ·	25 point for each cor	rect answer
5. Find correct answ		25 point for each cor	ict answei
1. At ten we go			
a) on b) in c			
2. He lives ar		nd	

a) on / in b) i	in / in c) or	n / on d) ir	n / at
3. It is a quarter p	ast nine.		
a) 9:15 b) 9:3	30 c) 9:10	d) 9:20	
4. I play ch			
a) can /when			when d) can / where
5. A: langu	ages Anv		
a) How many / co	-	-	nuch / could / was
c) What / was / co		d) What	/ could / was
6. A: What is	today?		
B: Today is	1 <sup>st</sup> of	_•	
a) the day / the / M	lay	b) the	/ the / Monday
c) the month / the	/ July	d) the	date / the / October
7. A: cent	-		
B: It is			
A: What	the last century?	)	
B: It was	<b>•</b>		
a) What / the 21 <sup>st</sup>	century / was / tl	he 20 century.	b) What / the 21 <sup>st</sup> century / was / the 20 <sup>th</sup>
century.			_
c) What / the 21 c	entury / was / the	e 20 century.	d) When / the 21 <sup>st</sup> century / was / the 20 <sup>th</sup>
century.			
8. " did she	•		
"She married to			
a) What		c) Which	d) Why
9 did you b			
	b) Why	c) When	d) Who
10. " do you			
"To London."			0.777
a) Why	b) Where	c) How	d) What
			1 point for each correct answer
6. Make up sente			
1. seem, he, unfrie	-		
2. I, the typist, can		• • •	
3. just, the agreem			
4. his mother, retu		_	•
5. go, did, to, cine	ma, you, me, yes	sieruay, !	2 point for each correct answer 10
			2 point for each correct answer 10

### If your total score.....

45-50	38-44	30-37	30 and below
Excellent	Very good	Good	Should be improved

VARIANT - II
1. Fill the gaps with verbs "to be" (was, were) in the correct forms Past Simple.
1. I a student.
2. My father not a shop-assistant, he a scientist.
3 your aunt a nurse? - Yes, she
4 they at home? - No, they not. They at school.
5 you an engineer? - Yes, I
6 your friend a photographer? No, she not a photographer, she a student.
7 your brothers at school? - Yes, they
8 this her watch? - Yes, it
9. Max an office-worker.
10. We late, sorry!
0, 5 point for each correct answer 2. Complete the sentences using possessive pronouns (my, your, his, her, our, their).
1. I left car in the garage.
2. Mary hung coat on the peg.
3. Jack had hair cut.
4 . Neil and David ate supper.
5. I hope you enjoy holiday.
6. We'll invite you round to house sometime and complete these by addig a possessive with
own.
7 . You must make up own mind.
8. The children had to cook own supper.
9. Bill borrowed Jenny's car own can was being repaired.
10 . I'll bring own sheets and towels.
1 point for each correct answer $\frac{10}{10}$
3. Choose the correct form of an adjective.
1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
<ul> <li>4. I think your plan is the (best — better) of the two.</li> <li>5. This is the (most large-largest) power — station, I've ever seen.</li> </ul>
1 point for each correct answer
4. Put adjectives into correct forms.
1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
1 point for each correct answer 5
5. Give the Comparative and Superlative Degrees.
Heavy, clean, near, expensive, cheap, pale, hot, large, fat, early, pretty, beautiful, dry, famous,
rich, lazy, comfortable, ugly, weak, nice.
0, 25 point for each correct answer $\frac{5}{2}$
6. Find correct answer.
1. He picks up the apples the tree.

a) for b) from c) on d) at 2. She likes going \_\_\_\_ walks \_\_\_ summer.

a) for / at b) to / at c) for / in d) on / at

3. It is ten to six.					
a) 6:10 b) 6:30	*	*			
4. My little sister _					
a) could / can / can	b) can	/ was / could	c) couldn't /	was / can d)	was / can /
could					
5. Nick run v					
a) could / couldn't	,			d d) can / car	n
	. A: When Uzbekistan become Independent?				
B: It Indep					
a)did / became / the					
c) did / became / th			d) did / did / 1	$991$ , the $1^{\rm st}$ , Septe	ember.
7. A: is the	month?	•			
B: It is May.					
A: Which is		nth?			
B: It is February.	415				
A: Which is					
B: It is Decembe	r.				
a) What $/5^{11}/*/s^{1}$	t / the	b) Whi	ch / 5 / the / th	/ the	
a) What / 5 <sup>th</sup> / * / s <sup>c</sup> ) Which / 5 <sup>th</sup> / the	/ nd / the	d) Wl	$\frac{1}{1}$ / the /	rd / the	
8. " did the first	st man walk o	n the moon?"			
"In 1969"	a) when b) where c) who d) what				
		who d) wha	t		
9." did you p	bay?"				
"\$100".	1 > 11	\ <b>T</b> T	1 1/3371	í	
a) How many b) How c) How much d) Which one 10." did you buy your new jacket?"					
10 ald y	ou buy your n	ew jacket?			
" At supermarke		a) W/la a sa	d) II		
a) What	b) where	c) when	·	nt for each correc	ot ongwon
7. Make up senten	000		1 pon	it for each correc	it allswei
1. had, my work, be		l I finish he			
2. looked, her, surp					
3. She, want, to, hir		*			
	_				
4. asked, him, pour 5. was 3 years old,			dragg		
J. was J years oru,	ne, minsen, n	e, when, could,		at for each correct	ct answer 10
If your	total score	•••	2 pon	nt for each correc	ti aliswer 10
ſ					
	45-50	38-44	30-37	30 and below	W

45-50	38-44	30-37	30 and below
Excellent	Very good	Good	Should be improved